



6 A Promotion

1 Synopsis

Shawna works for an advertising agency. When her team is assigned a new project, Shawna is unhappy. She tells her friend Al that she thinks she should be getting paid a lot more money. She is getting the salary of an office manager, but doing the work of a producer. Al tells her that she will only get what she wants if she asks for it. She goes to see her boss, who agrees that she has taken on a lot of responsibility and that she would make a good producer – one day. Her boss won't give her a raise, so will Shawna have to look for another job?

Length of video: 4:40min

2 Target Language

Grammar: Direct and indirect object pronouns, Present Perfect

Vocabulary: work, expressions with *do* and *make*

Language points: *Why do you look so mad? You sound just like ..., Go, girl! What's wrong? You have to go for it!*

3 Procedural Notes

A Before you watch

As a class. Explain that the video is about Shawna, who is not happy at the advertising company where she works. She is an office manager, but she's doing the work of a producer. Elicit or explain that an office manager deals with the *office and office staff*, while a producer is responsible for the *product* that the company is selling (in this case, the advertising campaign).

In pairs. Have students work in pairs to match the tasks to the person who does them. Encourage them to start with the ones they know and to guess the rest.

As a class. Check answers and elicit or explain any new vocabulary (e.g., supplies, schedule, report, market research, tasks). Finally, have students decide and check the higher paid job (the producer). Ask *What other tasks do you think the office manager and the producer do?* Elicit ideas.

Answer key:

1–3 plan vacation schedule, order kitchen supplies, order office supplies; 4–6 find actors for ads, do market research, write reports

B While you watch

1 Individuals. Play the first section of the video [up to 01:00] and have students circle the tasks in the exercise in *Before you watch* that Shawna has to do.

Answer key: 4, 5, 6

As a class. Ask the following questions *Who has the most work?* (Shawna.) *Are her tasks those of an office manager?* (No.) Then, tell the class to imagine that they are Shawna – they're paid the low salary of an office manager, but they're doing the work of a well-paid producer. Ask *How do you feel?* (angry, frustrated, not motivated, etc.) Then, ask *What do you think Shawna's going to do about it?* Elicit predictions, but don't tell the class what happens!

2 Individuals. Have students read the five sentences. Watch the whole video. Ask them to put the events into the correct order. Check answers as a class and ask students to write the final event in their own words.

Answer key:

4, 1, 5, 3, 2

Suggested answer for 6:

Joan doesn't give her a raise. Shawna leaves.

As a class. Point out the object pronouns in the sentences and elicit who they refer to (1 *them* = the three employees; 2 *her* = Shawna; 3 *him* = Al; 4 *her* = Shawna; 5 *her* = Joan). Explain that often we use pronouns to avoid repetition.

3 In pairs. Ask students to read the lines from the conversation between Joan and Shawna. Have them work in pairs to predict where the words in the box belong. Then, play the end of the video [02:30–04:25] and have students check their answers. Elicit the difference between the words *work* (non-countable) and *job* (countable). Finally, check answers as a class.

Answer key:

1 responsibility 2 job 3 train 4 work
5 hard 6 raise

As a class. Open up a brief discussion of the video. Ask *Why didn't Joan and Shawna's conversation go well?*

Suggested answer:

The conversation went badly because (a) Joan did not really listen to Shawna or try to make her happy, and (b) Shawna chose the wrong timing and didn't prepare her speech.



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C After you watch

1 In pairs. Have students work in pairs to discuss the questions, using their memory. As you monitor students, encourage them to add details. It's not necessary to check answers. As an extra task or for early finishers, ask *Would you like to work in an office like that? Why (not)?* If you have time, replay the video (with sound off) to check answers.

Suggested answers:

1 the meeting room was situated next to a parking lot; it had a round table and a flip chart; there were just four people **2** they were dressed very casually (no suits, ties, or uniforms); three of them wore glasses; the women wore earrings; the boss was wearing pants and a blue blouse; she had lipstick and nail polish on **3** the kitchen had a lot of supplies, including a fridge, coffee machine, cups, and a microwave; they ate fruit and sandwiches; they drank coffee

2 Individuals. Ask students to work individually to complete the questions with *do* or *make* and add two questions of their own (preferably using words from the previous section, e.g., *train, raise* – make it clear that these questions do not need to be *do/make* questions). Elicit answers to 1–8 as a class.

Answer key: 1 do 2 make 3 make 4 do 5 make 6 make 7 make 8 do

4 Video Script

Joan: OK, good news – we got the Fruity-Fruit account!

Mariana: All right!

Luis: That's great.

Shawna: I knew we could do it.

Joan: Good work, people. But now the real work begins. So, let's review this task list. Mariana, they liked your concept, but they want to know it's going to work. So, you're going to set up test focus groups in the Boston area. OK, Luis, make all the graphic changes they asked for. They liked that T-shirt concept, so make a T-shirt. OK, Shawna, make a new production schedule – send it to the client. Set up a casting session. We need the right actors for these ads! OK, we need a lot more market research ... on ages, what they like, you know what to do. Write a report. OK,

and basically that's all for this morning.

All right.

Shawna: Well, we really must have wowed them!

Al: Hey, what's wrong, Shawna?

Shawna: Me? Oh, nothing. Nothing's wrong.

Al: Nothing, huh? Then why do you look so mad?

Shawna: What ...

Al: I mean, you look pretty mad.

Shawna: Do I look mad? Well, I guess I am pretty mad.

Al: Why? What's the matter? Tell Al all about it.

Shawna: Oh, Al. It's Joan! Look at my job description. Office Manager. But what am I doing? I'm creating production schedules ... I'm setting up casting sessions ... doing market research ... writing reports ... I'm doing lots of things that aren't in my job description.

In pairs. Have the students work in pairs and ask each other the questions. Encourage them to ask follow-up questions and to show interest. If you have students who don't work, ask them to imagine they are Shawna.

D Language points

As a class. Ask *Who did Shawna talk to when she was angry? (Al.) What did he tell her to do? (Ask for a raise.)* Refer students to the dialogue.

In pairs. Ask students to read the expressions in the box and put them into the conversation. Help with vocabulary where necessary. Check answers as a class.

Answer key:

1 what's wrong **2** do you look so mad **3** go for it **4** Go, girl **5** You sound just like my mother

In pairs. Ask students to practice the conversation in pairs.

As a class. Ask *Do you think Al gave Shawna good advice?* Open up a brief discussion.

E Your viewpoint

In groups. Have students discuss the topics in groups of three or four. If you have workers in your class, divide them up so that one of them is in each group. Conduct a brief class feedback at the end.



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- Al:** Well, you're right, it's not an office manager's job. That's a producer's job.
- Shawna:** Well, I'm certainly not making a producer's salary! I'm making much, much less. I should be getting paid a lot more.
- Al:** Shawna. Do you think Joan's going to come in here right now and say, "Shawna, honey, you are so great, you are so fantastic! Please, let me give you more money!"
- Shawna:** No, of course not!
- Al:** No. Joan will only give you more money if you ask for it.
- Shawna:** Yeah, I know. You're right.
- Al:** Well, then what are you waiting for? Go ask her.
- Shawna:** Well ...
- Al:** Go in there and ask her for more money. If you want something, you have to go for it. Go, girl!
- Shawna:** Jeez, Al. You sound just like my mother!
- Al:** That's the first time anybody has ever told me that!
- Joan:** Yes, you wanted to talk to me?
- Shawna:** Yes. I wanted to talk to you about my job.
- Joan:** You're doing a great job, Shawna, a great job. You've taken on a lot of responsibility.
- Shawna:** Oh, well. I'm glad you see it that way, Joan. Because I've realized I'm not doing the job of an office manager anymore.
- Joan:** Oh?
- Shawna:** No, I'm doing what a producer does.
- Joan:** You're doing some of what a producer does, but you're not doing everything. Is that what you'd like to do? Produce?
- Shawna:** Yes. I'd like to do that ... but what I really want ...
- Joan:** Because I think you'd be good at it. You'd be a good producer.
- Shawna:** Oh, well, thank you. I ...
- Joan:** Well, here's what you can do. You can work your way up. You can train with the producer ... the best we have ... then, in like six months ... we'll see. But, yeah, I'm sure you'll do well ...
- Shawna:** Yes, Joan. I do want to be a producer. And I'll work hard for it ...
- Joan:** Good. Good. You know what? But first, we need to finish this Fruity-Fruit job. We've got the account, but we have a lot of work to do. Then, you can train with the producer.
- Shawna:** Fine, but I'm still doing a lot of extra work. I'm working lots of extra hours. I'm doing a lot more work than what an office manager does ... So I think I should get more money.
- Joan:** I know you're working hard, we all are working hard. I just can't give you a raise right now.
- Shawna:** Joan, I've worked really hard since I started here, and I've done so much extra work. I really want a raise or ...
- Joan:** Or what, Shawna?
- Shawna:** Or ... I'll have to leave. I'll have to look for another job.
- Joan:** Well ... I certainly would hate to lose you.
- Al:** Well, what happened?
- Shawna:** Oh, I don't know. I think I'm going to have to look for another job!
- Al:** Oh, no.