

# 8

# Job Hunting

## Classroom Materials/Extra Practice



CD 2  
Tracks 47–58



Transparencies 8.1–8.6  
Vocabulary Cards Unit 8



MCA  
Unit 8



Workbook  
Unit 8



Interactive Practice  
Unit 8

## Unit Overview

### Goals

- See the list of goals on the facing page.

### Grammar

- *Can* to express ability: affirmative and negative statements, *Yes / No* questions and short answers
- Time expressions with *ago*, *last*, *in*, and *later*
- Ways to express alternatives: *or*, and

### Pronunciation

- *Can* and *can't*
- Intonation of questions with *or*

### Reading

- Read an article about jobs in the U.S.
- *Reading Skill*: Predicting the topic

### Writing

- Write about your dream job
- Write about your job skills and work history
- Write about the job you want in five years

### Life Skills Writing

- Complete a job application

## Preview

- Set the context of the unit by asking questions about jobs (for example, *Do you work? What's your job? What things do you have to do for your job? Do you like your job?*).
- Hold up page 145 or show Transparency 8.1. Read the unit title and ask the class to repeat.
- As needed, explain: Job hunting *means looking for a new job*.
- Say: *Look at the picture*. Ask the Preview question: *What are the people doing?* (shaking hands, talking)
- Say: *Look at the picture and the unit title. What is the reason for this meeting?* (It's a job interview.) Point to the man and ask: *What does he want?* (a new job) Point to the papers on the table and ask: *What do you think these are?* (a job application)

## 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:
  - Duties*: things you have to do for a job
  - Skills*: things you can do, abilities you have
  - Help-wanted ads*: section of the newspaper that lists job openings
  - Availability*: when you can work
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

## Getting Started

15 minutes

## 1 WHAT DO YOU KNOW?

**A CLASS.** Look at the pictures. Which jobs...

- Show Transparency 8.2 or hold up the book. Tell students to cover the list of words on page 147.
- Tell students to look at the jobs in the box. Say the jobs and ask the class to repeat.
- Number from 1 to 7 on the board. Read the directions. Tell students to match the jobs from the box with the pairs of pictures.
- As students call out answers (for example, *Number 2 is a nurse assistant.*), write them on the board: 1. *computer system administrator*, 3. *warehouse worker*, 4. *sales associate/stock clerk*, 5. *receptionist*, 6. *food service worker*, 7. *manager*. Help students pronounce the jobs if they have difficulty.
- If students call out an incorrect job, change the student's answer into a question for the class (for example, *Number 5 is a manager?*).
- Tell students to label the pairs of pictures or write the picture numbers next to the jobs in the box.
- Point to each pair of pictures, say the job, and ask the class to repeat again.

**B CLASS.** Look at the pictures. What are some...

- Show Transparency 8.2 or hold up the book. Tell students to cover the list of words on page 147.
- Read the directions. Say: *Look at the pictures. What are the people doing?*
- Brainstorm duties and write them next to the jobs on the board. (Phrase the duties in the same way as the job duties listed on page 147, beginning with the base form of a verb.) Try to brainstorm at least one duty for each job.

## Presentation

5 minutes

**C**  Listen to the job duties. Then...

- Read the directions. Play CD 2 Track 47. Pause after number 7B (*plan work schedules*).
- Say each job duty in random order and ask students to point to the appropriate picture.
- Resume playing Track 47. Students listen and repeat.

## Teaching Tip

To make sure students are connecting the new words with their meanings, tell them to point to the pictures as they listen / listen and repeat.

## Controlled Practice

15 minutes

## 2 PRACTICE

**A PAIRS.** Student A, say a job from *What do you...*

- Read the directions. Ask two on-level students to read the example.
- Ask an above-level student to stand up and play Speaker A. Tell the class that they are Speaker B. The above-level student says a few jobs and the class calls out the corresponding duties.
- Pair students. Tell them to take turns playing Speakers A and B.
- To wrap up, say each pair of job duties and ask the class to call out the job.

**MULTILEVEL INSTRUCTION for 2A**

**Cross-ability** The higher-level student covers the list of job duties on page 147. The lower-level student consults the list to say job duties and to check the higher-level student's answers.

**B WORD PLAY. GROUPS OF 3.** Look at the list...

- Read the directions.
- On the board, write: 1. *computer system administrator*: A. *install computer hardware*, B. *help with computer problems*, C. \_\_\_\_\_. Point to C and ask: *What other things do computer system administrators do?* List students' ideas on the board.
- Form groups of 3. Assign a recorder in each group. Tell groups to brainstorm ideas and then choose one additional duty for each job.
- *Optional:* If students have Internet access in your classroom, allow them to search using the job title and duties.
- Write the jobs as headings on the board. Ask one student from each group (not the recorder) to write a duty for each job on the board. Read the additional duties for each job. Make corrections as necessary.

**Learning Strategy: Make connections**

- Provide each student with five index cards or tell students to cut up notebook paper into five pieces.
- Read the directions. Draw two rectangles on the board representing the two sides of a card. Write a job duty in one and the corresponding job in the other.
- Walk around as students work. If misspellings occur, tell them to check the list on page 147.
- Say: *You can learn new words by pairing them with related words.* Remind students to use this strategy to remember other new vocabulary.

**Communicative Practice** 15 minutes**Show what you know!****STEP 1. Think of your dream job. What is the title...**

- Tell students to look at the list of job duties and underline the duties they would like to do for a job.
- Read the directions. Say: *A dream job is a job that you would love to have.*
- Write your dream job title and three duties on the board and read them.
- Tell students to choose a job from the list on page 146 or a different job. Say: *To get an idea of what job you would enjoy, look at the duties you underlined.*
- Walk around and help students who choose a different job.

**STEP 2. GROUPS OF 3. Tell your classmates...**

- Read the directions. Form groups of 3.
- Model the activity. Tell the class about your dream job. Point to the job title and duties on the board. Say: *My dream job is \_\_\_\_\_. The duties are . . .*
- *Optional:* Say: *Or you can add -s to the verbs and say what a person with your dream job does.* Point to the job title and duties on the board. Say: *My dream job is \_\_\_\_\_. A [your dream job] . . . (helps, prepares, plans, etc.).*

**MULTILEVEL INSTRUCTION**

**Pre-level** Provide a prompt. On the board, write: *My dream job is \_\_\_\_\_. The duties are . . .*

**Above-level** Walk around and encourage students to use the third-person singular -s to talk about the duties of their dream job.

**Extra Practice**

Interactive Practice



pages 86–87

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**CLASS.** Look at the job skills. Which skills do you...

- Tell students to look at the job skills. Say each skill and ask the class to repeat.
- Act out each skill in random order. As you act, talk about what you're doing. For example, sit down at your computer and say: *I'm writing a letter.* Tell the class to call out the skill (*use a word-processing program*).
- Read the directions.
- Talk about your skills. Say: *I can . . . I can't . . .*
- Tell students to circle the skills they have.
- For each skill, ask the class: *Who can (operate a forklift)?* Ask for a show of hands.

## EXPANSION: Vocabulary and writing for 1

- Ask students to look at the job duties on page 147 and circle the skills they have.
- Tell student to write a list of their skills, using the vocabulary from pages 147 and 148.
- Say: *Exchange lists with a partner. Read your partner's list and suggest a job for him or her. You can say: I think \_\_\_\_\_ is a good job for you.*

## Presentation

15 minutes

## 2 LISTEN

**A CLASS.** Look at the picture of Albert and...


- Read the directions.
- Tell students to look at the picture and label Albert (on the left) and Manny.
- Ask: *What is happening?*
- Elicit students' guesses and list them on the board.
- Tell students they will listen for the answer in Exercise B.

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

- Read the directions.
- Play CD 2, Track 48. Students listen.
- Ask: *What is happening?* Read the guesses on the board. Elicit and circle the best answer. (Albert is interviewing Manny.)

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 303 as they listen to the conversations.

**C**  Listen again. Complete...

- Read the directions. Tell students to read the sentences and answer choices silently.
- Play Track 48 again. Students listen and complete the sentences.
- Call on students to read the sentences.
- Tell students to look at the picture and ask: *What does Albert have in his hand?* (Manny's application)
- To review, ask: *What are Manny's duties in the job he has now?* (assist customers, stock shelves) Tell students to look at the list of job duties on page 147. Ask: *What is Manny's current job?* (sales associate / stock clerk)

## Culture Connection

- Tell students to look at the picture of Albert and Manny. Ask: *How is Manny dressed for his interview?* (professionally—dress shirt and pants, tucked-in shirt, belt) Explain: *Even if regular employees dress casually, you should wear business clothes for your interview. It's important to be neat and clean. Don't wear too much jewelry, perfume, or aftershave.*
- Tell students to look at the picture again. Ask: *Where is Manny looking?* (at Albert's eyes) Explain: *It's important to look an interviewer in the eye. In the U.S., making eye contact shows confidence. If you avoid making eye contact, you'll make the interviewer uncomfortable—and he or she may even think that you're not telling the truth.*
- Tell students to look at the picture once more. Ask: *What are Albert and Manny doing?* (shaking hands) Explain: *It's a good idea to shake hands at the beginning and end of a job interview. Your handshake should be firm, and you should make eye contact and speak as you shake. At the beginning of an interview, you can say: Nice to meet you. At the end of an interview, you can say: Thank you for your time.*
- Tell students to practice a firm handshake with a partner. Remind them to make eye contact and speak as they shake.

## Controlled Practice

10 minutes

3

## CONVERSATION

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

- Read the first two sentences of the Pronunciation Watch note.
- Tell students to look at the sentences and underline *can*. Write the three sentences with *can* on the board. Point to *can* in each sentence and ask: *Does another word come after it?* In *I can learn* and *Can you speak Chinese?*, label *can*: *weak*.
- Read the third sentence of the Pronunciation Watch note. Point to *Yes, I can* on the board. Ask: *Does can have a weak or a strong pronunciation?* Label *can* in this sentence: *strong*.
- Read the last sentence of the Pronunciation Watch note. Write *I can't use a cash register* on the board. Underline *can't* and ask: *Does it have a weak or a strong pronunciation?* Label *can't*: *strong*.
- Play CD 2, Track 49. Students listen.
- Resume playing Track 49. Students listen and repeat.

**B**  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 148.
- Tell students to read the conversation silently and underline *can* and *can't*.
- Tell students to read the Pronunciation Watch note again and label each *can* or *can't* they underlined *weak* or *strong*.
- Play CD 2, Track 50. Students listen and repeat. Tell them to pay particular attention to their pronunciation of *can* / *can't*.

## Communicative Practice

25 minutes

4

## PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Walk around and help with pronunciation. Pay particular attention to students' pronunciation of *can* and *can't*.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say the duties / skills in each row and ask the class to repeat. At the end of each row, ask: *What job are these duties / skills for?* (row 1: warehouse worker; row 2: receptionist; row 3: food service worker)
- Ask two above-level students to practice a conversation for the class. Tell Student B to choose a blue and a green duty from the same row in the boxes. Tell Student A to use the red skill from the same row.
- Tell pairs to use information from the same row in the boxes to fill in the blanks.
- Walk around and check that students correctly substitute names and information into the conversation. Listen for correct pronunciation of *can* and *can't* in the last two lines of the conversation.
- Call on groups to perform for the class.

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

- Model the activity. On the board, write a job from the list on page 146. Ask: *What are three duties / skills for this job?* Write the duties / skills on the board. For example: *nurse assistant—take care of patients, record patient information, speak Spanish.*
- Label the first two duties / skills on the board: B. Label the last duty / skill: A.
- Play Speaker B and practice the conversation in Exercise 4A with an above-level student. Use the first two duties / skills on the board. Prompt Student A to use the third one.
- Tell students to choose a job they would like from the list on page 146 or a different job. Tell them to note three duties / skills for the job. Direct them to label the first two duties / skills: B and the last duty / skill: A.
- Pair students and tell them to practice the conversation.
- Walk around and check that students correctly substitute names and information into the conversation. Listen for correct pronunciation of *can* and *can't* in the last two lines of the conversation.
- Call on pairs to perform for the class. Ask the class to listen and guess the job that Student B is applying for.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study can to express ability. In the conversation on page 149, Albert and Manny used this grammar.*
- Play CD 2, Track 50. Students listen. Write on the board: *Can you use a cash register? No, I can't, but I can learn.* Underline *Can*, *can't*, and *can*.

## Presentation

15 minutes

**Can to express ability**

- Copy the grammar charts onto the board or show Transparency 8.3 and cover the exercise.
- Read the sentences in the charts and tell the class to repeat.
- Read the Grammar Watch note out loud and ask the class to read along silently.
- On the board, write: *I can speak English.* Underline *can* and *speak* and say: *Use can + the base form of a verb.*
- Point to the sentence on the board and elicit two ways to make it negative. On the board, write: *I can't speak English. / I cannot speak English.* Ask: *Which do we use more often? (I can't speak English.)*
- Point to the sentence *I can speak English* and ask the class to make a *Yes / No* question. Write: *Can you speak English?* Ask a few students the question and elicit the short answer: *Yes, I can.* Ask a few students: *Can your mother / father / grandparents speak English?* to elicit the short answer: *No, she / he / they can't.*
- If you are using the transparency, do the exercise with the class.

**Language Note**

Ask: *What is the negative of can?* Number from 1 to 3 on the board. Elicit and write *can't* and *cannot*. Say: *Use can't in informal conversation: I can't go to the party. In more formal speech and writing, don't use abbreviations.* On the board, write: *The president cannot / can not attend the event.* Point to *cannot* and say: *Both spellings are correct, but cannot as one word is more usual.* Write *cannot* next to number 3.

## Controlled Practice

20 minutes

**1 PRACTICE****A Look at the pictures. Write one question with can...**

- Read the directions and the example.
- Elicit another question for item 1: *Can Nadia type / use a computer?*
- Remind students to use the base form of the verb and to begin each question with a capital *C* and end with a question mark.
- Walk around and help with vocabulary and spelling as needed. Check that students form *Yes / No* questions correctly.

**B PAIRS. Ask and answer the questions in Exercise A.**

- Read the directions.
- Play Speaker A and model the example with an above-level student. Model continuing the activity by asking another question: *Can Nadia type?* Elicit the short answer: *Yes, she can.*
- Pair students. Walk around and check Student B's use of pronouns.
- Call on three pairs to ask and answer the questions for the class. Make corrections as necessary.

**MULTILEVEL INSTRUCTION FOR 1B**

**Cross-ability** Direct the lower-level student to play the role of Speaker A first so that he or she has the short answers modeled before having to produce them.

**EXPANSION: Grammar and speaking practice for 1B**

- Tell students to change the subject of the questions in Exercise 1A to *you*.
- Direct pairs to ask each other the questions in Exercise 1A (for example, A: *Can you lift heavy boxes?* B: *Yes, I can.*).

## 2 PRACTICE

**A PAIRS.** Look at Luisa's job application. Ask...

- Read the directions.
- Tell students to look at the application. Say the skills and ask the class to repeat. Explain: Sort materials *means organize them*. For example, a warehouse worker puts boxes that are going to New York, Philadelphia, and Washington, D.C., in different areas of the warehouse. To illustrate, draw boxes labeled NYC, Phila., and D.C. in three separate areas on the board.
- Tell students to look at the example. Read A's question. Tell students to point to *use a computer* on the application. Ask: *Did Luisa check use a computer?* (No.) *Can she use a computer?* (No.)
- Pair students. Say: *One partner asks questions about Luisa's office skills. The other partner asks questions about Luisa's warehouse skills.*
- Call on one pair to ask and answer questions about Luisa's office skills. Call on another pair to ask and answer questions about Luisa's warehouse skills.

**B WRITE.** Write sentences about Luisa's skills. Use...

- Read the directions. Tell students to write one sentence for each skill on the application.
- Remind students to use the base form of the verbs. Remind them to begin each sentence with a capital letter and end with a period.
- Walk around and spot-check students' grammar and punctuation.

**EXPANSION: Pronunciation practice for 2B**

- Pair students and direct them to take turns reading the sentences in Exercise 2B out loud. Tell them to practice the weak pronunciation of *can* and the strong pronunciation of *can't*.
- Walk around and monitor students' pronunciation. Model as needed.

**C WRITE.** Look at the skills on the application...

- Read the directions.
- Tell students to look at the application and check the skills they have. Direct them to make their checkmarks to the right of each skill.
- Model the activity by writing one sentence about your skills on the board (for example, *I can use a computer.*).

## Communicative Practice 20 minutes

**Show what you know!****STEP 1.** Write three questions to ask your group...

- Read the directions.
- Tell students to choose three skills and complete the questions in the chart. Tell them to look at the vocabulary on pages 147 and 148 and Luisa's application for ideas.
- Draw the chart on the board. Ask three students to come to the board and complete the questions.

**STEP 2. GROUPS OF 4.** Interview each member...

- Read the directions.
- Use the chart on the board to model the activity. Ask three students the questions on the chart. Record the students' names and answers.
- Form groups of 4. Direct students to ask each partner one question. Remind students to use short answers: *Yes, I can* or *No, I can't*.

**STEP 3.** Tell the class about your group's job skills.

- Read the directions.
- Use the chart on the board to model the activity. Point to each row of the chart and form a sentence with *can* or *can't* about the student's skills.
- Call on students to talk about their group's job skills.

**MULTILEVEL INSTRUCTION for STEP 3**

**Pre-level** Students write sentences about their group's skills before they report to the class.

**Progress Check****Can you . . . talk about your skills at a job interview?**

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

**Extra Practice**

Interactive Practice



pages 72–73



pages 88–89

## Getting Started

5 minutes

## Culture Connection

- Ask: *Did you have a job in your home country? How did you find it? How do people usually find out about jobs in your country?*
- List students' responses on the board. If *help-wanted ads* is on the board, circle it and say: *We're going to read help-wanted ads in English.* If *help-wanted ads* is not on the list, ask: *Do people use help-wanted ads to find jobs in your home country?*

## Presentation

20 minutes

## 1 READ HELP-WANTED ADS

## A CLASS. Look at the help-wanted ads. Where can...

- Direct students to look at the help-wanted ads and circle the names of the websites (*Job-ads.com* and *Career.com*). Ask: *Where can you find these ads? (on the Internet)*
- Ask the class if they know any job-search websites. List them on the board.
- Ask: *Where else can people find out about jobs? (the newspaper, local newsletters, community bulletin boards, job fairs, friends and family)* Ask: *Do you work? Where did you find out about your job?*

## B Read the help-wanted ads. Look at the words...

- Read the help-wanted ads. After you read each ad, ask: *What is the job? (driver; office assistant)* *What skill(s) do you need for the job? (drive; organizational, telephone, and people skills)*
- Read the directions.
- Direct students to look at item 1. Tell them to find and point to the word *hour* in the ads.
- Direct students to look at item 2. Say: *Look at the words in bold in the ads. What do you think M-F is an abbreviation for? (Monday-Friday)*
- Tell students to match as many words and abbreviations as they can.

## C PAIRS. Compare your answers.

- Pair students and tell them to fill in missing answers and make corrections as necessary.
- Say the correct answers and ask the class to repeat.

- *Optional:* Review unfamiliar vocabulary, as needed, by asking questions about the ads:

**part-time / full-time:** *Which job is part-time? (driver) Which job is full-time? (office assistant) What are the hours of the full-time job? (Monday-Friday, 9:00-5:00) How many hours a week is that? (40 hours) How many hours a week is a part-time job? (fewer than 40 hours)*

**benefits:** *Which job offers benefits? (office assistant) What types of benefits do some people get from their jobs? (health insurance, dental insurance, retirement plans, paid vacation, etc.)*

**required / preferred:** *Which job do you need experience for? (office assistant) What word in the ad tells you that experience is necessary? (required) Do you need experience for the driver job? (No.) Would the car service company like to find a driver with experience? (Yes.) What word in the ad tells you that experience is important but not necessary? (preferred)*

**references:** *Which job do you need references for? (office assistant) What is the sentence in the ad with the word references? (1 year's experience . . . and excellent references . . .) So, if references are related to your experience, what do you think references are? (people you have worked for in the past who can talk about your skills and say that you would be good for the job)*

## EXPANSION: Writing practice for 1C

- Tell students to rewrite one of the ads using the abbreviations in place of the words in bold.

## Communicative Practice

5 minutes

## D PAIRS. Read the help-wanted ads again....

- Read the directions. Pair students.
- List talking points on the board: *hours, experience, pay, how to apply*. Tell students to highlight or underline this information in their ad.
- Call on students to describe the jobs for the class.

## MULTILEVEL INSTRUCTION for 1D

**Cross-ability** Direct the higher-level student to play Speaker A and talk first. The lower-level student (playing Speaker B) can say the talking point (for example, *hours*) and then read the highlighted information in the office assistant ad.



## Controlled Practice

15 minutes

### 2 PRACTICE

**A Read the help-wanted ads. Then read the sentences....**

- Tell students to read the help-wanted ads silently.
- Read the directions and the example. Ask: *What is the abbreviation for part-time? (PT)* Tell students to highlight or underline *PT* in ad c.
- Say: *When you find an answer, highlight or underline the information in the ad.*

**B PAIRS. Compare your answers.**

- Students compare answers with a partner and make corrections as necessary.
- Call on one student to read the sentences about job a, one student to read the sentences about job b, and one to read the sentences about job c.

**EXPANSION: Vocabulary practice for 2B**

- Pair students. Tell partners to choose one ad each from Exercise 2A.
- Tell students to read the ad to their partner, substituting full words for the abbreviations.

## Communicative Practice

15 minutes

**C GROUPS OF 3. Look at the ads on this page and...**

- Draw the following chart on the board:

	PT	FT	eve./ weekend hrs.	exp.	ref.	bnfts.
job a		✓				
job b						
job c						

- Complete the row for job a as a class. Ask: *Is job a part-time? (No.) Is it full-time? (Yes.) Do you have to work evenings and/or weekends? (No.) Do you need experience? (Yes.) Do you need references? (No.) Does it offer benefits? (Yes.)* Make checkmarks in the appropriate columns for *yes* answers.
- Tell students to complete the rows for jobs b and c.

- Ask two students to complete the chart on the board. Ask the class if the chart is correct. Make corrections as necessary.
- Read the directions.
- On the chart on the board, circle *job a* and the checkmark under *FT*. Read the example.
- Tell students to look at the chart and circle the job they're interested in and the reason(s).
- Form groups of 3. Walk around and help students phrase their reason as needed.
- To wrap up, ask: *Which job are you interested in?* Ask for a show of hands for the receptionist job, the store manager job, and the sales associate job. Write the most popular job on the board. Ask: *Why?* Elicit reasons from the class and list them on the board.

**MULTILEVEL INSTRUCTION for 2C**

**Pre-level** Direct students to write a sentence similar to the example before they talk with their group.

**Above-level** Direct students to give several reasons why they are interested in the job.

### 3 LIFE SKILLS WRITING

Turn to page 263 and ask students to complete the job application. See pages T-xi–T-xii for general notes about Life Skills Writing activities.

### Progress Check

**Can you . . . read help-wanted ads?**

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

**Extra Practice**



Interactive Practice



pages 90–91

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**A CLASS.** Look at the people. Read the reasons...

- Say: *Look at the people. Read the reasons they changed jobs.*
- Read the reasons and ask: *What are some other reasons people change jobs?* Brainstorm reasons and write them on the board. Begin each reason with *I'd like . . .* (for example, *I'd like to learn new skills / a job with benefits / a promotion / to move to a new city.*)

**B PAIRS.** Have you ever changed jobs? What was...

- Read the directions.
- Ask an above-level student to ask you each question (for example, S: *Have you ever changed jobs?* T: *Yes. First I was a business manager. Then I got a job as a teacher.* S: *What was the reason?* T: *I wanted to do something different.*)
- On the board, write: *old job: \_\_\_\_\_ / new job: \_\_\_\_\_ / reason for change: \_\_\_\_\_.* Tell students to write their answers in their notebooks.
- Pair students and tell them to ask each other the questions in the directions.
- Call on a few students to answer the questions for the class.

**MULTILEVEL INSTRUCTION for 1B**


**Pre-level** Students can answer the first question *yes* or *no*.

**Above-level** Students can explain their reason (for example, *I wanted a job closer to home because I wanted to spend more time with my family.*)

## Presentation


25 minutes

## 2 LISTEN

**A**  Listen to more of Manny's job...

- Say: *Point to Albert. Point to Manny.* Ask: *What do you remember about them? What is Albert's job?* (store manager) *What is Manny doing?* (interviewing for a new job) *Does Manny have a job now?* (Yes.)


- Read the directions. Tell students to read the events silently. Play CD 2, Track 51. Tell students to write 1 on the space next to the event that happened first, 2 for the next event, and 3 for the last.
- Call on a student to read the events in order.

**B**  Listen again. Why does Manny...

- Ask: *What is Manny's job now?* (stock clerk)
- Review the reasons to change jobs. Say them and ask the class to repeat.
- Read the directions. Tell students to listen for one of the reasons.
- Play Track 51 again. Ask: *Why does Manny want to change jobs?* (He'd like to do something different.) If the class can't answer, play Track 51 again.
- Elicit the answer and write it on the board.

**Teaching Tip**

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 303 as they listen to the conversations.

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

- Read the directions. Write *unemployed* on the board. Tell students to listen for Albert to say *unemployed* and then listen to Manny's explanation.
- Play CD 2, Track 52. Students listen.
- Ask: *What do you think unemployed means?* (He didn't have a job.) If the class can't answer, do Exercise 2D and then ask again: *What does unemployed mean?*
- Say *unemployed* and ask the class to repeat.

**Language Note**

Point out that the prefix *un-* means *not*. Explain that someone who is *unemployed* is *not* employed, or doesn't have a job.

**D**  Listen to the whole conversation again....

- Read the directions. Direct students to read the questions and answers silently.
- Play Track 52 again. Students listen and circle the letter of the correct answers.
- Read the questions. The class calls out the answers.

## Presentation

5 minutes

3

## CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 154.
- Tell students to read the conversation silently.
- Read the directions. Play CD 2, Track 53. Students listen.
- Resume playing Track 53. Students listen and repeat.

## Controlled Practice

10 minutes

4

## PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Then in Exercise 4A, tell students to look at the information in the boxes.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, ask what color it is. Point to the box that is the same color and fill in the blank with the first item in the box.
- Ask two on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two above-level students to make up a new conversation for the class.
- Tell pairs to take turns playing Speakers A and B and use the information 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 practice for the class.

## Communicative Practice

10 minutes

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

- Provide pens or highlighters in blue, green, red, and yellow, or tell students to write the color name next to each piece of information as follows.

Ask: *When did you come to the U.S.?* On the board, write: \_\_\_\_\_ ago. Tell students to note their answer in blue.

Ask: *What was your first job in the U.S.?* Tell students to note their answer in green. (Direct students who don't work or haven't changed jobs to make up the work history information.)

Ask: *What job do you have now?* Tell students to note their answer in red.

Ask: *What was the reason for your job change?* Tell students to note their answer in yellow.

- Pair students and tell them to substitute their own information into the conversation in Exercise 4A.
- Walk around and remind students to switch roles.
- Call on pairs to perform for the class.

## Teaching Tip

While pairs are performing role plays, using the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the complete rubric with the students.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study time expressions with ago, last, in, and later. In the conversation on page 155, Manny used this grammar.*
- Play CD 2, Track 53. Students listen. Write on the board: *I came to the U.S. three years ago. Then last year I got a job as a stock clerk. Underline three years ago and last year.*

## Presentation

10 minutes

Time expressions with *ago*, *last*, *in*, and *later*

- Copy the grammar chart onto the board or show Transparency 8.4 and cover the exercise.
- Read the sentences in the grammar chart and ask the class to repeat.
- Ask: *When did this class meet for the first time?* Write a date on the board (for example, *September 2009*). Use the date to compose sentences with *ago*, *last*, and *in* about when the class started (for example, *The class started four months ago. The class started last fall. The class started in September.*). Write the sentences on the board.
- Think of an event that has happened since the start of school (for example, the arrival of a new student), and write the event and date on the board. Compose a sentence with *later* (for example, *Two months later, Juan joined the class.*).
- Read the sentences on the board and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

## EXPANSION

- Direct students to substitute the times in the grammar chart with their own information. Tell them to write four sentences.
- On the board, write: *I came to the U.S. \_\_\_\_\_ ago. I got a job last \_\_\_\_\_. I changed jobs in \_\_\_\_\_. \_\_\_\_\_ later, I . . .* (Tell students to choose one of the three sentence endings.)
- Pair students and tell them to read their sentences to their partner.

## Controlled Practice

30 minutes

## 1 PRACTICE

## A Complete the sentences. Use the words in the boxes.

- Read the directions. Write the example on the board and point to the answer. Ask: *Why is the answer ago?* (because *in* and *last* go before a time)
- Students compare answers with a partner.
- Call on students to read the completed items.

## B Write each statement in a different way. Use...

- Read the directions. Write the example on the board. Underline *last month* and *a month ago*. Say: *The meaning is the same.* Ask: *What month was last month?* Elicit the answer and say: *Another possible answer is: Tina got a new job in [last month].* Write this sentence on the board.
- Write the current date on the board. Tell students to use today's date to figure out how long ago or in what month or year the events happened.
- Students compare answers with a partner.
- Call on students to read the completed sentences.

## 2 PRACTICE

**A WRITE.** Look at the time line. Write a short...

- Say: *Here is a time line about Aram's life in the U.S. You're going to write a paragraph about it.*
- Tell students to read the directions and the events on the time line silently.
- Write the example on the board. Explain: *There's another way to write about this. Write: Aram came to the U.S. \_\_\_\_\_ years \_\_\_\_\_. Write the current year on the board and 2005 and elicit the class's help to rewrite the sentence with ago.*
- Tell students to look at the first and second events on the time line. Elicit a sentence about the second event with *later* (*One / A month later, he started English classes.*).
- Tell students to write one sentence about each event. Using *in*, *ago*, and *later* at least once each. For sentences with *ago*, tell students to compare the event date with today's date. For sentences with *later*, tell students to compare an event date with the event date right before it.

**B PAIRS.** Compare your paragraphs.

- Pair students and tell them to exchange books and read each other's paragraphs.
- Tell partners to point out differences in their paragraphs and help each other make corrections.
- Call on a few students to read different versions of the paragraph.

## Communicative Practice 15 minutes

## Show what you know!

**STEP 1.** Answer the questions about yourself. Use...

- Read the directions.
- Ask an above-level student the questions. Write the student's answers on the board. If the student doesn't use *in*, *ago*, or *later* (or uses them incorrectly), prompt the class to help rephrase the student's response using one of the time expressions.
- Point out that students can't use *later* to answer question 1. Elicit the class's help to rephrase the student's answer to question 2 using *later*.

**STEP 2. GROUPS OF 5.** Take turns asking *When...*

- Ask five students: *When did you come here?* Note their names and arrival month or year on the board. If a student uses *ago* to answer, ask the class to figure out the arrival month or year.
- Elicit the class's help to put the dates on the board in order. Ask: *Who came here first? . . . Second?* etc.
- On the board, draw a time line like the one in the example with the students' names and arrival dates.
- Form groups of 5. Tell group members to count off from 1 to 5. Say: *Number 1, you are the recorder. Take notes. Write down each group member's name and arrival date.*
- Read the directions and the example. Say: *Each group member asks the person to the right: When did you get here? Go around the circle until everyone has asked and answered the question.*
- Say: *Now use the recorder's notes to create a time line showing when each person in your group came here. Number 2, draw the time line.*

**MULTILEVEL INSTRUCTION for STEP 2**

**Cross-ability** Instead of telling students to count off in their groups, assign lower-level students numbers 2 and 3, higher-level students numbers 4 and 5, and on-level students number 1.

**STEP 3.** Draw your time line on the board. Explain...

- Point to the time line on the board and say a sentence about each event in order from left to right. Use *in*, *ago*, and *later* at least once each.
- Say: *Practice talking about your time line. Then, Number 3, draw the group's time line on the board.*
- Call on students 4 and 5 from each group to come to the board and explain the time line to the class.

**Progress Check****Can you . . . answer questions about work history?**

Say: *We have practiced answering questions about work history. Look at the question at the bottom of the page. Can you answer questions about work history?* Tell students to write a checkmark in the box.

**Extra Practice**

Interactive Practice



pages 74–75



pages 92–93

## Getting Started

10 minutes

1

## BEFORE YOU READ

**A CLASS.** Look at the pictures. Talk about...

- On the board, write *job market* and explain: *When people talk about the job market, they're talking about whether it's easy or difficult to find jobs now and what fields the jobs are in.*
- Tell students to look at the pictures of job fields. Say each field and ask the class to repeat.
- Tell students to look at the list of jobs on page 146. Ask: *Which job is in technology?* (computer system administrator) *Which job is in health care?* (nurse assistant)
- Tell students to point to the *agriculture* picture. Ask: *Where do people with jobs in agriculture usually work?* (on a farm) Tell students to point to the *manufacturing* picture. Ask: *Where do people with jobs in manufacturing usually work?* (in a factory)
- Read the directions. Ask: *Where are the jobs in [your area]? What fields are they in?* Tell students to circle the field that it's easiest to find jobs in. Write the fields on the board. Ask: *What field did you circle?* Say each field and ask for a show of hands. Keep a tally on the board. Circle the top field(s) in your area.

**EXPANSION: Speaking practice for 1A**

- Point to each of the top fields in your class and ask: *Who in the class works in (health care)? What are the job duties? What skills do you need? Do you have to interview for a job in this field? Do you need experience? Are the jobs usually full-time or part-time? Is the pay good? Do the jobs have good benefits?*
- Group students by field to the extent possible. Write the questions on the board. Tell groups to discuss and write answers.
- Ask groups to present the information to the class. Prompt students by pointing to the questions on the board.

**B CLASS.** Look at the title of the article and...

- Read the Reading Skill note about predicting the topic.
- Read the directions. Ask: *What is the title of the article?* On the board, write: *Today's Hot Jobs.* Underline *hot* and say: *If something is hot, it's popular.* Point to the fields and tally on the board from Exercise 1A. Ask: *What jobs are hot in our area?*
- Tell students to look at the pictures in the article. Point to each picture and ask: *What field is this?* (health care; technology)
- Say: *So, the title of the article is Today's Hot Jobs, and the pictures show the health care and technology fields. What do you think the topic of the article is?* (The popular job fields right now are health care and technology.) Write the class's prediction on the board.

## Presentation

15 minutes

2

## READ

**Listen.** Read the article. Was your guess...

- Play CD 2, Track 54. Students listen and read silently.
- Read the prediction from Exercise 1B on the board and ask: *Was your guess correct?*
- *Optional:* Play Track 54 again. Pause the CD after the following paragraphs and ask:
  - First paragraph: *What field was hot in 1900?* (agriculture) *What field was hot in 1950?* (manufacturing) *Are these fields hot now?* (No.)
  - Second paragraph: *What is one field that has many jobs available today?* (health care) *Why?* (because the U.S. population is getting older)
  - Third paragraph: Ask: *What's another field that has many jobs available today?* (technology) *What was the hot technology job in the 1980s?* (computer programmer) *Is it a hot job today?* (No.)
- Ask: *Which field are you more interested in? Health care? Or technology?* Ask for a show of hands.

## Controlled Practice

20 minutes

3

## CHECK YOUR UNDERSTANDING

**A** Read the article again. What is the main idea?

- Read the directions and answer choices.
- Remind students that the *main idea* is the most important idea in the article. Ask: *Where can you usually find the main idea?* (in the first paragraph)
- Tell students to read the first paragraph again silently and then circle the letter of the main idea.
- Ask: *What is the main idea?* Write it on the board.

**B** Read the sentences. Circle *True* or *False*.

- Read the directions. Students compare answers with a partner. Call on students to read the sentences and say the answers.
- Tell pairs to rewrite the false sentences to make them true. Call on students to write true sentences on the board (1. In 1900, 41 percent of workers in the U.S. had agricultural jobs. 6. Web designers plan and make Internet sites. 7. In the 1980s, most technology workers were computer programmers. / Most technology workers are network analysts, web designers, and software engineers.)

**C** What are the fastest-growing jobs in the following...

- Point to the main idea on the board. Ask: *How is the U.S. job market changing? Where were the jobs in the past?* (agriculture and manufacturing) *Where are the jobs now?* (health care and technology)
- Read the directions. Tell students to read the article again and underline the fastest-growing jobs.
- Draw the chart on the board. Ask: *What are the fastest-growing jobs in health care? In technology?* Elicit the answers and complete the chart.

- Tell students to look at the jobs they underlined in the article. Say: *Read about each job. On the chart in Exercise 3C, circle the job you're most interested in. Next to the chart, write what a person with this job does. For example, Home health aides take care of patients in their homes.*
- Ask: *What job do you want to have in five years? What do you need to do to get that job?* Tell students to note their ideas. Prompt students by asking: *What do you need to learn? Where can you learn these skills? Do you know someone who works in this field? Can you talk to this person?*

## Teaching Tip

Increase the relevance of classroom activities with authentic materials. Bring in information from local community colleges and/or other programs that offer classes, training, and/or certification in the health care and technology fields. Tell students to look for classes they can take to help them get the job they want.

## NETWORK. Find classmates who want to have...

- Tell students to stand, mingle, and ask classmates: *What job do you want to have in five years?* Say: *When you find a classmate who wants to have the same job, stay together. Look for other classmates who want to have the same job.*
- Tell students to stop and sit with their groups. Say: *Take turns talking about the things you need to do to get the job. Continue until everyone has said all their ideas. Listen and add to your notes.*

## MULTILEVEL INSTRUCTION

**Cross-ability** Direct lower-level students to say their ideas first. Higher-level students will have to produce more original ideas, such as *take a class in web design*.

## Communicative Practice

15 minutes

## Show what you know!

## PRE-WRITING. What job do you want to have....

- Read the directions.

## WRITE. Write about the job you want in five years....

Turn to page 271 and ask students to complete the activities. See page T-xii for general notes about Writing activities.

## Extra Practice



Interactive Practice



pages 76–77



pages 94–95

## Getting Started

10 minutes

## Presentation

20 minutes

## 1 BEFORE YOU LISTEN

**A PAIRS.** Read the information about job...

- Read the directions.
- Tell students to look at the paragraph. Ask: *What are the words in boldface?* On the board, write: *availability, shift, flexible, and notice.*
- Tell students to read the paragraph silently.
- Read the first two sentences out loud, stressing *For example.* Ask the class: *What do you think availability means?* Elicit a definition and write it on the board (for example, *when you can work*).
- Pair students and tell them to read the first two sentences again and write a definition for *shift*. Call on pairs to read their definition. Write a definition on the board (for example, *the time of day when you work*).
- Tell pairs to read the next two sentences (starting with *The interviewer may ask . . .*) and write a definition for *flexible*. Call on pairs to read their definition. Write a definition on the board (for example, *you can change your hours if necessary*).
- Tell pairs to read the last three sentences (starting with *The interviewer also asks . . .*) and write a definition for *notice*. Call on pairs to read their definition. Write a definition on the board (for example, *telling your boss that you are leaving your job*).
- Say each word in boldface and ask the class to repeat.


**B CLASS.** Do you work? What are your work...

- Read the first two questions. Tell students who work to note their hours. Tell students who don't work to note their availability.
- Note your work hours on the board. Ask an above-level student to ask you each question in the directions. Talk about your work hours (PT or FT, M-F or evening / weekend hrs.) and whether or not you like your work schedule.
- Ask the class: *Who works?* Ask a few students who raise their hands: *What are your work hours? Do you like your work schedule?*


## 2 LISTEN

**A**  Listen to the end of Manny's interview....

- Ask: *What do you think Albert and Manny are talking about now?* (Manny's availability)
- Read the directions and answer choices. Tell students to underline *prefer*.
- Play CD 2, Track 55.
- Ask: *When does Manny prefer to work?* (mornings)
- Ask: *Manny prefers the morning shift, but can he work the afternoon shift if Albert needs him to?* (Yes. He's flexible.)

**B**  Listen again. When can Manny...

- Read the directions and answer choices.
- Play Track 55 again. Read the question again. Call on a student to say the answer.
- Ask: *Why can't he start tomorrow?* (because he needs to give two weeks' notice at his job)

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

- Read the directions. Tell students to read the questions silently.
- Play CD 2, Track 56.
- Read the questions and elicit answers from the class. If the class can't answer, play Track 56 again.
- To wrap up, ask: *When can Manny find out if he got the job?* (next week)

## Culture Connection

- Ask: *What does Manny ask in his interview?* (When can I expect to hear from you?)
- Say: *In the U.S. it's OK to ask questions in an interview. In fact, it's a good idea to prepare a few questions before an interview. Make sure your questions are about the company or the job. Remember not to ask about salary and benefits; wait until the interviewer brings them up.*
- Brainstorm a few questions to ask in an interview and write them on the board (for example, *Can you describe a typical day for someone in this job? What are the job duties? What skills are most important for this job? What new skills can I learn on the job?*).



### 3 CONVERSATION

#### A Listen to the questions. Then listen...

- Read the Pronunciation Watch note.
- Tell students to look at the questions and circle *or*.
- Play CD 2, Track 57. Students listen.
- Resume playing Track 57. Students listen and repeat.

### Controlled Practice 15 minutes

#### B Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 160.
- Tell students to read the conversation silently.
- Direct students to find a question from Exercise 3A in the conversation. Tell them to circle *or* and mark the voice going up on the first choice and down on the last choice.
- Say: *Do you prefer mornings or afternoons?* Ask the class to repeat. Model again and ask individual students to repeat.
- Read the directions. Play CD 2, Track 58.

### 4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Remind them to practice the correct pronunciation of the question with *or*.
- Then, in Exercise 4A, tell students to look at the information in the blue box. Tell them to circle *or* and mark the voice going up on the first choice and down on the last choice. Say: *Do you prefer first or second shift?* and *Do you prefer days or nights?* Ask the class to repeat.
- Explain that *first shift* is usually morning to afternoon and *second shift* is afternoon to evening.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the first row in the boxes. As you fill in each blank, say the color of the answer space and point to the same-color word or phrase you choose from the boxes.
- Ask two on-level students to read the conversation in front of the class.

- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks. Walk around and check that students are using correction intonation.
- 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...

- Tell students to look at the conversation in 4A. Ask: *Who is Speaker A?* (the manager) Read Speaker A's first line. On the board, write: *Do you prefer \_\_\_\_\_?* Tell students to look at the information in the blue box. Ask: *What other choices related to availability can the manager ask about?* Brainstorm ideas and write them on the board (for example, *mornings or afternoons, part-time or full-time*). Draw a box around this information and label it *blue*. Ask students to come to the board and mark the pronunciation / intonation.
- Tell students to look at the conversation in 4A. Read Speaker A's second line. On the board, write: *Can you work on \_\_\_\_\_?* Tell students to look at the information in the red box. Brainstorm and write on the board other days the manager can ask about (for example, *weekends, Friday nights, holidays*). Draw a box around this information and label it *red*.
- Read the directions. Play Speaker A and make up a conversation with an above-level student. Use the information on the board.
- Pair students and tell them to take turns playing Speakers A and B.
- Call on pairs to role play for the class.

#### MULTILEVEL INSTRUCTION for 4B

**Pre-level** Students fill in the blanks in the conversation in 4A before they practice.

**Above-level** On the board, write: A: *Do you have any questions for me?* B: *When can I expect to hear from you?* Tell pairs to extend the conversation.

#### Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study ways to express alternatives with or and and. In the conversation on page 161, Albert used this grammar.*
- Play CD 2, Track 58. Students listen. Write on the board: *Do you prefer mornings or afternoons? Underline or.*

## Presentation

10 minutes

Ways to express alternatives: *or*, *and*

- Copy the grammar chart onto the board or show Transparency 8.5 and cover the exercise.
- Read the sentences in the chart.
- Read the first sentence in the chart again. Ask: *Can he work both mornings and afternoons?* (No.) Say: *He can work only at one time of day. He can work mornings, or he can work afternoons.*
- Read the second sentence in the chart again. Ask: *Can they work both Saturdays and Sundays?* (Yes.)
- Read the Grammar Watch note. Read the third sentence in the chart again. Ask: *Can this person work Mondays?* (No.) *Can this person work Tuesdays?* (No.) Say: *So, both days are not OK for this person. Why or, not and?* (because the sentence is negative)
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

15 minutes

## PRACTICE

A Complete the conversations. Write *and* or *or*.

- Read the directions and the example. Ask: *Why is the answer or?* (because this person can work first shift, or this person can work second shift—but not both)
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations.

## B Look at Carlos's and Nadia's job applications....

- Read the directions.
- Tell students to look at Carlos's job application. Read the example. Say: *Now write a sentence with can't.* Allow time for students to complete item 2.
- Elicit the sentence and write it on the board. Ask: *Can Carlos work first shift?* (No.) *Can he work weekends?* (No.) Say: *So, both times are not OK for Carlos. Why or, not and?* (because the sentence is negative)
- Students check answers with a partner.
- Call on students to write answers on the board.

## C WRITE. Write two sentences about your own...

- Remind students that *first shift* is from morning to afternoon and *second shift* from afternoon to evening. Ask: *When do you think third shift is?* (usually from evening to early morning) Explain: *In workplaces that are open 24 hours, usually:*  
*First shift—8:00 A.M. to 4:00 P.M.*  
*Second shift—4:00 P.M. to 12:00 A.M.*  
*Third shift—12:00 A.M. to 8:00 A.M.*
- Tell students to write a set of blank application checkboxes in their notebooks. Say: *When can you work? Check the boxes.* Tell students to check the two shifts they prefer.
- Read the directions. Tell students to write one sentence with *can* and one sentence with *can't* using the sentence in Exercise B as a model.
- Ask one student to write a sentence with *can* on the board and one student to write a sentence with *can't*.

## Extra Practice



Interactive Practice



pages 78–79



pages 96–97

**1 GRAMMAR**
**A Complete the parts of a job interview. Use *can*...**

- Read the directions. Tell students to refer back to the grammar charts on page 150 (*Can* to express ability) as needed.
- Remind students to use a capital letter at the beginning of the questions.
- Tell students to refer back to the Pronunciation Watch note on page 149. Tell them to circle the words in the conversation (*can* or *can't*) that have a strong pronunciation. Remind them to practice the weak pronunciation of *can* in the other sentences.
- Students role-play the completed conversation with a partner to check answers.
- Walk around and listen for the correct pronunciation of *can* / *can't*.
- *Optional:* Call on pairs to perform the completed conversation for the class.

**B Complete the sentences. Use *ago, and, in, last*...**

- Read the directions. Tell students to refer back to the grammar charts on page 156 (Time expressions with *ago, last, in,* and *later*) and page 162 (Ways to express alternatives: *or, and*) as needed.
- Students compare answers with a partner by reading one paragraph each out loud.
- Call on two students to read the paragraphs for the class. Discuss any errors.

**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 8, 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 80–81

## 2 ACT IT OUT

**STEP 1. CLASS.** Review Albert and Manny's...

- Tell students to review the conversations in Exercise 3B on page 149, Exercise 3 on page 155, and Exercise 3B on page 161.
- Tell students to read all three conversations silently.
- Tell students to practice the conversations with a partner. Students should keep the same roles for all three conversations.
- Play CD 2, Tracks 48, 51, and 55. Students listen.

**STEP 2. PAIRS.** Student A, you are a job interviewer....

- Read the directions and the guidelines for A and B.
- Pair students. Say: *Student A, you need to ask about Student B's job skills, work history, and availability. Look at the conversations again and underline the lines Albert uses to ask about each of these (Tell me about your skills. Can you . . . ? on page 149; So, tell me more about your work experience on page 155; and Let me ask you a few questions about your availability. Do you prefer . . . ? on page 161).*
- Tell Student B to note his or her skills, work experience, and availability.
- Walk around and observe partners interacting. Check pairs' use of *can* to talk about skills, time expressions to talk about work history, and *or / and* to talk about availability.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

## 3 READ AND REACT

**STEP 1.** Read about Marco's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- 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 does Marco have tomorrow? Why is Marco unemployed? What interview question is Marco worried about?*).

**STEP 2. PAIRS.** What is Marco's problem? What...

- Ask: *What is Marco's problem?* (He was fired from his last job. He has an interview tomorrow, and he doesn't know how to answer the question "Why did you leave your last job?") *What can Marco do?*
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Marco.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think he can say, "I was fired" and then explain what he learned. This is a good idea.*).
- Now tell students to think of one new idea not in the list (for example, *He can say, "I made a mistake, and I was fired. It won't happen again."*) 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** Students work in groups of 4 to come up with an idea.

**Above-level** Tell pairs to cover the list of ideas and to come up with three of four of their own ideas first. Then they can look at the list in the book to compare.

## 4 CONNECT

Turn to page 252 for the Community-building Activity and page 281 for the Team Project. See page T-xi for general notes about teaching these activities.

**Progress Check**

**Which goals can you check off? Go back to page 145.**

Ask students to turn to page 145 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.