4

Getting a Job

Classroom Materials/Extra Practice



CD 1 Tracks 39–50



Workbook Unit 4



Interactive Practice

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Present perfect: Yes/No questions with ever and never
- Present perfect: Statements with *for* and *since*
- It + Be + Adjective + Infinitive

Pronunciation

- Final -s sound
- Words ending in -sion and -tion

Reading

- Read a job application
- Read an article about a job interview
- Reading Skill: Making Inferences

Writing

- Fill out a job application
- Write an after-a-job-interview thank-you letter

Preview

- Read the unit title and Preview questions aloud.
- Tell students to talk about the questions with the classmates sitting near them.
- Then take a poll. Say: Raise your hand if you have a job now. Then say: Raise your hand if you are looking for a job. Raise your hand if you want a new or different job.
- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? Where are these people? Who do you think they are? What are they doing?
- Read the preview questions aloud.
- Form pairs. Have students take turns answering the preview questions. Walk around and help students with vocabulary.

Community Building

Take a poll. Ask: What is your dream job? What job would you really like to have? Write students' answers on the board. Explain any words students don't know.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 4.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. You may want to write on the board: *training*: *learning* a specific job; work history: what work you did in the past; rights: protections you have at work.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you completed in this unit.

Getting Started

5 minutes

Controlled Practice

15 minutes

1

WHAT DO YOU KNOW?

- Set the context of the lesson. Write on the board: *kindergarten teacher, construction worker.*
- Ask: What qualities do you think a person would need in these jobs? Write students' answers on the board.
- Have students look at pictures 1–8. Point to each picture and ask: What is happening? What is he or she doing?
- Call on volunteers to describe what is happening in the pictures. Ask: *What is the common theme?* (jobs, working)
- State the lesson objective: We're learning words that describe positive work qualities.

Presentation

10 minutes

A CLASS. Look at the vocabulary....

- Read the vocabulary words aloud and have students repeat.
- Ask: Do you know any of the words?
- Call on volunteers to say what they think the words mean, but don't write any definitions at this point.
- Tell students that when they have finished this lesson, they will know the words.

B Complete the descriptions...

- Remind students to use pencils for easy correcting.
- Tell students to compare their answers with a partner.

© PAIRS. Compare answers.

• Have students compare answers with a classmate.

Expansion: Vocabulary Practice for 1C

• Have students work together to use the words to describe classmates, for example, *Maria keeps her notebook neat and organized. Ahmed is motivated and will learn English quickly.*

D Listen and repeat.

- Play CD 1, Track 39. Have students check their answers.
- Play Track 39 again. Have students repeat.

Expansion: Reading Practice for 1D

• In pairs or small groups, have students practice reading the picture descriptions aloud.

Learning Strategy: Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for the word *organized*. Ask: *What job do you have to be organized for?* Accept various answers, then choose one and write it on the back.
- Walk around and help as needed.
- Say: *Making connections between a word and something related to it can help you remember new vocabulary.* Tell students they can use this strategy to remember other new vocabulary.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Language Note

Explain the formal greeting *To Whom It May Concern*, which we use if we don't know the name of the person who is receiving the letter.

A WORD PLAY. Sometimes former employers...

- Help students understand the context of the letter. Ask them why a former employer would write a letter of recommendation. Ask them when a former employer might *not* write a letter of recommendation.
- Listen to students' ideas, then point out that only employers who are happy with their employees, including the circumstances under which they leave their job, usually write a good letter of recommendation.
- Have students read the letter silently.
- Call on an above-level student to read the letter aloud.
- Answer any questions.

Expansion: Critical Thinking Skills for 2A

- Ask students why Omar is leaving his job. (*He is moving.*)
- Write on the board: What are some reasons for leaving a job? Which reasons would be good enough for an employer to write a letter of recommendation?
- Say: For example, if someone got fired for breaking a rule, the employer would not write a letter of recommendation.
- Have students talk to a partner.
- Call on students to write on the board reasons that would be good enough for an employer to write a letter of recommendation.
- Finish with a discussion of the reasons.

B Answer the questions...

- Have students complete the task.
- Call on students to read the statements and say the answers.
- Call on other students to say why the false statements are false.

Show what you know!

GROUPS. What kind of a job...

• When students have completed the task, call on a person from each group to say what jobs their group members would like to have.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students talk about one job they would like.

Above-level Have students talk about more than one job they would like.

Expansion: Vocabulary Practice for Show what you know!

 Have students write on the board some of the jobs they talked about in their groups. Ask students to work with a partner and make a list of the qualities that each job would require of an employee.



Talk about your work experience

Getting Started

5 minutes

Controlled Practice

10 minutes

- Write on the board: *person who fixes a car person who sells a car*
- Tell students there are different types or categories of jobs. Write on the board: *technician sales person*
- Ask students if they can match the type of job to the correct job. Draw lines between the answers.
- Tell students they are going to learn more about types of jobs and what experience each job requires.

Presentation

5 minutes

1 BEFORE YOU LISTEN

A PAIRS. Technicians...

- Call on a student to read the questions.
- Have pairs make a list of as many technicians as they can and what they fix.
- Call on students to write their lists on the board.

Expansion: Speaking Practice for 1A

• Using the list from the board, have students answer the following questions with a partner. Write on the board: Can you do any of these things? Do you know anyone else who can? Have you ever used a technician to fix something?

B PAIRS. Match the...

• Call on students to read the specialties and say which picture they match.

2 LISTEN

A Listen to a radio...

- Ask students what a *technical school* is. (a school where students learn about and do a specific job)
- Ask students what a commercial is. (an advertisement)
- Tell students to read the three statements. Ask: What information are you listening for? (Why is it a good idea to be a technician?)
- Play CD 1, Track 40.
- Have students compare their answer with a partner.
- Call on a student to say the answer.
- To review, play Track 40 again.

B Read the statements....

- Call on students to read the statements.
- Ask: *What is ACME?* (the name of the technical school in the commercial)
- Play CD 1, Track 40.
- Call on students to say if the statements are true or false.
- To review, play Track 40 again.

Expansion: Speaking Practice for 2B

• Have students read the statements again and correct any false information.

Lesson 2 Talk about your work experience

Presentation

5 minutes

Controlled Practice

5 minutes



CONVERSATION



A Listen to each word...

- Read the information in Pronunciation Watch.
- Tell students to listen for the final *s* sound.
- Play CD 1, Track 41 twice. Have students complete the task.
- Say each word and have students repeat.

Controlled Practice

5 minutes



B Listen to each word....

- Play CD 1, Track 42 as many times as needed.
- Call on students to say the word and the ending sound they hear.
- Correct as needed. Have students repeat the words.

Language Note

Model how students can feel the difference between voiced and voiceless sounds. Put your fingers, palm inward, on your throat. Say *electronics*, exaggerating the final *s* sound. You will not feel any vibration on your fingers. This is a voiceless sound. Put your fingers on your throat. Say *programs*, exaggerating the final s sound. You will feel a vibration on your fingers. This is a voiced sound. The voiced *s* is a *z* sound. The third s sound is the making of a new syllable, such as class becoming classes.

Presentation

5 minutes



G Joe Kelly is at...

- Call on a student to read what HVAC stands for.
- Play CD 1, Track 43. Have students read silently.
- To check comprehension, ask: *Who is Mr. Murphy?* (an employer) What does Joe want? (the HVAC technician job) What experience did Joe get with his uncle? (fixing heating and AC equipment) Does Joe need to get a certificate? (No—he got one last year.)

PRACTICE

A PAIRS. Practice the conversation.

- Model the conversation for the class.
- Tell students to role-play both roles. Walk around and help as needed.
- Call on a few pairs to role-play the conversation.

Expansion: Pronunciation Practice for 4A

- Have students circle the words that end in -s.
- Have pairs practice saying the words.

Communicative Practice 20 minutes

B MAKE IT PERSONAL. STEP 1. Think of a job....

- Point out to students that an employer would ask different questions for different jobs.
- Tell them to write the name of the job they are thinking of at the top of their paper.
- Walk around and help as needed.

Teaching Tip

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

STEP 2. PAIRS. ROLE PLAY. Give your list...

• Ask pairs to role-play one interview for the class.

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Choose one job and write questions. **Above-level** Role-play two or three jobs.

Extra Practice



Talk about your work experience

Getting Started

5 minutes

Controlled Practice

10 minutes

- Have students close their books.
- Ask: *Have you ever gone to Disneyland (or some common place near your community)?* Some students may answer yes and nod their heads.
- Ask: When did you go there? Accept various answers.
- Ask: *Have you ever fixed something*? Some students may answer yes and nod their heads.
- Ask: What did you fix? When did you fix it?
- Say: We are speaking in present perfect and simple past tense.
- State the lesson objective: We are going to learn about present perfect and simple past tenses.
 We'll use these two tenses to talk about our work experience.

Presentation

15 minutes

Present perfect: Yes/No questions with ever and never

- Have students open their books to page 70.
- Write on the board: ever = at any time in your past; never = at no time in your past.
- Call on an above-level student to read the Grammar Watch aloud.
- Tell students that we use both the present perfect and the simple past tenses to talk about the past. The difference is that with present perfect, we don't know when; with simple past, we know a specific time.
- Write on the board: *Simple past/specific times*.
- Ask: *Can you say some specific time phrases from the past?* (yesterday, last night, last year, in 2006, three years ago, when I was a child, etc.) Write these phrases on the board.
- Have students turn to Grammar Reference on page 287. Encourage students to study this list at home.
- Call on students to read the questions in the grammar box.
- Tell students to ask a partner: *Have you ever worked at night?*
- Have students write a sentence about their partner. (Mario has [or hasn't] worked at night.)
- Call on volunteers to read their sentences.

1 PRACTICE

A Underline the examples...

- Have students read through the conversation first for meaning.
- Have students compare answers.
- Call on students to read sentence by sentence and say if they underlined or circled anything. Correct as necessary.
- Call on two students to read the completed conversation.

B Complete the sentences...

- Tell students to turn to page 287 to review irregular verbs.
- When students have completed the task, have them compare answers with a partner.
- On the board, write the headings: regular irregular
- Call on students who finish sooner to write the verbs under the correct heading on the board.
- Call on students to read the completed questions.

Expansion: Speaking Practice for 1B

- Have students ask a partner the questions. If any of the answers are affirmative, tell students also to ask a simple past question with *where* or *when*.
- Call on students to share some information about their partner.

Talk about your work experience

Controlled Practice

15 minutes

Communicative Practice 15 m

15 minutes



PRACTICE

A Complete the conversations...

- Tell students these are questions they might hear at a job interview.
- Do number 1 with the class.
- Have students compare answers with a partner.
- Call on two students to read each question and answer.
- Correct as necessary.

B Write questions in the...

- Ask: *What does* ever *mean?* (any time in your past)
- On the board, write the headings: *regular* and *irregular*.
- Have students look at the verbs in each question before writing. Ask: *Which verbs are regular? Which verbs are irregular?* Write the verbs under the correct heading on the board.
- As students complete the task, have volunteers write the questions on the board.
- Call on students to read the questions on the board and say if they are correct or not.
- Correct as necessary.

Show what you know!

PAIRS. Ask and answer...

 When students have completed the task, call on volunteers to say one thing about their partners.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students choose six questions to ask.

Above-level Have students add two questions of their own.

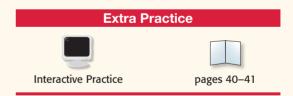
Expansion: Writing Practice for Show what you know!

Have students write a paragraph about one item that their partner answered yes to. Have them write the story their partner told them. They can read their paragraphs in small groups when they are finished.

Progress Check

Can you . . . talk about your work experience?

Have students work with a partner. Tell them to say five things they have done that would be good experience for a job. Ask students: *Can you check this goal?*



Lesson 4

Read and complete a job application

Getting Started

5 minutes

Controlled Practice

10 minutes

- To set the context, if you can, bring in job applications from different places.
- Say: Job applications can be different from company to company, but they usually ask for some general information.
- Have students work with a partner and look through a couple of different applications. Ask: What general information do they ask for? (name, address, education, experience, availability, etc.)

Presentation

15 minutes



READ A JOB APPLICATION

A CLASS. Read the job application...

- Call on a student to read the information on the yellow sticky note. Have students turn to pages 278–279 to skim the résumé. Tell them they will come back to the résumé later.
- Have students turn back to page 72 and read the job application.
- Review any words or parts of the application students don't understand. Write brief definitions or give examples on the board.

B Answer the questions...

- Have students compare their answers with a partner.
- Call on students to read each statement, say their answer, and say where on the job application they found the answer.
- Call on students to correct the false statements orally.

Expansion: Reading/Writing Practice for 1

- Write on the board: What did Li study in college? Where does Li live? Can Li work on the weekends? Do you think Li is eligible to work in the United States? Why or why not?
- Have students write answers and compare with a partner.
- Call on students to write answers on the board.

Read and complete a job application

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Read the second part...

- Ask: What information did we see on the first part of the job application? (name, address, position wanted, availability, education)
- Say: Now we are going to look at employment history.
- Tell students to skim the application.
- Ask them to say in their own words what information is required for employment history.
- Write what students say on the board. If you don't hear some of the following, point this information out: Who did he work for? What are the supervisors' names? What dates did he work? What was his salary? What did he have to do at his jobs? Why did he leave his first job?
- Ask: What does May we contact? mean? (Is it OK with the applicant if the interviewer calls to see how the applicant did?)

B PAIRS. Answer the questions...

- When students have completed the task, call on them to write the answers on the board.
- Make corrections as necessary.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Have above-level students show pre-level students where in the job application the answers are found.

Apply for the same job....

- Write some of the questions from the Expansion on page T-72 and Exercise 2A on this page on the board.
- Tell students to show their application to a partner when they have completed the task.
- Have partners look at the application and ask the questions on the board. Ask: Can you answer these questions about your partner? Is the application complete?
- If the application is not complete, have partners give it back to be completed.

Progress Check

Can you . . . read and complete a job application?

Have students work with a partner. Tell them to name as many things as they can that they would be required to write on a job application. Call on students to say how many things they could name. Ask students: *Can you check this goal?*

Extra Practice Interactive Practice pages 42–43

Describe your work history

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

CLASS. Read the online job...

- Write on the board: *Have you ever applied for a job online?* What are some advantages to online applications?
- Have students talk to a partner.
- Call on students to say their ideas.
- Have students write any words they don't know on the board.
- Call on a student to read the job advertisement.
- Ask above-level students to orally define or give examples for the words on the board.
- Call on volunteers to say what they think the employer will ask. (Answers should include the following: experience, where the person worked, how many people the person managed, whether the person can work at night.)

Teaching Tip

Explain to the class that it is important <u>not</u> to yell out answers. Tell students they can raise their hands when they hear an answer. You can also stop the CD and have students repeat what they heard. Also, have students read through the information they are listening for before they listen.

Presentation

5 minutes



LISTEN



A Listen. James Morgan...

- Ask: What information are we listening for? (how Luis found out about the job)
- Play CD 1, Track 44 once. Ask for a show of hands of students who heard the answer. Say: We'll listen again. This time raise your hand when you hear the answer.
- Play Track 44 again. When students raise their hands, stop the CD. Have students repeat what they heard.

Read the statements....

- Have students read the statements silently before listening.
- Tell students you will play the CD twice. Say: *If you* hear the answer the first time, then correct the false statements while you're listening the second time.
- Play CD 1, Track 44 twice.
- Call on students to read the statements and say if they are true or false.
- Call on students to correct the false statements.
- To confirm the answers, play Track 44 again.

C Listen to the second part...

- Have students read the list of skills silently before listening.
- Play CD 1, Track 45.
- Say: We'll listen again. Raise your hand when you hear a skill.
- Play Track 45 again. When students raise their hands, stop the CD. Have students repeat what they heard.
- To review, play Track 45 again.

Describe your work history

Presentation

10 minutes

CONVERSATION



A Listen to each word....

- Write on the board: nation fascination information possession vision
- Have students listen as you say the words. Exaggerate the stress.
- Say: I'm going to say them again. Tell me where to put an accent mark.
- Say the words again. If students call out wrong stress points, repeat with more exaggeration. Write the accent over the next to the last syllable.
- Have students read the Pronunciation Watch silently.
- Ask: Where is the stress on words that end in -tion or -sion? (the syllable before the last)
- Say: Say the words on the board. Did we stress the *syllable before the last?* (yes)
- Play CD 1, Track 46 twice.
- Say the words. Have the class repeat again.

Controlled Practice 10 minutes



Mark the stressed syllable...

- Play CD 1, Track 47.
- Walk around and check that students are completing the task.
- Call on students to read the words.

Calculate and Listen and read...

- Play CD 1, Track 48.
- When students have listened to the interview, ask: *Are there any words ending in -tion or -sion? (yes;* the last word)
- Ask a volunteer to read the last sentence.

PRACTICE

A PAIRS. Practice the conversation.

Call on volunteers to read the conversation.

Expansion: Critical Thinking Skills for 4A

- Ask: When James asks Luis why he wants to leave El Norte, why doesn't Luis say something like, "I'm so sick of my job," or "I am bored," or "I don't like my boss"?
- Have a brief class discussion about saying things in a positive, professional way. Point out that even if Luis *is* sick of his job, or bored, or doesn't like his boss, saying I'm ready for a change is a positive, professional message.

Communicative Practice 15 minutes

Teaching Tip

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

B ROLE PLAY. PAIRS. Imagine that you are...

- Divide the class into two groups, Students A and Students B.
- Have them work together for 10 minutes. Tell Students A to brainstorm some questions they want to ask. Tell Students B to brainstorm some experiences and reasons for wanting to leave.
- Match a Student A with a Student B to complete the task.
- Call on volunteer pairs to role-play their interview for the class.

Extra Practice



Lesson 6

Describe your work history

Getting Started

5 minutes

- Ask students: How long have you been in this class?
- Choose an answer you hear and write it on the board, using *for*. For example, *Mario has been in this class for five weeks*.
- Write the same answer, using *since*. For example, *Mario has been in this class since November.*
- Write: for = period of time since = point in time
- State the lesson objective: We're going to talk about work histories and learn to use present perfect with for and since.

Presentation

10 minutes

Present perfect: Statements with for and since

- Ask students to read the Grammar Watch.
- Call on a volunteer to read the sentences in the grammar box.
- Ask the class to give you examples about themselves or a classmate using the present perfect + *for* or *since*. Write the examples on the board and make any necessary corrections. Say each corrected example and have the class repeat.

Community Building

It's a good idea for students to have a résumé if they are job searching. If you have access to a computer lab, doing a lesson on résumé writing is helpful. If students have their own computers, have them write their résumés, bring them in to share, and get tips for improvement from you and other students. Have a day when you post the résumés around the room and have students walk around and read them.

1

PRACTICE

A Read the conversation....

- Tell students to skim the conversation.
- Ask: Who is having the conversation? (Alex and Sergey) Ask: Who are they talking about? (Akim)
- Walk around and help as needed.

Controlled Practice 10 minutes

- When most students have completed the task, tell them to read the conversation with a partner and compare answers.
- Call on two volunteers to read the conversation together.
- Call on students to read the statements and say if they are true or false.
- To be sure students understand the grammar of the false statement, ask: *When was Akim a driver?* (He started two and a half years ago and drove for two years.)

B Complete the sentences....

- Remind students to think about whether the time expression is a period of time or a point in time.
- While students are completing the task, write numbers *1* through *6* on the board. Next to number *1*, write: *for*.
- As students finish, call on them to write the answers on the board.
- Call on students to read the completed statements.
- Make corrections on the board as necessary.

Describe your work history

Controlled Practice

20 minutes

Communicative Practice 15 minutes



PRACTICE

(A) Complete the sentences....

- Call on a student to read number 1. Ask: *Is* wait on a regular or irregular verb? (regular) Ask: *How do you know*? (the participle ending is *-ed*)
- Before students complete the task, call on them to read the verbs in parentheses and say if they are regular or irregular.
- Remind students they can look at page 287 for a list of irregular past participles.
- When students have completed the task, call on them to write the present perfect phrase on the board.
- Call on students to read the completed sentences using the phrases on the board.
- Make corrections as necessary.

Teaching Tip

Give all students an opportunity to answer, to read, and to write on the board. If one student wrote on the board, call on a different student to read the completed sentence. If one student read a statement, call on a different student to explain the answer.

B Look at part of Luis Garcia's...

- Remind students that some jobs require a résumé and a job application, while others require only an application.
- Have students turn to pages 278–279 to look at the résumé example again. Point out that the information is similar to the information on a job application, but it must be written in a certain format.
- Have students turn back to page 77.
- Walk around and help as needed.

© PAIRS. Ask and answer...

 When students have completed the task, call on pairs to read two of their questions and answers for the class.

Show what you know!

Teaching Tip

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

PAIRS. ROLE PLAY. Imagine you are...

- Tell students to decide which job they want and jot down information from the job application on page 73 or their own résumé. Have them brainstorm questions for that particular job.
- When students have completed the task, put pairs together. Have them role-play their interviews.
- Ask the class what tenses they would usually use to tell about their work history. (present perfect and past)

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students choose the same job to interview for. Have them work together to decide on the questions and the experience. Tell them to ask four or five questions.

Above-level Have students choose different jobs to interview for. Have them ask at least ten questions.

Progress Check

Can you . . . describe your work history?

Have students work with a partner. Tell them to say one job they had and what the job responsibilities were. If they have never had a job, tell them to say one job they would like and what qualities they have for that job. Ask students: *Can you check this goal?*

Extra Practice Interactive Practice pages 44–45

Learn job interview skills

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU READ

GROUPS. Have you ever had...

- · Have groups choose two recorders, one for good things and one for bad things.
- While groups are talking, write these headings on the board: Good things Bad things
- When students have had enough time, have the recorders from each group write their groups' ideas on the board.
- Call on volunteers to read through the lists.
- If you see mistakes, don't correct them at this time. Tell students to compare their answers on the board with the information from the article they are going to read.

READ



Listen and read...

- Tell students they are going to listen to and read an article about making a good impression. Tell them to see if the article mentions any of the things from the board.
- Play CD 1, Track 49. Students listen and read silently.
- Check comprehension. Ask: What does it mean to make a good impression? (The employer thinks positively about you.) Ask: What are some things that are good to do in an interview in the United *States?* (arrive on time, dress conservatively, make eye contact, watch body language, speak loudly enough)
- Ask: Were some of your ideas the same as the ideas in the article?
- If students want definitions to boldfaced vocabulary words now, tell them that after the next page, they will understand more.
- Call on students to say the other words they don't understand.
- Call on other students to give a definition or example of the word.

Learn job interview skills

Controlled Practice

15 minutes

Communicative Practice 15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article...

- Have students read the article again silently.
- Ask students to say the main idea.
- Ask: What is the title? (Making a Good Impression)
 Ask: What is the main idea? (make a good impression)
- Tell students that many times the title is a clue to the main idea.

Read the article....

- Call on a student to read the Reading Skill box.
- Write on the board: *The mother picked up the crying baby.*
- Ask: *What can we infer from this sentence?* (The baby is not happy; the mother cares about her baby.)
- Say: The sentence didn't say these things, but we imagine they are true based on the information.
- Have students compare answers with a partner. Tell them to find the sentence in the article that infers this information.
- Go around the room. One student reads the statement; the next student says if it is true or false; and the next student says where in the article the sentence can be found.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Ask: Can you think of a simple definition for each boldfaced word?
- Call on volunteer above-level students to write the boldfaced words on the board. Have them write a simple definition next to the words.
- Read the definitions and make necessary corrections.

Expansion: Writing Practice for 4

- Have students work in pairs to write sentences using the boldfaced words.
- Call on students to write sentences on the board.
 Make any necessary corrections

Show what you know!

GROUPS. The article talks about...

- If possible, form groups with students from the same or similar countries. Have them answer the question together.
- Have students talk for 2–3 minutes. Then form groups with students from different countries to answer the same question.
- Call on a few volunteers to summarize some of the similarities and differences.

Community Building

It's fun and instructive to role-play in an exaggerated manner sometimes. Using an above-level volunteer as the employer, role-play some of the "don'ts" on a job interview. Use the article. For example, look down at your feet or out the window instead of making eye contact. Shake hands with a flimsy handshake, stand in the "employer's" personal space, and speak so softly the employer can not hear you. The students will laugh while also learning about the positive things to do in a job interview.

Extra Practice Interactive Practice pages 46–47

Write a thank-you letter

Getting Started

5 minutes

Communicative Practice 20 minutes



BEFORE YOU WRITE

A GROUPS. What should you say...

- Have students close their books. Read the information on the yellow sticky note aloud.
- Ask: What are some things you think you should say in this thank-you letter?
- Tell students to choose a recorder to write their group ideas on the board.
- Read the various answers. Say: Let's read more about it.

Presentation

10 minutes

B Luis Garcia had a...

- Have students read the directions and the letter silently.
- Ask: Which ideas from the board are mentioned in the letter?
- If there are some ideas on the board that are not mentioned in the letter, have a brief discussion about why they aren't.

Expansion: Reading Practice for 1B

• In pairs, have students read the letter, including the date, heading, greeting, and closing. Have one student read the entire letter aloud, then have the other student read the entire letter aloud.

2 WRITE

Write a thank-you letter...

• Tell students they can use the interview from page 77 if they want. Otherwise, they can make up a job and employer.

3 CHECK YOUR WRITING

- Have students check their own letters first.
- Then ask students to check a classmate's letter using the same checklist. Tell students to tell their partners how they would feel if they were the employer.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well he or she completes the task. You may want to review the completed rubric with the students.

Extra Practice



Learn about illegal interview questions

Presentation

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

GROUPS. What kinds of questions...

- Have students read the information on the yellow sticky note.
- Write on the board: What kinds of questions do you think might be illegal at a job interview?
- Have groups choose a recorder to write some of their ideas on the board.
- Have groups choose a reporter to present some of the groups' ideas to the class.

LISTEN

Culture Connection

In the United States, career counselors help people to decide on a good career. They help people with résumés, interviews, and thankyou letters.

A Listen to Leon Vasquez,...

- Tell students to think about the list of questions on the board while they're listening.
- Play CD 1, Track 50.
- Call on students to say some of the questions they heard that are the same as the ones on the board.
- Play Track 50 again.
- Call on students to name some of the questions they heard that are not on the board.
- Have students help you make corrections to the list on the board. Have them tell you what to add or cross out.

B Read the questions....

- Call on a student to read the list of questions.
- Play CD 1, Track 51.
- Stop at the answers. Have students say what they heard.
- To review, play Track 51 again.



G Listen again...

- Play CD 1, Track 51.
- Have students raise their hands when they hear an answer. Ask them to repeat what they heard.
- To review, play Track 51 again.

Expansion: Critical Thinking for 2C

- In pairs, have students talk about why they think these things would be illegal in job interviews. Call on a few students to share some of their ideas.
- Tell students that the employer's concern should be whether or not the applicant can do the job.

Communicative Practice

PROBLEM SOLVING. GROUPS. Discuss...

- Tell students to call out some illegal questions for job interviews. Write them on the board.
- Have students talk in their groups about ways of dealing with these questions.
- Call on a person from each group to choose one question and share the group's responses.

MULTILEVEL INSTRUCTION for 2D

Pre-level Have students choose two or three questions from the board to talk about. Above-level Have students talk about the questions from the board and add other illegal questions they know about.

Extra Practice



Lesson 10

Talk about positive work behavior

Getting Started

10 minutes

Controlled Practice

10 minutes

- Write on the board: *It is important to come to class.* Underline *to come.* Say: *This is an infinitive.*
- Say: An infinitive is the simple verb form with to in front.
- Write on the board: *It isn't necessary for you to remember everything*. Ask a volunteer to come to the board and underline the infinitive. (to remember)
- Ask students to look at the two sentences on the board. Tell them to look at the word that follows *be*. Ask: *What kind of word is this?* (adjective)
- State the lesson objective: We're going to learn a grammatical sentence pattern while we talk about positive work behavior.

Presentation

10 minutes

It + Be + Adjective + Infinitive

- Call on volunteers to read the example sentences from the box.
- Ask: Which words are the infinitives? (to know, to ask, to arrive) Ask: Which words are the adjectives or adjective phrases? (important, a good idea)
- Point out that sometimes there is a preposition and object in this pattern, and sometimes there isn't.
- Write on the board: *It is important to* _____. *It was a good idea to* _____.
- Have volunteers create new sentences by filling in the blanks. The sentences can be true or made-up.
- Make any necessary corrections.

1 PRACTICE

A Circle the examples...

- Walk around and help as needed.
- When students have completed the task, call on them to read sentence by sentence and say what they circled.

B Complete the sentences....

- Call on a student to read the first sentence. Point out that the first word of the sentence begins with a capital letter.
- Give students time to finish number 2. Ask a
 volunteer to write it on the board. Call on a student
 to read it and say if it's correct or not. Make
 corrections as necessary.
- When students have completed the task, have volunteers write the sentences on the board.
- To review, call on students to read the sentences on the board and say if they are correct.
- Make corrections as necessary.

Talk about positive work behavior

Controlled Practice

10 minutes

Communicative Practice 20 minutes



PRACTICE

Write sentences...

- Call on a student to read example number 1.
- Point out that the book doesn't give you all the words this time.
- Have students look at the pattern in the grammar box on page 82 if they need help.
- Walk around and help as needed.
- When students have completed the task, have them compare their answers with a partner.
- Call on students to write the completed sentences on the board.

Expansion: Speaking Practice for 2

- Have students personalize sentences 1, 2, and 4 using *I* and *my*.
- Write the new sentences on the board. Make any necessary corrections.

Show what you know!

STEP 1. Answer the questions.

• Walk around and help as needed. Pre-level students especially may need help understanding the questions or articulating their answers.

STEP 2. GROUPS. Share your answers.

 When students have completed the task, form pairs with students from different groups. Have students tell their partners something they learned about a member of their group.

Progress Check

Can you . . . talk about positive work behavior?

Have students work with a partner. Have them list some positive work behaviors in their notebooks. Call on students to read some of the behaviors they wrote. Ask students: *Can you check this goal?*





Show what you know!

1

REVIEW

For your Grammar Review . . .

- Have students turn to page 248 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

STEP 1. CLASS. Review the conversations...

- Write on the board: The conversation is about
- Play CD 1, Tracks 48 and 50.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

Teaching Tip

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

STEP 2. PAIRS. Role-play a job interview....

- Have each pair read the role play information. Check comprehension. Ask: Who is applying for the job? What job is it? Who is the interviewer?
- As pairs role-play an interview, walk around and help as needed.
- Ask volunteers to role-play their interview for the class.

3

READ AND REACT

STEP 1. Sofia is filling out...

- Have students read the problem silently.
- Check comprehension. Ask: Who is Sofia? Why did she lose her first job? Why did she lose her second job? What is she worried about?

STEP 2. GROUPS. Discuss....

- Tell students to say, without reading, what Sofia's problem is. Ask: *Why is this a problem?*
- Have groups complete the task.
- Call on a student from each group to say what he or she would tell Sofia.
- Have a class discussion about the possible ways of dealing with this problem.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 65 (the first page of Unit 4). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about the goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 4, encourage them to review the activities on the CD-ROM.

Extra Practice

