

# 12

## Help Wanted

### Classroom Materials/Extra Practice



CD 4  
Tracks 38–54



Transparencies 12.1–12.6  
Vocabulary Cards Unit 12



MCA  
Unit 12



Workbook  
Unit 12



Interactive Practice  
Unit 12

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- *Can*: Affirmative and negative statements
- *Can*: Yes/no questions and short answers
- Past of *be*: Questions and answers

#### Pronunciation

- Unstressed *can*, stressed *can't*
- Stressed *can* and *can't* in short answers

#### Reading

- Read an article about making a good first impression

#### Writing

- Write a want ad for a job you want
- Write sentences about your job experience and skills

#### Life Skills Writing

- Complete a job application

### Preview

- Set the context of the unit by asking questions about what jobs they have (for example, *Do you work? Do you have a job? What is your job?*). Additionally, ask questions about *when* students work (for example, *Do you work before/after class?*).
- Hold up page 225 or show Transparency 12.1. Read the unit title. Ask: *What does Help Wanted mean?* (A company has a job and is looking for someone to hire.) *Where do you see Help Wanted signs?* (in store windows) *Where do you see help wanted ads?* (in newspapers)
- Say: *Look at the picture.* Ask the Preview question: *What do you see?* (a woman on the phone) Ask: *What is she doing?* (looking at the help wanted ads in the newspaper / trying to get a job / calling about a job)

### Unit Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed:
  - Want ads: *job advertisements in newspapers*
  - Body language: *movements you make with your body that show what you are feeling or thinking*
  - Work experience: *your past jobs*
  - Job application: *a form you complete to get a job*
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

## Getting Started

5 minutes


## 1 WHAT DO YOU KNOW?

**A** Look at the pictures. Which job duties can...

- Show Transparency 12.2 or hold up the book. Tell students to cover the list of words on page 227.
- Read the directions. Point to picture 1 and read the example. Ask: *Which job duties do you know?*
- Students call out answers as in the example. Help students pronounce job duties if they have difficulty.
- If students call out an incorrect job duty, change the student's answer into a question for the class (for example, *Number 2 is use a computer?*).
- If nobody can identify the correct job duty, tell students they will now listen to a CD and practice the names of the things in the classroom.

## Presentation

5 minutes

**B**  Listen and point to the pictures....

- Read the directions. Play CD 4, Track 38. Pause after number 12 (*help people*).
- Walk around and check that students are pointing.
- To check comprehension, say each job duty in random order and ask students to point to the appropriate picture.
- Resume playing Track 38. Students listen and repeat.

## Controlled Practice

15 minutes

## 2 PRACTICE

**A** PAIRS. Student A, point to a picture. Ask...

- Read the directions. Play A and model the example with a student.
- Say: *If your partner says the wrong job duty, say, "No, try again."* Model this with another student.
- Pair students. Walk around and check that A is pointing to a picture while asking a question and that B is guessing job duties. Check that A is politely asking B to try again if B names the wrong job duty.

**Expansion: Speaking Practice for 2A**

- To practice and review vocabulary for places, for each picture, ask: *Where is he/she?*

**B** WORD PLAY. TWO TEAMS. Play Charades.

- Read the directions.
- Model the activity by acting out a job duty (for example, *deliver packages*) while the class guesses the duty.
- Form groups of 4–8. Each group divides itself into two teams. Each team elects a Student A to begin.
- Walk around and check that Student A is able to effectively demonstrate any job duty on page 227.
- Ask each group which team won.
- To wrap up, call on a few individual students to act out a job duty while the class guesses.

**MULTILEVEL INSTRUCTION for 2B**

**Pre-level** Limit each actor's choices (for example, duties 1–4) and tell the actor to read all four choices to the guessing team before silently choosing one to act out.

**Above-level** Form like-ability teams and require the acting student to perform two duties (for example, *pick up packages* and *clean floors*).

## Communicative Practice 35 minutes

**C** WRITE. What do you do at work or at home...

- Read the directions and the examples.
- To provide a model, ask a few students what they do at work, at home, and at other locations (for example, *at school, at my grandmother's house, . . .*). Write their responses on the board.
- Walk around and spot-check students' writing to make sure they are following the format of the examples.
- Call on a few students to write their sentence on the board. Ask the class to call out corrections to any errors. Fix them on the board.

**Learning Strategy: Make connections**

- Provide each student with four index cards or tell students to cut up notebook paper into four pieces.
- Read the directions.
- On the board, write a job duty (for example, *fix things*). Draw a box around it. Say: *Tell me a job where you can fix things.* (a television repair person) Write a response on the board. Draw a box around it.
- *Optional:* Ask students to match the job duties on page 227 to jobs listed in Unit 2.
- Point to the job duty box and say: *A duty.* Point to the other box and say: *Job for the duty.*
- Walk around as students work. If misspellings occur, tell students to check the list on page 227.
- Say: *You can make cards to remember new words.* Remind students to use this strategy to remember other new vocabulary.

### Expansion: Graphic Organizer and Vocabulary Practice

- Tell students to make a chart in their notebooks with three to five place headings (for example, *At work, At home, At school, At my mother's house*). Ask students to write duties (page 227) they have at each place.
- Brainstorm additional place-related job duties and write them on the board for students to use.
- Students can keep this sheet as a vocabulary reminder as they work through the activities in this unit.

## Show what you know!

**STEP 1. CLASS. Walk around the room...**

- Read the directions. Tell students that *duties* means things they have to do every day.
- With a couple of students, practice the example conversation for the class.
- Tell students to ask their partner for their name if they don't remember it.
- Tell students to stand, mingle, and write their classmates' information in the chart.
- Walk around and check that students are discussing particular places and duties.

**STEP 2. Report to the class.**

- Call on students to report what they wrote in their charts (*At work, Min-Ji drives a truck. At home, she helps people.*).
- Tell students they can move *at work* and other place expressions to the beginning or end of a statement.

**Community Building**

Brainstorm with your class a list of classroom jobs or duties that students perform to keep the class running effectively. Write them on the board (for example, *put away the tables*). Review or assign classroom jobs (for example, materials monitor) to students and make a list of responsibilities on the board.

**Extra Practice**

Interactive Practice



pages 134–135

## Getting Started

5 minutes

## 1 BEFORE YOU LISTEN

**CLASS.** Look at the picture of Dino's Diner....

- Tell students to look at the picture. Ask: *What place is this?* (a restaurant / Dino's Diner)
- Ask: *What do you see?* (A Help Wanted sign)

## Presentation

20 minutes

## 2 LISTEN

**A** Look at the picture.... Guess:...

- Read the directions. Ask: *Why is he there?*
- Write the answer choices on the board and read them.
- Call on students to guess.

**B**  Listen to the conversation. Was...


- Read the first part of the directions. Play CD 4, Track 39.
- Ask: *Was your guess correct?* Circle the correct answer on the board.

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 290 as they listen to the conversation.

Listen again. Complete the sentences.

- Read each sentence and the answer choices.
- Play Track 39 again. Students listen and complete the sentences.
- To check answers, call on two students to write the sentences on the board. Correct as needed. Read them and ask the class to repeat.

**C**  Listen to the whole conversation....

- Read the directions. Play CD 4, Track 40.
- Ask: *What does the phone never stops mean?* (The phone rings a lot. / People often call Dino's.)
- Call on students to say answers. Tell students to make false statements true. (2. Assefa is starting his new job now.)
- Ask: *Why is Dino upset about the phone?* (He can't cook because he needs to answer the phone.)
- Ask students if they understand why the end of the conversation is funny. (Because Assefa starts his new job right now.) Elicit an explanation from on-level or above-level students.

## Community Building

Create Help Wanted signs for classroom jobs. Post them in your room. Students can read the signs and "apply" for a job!

## 3

## CONVERSATION

**A**  Listen. Then listen and repeat.

- Read the directions and the Pronunciation Watch note. Play CD 4, Track 41. Students listen.
- On the board, write a few statements with *can* (for example, *I can clean floors. He can make pizza.*). Circle *can* in the sentences you write and pronounce each sentence. Ask the class to repeat.
- Change *can* to *can't* in the sentences on the board and repeat the step above.
- Ask: *Why do we stress can't?* (Because it is difficult to hear the negative contraction if it is unstressed.)
- Resume playing Track 41. Students listen and repeat.

**B**  Listen to the sentences. Check...

- Read the directions. Play CD 4, Track 42.
- Call on students to say answers.

**Expansion: Pronunciation Practice for 3B**

- To reinforce clear pronunciation of *can* and *can't*, call a student to the front of the room. On a piece of paper, write a sentence with *can* or *can't* (for example, *I can clean floors.*). Show it only to the student.
- Ask the student to read the sentence to the class. The class holds up one finger for *can* and two fingers for *can't*. Repeat with other students.
- For more practice, pairs can repeat this activity.

## Controlled Practice

20 minutes

**C**  Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 228.
- Say: *Listen for the unstressed pronunciation of can and the stressed pronunciation of can't.*
- Play CD 4, Track 43. Students listen and read along silently.
- Resume playing Track 43. Students listen and repeat.
- Walk around and check that students are stressing *can/can't* correctly.

## 4

## PRACTICE

**A** **PAIRS.** Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, introduce the new vocabulary in the boxes by saying each job title and asking the class to repeat. Then ask what each person does [for example, *What does a sales assistant do?* (uses a cash register and takes returns)]. As needed, use the pictures and items in the classroom to explain vocabulary.
- To check comprehension, tell students to close their books and, as above, ask what each person does and who does each task [for example, *Who takes inventory?* (an office assistant)].
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the first row (*a sales assistant, use a cash register, take returns*).
- Ask a pair of on-level students to practice the conversation in front of the class. Remind students to say both a job and its skills.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around and check that students are stressing *can* and *can't* correctly.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

## Communicative Practice

15 minutes

**B** **ROLE PLAY. PAIRS.** Make your own...

- Brainstorm additional jobs and skills. Ask: *What jobs did you have in the past? What jobs do you want?* Write them on the board.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that A is clearly pronouncing what he or she can and can't do.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study statements with can. In the conversation on page 229, Assefa used this grammar.*
- Play CD 4, Track 43. Students listen. Write *I can make great hamburgers* and *I can't make pizza* on the board. Underline *can make* and *can't make*.

## Presentation

5 minutes

**Can: Statements**

- Copy the grammar charts onto the board or show Transparency 12.3 and cover the exercise.
- Read the Grammar Watch note. Read sentences from the charts and ask the class to repeat. Remind students that in statements *can* is unstressed and *can't* is stressed.
- Brainstorm with the class a list of skills, which can be a combination of new and existing skills from page 227 (for example, *drive a truck, sing in Italian, type quickly, and make pizza*).
- Write them on the board and ask a few students if they can do them. Students should respond in full form (for example, T: *Can you drive a truck?* S: *Yes, I can drive a truck. / No, I can't drive a truck.*).
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

5 minutes

## 1 PRACTICE

**A** Read Olga's job skills. Complete the sentences...

- Say: *This form has a list of many skills. Ask: Which skills does Olga have?* Students call out the checked skills.
- Ask: *Can Olga use a computer? (No.) Can she answer phones and take messages? (Yes.)*
- Read the example and say *blank* for the blank space. Read the sentence again and prompt the class to call out the answer to fill in the blank (*can*).
- Walk around and spot-check students' work. Students compare answers with a partner.
- Call on students to say answers. Ask students to repeat if they do not clearly pronounce *can* vs. *can't*.

## Communicative Practice

20 minutes

**B** GROUPS OF 3. Look at the job skills in Exercise A...

- Read the directions. With two students, practice the first conversation. Say: *If you have the same skill as your partner, say I can \_\_\_\_\_, too.*
- With two other students, practice the second example. Say: *If you do not have the same skill as your partner, say, I can't \_\_\_\_\_ either.*
- Model a negative example with a student. Prompt the student to say a skill he or she has that you don't have (for example, S: *I can speak three languages. What about you?* T: *I can't speak three languages.*).
- Form groups of 3. Pre-level and on-level students may need time to write down or think about a few skills they have before they begin practicing.
- Walk around and listen for students using *can . . . too* and *can't . . . either* to agree with their partner. Also listen for appropriate stress of *can* and *can't*.
- To wrap up, ask one student to make one statement about something he or she can do. Then that student turns to the next student and asks, *What about you?* The new student answers and then makes another statement and asks the next student, and so on.

**MULTILEVEL INSTRUCTION for 1B**

**Cross-ability** Ask the highest-level student in each group to play A first and to help the lower-level partners by modeling affirmative or negative answers as needed.

**Expansion: Writing and Speaking Practice for 1B**

- Ask students to make a chart in their notebooks with two headings: *Can* and *Can't*. Tell students to use all the skills and abilities vocabulary they learned in this unit (see Exercise 1A on page 230 and the skills listed on page 227) and write what they can and can't do in the appropriate column.
- After students have listed what skills they have and do not have, ask them to write affirmative and negative sentences for the skills (for example, *I can make copies. I can't use a computer.*).
- Pairs students and have them discuss their skills. To warm up, write the following example conversation on the board and practice it with a student (A: *I can make copies. Can you?* B: *Yes, I can make copies, too. I can also use a computer. Can you?*).

## Controlled Practice

5 minutes

2

## PRACTICE

Look at the pictures. Complete the sentences...

- Read the directions. Point to the first picture and ask: *Can he make furniture?* (No.) Say: *That's why the answer is can't make.*
- Check that students are writing the base form of the verbs. Remind students to use the base form of verbs with *can*.
- Students compare answers with a partner.
- Call on students to write answers on the board. Ask the same students to read their answer out loud. Check their pronunciation of *can* and *can't*.

## Communicative Practice

20 minutes

## Show what you know!

**PAIRS.** Look at the picture. What can the people...

- Read the directions.
- With a student, read the example. Point to a few additional people and ask the class to call out what they can or can't do (for example, *The woman in the green shirt can't speak Spanish.*).
- Pair students.
- Walk around and if pairs are having difficulty getting started, point to a person and ask: *What can he/she do? What can't he/she do?* (Some possible answers: The man in the green shirt can't fix the light. The woman in the blue shirt can talk on the phone. The woman in the red shirt can use a cash register. The woman in the purple shirt can't lift the heavy box. The man in the red shirt can help the customer. The woman in the green shirt can't speak Spanish.)
- To wrap up, identify all the people in the picture and ask the class to tell you what they can and can't do.

## MULTILEVEL INSTRUCTION

**Pre-level** Ask pairs to focus on one half of the picture. Provide students with skill vocabulary for people in that side of the picture by writing some skills on the board (for example, *lift heavy boxes, speak Spanish, carry heavy things*).

**Above-level** Ask pairs to identify two or more people who have (or lack) the same skills (for example, *The woman on the phone and the man at the customer service desk can help customers.*).

## Expansion: Speaking Practice

- Photocopy and distribute a crowd scene from a magazine or newspaper picture and ask pairs to discuss what the people can and can't do.

## Language Note

Students may have difficulty clearly pronouncing the final *-t* in *can't*. Tell students that shaking their head *no* while saying *can't* in conversation is a good way to make sure that they aren't misunderstood.

## Progress Check

**Can you . . . talk about job skills?**

Say: *We have practiced talking about job skills. Now, look at the question at the bottom of the page. Can you talk about job skills?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 112–113



pages 136–137

## Getting Started

3 minutes

- Ask: *What do you read when you look for a job?* (want ads in a newspaper or other source)
- Explain: *When you read information about an available job, you are reading a want ad.*
- Ask: *Where can you find want ads?* (in newspapers, on bulletin boards, in the job placement or employment center at your school, on the Internet, . . .)

## Presentation

10 minutes

## 1 READ WANT ADS

**A PAIRS.** Read the information. Talk about it....

- Read the notes.
- Ask the questions in the directions. Call on a few students to answer. Write students' responses on the board under the headings *Full-time* and *Part-time* (for example, *Full-time: office assistant, 40 hours a week, 8 A.M.–5 P.M.*).
- Pair students. Tell students who have never worked (or haven't worked in a long time) that they can discuss a job they want in the future (for example, *I want to be a mechanic. I want a full-time job.*).
- Call on several students to share their answers with the class.

**MULTILEVEL INSTRUCTION for 1A**

**Pre-level** Form groups of 4. Ask one student to read a question out loud while the others take turns answering. Sit with groups to help.

**Above-level** Ask students to also discuss the following questions: *Do you want to change your hours? Do you want to change jobs? Why or why not?*

## Controlled Practice

15 minutes

**B** Want ads are one way people find out about job...

- Read the directions.
- Ask: *What is a want ad?* (an ad for a job)
- Point out where to find the abbreviation for *full-time* in ad A.
- Call on students to write answers on the board.
- Read the want ads and explain any unfamiliar vocabulary.

**Expansion: Critical Thinking Practice for 1B**

- Pair students to discuss the following questions:
  1. *Why do want ads use abbreviations?* (Because it is too expensive to print full words.)
  2. *Why do ads sometimes not include some information, such as a telephone number or the pay rate?* (Because the business doesn't want phone calls. Some businesses prefer to talk about pay in person.)

## 2 PRACTICE

**A PAIRS.** Look at the want ads again. Complete...

- Read the directions and the example.
- Pair students. For each ad, ask students to identify: (1) part-time or full-time, (2) the pay, and (3) how to apply.
- Call on students to read the completed sentences out loud.

**MULTILEVEL INSTRUCTION for 2A**

**Pre-level** On the board, write each ad without abbreviations. Say: *Look at the full version if you can't remember all the abbreviations.*

**Above-level** Time students and allow them only three minutes to complete the activity. When they finish, they can help other students or check their work.

## Communicative Practice

5 minutes

**B GROUPS OF 4.** Talk about it. What are some...

- Read the directions.
- Brainstorm a couple of additional ways (for example, *word-of-mouth, on the Internet*) and write them on the board.
- Pair students and ask them to think of at least three additional ways to find jobs.
- Call on pairs to share with the class.

**Culture Connection**

• Ask: *How do people find out about jobs in your home country?* (word-of-mouth, job postings at various places, . . .) *Can you use the same ways in the United States?*



## Presentation

5 minutes

**C PAIRS.** Read the information. Talk about it....


- Read the first sentence of the directions.
- Read the information to the class.
- Ask: *Which shift do you work?* Call on a few students to answer.
- Pair students.
- Walk around and check that students are discussing shifts. For students who do not work, tell them to discuss a shift they would like to work (for example, *I like the afternoon shift. I can go to work after class.*).
- Call on students to say what shift they work.

## Controlled Practice

15 minutes

**D NETWORK.** Find classmates with the same...

- Read the directions and ask a couple of students the questions (T: *Do you like your shift?* S: *Yes, I do.* T: *Why?* S: *Because I can go to class in the morning and work in the afternoon.*).
- Poll the class about which work shift they have. Assign students to sit with others with the same shift. Tell each group to ask the questions in the directions.
- If grouping is not possible because not enough students share the same shift, tell students to stand, mingle, and ask several other students the questions in the directions. Tell students to write down their classmates' answers to help them remember.
- To wrap up, call on students to report about who they talked with (for example, *Maria likes her shift. She works the day shift at a factory. She picks up her kids after work.*).

**E**  Two friends are talking about a job...

- Read the directions. Preview the want ads with the class by calling on individual students to read each ad out loud.
- Say: *Circle the want ad they are talking about.* Play CD 4, Track 44. Students listen and circle the ad.
- Ask: *Which ad are they talking about?* (B) *How do we know B is the answer?* (Because no experience is necessary, it's part-time, and the pay is \$7 an hour.)

**F PAIRS.** Look at the ads again. Answer the question.

- Read the directions. Ask: *What information do we need to answer the question?* (the pay rate per hour and the number of hours per week)
- Pair students. Walk around and check that students are calculating the weekly pay using information from the want ad.
- Call on several students to say the answer. Call on a student who says the correct answer to come to the board and do the calculations.

**G WRITE.** Write a want ad for a job you want....

- Read the directions. On the board, write the headings *Hours*, *Pay*, and *Experience required*. Call on students to suggest several options for each heading and write them on the board.
- Say: *Use abbreviations in your ads. Look at the ads on pages 232–233 for ideas.*
- Walk around and help with spelling. If students' ads are missing information, suggest what to include (for example, *What about experience?*).

## Communicative Practice

10 minutes

**H PAIRS.** Talk about your want ads. Why do you...

- Read the directions and the example.
- Pair students. Walk around and check that they are giving reasons for wanting the job they created.

**I** Report to the class.

- Call on students to say the job their partner wants and to say why their partner wants that job.

## Progress Check

## Can you . . . read want ads?

Say: *We have practiced reading want ads. Now, look at the question at the bottom of the page. Can you read want ads?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 138–139

## Getting Started

5 minutes

## 1 BEFORE YOU LISTEN

**READ.** Look at the picture of the clothing store...

- Read the directions. Ask lower-level students: *What do you see in the picture?* (a woman, a man, a clothing store)
- Ask higher-level students: *What's happening in the picture?* (A woman is talking to a man about the elevator.)
- Ask: *Is there a problem?* (Yes.) *What's the problem?* (The elevator [is broken].) *What does out of order mean?* (broken or not working)
- Read the paragraph while students read along silently. Explain any unfamiliar vocabulary. Then ask students to read it again silently.
- Ask the class to call out answers to the questions.


## Presentation

25 minutes

## 2 LISTEN

**A** Look at the picture again.... Guess...

- Read the directions. Write the answer choices on the board and read them.
- Ask: *What is a customer?* (a person who buys things) *What is an employee?* (a person who works for someone)
- Ask: *Who is the woman, a customer or an employee?*
- Call on students to guess.

**B**  Listen to the conversation. Was...

- Read the first part of the directions. Play CD 4, Track 45.
- Ask: *Was your guess correct?* Circle the correct answer on the board. (Answer: an employee)

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 290 as they listen to the conversation.

**Listen again.** Which questions does the woman ask...

- Read the directions. Read each choice and ask the class to repeat.
- Play Track 45 again. Students complete the sentences.
- Explain: I need a favor *means that you want someone to help you.*
- Play Track 45 again if many students have difficulty identifying the correct answers.
- Call on two students to say answers.
- To check answers, call on two students to write the sentences on the board. Correct as needed. Read them and ask the class to repeat.

**C**  Listen to the whole conversation....

- Read the directions. Play CD 4, Track 46.
- Call on students to ask and answer the questions.
- As needed, explain: *Guy as in I'm the elevator repair guy is an informal word for man.* Elevator repair guy *is an informal title.*
- Ask: *Why is the end of the conversation funny?* (Because Dana thinks Sam is an employee but he is really the elevator repairperson.)

## Expansion: Listening Practice for 2C

- Conduct the following dictation activity: Tell students to write the numbers 1–5 on a sheet of paper. Call out the following work hours. Repeat once.
  1. 7:00 to 3:00
  2. 4:00 to 11:00
  3. 6:30 to 12:30
  4. 8:30 to 4:00
  5. 5:00 to 1:00
- Call on students to write the answers on the board. Correct as necessary.

## 3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the directions and the Pronunciation Watch note. Play CD 4, Track 47. Students listen.
- Say: *The pronunciation of can and can't in short answers is different from their pronunciation in questions. Ask: How is it different?* (In questions, *can* is unstressed and *can't* is stressed. In short answers, *can* and *can't* are both stressed.)
- Resume playing Track 47. Students listen and repeat.

## Controlled Practice 15 minutes

B  Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 234.
- Say: *Listen for the different ways to pronounce can and can't.*
- Play CD 4, Track 48. Students listen and read along silently.
- Resume playing Track 48. Students listen and repeat.
- Walk around and check that students are stressing *can/can't* correctly.

## 4 PRACTICE

## A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3B.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each place, day, and time period and ask the class to repeat.
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the boxes (for example, *restaurant, tomorrow, 6:00–11:00*).
- Ask two on-level students to practice the conversation for the class. Tell pairs to take turns playing each role and to use the words in the boxes to fill in the blanks.

- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

## MULTILEVEL INSTRUCTION for 4A

**Pre-level** Tell students to write answers in the blanks before practicing.

**Above-level** As part of their last line, ask students playing A to give a reason why they can't work (for example, A: . . . *because I can't. I have a doctor's appointment. Can you work . . . ?*).

## Expansion: Vocabulary and Speaking Practice for 4A

- Ask who works in each place (for example, *Who works in a restaurant?*) and on the board, write the jobs students say for each place (for example, *restaurant: server, busperson, cook, host/hostess*).
- Tell pairs to continue their conversations to include a misunderstanding where A thinks B is an employee (for example, A: *Aren't you the new server?* B: *No, I'm here to eat lunch. I'm a customer!*).

## Communicative Practice 15 minutes

## B ROLE PLAY. PAIRS. Make your own...

- Read the directions. On the board, write the headings *Places, Days, and Hours*. Call on students to say additional vocabulary similar to the information in the boxes in Exercise 4A (for example, *post office, gas station, Tuesday, from 7:00 to 4:00*) and write it on the board.
- Play A and, with an above-level student, use information from the board and make up a new conversation.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are using information from the board.
- Call on pairs to role-play for the class.

## Getting Started

5 minutes

- Say: *We're going to study can in yes/no questions and short answers. In the conversation on page 235, Dana and Sam used this grammar.*
- Play CD 4, Track 48. Students listen. Write on the board: *Can you work this Saturday?* and *Yes, I can.* Underline *Can you work* and *Yes, I can.*

## Presentation

10 minutes

**Can: Yes/no questions and short answers**

- Copy the grammar charts onto the board or show Transparency 12.4 and cover the exercise.
- Read a couple of questions from the left chart and ask the class to repeat. Model rising intonation for the questions and falling intonation for the answers.
- Ask: *Why do we use the base form of the verb?* (Because of *can*.)
- Say: *To make a short answer, say yes or no and then use a subject pronoun and can or can't.*
- Read short answers from the right chart and ask the class to repeat.
- Ask students to close their books. Remove any visual aids for the chart. Write the following on the board (don't write the words in parentheses):
  1. *Can you \_\_\_\_\_ the phone?* (answer) *Yes, I \_\_\_\_\_.* (can)
  2. *Can she \_\_\_\_\_ heavy boxes?* (lift) *No, she \_\_\_\_\_.* (can't)
  3. *\_\_\_\_\_ they make copies?* (Can) *Yes, \_\_\_\_\_.* (they can)
- Call on students to say the correct answers. Fill in the blanks on the board.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice


15 minutes

## 1 PRACTICE

**A WRITE.** Write questions with *can*. Use the words...

- Read the directions and the first item.
- Copy item 1 onto the board. Use it to illustrate the points below.

- Explain: *In the question, put Can first. Then put the subject (you), then the verb (work), and then nights because it tells us when he works.*
- Ask: *How do you know the answer is yes?* (Because the next sentence is *I'm free every night*.) Say: *Read and be sure you understand the sentence for line B to know if the answer is yes or no.*
- Students compare answers with a partner.

**B**  Listen and check your answers.

- Play CD 4, Track 49 as often as needed.

**C PAIRS.** Practice the conversation in Exercise A.

- Pair students and tell them to practice all the conversations as A or B and then to switch roles.
- Walk around and check that students are using rising intonation when asking questions and falling intonation when replying.
- To wrap up, call on pairs to perform for the class.

**MULTILEVEL INSTRUCTION for 1C**

**Pre-level** Promote fluency by modeling questions and answers and asking students to repeat before they practice in pairs.

**Above-level** Pairs make up new conversations by improvising new responses to the same questions (for example, 1. A: *Can you work nights?* B: *No, I can't. I take English classes at night.*).

**Expansion: Writing and Speaking Practice for 1C**

- Ask students to write in their notebooks five work-related things they can do (for example, *I can use a computer.*) and five things they can't do (for example, *I can't lift heavy boxes.*).
- Tell them to write questions for each of their statements (for example, *Can you use a computer?*) on a separate piece of paper.
- Pair students and tell them to practice taking turns reading each other's questions and responding to them.

## Communicative Practice 30 minutes

### 2 PRACTICE

#### A Look at the want ad. Write job interview questions...

- Read the directions and the want ad.
- As needed, explain *files* (papers you keep in a folder and usually put in a cabinet).
- Say: *Choose information from the ad and ask a question about it. For example, what question can you ask about the work hours? (Can you work full-time?) Write Can you work full-time? on the board.*
- Say: *Write questions with can for four other pieces of information in the ad.*
- Walk around and check that students are writing *Can you* in front of the ad information.
- Students compare answers with a partner.
- Call on students to write their questions on the board. Tell the class to call out corrections. Correct as needed.

#### B PAIRS. Student A, ask the questions in Exercise A...

- Read the directions and the example conversation.
- Pair students and tell them to take turns asking the questions they wrote in Exercise A. If students wish, they can answer with made-up information.
- Say: *Student B, to add more information, talk about a skill that is similar to the one Student A asks you about. To reinforce, review the example conversation and say: Taking messages and answering the phone go together.*
- To wrap up, call on pairs to perform for the class. Each pair can ask just a couple of questions.

#### MULTILEVEL INSTRUCTION for 2B

**Pre-level** First practice with pairs by having them ask you a question (for example, S: *Can you work full-time?* T: *Yes, I can.*).

**Above-level** Partners being asked give one or two negative responses but then say something else they can do (for example, A: *Can you organize files?* B: *No, I can't. I don't know how to file, but I can use a computer.*).

#### C WRITE. In your notebook, write five sentences...

- Read the directions. Tell students to write answers to the questions in Exercise A.

- Brainstorm with the class to identify additional skills by asking students to say their various skills. Write some on the board for others to use.
- Walk around and check spelling, grammar, and capitalization.

### Show what you know!

#### STEP 1. Think of a job. Write the name of the job.

- Read the directions. Tell students they can write any job. Review job vocabulary in this unit by asking students to call out the jobs they remember.
- Call on several students to say the job they wrote. Ask students why they chose that job.

#### STEP 2. GROUPS OF 5. Student A, say, "Guess..."

- Read the directions. With four students, practice the example conversation.
- Form groups of 5. Say: *When you think you know the job, ask, Are you a . . . ? Wait for your turn to ask.*
- Walk around and participate with the various groups to monitor students' comprehension.
- To wrap up, play the game as a whole class.

#### Expansion: Writing and Speaking Practice

- Ask students to create their own want ad for a job they want to have. To get them started, ask students to think about exactly what they want (for example, *part-time, 20 hours a week, mornings, M–F, some filing, answering phones*).
- Students then practice interviewing each other for each position.

#### Progress Check

##### Can you . . . ask about job skills?

Say: *We have practiced asking about job skills. Now, look at the question at the bottom of the page. Can you ask about job skills? Tell students to write a checkmark in the box.*

#### Extra Practice



Interactive Practice



pages 114–115



pages 140–141

## Getting Started

20 minutes

1

## BEFORE YOU READ

**A** Read the paragraph. Then complete the sentence.

- Read the directions.
- Read the paragraph while the class follows along silently.
- Read the final sentence, stop at the blank, and have the class call *first* to complete it.

**B** PAIRS. Talk about it. Think about someone...

- Read the directions and the example.
- Brainstorm various adjectives to describe first impressions (for example, *nice, friendly, funny, serious, smart, . . .*) and write them on the board.
- As a fun warm-up, ask the class to talk about their first impression of you, the teacher.
- Pair students. Tell them to each take turns describing their first impression of someone they know from work or school. Encourage students to use the adjectives on the board.
- Walk around and check that students are using adjectives to describe people. If they have difficulty, model expressions for them to repeat (for example, *He's really smart. He's really funny.*).

**C** A person's *body language* is one thing that helps...

- Read the directions.
- Say: *Body language is part of communication. People learn what you are thinking or feeling from how you are moving your body and your face.*
- Read the sentence in each box, then demonstrate each action for the class.

**Expansion: Listening Practice for 1C**

- Call pairs to the front of the class and issue body language commands to them (for example, *Shake hands firmly and smile.*).

**Teaching Tip**

Demonstrate “bad” body language by not making eye contact, shaking hands weakly, standing too close to someone as examples of what not to do. Students may find it humorous, which may help reinforce good body language habits.

## Presentation

10 minutes

## 2 READ

 Listen. Read the article.

- Ask: *What is the title? Say: Look at the picture. What is happening in the picture? What does it say under the picture?* (A good job interview . . .)
- Play CD 4, Track 50. Students listen and read along silently.
- *Optional:* Pause the CD after each paragraph and ask the following questions:
  - First paragraph: *Why is body language important?* (Because you make an impression with your body language.)
  - Second paragraph: *What should you do when you meet the interviewer?* (shake hands firmly, make eye contact, . . .)
  - Third paragraph: *How can you be a good listener?* (sit up, lean forward, don't touch your face, . . .)
  - Fourth paragraph: *When the interview is over, what should you do?* (shake hands, smile, thank the interviewer, . . .)
- If students have difficulty following along, play Track 50 again and pause as needed.
- Ask students if there are words they do not understand and explain them.

## Controlled Practice

10 minutes

## 3 CHECK YOUR UNDERSTANDING

- **A CLASS.** Read the article again. What is the main...
  - Read the directions. Allow time for students to read the article again. Remind students: *The main idea is the most important point in the article.*
  - Call on a few students to say their answer. Some answers may vary slightly.
- **B PAIRS.** Give each other tips on good body language...
  - Read the directions and the example conversation.
  - Tell students to first look back at the article and to write three tips they like.
  - Pair students. Tell them to talk about the tips.
  - To wrap up, call on several students to say several tips. Write any good new ones on the board.

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**C CLASS.** Talk about it. What are some other ways...

- Ask students to call out other ways to make a good first impression in a job interview. Write them on the board in complete sentences.
- If students have difficulty thinking of ideas, give them examples of ways not to behave and ask them how to correct this behavior (for example, T: *Is it good to wear shorts and a T-shirt?* Ss: *No!* T: *Then what should you wear?* Ss: *Nice/Business clothes.*). Write their suggestions on the board.
- Ask students to copy the list on the board into their notebooks. To wrap up, call on students to read items from the list on the board and to suggest any other ways to make a good first impression.

## Communicative Practice

15 minutes

 Show what you know!**PAIRS.** Role-play a job interview. Use good...

- Read the directions. Pair students and ask them to think of a job.
- Ask each partner to write three tips he or she will use in the interview (for example, *stand three feet away, shake hands, make eye contact*).
- Tell the interviewer to ask questions using *can*. Tell the interviewee to answer the questions and to demonstrate three body language tips.
- Call on pairs to perform for the class. Provide feedback about body language and clarity of speech.

**MULTILEVEL INSTRUCTION**

**Pre-level** After each pair has thought of a job to interview for, sit with students and help them create appropriate questions for that job.

**Above-level** Ask students to include information about schedule and availability in their conversations.

## Extra Practice



Interactive Practice



pages 116–117



page 142

## Getting Started

5 minutes

## 1 LISTEN

## A Look at the picture.... Guess:...

- Read the directions.
- Ask: *Where are Bao and Hanh? Why are they in the newspaper?*
- Call on students to guess. Write their guesses on the board.

## Presentation

5 minutes

B  Listen to the Greenville News Radio...

- Read the directions. Play CD 4, Track 51.
- Explain: Is this your first restaurant? *means* Is this the first restaurant that you have owned?
- Ask: *Was your guess correct?* Write the correct answer on the board.
- Ask: *Where is the restaurant?* (Right across from the new Foodsmart Supermarket.)

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 290 as they listen to the conversation.

## Controlled Practice

20 minutes

C  Listen again. Complete the sentences....

- Read the directions.
- Read the places in the word box while the class repeats.
- Play Track 51 again. Students listen and then complete the sentences.
- Play Track 51 as many times as necessary to aid comprehension.
- To check answers, read each sentence and tell the class to call out the answer.

## Culture Connection

- Say: *Many people in the United States like to start their own business.*
- Ask: *Do you want to start your own business? What kind of business would you like to have?* (restaurant, store, . . .)

## D Complete the newspaper article. Use words from...

- Read the directions. Read the article with the blanks as students follow along.
- Play Track 51 again and tell students to fill in the blanks with the missing information. Pause the track after the first answer is revealed. Resume playing the CD to allow the class to complete the exercise.

## E PAIRS. Compare answers.

- Pair students. Students show each other their completed articles.
- To check answers, call on students to take turns reading the completed article.

## Teaching Tip

Completion activities such as the one in Exercise 1D are a great opportunity for students to demonstrate their reading comprehension.

If possible, meet with students individually and ask them several comprehension questions about the article to gauge their comprehension—for example, *Who owns the Saigon restaurant?* (Bao Tran and Hanh Le) *Who was their first teacher?* (Emily Reed)

If individual meetings are not possible, send students home with a list of questions about the reading and have them write answers for homework.



## Controlled Practice

20 minutes

## 2 CONVERSATION

## A When a person is successful at something...

- Write *successful* on the board. Ask: *What does to be successful mean?* (Some possible answers: to be happy, to have money, to have a business)
- Read the directions. Ask students to carefully read the conversation silently.
- Ask: *Why does Ayantu say "Congratulations!" to Ivan?* (Because Ivan has his first café.)

B  Listen and read the conversation....

- Play CD 4, Track 52. Students listen and read along silently.
- Resume playing Track 52. Students listen and repeat.

## 3 PRACTICE

## A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 2B.
- Then, in Exercise 3A, ask students to look at the pictures and say what they are. *Hair stylist* is new vocabulary, so ask: *What is a hair stylist?* (someone who works in a hair salon who cuts and styles hair)
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the boxes (for example, *hair salon, hair stylist, three*).
- Ask two on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use the pictures to fill in the blanks.
- Walk around and check that students are stressing important words and using rising intonation for questions.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

## MULTILEVEL INSTRUCTION for 3A

**Pre-level** To focus on fluency, model the intonation of each line in the conversation, substituting new information, and ask students to repeat before practicing with a partner.

**Above-level** Tell the interviewers to ask their partner why he or she started a business (for example, A: *Why did you start your own café?* B: *Because I wanted to be successful and happy.*).

## Communicative Practice 10 minutes

## B ROLE PLAY. PAIRS. Make your own...

- Read the directions. On the board, write the headings *Places, Jobs, and Times*. Call on students to say additional vocabulary similar to the information in the boxes in Exercise 3A (for example, *restaurant, cook, two years*) and write it on the board.
- Play A and, with an above-level student, use information from the board and make up a new conversation.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are using information from the board.
- Call on pairs to role-play for the class.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask students to correct the mistakes. Go over the corrections by saying the words or sentences correctly and asking the class to repeat.

## MULTILEVEL INSTRUCTION for 3B

**Cross-ability** The lower-level students can read from cue cards with interview questions written on them. Partners work together to write the questions on the cards before practicing.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study simple past questions and answers with be. In the conversation on page 241, Ivan used this grammar.*
- Play CD 4, Track 52. Students listen. Write *How long were you there?* on the board. Underline *How long were*.

## Presentation

5 minutes


Past of *be*: Questions and answers

- Copy the grammar charts onto the board or show Transparency 12.5 and cover the exercise.
- Read the questions from the left chart while the class repeats.
- Read the affirmative short answers from the right chart while the class repeats.
- Ask specific questions from the left chart (for example, *Was he successful?*) and call on individual students to give an appropriate affirmative short answer (*Yes, he was.*).
- Read the Grammar Watch note. Say the negative short answers while the class repeats.
- Continue asking individual specific questions but tell students to answer negatively (for example, T: *Was it full-time?* S: *No, it wasn't.*).
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

10 minutes

## PRACTICE

- A WRITE.** Write questions. Use *was* or *were*.
- Read the directions and the example. Ask: *Where do you put was?* (after *What*)
  - Say: *If you see a Wh- word, use a form of be after it. If there is no Wh- word, use the form of be first.*
- B**  Listen and check your answers.
- Play CD 4, Track 53. Students listen and check their answers.
  - Call on students to say answers.

## Communicative Practice

10 minutes

**C PAIRS.** Student A, you are a manager. Student B,...

- Read the directions and the example. For each field in the application, say the name and ask students to call out the written information (for example, T: *Company. What is the company?* Ss: *Sam's Department Store.*).
- Pair students. Tell A to write a few questions first while B reviews the information in the application.
- Walk around and ask interview-style questions as you visit each pair.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask students to correct the mistakes. Go over the corrections by saying the words or sentences correctly and asking the class to repeat.

**MULTILEVEL INSTRUCTION for C**

**Pre-level** Write possible questions for each field on a sheet of paper (for example, *What company did you work for?*) and hand them out as a reference for students to use while they practice.

**Above-level** In addition to the questions about the information in the application, ask each interviewer to ask one or two questions more.

**Expansion: Vocabulary and Critical Thinking Practice for C**

- With the class, brainstorm additional reasons for leaving a job and write them on the board (for example, *change in work schedule, conflict with school schedule*).
- Ask students to discuss which reasons are good and which are not good (for example, *bad boss—It's not good to say bad boss because it shows that I might not like the new boss.*).

## Extra Practice



Interactive Practice



pages 118–119



pages 143–145

**1 GRAMMAR**

**Eun-Young Lim is interviewing for a job as a...**

- Read the directions and the example.
- Tell students to refer back to the grammar charts on pages 230 and 236 (*can/can't*) and 242 (*were/was*) as needed.
- Students compare answers with a partner.
- Read the conversations and call on individual students to say answers.
- *Optional:* Pair students and ask them to practice the conversations. Call on pairs to perform the completed conversations for the class.

**Expansion: Writing and Speaking Practice for 1**

- Ask pairs to rewrite the conversation using different information (for example, *Spanish* instead of *Korean*).
- Then ask each pair to perform the new conversation.

**2 WRITING**

**STEP 1. Complete the information about a job...**

- Read the directions. Tell students they can make up information if they don't want to use true information.
- Tell students to look back at the application on page 242 for ideas.
- Walk around and check that students are writing appropriate answers. If many students fail to understand some fields in the application, write them on the board and brainstorm various appropriate answers.

**STEP 2. Write three sentences about the job in Step 1.**

- Read the example sentences.
- Create a couple of sentences from information on the board (if any) from Step 1. Or ask a student to tell you some information from his or her application that you can use to make a sentence.
- Walk around and check that students are capitalizing the first letter of the first word, using the past tense of *be*, and using proper punctuation.
- To wrap up, call on several students to read their sentences out loud. Write them on the board.

**Teaching Tip**

Students can first practice writing sentences in their notebooks before transferring them to the textbook page.

**3 LIFE SKILLS WRITING**

Turn to page 264 and ask students to complete the job application. See pages Txi–Txii for general notes about the Life Skills Writing activities.

**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 12, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

**Extra Practice**


pages 120–121

## 4 ACT IT OUT

**STEP 1.**  Listen to the job interview.

- Play CD 4, Track 54. Students listen.
- As needed, play Track 54 again to aid comprehension.

**STEP 2.** Choose a place and a job. Make a list of...

- Pair students. Read the directions and the guidelines for A and B. For each picture, ask: *What is this place?* (restaurant/store/office) *What jobs are available?* (cooks, waiters, sales assistants, . . .). Briefly brainstorm what skills are associated with each job (for example, T: *What skills do you need to be a sales assistant?* S: *You need to help customers.*).
- Tell students playing A to prepare their information first by writing a list of questions to ask. Tell students playing B to write down their skills and experience.
- As pairs prepare, tell them to reverse roles to practice both positions.
- While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task. If time permits, ask pairs to switch roles and do a second performance.
- *Optional:* After each pair finishes, discuss the strengths and weaknesses of each performance either in front of the class or privately.

## 5 READ AND REACT

**STEP 1.** Read about Jin-Su's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh-* questions to check comprehension—for example, *What is Jin-Su's job?* (He is a supervisor in a large store.) *Who needs a job?* (Jin-Su's cousin)

**STEP 2. PAIRS.** Talk about Jin-Su's problem. What...

- Pair students. Ask: *What is Jin-Su's problem?* (His cousin wants a job, but she isn't a good worker.) *What can Jin-Su do?*
- Read the ideas in the list. Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the box (for example, S: *I think he can give Min-Ji a job because he can train her to get better.*).
- Pairs students. Tell them to think of one new idea not in the box (for example, *He can tell Min-Ji to take a job skills class.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea, too (*Do you think this is a good idea? Why or why not?*).

**MULTILEVEL INSTRUCTION for STEP 2**

**Pre-level** Sit with students, say each idea in the list, and ask students to explain why they like or don't like each solution (for example, A: *He can't say there are no openings because it is not true.*).

**Above-level** Pairs discuss the problems with each idea (for example, A: *If he gives her a job, maybe she will do badly.*).

## 6 CONNECT

Turn to page 252 for guidelines for the Goal-setting Activity and page 272 for the Team Project. See pages Txi–Txii for general notes about teaching these activities.

**Progress Check**

**Which goals can you check off? Go back to page 225.**

Ask students to turn to page 225 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.