



## LEVEL 2 LESSON 1 BUDGET CUTS



<b>Topics</b>  Agent nouns New occupations Evaluating people's activities	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet
<b>Learning Strategy</b>  Make Inferences	<b>Goals</b>  Use the Present perfect; Present perfect continuous

### Day 1

#### *Introduce the Course*

Tell students, "Today we begin Level Two of Let's Learn English. In this course, Anna is working as a journalist. She learns many things about her new home, Washington DC. In the videos, the Professor Bot character explains the grammar of each lesson."

Ask, "What is your goal for this course?" Give students a chance to tell about their goals for studying this course. Possible answers include: to speak more comfortably in English, to understand conversations in English better, and to learn more vocabulary in English.

#### *Introduce the Lesson*

In Lesson 1, Anna and her work friends are worried about changes to their jobs. Ask students, if they are adults, to think of a time when they worried about a job. For younger students, ask if they sometimes hear rumors (stories that may not be true) at school about changes in teachers or their schedule. Explain that talking about such stories before getting the facts may cause unneeded worry.

## Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-To Guide to help students learn the new words.

### Day 2

#### Present the Conversation

Tell students that the video will show Anna and her work friends in a meeting. Play the video or audio of the conversation or give out paper copies of the Conversation from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



#### Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

Purpose	Professor Bot's Comment	
<b>Work word hunt</b>	Hi! I'm Professor Bot! This video is all about work. People talk about jobs and things that happen at work. Your assignment is to find as many work words as you can. Don't worry, I'll help.	
<b>Examples of work words</b>	Did you hear any work words? They talked about a lot of jobs. You can make the name of a job by adding an ending to a verb! Kaveh reports; so, he's a reporter. Amelia used to detect, so she was a detective. If you teach, you're a teacher. And a videographer....uh, I think you understand.	
<b>Review of work words</b>	Ms. Weaver's team is doing a good job! How about you? Did you find all of the work words? Here's a list you can check:	
boss meeting raises email budget cuts	accounting gossip rumors lose a job reporter	videographer detective teacher update a resume fire assignment

## ***Learning Strategy***

Introduce the strategy: Tell students, “Making an inference means making a guess based on what you know.”

Continue: “In the video, you hear Amelia tell Kaveh: ‘I just heard Anna and Jonathan talking about budget cuts.’ Kaveh makes an inference when he says, ‘That must be what the meeting is about. When there are budget cuts, people lose their jobs.’”

Explain, “As you learn English, you can use this strategy to help when you do not understand every word you hear or read. Making an inference means you guess, using what you do understand, about new words or expressions in English.

## ***Activity***

In this activity, students will practice the strategy Make Inferences and the present perfect continuous verb tense: HAVE + BE + verb + ing. If the students have not yet studied this tense, point out the examples in the conversation and explain it before they do this activity.

Here are the examples in the conversation:

- Wait, who has been talking about budget cuts?
- Well, everyone has been worrying about, you know ...
- We’ve been worrying that you are going to fire us!
- Budget cuts have been happening.

Explain, “We often make inferences when we look at photos. Let’s practice that today.”

Ask students to choose one of the photos and answer the questions with a partner.

Hand out copies of the student activity sheet. Go through the instructions for the steps and model the sample yourself or have a student read the sample aloud.

**Step 1:** With your partner, look at each picture. Think about the people in the picture.

**Step 2:** Choose one picture. Make an inference to answer the questions

- a. How does each person in the picture feel?
- b. What have they been doing?
- c. Tell your partner. Write your answer in the box.

Tell students: “Next, let your partner choose a picture and make an inference about the people. It is okay to guess. Use your imagination.” Remind students to use the present perfect progressive. Afterward, have several pairs share their inferences with the class.

## ***Listening Quiz***

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Jonathan says, "I have heard people in the building talking about budget cuts."  
*The question is: What does Jonathan think will happen in the meeting?*
2. Kaveh says, "When there are budget cuts, people lose their jobs."  
*The question is: What does Kaveh think will happen after the budget cuts?*
3. Ms. Weaver says, "The reason for this meeting is to tell you what a good job you've been doing and give out new assignments."  
*The question is: What does Ms. Weaver want to do at the meeting?*
4. Ms. Weaver says, "I'm not going to fire any of you... Budget cuts have been happening. But only one person has lost their job. Mark, in Accounting?"  
*The question is: What does Ms. Weaver say about the team?*

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Ask students to write their answer, in one paragraph, to this question:

What job would you like to do in the future? Tell how you will use English in the job.

If time allows, have students illustrate their work with photos from magazines or the internet and put them on the classroom walls to remind them of their motivation for learning English.

## Resources

### ***Conversation***

- Anna: Hum. Oh! "Important meeting. Everyone must come." Well, back to work! And my boss has called a meeting. I wonder what it's about. Maybe we're all getting raises! Ooo, there's Jonathan! Maybe he knows.
- Anna: So, Jonathan, what do you think today's meeting is about? The email sounded important.
- Jonathan: Well, I have heard people in the building talking about budget cuts.
- Anna: Oh! Budget cuts? Wait, who has been talking about budget cuts?
- Jonathan: Mark in Accounting.
- Anna: Mark in Accounting? That's one person. That's not "people."
- Jonathan: I know, but Mark knows everything that goes on at The Studio.
- Anna: That is true. But wait, look at us. We shouldn't gossip. That's how rumors start. We'll just go to the meeting and see what happens.
- Jonathan: You're right. No more talk about budget cuts.
- Amelia: Budget cuts? Oh no!
- Amelia: I just heard Anna and Jonathan talking about budget cuts.
- Kaveh: That must be what the meeting is about. When there are budget cuts, people lose their jobs.
- Amelia: Not you. You're a good reporter.
- Kaveh: And it's not you. You've done a great job as a videographer.
- Amelia: I can't go back to being a detective. Criminals scare me!
- Kaveh: And I can't go back to being a teacher! High school kids scare me!
- Kaveh: Penelope, have you heard the news? Today's meeting is about budget cuts.
- Penelope: That's awful! What should I do?
- Kaveh: Update your résumé. I've already updated mine. I'll see you at the meeting.
- Ms. Weaver: Hello everyone! Quiet, please. Quiet, please!
- Ms. Weaver: This meeting won't take long. Then you can all leave.
- Ms. Weaver: What is wrong with everyone? You look like I'm going to fire you. Ha-ha-ha-ha-ha! Seriously, what is wrong with everyone?
- Anna: Excuse me, Ms. Weaver?
- Ms. Weaver: Yes, Anna.

- Anna:** Well, everyone has been worrying about, you know ... We've been worrying that you are going to fire us!
- Ms. Weaver:** I'm not going to fire any of you! No! The reason for this meeting is to tell you what a good job you've been doing and give out new assignments. Budget cuts have been happening. But only one person has lost their job -- Mark in Accounting? Now, let's talk about those new assignments.

## Key Words

accounting	<i>n</i>	the skill, system, or job of keeping the financial records of a business or person
boss	<i>n</i>	the person whose job is to tell other workers what to do
budget	<i>n</i>	an amount of money available for spending that is based on a plan for how it will be spent
calm	<i>adj</i>	not angry, upset, excited, etc
criminal	<i>n</i>	a person who has committed a crime or who has been proven to be guilty of a crime by a court
detective	<i>n</i>	a police officer whose job is to find information about crimes that have occurred and to catch criminals
e-mail	<i>n</i>	a system for sending messages from one computer to another computer
fire	<i>v</i>	to dismiss (someone) from a job
rumor	<i>n</i>	information or a story that is passed from person to person but has not been proven to be true
scare	<i>v</i>	to cause (someone) to become afraid
update	<i>v</i>	to change (something) by including the most recent information
videographer	<i>n</i>	a person who records images or events using a video camera

## Expressions

gossip	<i>v.</i>	to talk about the personal lives of other people
get out	<i>phrasal verb.</i>	used as an angry way to tell someone to leave
get the ax	<i>informal expression.</i>	to lose your job : to be fired from your job
give (someone) the boot	<i>informal expression.</i>	to dismiss from a job or discharge from a group
kick out	<i>phrasal verb.</i>	to force (someone) to leave a place, group, or school

## Quiz - Level 2, Lesson 1 - Budget Cuts

Listen. Circle the letter of the correct answer.

1. What does Jonathan think will happen in the meeting?

- a. Jonathan thinks the meeting is about Mark in Accounting.
- b. He thinks the boss will tell people not to spread rumors.
- c. Jonathan thinks the meeting is about budget cuts.
- d. He thinks the staff will gossip about the email.

3. What does Ms. Weaver want to do at the meeting?

- a. She wants to find out what they have been doing in their jobs.
- b. Ms. Weaver wants to dance with Anna and the Studio team.
- c. She wants to praise the team and give them new assignments.
- d. Ms. Weaver wants to tell the team she is going to fire them.

2. What does Kaveh think will happen after the budget cuts?

- a. Kaveh thinks that he will become a videographer.
- b. He thinks that Amelia will get another job.
- c. Kaveh thinks that the Studio will close.
- d. He thinks that people will lose their jobs.

4. What does Ms. Weaver say about the team?

- a. They are doing a good job and getting new assignments.
- b. Mark from Accounting is going to be part of their team.
- c. Everyone is going to lose their jobs.
- d. There will not be any budget cuts.



STEP 1

With your partner, look at each picture. Think about the people in the picture.



Sample:

I think they are happy. I think they have been talking about their school days before taking this picture.

STEP 2

Choose one picture and make an inference to answer the questions.  
How does each person in the picture feel?  
What have they been doing before the picture was taken?  
Tell your partner. Then write your answer in the box.

A




---

---

---

---

C



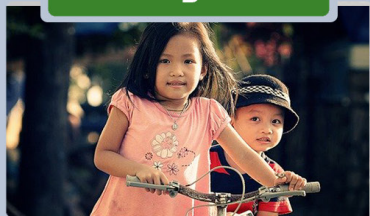

---

---

---

---

B




---

---

---

---

D




---

---

---

---