

2

Tell Me about Yourself

Classroom Materials/Extra Practice



CD 1
Tracks 16–26



Interactive Practice
Unit 2



Workbook
Unit 2

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Infinitives and gerunds
- Gerunds as objects of prepositions
- Simple past and present perfect

Pronunciation

- Pronunciation of silent syllables
- Pronunciation of stressed syllables

Reading

- Read a résumé
- Read an article about job interviews
- *Reading Skill:* Using details to understand important ideas

Writing

- Write a cover letter

Life Skills

- Write a résumé

Preview

- Say the unit title. Ask: *What do you think this unit will be about?*
- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: *Where are they? What is she holding? How does she look?*

Unit Goals

- Point to the Unit Goals. Have students read the goals silently.
- Tell students they will be studying these goals in Unit 2.
- Say each goal and explain unfamiliar vocabulary as needed. For example, *résumé: a written document showing a person's previous work experience, skills, and education; cover letter: a short introductory letter written by an applicant for a job.*
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

Getting Started

5 minutes

1 BEFORE YOU LISTEN

A CLASS. Why do people go to...

- Read the questions. Ask: *What is a career center? Have you ever been to one? What is an employment specialist?* Ask several students to share their experiences. Then have them answer the questions in the book.

Possible answers: People go to career centers to get help finding a job or job training. Employment specialists can help clients with these things.

B GROUPS. When you are *motivated*...

- Say the word *motivated* and have the class repeat.
- Tell the class something you are motivated to do. Write your sentence on the board, demonstrating *motivated to + verb*, for example: *I am very motivated to lose 10 pounds.*
- Form cross-ability groups. Tell students to take turns answering the question.
- Call on students to share their ideas with the class.

Presentation

10 minutes

2 LISTEN

A Listen to the first part...

- Have students look at the photo. Ask questions to prepare them for listening, for example: *Where are the speakers? Who is the man? Why is he there? Who is the woman?*
- Tell students to read the questions before listening.
- Play CD 1, Track 16. Have students listen and write their answers.
- Have students compare answers with a classmate.
- Have two volunteers write the answers on the board. Make corrections as needed.

Teaching Tip

Have students read listening comprehension questions before listening. Knowing the questions will help students focus their listening.

B PAIRS. Predict. What is the first thing...

- Read the first question and take a class vote. For example, ask: *How many people think they will talk about Nedim's work experience first?*
- Read the second question. Elicit students' answers and write them on the board.

Possible answers: Employment specialists ask clients what kind of job they are looking for, if they need help with their résumé, if they have special skills, etc.

Community Building

Whole-class votes and surveys are a way to involve all students in class activities, regardless of their proficiency level.

Controlled Practice

10 minutes

C Read the statements. Then listen...

- Have students read the statements silently and predict whether they are true or false.
- Play CD 1, Track 17.
- Have students complete the exercise alone or in pairs.
- Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.

Expansion: Speaking Practice for 2C

- With the class, review Nedim's experience, skills, and education. Write them on the board, for example, *two years of university, worked in a lawyer's office, organized.*
- Form cross-ability groups. Have each group select a timekeeper, a note taker, and a reporter. Tell students to think of three jobs that would be good for Nedim.
- Give a time limit.
- Have each group's reporter share his or her group's ideas and say why the jobs the group picked would be good for Nedim.

Presentation

10 minutes

3 CONVERSATION

Pronunciation Watch

- On the board, write: *chocolate, vegetable, every, and favorite*. Ask a number of students to read the words.
- Read the Pronunciation Watch note.
- Say the words on the board naturally, as follows:
chocolate → *chocolat*; *vegetable* → *vegetable*;
every → *evry*; *favorite* → *favrit*.
- Have students show with fingers how many syllables they hear.

A Listen to the words. Notice...

- Play CD 1, Track 18. Have students listen and hold up fingers indicating the number of syllables they hear.
- Play Track 18 again. Have students listen and repeat.

Controlled Practice

10 minutes

B GROUPS. Discuss. What is an example of...

- Ask: *What is an entry-level job? (in a company, the job with the lowest pay and fewest responsibilities)* Elicit some examples of entry-level jobs. For example, ask: *What's an entry-level job in a restaurant? (busperson or kitchen helper)*
- Form cross-ability groups. Tell each group to choose a timekeeper, a note taker, and a reporter.
- Give a time limit. Write the headings *Entry-level job, Advantages, and Disadvantages* on the board.
- Have reporters share their group's answers. Take notes on the board.

Possible answers: *Examples:* mailroom clerks, cleaning staff, store clerks, grocery-store baggers. *Advantages:* joining a company, learning new skills, making contacts. *Disadvantages:* low pay, little responsibility.

- Call on students to read the notes on the board and say whether they agree.

Expansion: Speaking Practice for 3B

- Have volunteers describe the entry-level jobs they have had. Have them talk about what they liked or disliked about the jobs.

C Nedim's friend Tatiana is looking...

- Play CD 1, Track 19. Have students listen and read along silently.
- Check comprehension. Ask: *What is Tatiana interested in? (photography)* *What job does Nedim suggest? (salesperson in a camera store)* *Why is this a good job for Tatiana? (She's friendly, helpful, and motivated.)*

4 PRACTICE

A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen. Take notes on students' pronunciation of *interested* and *camera*.
- Ask volunteers to perform the conversation.

Communicative Practice

15 minutes

B MAKE IT PERSONAL. Think about...

STEP 1. What job would you like...

- Model the activity. Copy the chart onto the board. Interview an above-level student. For example, ask: *What is your goal? What are you most interested in? What are your personal qualities?* etc. Write the student's information in the chart.
- Have students fill in the charts in their books.

STEP 2. GROUPS. Discuss.

- Form cross-ability groups.
- Model answering the questions using the model chart on the board.
- Bring the class together. Have volunteers answer the questions using their own chart.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *In this lesson we're going to learn about infinitives and gerunds.*
- Write on the board: *After class, I want to do my homework in the library. I enjoy walking early in the morning.*
- Point to the first sentence and say: *Infinitives have the form to + verb.* Underline the verb *want* and double underline the infinitive.
- Point to the second sentence and say: *Gerunds have the form verb + -ing.* Underline the verb *enjoy* and double underline the gerund.
- Read both sentences and have students repeat.
- To reinforce, ask several students: *What do you want to do after class? What do you enjoy doing in the morning?*

Presentation

10 minutes

Infinitives and gerunds

- On the board, draw a three-column chart with the following headings: *Verb + Infinitive*, *Verb + Gerund*, *Verb + Infinitive or Gerund*.
- Read the sentences in the grammar chart and have students repeat. Then ask: *Which verbs come before an infinitive? Which verbs come before a gerund? Which verbs come before an infinitive or a gerund?* Write the verbs in the appropriate columns.
- Read the Grammar Watch note.
- Point to each column on the board. Ask: *Which verbs should I write here?* Have students refer to the Grammar Watch note and repeat the verbs in each category.
- Have volunteers choose one verb from each category and make a sentence with it.

Expansion: Grammar Practice

- Have students create a three-column chart in their notebooks like the one on the board.
- Have students look at the list of verbs followed by infinitives and gerunds on page 280. Give them several minutes to study the list.
- Pair students. Give a time limit. Have them write as many verbs as they can remember in their charts.
- Have students read the verbs on their lists. Write them on the board.

Controlled Practice

15 minutes

1

PRACTICE

A Read the newspaper article. Underline...

- Write the first sentence on the board. Have a student read it. Circle *began helping*. Ask: *What's the verb? (began) What comes after it, an infinitive or a gerund? (a gerund)*
- Read the article out loud. Have students listen and complete the exercise.
- Check answers. Call on students to read the sentences and say which phrases they underlined or circled. Write the phrases on the board. Make corrections as needed.

B Complete the conversation between...

- Form cross-ability pairs and tell them to complete the exercise.
- Walk around and provide help as needed.
- Call on students to read the sentences with the correct forms. Make corrections as needed.
- Have a pair of students read the dialogue with the correct forms.

Expansion: Grammar Practice for 1B

- Form cross-ability pairs.
- Have students choose four verbs from each column on the board and write a sentence for each verb.
- Call on pairs to read their sentences and write them on the board. Make corrections as needed.

Controlled Practice

10 minutes

2

PRACTICE

Complete the conversation between...

- Read the first and second sentences. Point out that with the verb *continue* it's possible to use either an infinitive or a gerund.
- Have students continue working alone or in pairs. Give a time limit. Walk around and provide help as needed.
- Call on two students to read the conversation out loud. Write their answers on the board. After each answer, ask the class: *Is this correct?* Elicit corrections from students and write them on the board.

Expansion: Speaking Practice for 2

- Form cross-ability pairs and have students practice the conversation.
- Call on pairs to perform the conversation for the class.

Communicative Practice

20 minutes

Show what you know!

STEP 1. Complete the sentences about...

- To model the activity, give examples from your own life. For example, say: *I really enjoy teaching Level 4. I hope to teach Level 4 again next semester. Someday, I'm going to learn to design a Web page.*
- Have students complete the sentences with their own information.

Expansion: Grammar Practice for STEP 1

- On the board, write additional verbs that can be used to talk about goals, for example, *decide, need, want, would like, consider, finish, recommend, and start.*
- Have students use these verbs to write additional sentences about their goals.

STEP 2. GROUPS. Discuss. What are the...

- Form cross-ability groups of five or six people. Have each group select a timekeeper, a note taker, and a reporter.
- Tell students to read their sentences to their classmates. The note taker should write down the group members' answers.
- Give a time limit.
- Walk around and provide help as needed.
- At the end of the discussion, tell note takers to tally the group's answers and determine which ones are the most popular.
- To wrap up, have each group's reporter tell the class about their group's most popular answers.

Progress Check

Can you . . . talk about work-related goals?

Say: *We have practiced talking about work-related goals. Now, look at the question at the bottom of the page. Can you talk about work-related goals? Write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 14–15

Getting Started

5 minutes

1 INTERPRET A RÉSUMÉ

A CLASS. A *résumé* is typed information about...

- Find a model *résumé* on the Internet. Print it out and make copies for the class, or project the page for the class to see.
- Read the definition of *résumé* in the directions.
- Have students look at the model and point out the sections showing the person's education, skills, and experience.
- Read the first question in the directions. Have students raise their hands if they have used a *résumé*.
- Read the second question. Have a volunteer answer.

Answer: People usually give a *résumé* to an employer before a job interview.

- Say: *In this lesson, we will read a résumé and learn how to write one.*

B GROUPS. Skim Francis Kouadio's...

- Review skimming. Say: *Skimming is reading rapidly to discover what something is about. When you skim, you should not read every word.*
- Read the first question. Have the class skim the *Objective* section. Call on a volunteer to answer the question.

Answer: The *Objective* section describes the type of job the applicant is applying for.

- Group students who are sitting near one another. Have them skim the *résumé* for the contents of the *Qualifications* and *Related Experience* sections.
- Go over answers with the class.

Answers: The *Qualifications* section includes the skills and accomplishments that make the applicant a good candidate for the job. The *Related Experience* section includes previous jobs and volunteer experience.

Culture Connection

Certain types of information should **not** be included in a *résumé*, including an applicant's Social Security number; personal information (weight, height, health, marital status, number of children); reasons for leaving jobs; and salary information.

Expansion: Reading Practice for 1B

- Bring real *résumés* to class, one for each group.
- Divide the class into small groups.
- Have students skim each *résumé* for the applicant's objective, qualifications, and experience.
- Time permitting, have groups switch *résumés* and skim again.

Presentation

10 minutes

2 READ

A Read Francis Kouadio's résumé.

- Make a list of vocabulary that students ask about.
- Write new words and definitions on the board. Encourage students to enter them in their vocabulary notebooks.

Controlled Practice

10 minutes

B GROUPS. Discuss.

- Form cross-ability groups. Tell students to take turns reading the questions.
- To wrap up, read each question and have volunteers answer.

Answers: 1. This information is at the top so that the employer can easily contact him. 2. These achievements show that he has initiative and he is an excellent worker. 3. The volunteer work gave him useful experience that probably helped him get his first paid job. Volunteer work also shows that a person is interested in his or her community.

Communicative Practice

10 minutes

C CLASS. References are people who...

- Tell the class about a time you applied for a job and the people you used as references.
- Form cross-ability groups. Have groups choose a timekeeper and a reporter.
- Have reporters share their group's answers to question 1 and write them on the board.

Answer: 1. Former employers, teachers, athletic coaches, supervisors in volunteer positions, members of the clergy.

Culture Connection

Tell students to get permission from references to use them as references. Students should not include the names, addresses, and phone numbers of references on their résumés. Rather, they should write *References available on request*.

Controlled Practice

10 minutes

3 WRITE

A BRAINSTORM. Think about...

- Give an example of each item and write it on the board.
- Tell students they can make up information.
- As students work, walk around and provide help.

Teaching Tip

If some students have never had a job, pair them with students who have worked or tell them to make up their own information.

B Write an objective for a job...

- Read Francis Kouadio's objective on page 30. Tell students to begin the objective with an infinitive.
- Call on several students to share their objectives with the class.

Communicative Practice

15 minutes

C Write your own résumé. Use...

- Look at Francis Kouadio's résumé on page 30. Point out: In the *Qualifications* section, all items begin with adjectives; in the *Related Experience* section, all items begin with verbs; positions are listed with the most recent one first; the entire résumé is on one page; the last item on the page is *References available upon request*.
- Have students write a draft résumé in class. While students work, walk around and provide help.
- Collect the drafts and give feedback.

Progress Check

Can you . . . interpret and write a résumé?

Say: Look at the question at the bottom of the page. Can you interpret and write a résumé? Write a checkmark in the box.

Extra Practice



Interactive Practice



pages 16–17

Getting Started

5 minutes

1 BEFORE YOU LISTEN

GROUPS. Discuss the information...

- Read the job-search tips out loud while students read along silently.
- Explain vocabulary as needed, for example: *proven method: a method that is certain to work because it has been tried by many people*; and *want ads: the same as classified ads*.
- Group students. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, call on volunteers to share their answers with the class.

Culture Connection

Job searchers who sign up with a job placement agency do not have to pay a fee. The fee is paid by employers who use the agency to obtain lists of applicants.

Presentation

10 minutes

2 LISTEN

A Lisa Wong is talking to...

- Have students look at the photo. Ask: *Where are the speakers? How old are they? What's their relationship?*
- Tell students to listen specifically for Lisa's advice. Encourage them to take notes as they listen.
- Play CD 1, Track 20. If students need extra support, tell them they may read the Audio Script on page 285 as they listen.
- Call on a volunteer to answer the question. If students need a hint, ask: *How many suggestions did Lisa give?* (five) *What were they?* Write the suggestions on the board.

Answers: She could look in the newspaper, go online, go into businesses that have a "Help Wanted" sign in the window, use a job placement agency, and network with family, friends, and neighbors.

Teaching Tip

Encourage students to take notes whenever they listen. Explain that when they take notes, they shouldn't try to write every word. Instead, they should write down the key words that make up a message, such as nouns, verbs, and adjectives.

Controlled Practice

20 minutes

B Read the questions. Then listen...

- Have students read the questions silently and predict the answers.
- Play Track 20 again.
- Check answers. Call on students to read the questions and answers. If a student makes a mistake, ask the class: *Do you agree?* or *Is that correct?*
- If students are having difficulty with one question, replay the segment of the listening passage that answers the question. Have students repeat what they heard, then answer the question again.

C Read the Job-Search Tips...

- Give students time, if necessary, to reread the tips and select their answer.
- Have a volunteer answer the question.

Expansion: Speaking Practice for 2C

- Ask: *Do you agree that networking is the best way to find a job?* Have volunteers share their opinions.

3

CONVERSATION

A GROUPS. Discuss.

- Form cross-ability groups. Make sure each group has a reporter.
- Have reporters share their group's answers. Write them on the board.

Possible answers: 1. the salary, hours, and responsibilities 2. newspaper ad, company website, other employees of the company, the company's personnel office, a career placement service

B Angela is talking to her neighbor...

- Play CD 1, Track 21. Have students listen and read along silently.
- *Optional:* Have above-level students listen with their books closed.
- Check comprehension. Ask: *How has Angela sent her résumé?* (online) *Has she gotten any responses?* (no) *What does Harold suggest?* (going to an employment agency and getting help at the library) *What is Angela going to do?* (She's going to go to the library to use their computers.)

4

PRACTICE

A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation.

Communicative Practice 25 minutes

B ROLE PLAY. PAIRS. Role-play a conversation...

Teaching Tip

While pairs are performing, use 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.

- Have students reread the Job-Search Tips on page 32, if necessary.
- Model the activity with an above-level student. Play the role of Harold.
- Form cross-ability pairs. Tell them to follow the conversation in Exercise 3B, replacing Harold's suggestions with the information they choose.
- Give a time limit. Walk around and provide help as needed.
- Have volunteers role-play their conversation.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Ask the higher-level student to play Harold and to give at least three suggestions.

C MAKE IT PERSONAL. GROUPS. Discuss...

- Share one of your experiences with job-hunting and say whether or not you were successful.
- Form cross-ability groups and give students a time limit for talking.
- Encourage students to use infinitives and gerunds.
- Walk around while students are talking and provide help as needed.
- Take notes on errors with infinitives and gerunds.
- Call on volunteers to share their experience with the class.
- To wrap up, go over errors with infinitives and gerunds. Say the incorrect forms you heard. Have the class correct them.

Community Building

If your school has a job placement office, invite one of the counselors to come speak to your class. Have the class choose the topic of the visit (for example, how to use the Internet to search for jobs). Before the counselor's visit, have students prepare questions they would like to ask.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *You've learned about infinitives and gerunds after verbs. In this lesson you'll learn about gerunds that are the object of a preposition.*
- Review *preposition* and *object of the preposition*. Explain: *Prepositions are words such as in, on, of, about, and between. The object of a preposition is a noun or noun phrase that comes after a preposition.*
- On the board, write: *I'm not interested in watching sports on television.* Explain: *In this sentence, the object of the preposition in is the gerund watching.*
- Copy the sentences from the grammar chart onto the board.
- Point to each sentence and ask the class: *What is the preposition? What is the object of the preposition?* Circle the preposition and underline the object of the preposition in each sentence.

Presentation

15 minutes

Gerunds as objects of prepositions

- Read the first Grammar Watch note. Point to the first sentence on the board and ask: *Can we say: I'm thinking about to apply for a position at a hair salon?* (No. Use a gerund after a preposition.)
- Draw a two-column chart on the board with the headings *Adjective + Preposition* and *Verb + Preposition*.
- Say: *Sometimes the gerund comes after a verb and a preposition. Other times the gerund comes after an adjective and a preposition.* Point to the example sentences. Ask: *Is this an adjective + preposition phrase or a verb + preposition phrase?* Elicit the correct response from the class and write the phrases (*thinking about, worried about*) under the correct headings.
- Read the adjective + preposition and verb + preposition phrases in the grammar chart and have the class repeat.
- Read the second Grammar Watch note. Before students look at the lists on page 281, ask them if they can think of other adjective + preposition or verb + preposition phrases to add to the two lists on the board.

Expansion: Grammar Practice

- Play a game. Divide the class into groups of eight, if possible.
- Have the students in each group take turns coming to the board to write sentences using the phrases in the grammar chart. Each student in a group can write only one sentence.
- Give a time limit. Go over the sentences and make necessary corrections. The group that comes up with the most correct sentences wins.

Controlled Practice

20 minutes

1 PRACTICE

A Read the conversation between...

- Read the first line of the dialogue. Ask: *Do you see a gerund? What phrase does it come after?* Write *concerned about getting* on the board.
- Have students complete the exercise alone. Walk around and provide help as needed.
- Check answers. Choose students to read the lines of dialogue and say which phrases they underlined.
- Pair students and have them practice reading the dialogue.

B Complete the conversation. Use...

- Have students work alone or in pairs to complete the exercise.
- While students are working, walk around and provide help as needed.
- Have a pair of students read the dialogue. Write the answers on the board. If there is a mistake, point to it and ask the class: *Is this correct?* or *Do you agree?* Make corrections as needed.

Expansion: Grammar Practice

- Have students write sentences using five verb + preposition phrases and five adjective + preposition phrases, all followed by gerunds. Above-level students can write more.

2

PRACTICE

Complete each conversation. Use...

- Read the phrases in the box.
- Have an above-level student read item 1 with you. Make sure students understand that they need to write gerunds.
- Have students work in pairs.
- Give a time limit. Walk around and provide help as needed.
- Have pairs of students read the conversations. Write the answers on the board. Make corrections as needed.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Choose a job. Complete...

- Have students work alone or with a partner to think of a job and complete the sentences.
- *Optional:* You may want to brainstorm as a class and write job titles on the board to help students choose.

STEP 2. GROUPS. Discuss the jobs you chose.

- Form similar-ability groups. Have each group select a timekeeper and a reporter.
- Model the activity by talking about your job, for example, *A teacher . . . must be good at explaining ideas; is responsible for checking students' progress; is used to making lesson plans; sometimes worries about not having enough time.*

- Give a time limit. Remind students to use gerunds, when possible.
- Walk around and provide help as needed.
- Have the reporter from each group share the group's sentences.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have groups choose one job and complete the exercise together.

Above-level Have each student in the group choose a different job, complete the sentences, and share ideas with the group.

Expansion: Speaking Practice

- Write the following phrases on the board: *be good at*, *believe in*, *be capable of*, and *care about*.
- Choose a somewhat uncommon job, for example, dog walker, lifeguard, or food taster, and have students use the phrases to talk about the qualifications or skills needed for the job, for example: *A dog walker must be good at controlling dogs. A lifeguard must be capable of rescuing people.*

Progress Check

Can you . . . discuss job-related skills and abilities?

Say: *We have practiced talking about job-related skills and abilities. Now, look at the question at the bottom of the page. Can you discuss job-related skills and abilities? Write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 18–19

Getting Started

5 minutes

1 BEFORE YOU READ

A CLASS. Discuss. What is the meaning...

- Write the word *discrimination* on the board.
- Group students. Tell them not only to define discrimination but also to think of examples.
- Give a time limit. Walk around and provide help as needed.
- Call on students to define *discrimination* and give examples. Write their ideas on the board.

Possible answers: Some types of discrimination that might occur at work are: not hiring a person because of his or her ethnic background, not promoting a person because of his or her gender or age.

Language Note

Discrimination is the unfair treatment of a person or group because of their race, religion, color, age, social class, gender, marital status, sexual orientation, or disability.

B GROUPS. Who decides which questions...

- Ask: *Do you think it's legal in a job interview to ask someone how old he or she is?* Poll the class and have students explain their opinions.
- Explain that according to U.S. law, it's illegal to ask certain questions in a job interview, for example, it is illegal to ask people how old they are. Ask the class: *Can you think of other questions that are illegal to ask?*

Culture Connection

The following are questions an employer can legally ask: *Do you have a green card? Which languages do you speak? Are you over the age of eighteen? What hours can you work? How many days of work did you miss last year?* In contrast, it is illegal to ask the following questions: *Are you a U.S. citizen? What is your native language? How old are you? Do you have children? Do you have any health problems?*

C Read the title and the headings...

- Define vocabulary as needed: *do's and don'ts*: things people should and should not do; *inappropriate*: not fitting, suitable, or correct (behavior)
- Have volunteers say their predictions about the main idea. Write them on the board. Ask the class if they agree.

Answer: The article is about what to do in a job interview if an interviewer asks questions that are illegal or inappropriate.

Presentation

15 minutes

2 READ



Listen and read the article.

- Play CD 1, Track 22. Ask students to listen to and read along with the article.
- When students have finished reading, point to students' predictions on the board and ask: *Were your predictions correct?* Have a volunteer restate the main idea.
- Read the second question in the directions. To answer this question, students must read the second heading in the article and infer the answer. If students are having difficulty, have them reread the heading. Then ask the question again.

Answer: The interviewer sometimes asks questions that are inappropriate.

Expansion: Speaking Practice

- Some interview questions are legal but nevertheless inappropriate. An example from the reading is *What's your favorite book?* Questions about an interviewee's clothing, hairstyle, etc. are also inappropriate. Ask students to give additional examples of inappropriate interview questions.

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

A Complete the sentences. Circle...

- Have students compare answers with a partner.
- Call on students to read the questions and answers. Write the answers on the board.

Reading Skill: Using Details to Understand Important Ideas

- Read the Reading Skill.
- Define details. Say: *Details are pieces of information that support or develop a main idea so that we can understand it better. Facts, examples, reasons, stories, numbers, and names are all types of details.*

B Read the Reading Skill. Then circle...

- Read choice a. Ask: *Does the writer tell any stories about himself or herself?* Give students time to look back at the article and find the answer (*no*).
- Repeat with the remaining choices. Have students underline examples of interview questions.

Expansion: Reading Practice for 3B

- Have students make two lists in their notebooks: examples of appropriate questions from the reading and examples of inappropriate questions.

C GROUPS. Discuss. Why is it important...

- Form cross-ability groups.
- Have the groups share their answers.

4

WORD WORK

A prefix is a group of letters...

- Write on the board: *illegal*, *inappropriate*, and *anti-discrimination*.
- Read item 1 and have students answer chorally.
- Read item 2 and have students answer chorally.

Expansion: Word Work

- Have students think of other words beginning with the prefixes *il-*, *in-*, and *anti-*. Write them on the board and define if necessary.

Communicative Practice

20 minutes

Show what you know!

STEP 1. Think about job interviews in...

- Have students from the same country of origin work together, if possible.
- Give a time limit for talking. Circulate and provide help as needed.

MULTILEVEL INSTRUCTION for STEP 1

Pre-level Have students write one question employers can ask and one they can't.

Above-level Have students write three or more questions employers can and can't ask.

STEP 2. GROUPS. Discuss. How are...

- If possible, form groups with students from different countries of origin.
- Model a possible response, for example, *In the U.S., an employer can't ask you if you're married, but in [country] they can.*
- Make a two-column chart on the board with the headings *Similar* and *Different*. Have students make a similar chart in their notebooks.
- As students are talking, encourage them to take notes in their chart.
- To wrap up, have students use their notes to make sentences about similarities and differences between job interviews the U.S. and their countries of origin. Take notes on their sentences in the chart on the board.

Extra Practice



Interactive Practice



pages 20–21

Getting Started

5 minutes

1 BEFORE YOU LISTEN

CLASS. Discuss.

- Read the first question. Elicit students' answers and write them on the board.

Possible answers: What is your previous experience? Where have you worked before? Are you a team player? Why do you want to work here? How did you hear about this job? What shift do you want to work? Can you use a computer?

- Read the second question. Call on volunteers to answer. If students mention a question that is written on the board, place a checkmark next to the question.

Presentation

10 minutes

2 LISTEN

A Kyong-Mo Lee is interviewing...

- Have students look at the photo. Ask: *How does Kyong-Mo Lee look? What is his job? How does Steve look? Is this a good way to dress for a job interview?*
- Play CD 1, Track 23. If students need extra support, tell them they may read the Audio Script as they listen.
- Have a student answer the question. Ask the class: *Do you agree?*

Answer: Steve is applying for a job as a truck driver.

Culture Connection

Personal appearance is important in making a good impression at a job interview. Applicants are expected to dress neatly in clothing appropriate for the job. Clothing should be clean and ironed. Both women and men should avoid loud colors, revealing clothing, or heavy cologne. Women should wear minimal jewelry and makeup.

Controlled Practice

5 minutes

B Read the questions. Listen...

- Have students read the questions before listening. Encourage them to predict the answers.
- Play Track 23 again. Have students listen and answer the questions.
- Have students compare answers with a partner.
- Check answers. Call on students to read each question and answer. Write the answers on the board.

Communicative Practice

10 minutes

C GROUPS. Discuss. Do you think...

- Define *to make a good impression*. Say: *To make a good impression is to cause somebody to have positive ideas about you.*
- Form similar-ability groups. Have each group choose a reporter.
- Give a time limit for discussion.
- Play Track 23 again, if necessary. Have students listen specifically for characteristics that would cause Steve to make a good (or bad) impression. Have students take notes.
- Have each group's reporter share their group's answers with the class. Write Steve's characteristics on the board.

MULTILEVEL INSTRUCTION for 2C

Pre-level Have students give one reason why Steve made a good (or bad) impression.

Above-level Have students give all the reasons why Steve made a good (or bad) impression.

Expansion: Speaking Practice for 2C

- Form cross-ability pairs. Have students look at the list of characteristics on the board and say which ones they possess.
- Provide a model. For example, *Steve is good with technology. I'm good with technology, too.*
- Have each student report on one characteristic that he or she shares with Steve.

Presentation

5 minutes

3 CONVERSATION

Pronunciation Watch

- Write a familiar multisyllabic name on the board. Ask the class: *How do you say this name?* After the class answers, repeat the name and clap your hands on the stressed syllables. Then say: *What if I say it like this?* Repeat the name but clap and stress the wrong syllables. (Students will probably laugh.)
- Read the Pronunciation Watch note.
- Write on the board the names of famous people. Say the names with incorrect stress. Have the class repeat the names with correct stress.

Teaching Tip

When speaking to students, try to use natural pronunciation. Avoid overenunciating or slowing down too much. If it is necessary to simplify your speech, use simpler vocabulary and syntax and avoid slang.

A Listen to the words. Notice...

- Play CD 1, Track 24. Have students listen.
- Play Track 24 again. Have students listen and repeat.

Controlled Practice

10 minutes

B Listen to these words. Put...

- Copy all six words onto the board. Point to *control*. Ask: *How do we pronounce this word?* Say the word and place a dot over the second syllable.
- Play CD 1, Track 25. Have students listen and complete the exercise.
- Have volunteers come to the board to put a dot over the stressed syllable.
- Call on students to say the words.

C Steve Santos's job interview...

- Play CD 1, Track 26. Have students listen and read along silently.
- Ask: *What is the most important thing Steve has learned? Is Steve a calm person?*

4 PRACTICE

A PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Take notes on errors with word stress.
- Say the incorrect forms you wrote in your notes. Have the class repeat them correctly.
- Ask volunteers to perform the conversation.

Communicative Practice

15 minutes

B PAIRS. Discuss.

- Walk around and provide help as needed.
- Read each question. Call on volunteers to answer.

Teaching Tip

Encourage students to offer contrasting opinions and answers by asking questions such as *Who has a different answer?* or *Who disagrees?*

C ROLE PLAY. PAIRS. Role-play...

Teaching Tip

While pairs are performing role plays, use 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 completed rubric with the students.

- Form similar-ability pairs. Have students switch roles and practice again.
- Have volunteers role-play their conversation.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *In this lesson we're going to learn about the simple past and the present perfect.*
- Ask the class: *Who has a job?* Select a student who raised his or her hand and ask: *When did you start your job?* Write the student's answer on the board. For example, *[John] started his job in March 2007.* Underline *started*. Circle *March 2007*.
- Ask the class: *How long has [John] had his job?* Elicit an answer with *for* and write it on the board, for example, *[John] has had his job for [two] years.* Underline *has had*. Circle *for*.
- Ask *[John]*: *Have you thought about getting another job?* Write: *[John] has thought about getting another job.* Underline *has thought*.
- To reinforce, ask another student the same set of questions.

Presentation

15 minutes

Simple past and present perfect

- Read the first Grammar Watch note. Point to the sentence *[John] started his job in March 2007.* Ask: *When did [John] start his job?* (March 2007). Explain: *If we know the specific time when something happened, we use the simple past.*
- Read the second note. Point to the sentence *[John] has thought about getting another job.* Ask: *Do we know when [John] thought about getting another job?* (no) Explain: *We use the present perfect when we don't know when something happened in the past. The time is indefinite.*
- Read the third note. Point to the sentence *[John] has had his job for [two] years.* Ask: *Does [John] have his job now?* (yes). Explain: *The action started in the past and continues until now, so we use the present perfect.*
- Read the sentences in the grammar chart. After each sentence, ask: *Why do we use the simple past (present perfect)?* Have students restate the Grammar Watch rules.

Language Note

In some languages it is correct to say the equivalent of *He has seen a doctor this morning.* Explain that in English the simple past must be used with a specific time in the past.

- Write on the board: *say, walk, learn, and write.* Elicit the past participle of each verb (*said, walked, learned, and written*).
- Have the class conjugate an irregular verb in the present perfect. For example, using the verb *write*, follow the pattern: T: *I have written.* You . . . Ss: *have written.* T: *He or she . . .* Ss: *has written.*
- Do another conjugation in the negative, for example, *I haven't written.* You *haven't written*, etc.

Expansion: Grammar Practice

- Explain that English verbs have three forms: present, past, and past participle. Sometimes the past and past participle are the same, for example, *I worked, I have worked.* Sometimes the past and past participle are different, for example, *I saw, I have seen.*

Controlled Practice

20 minutes

1

PRACTICE

A Read the information about...

- Write the first sentence on the board. Ask: *How many verbs does the sentence have? What are they? Are they in the simple present or present perfect?*
- Circle *'ve lived* and *'ve been*. Ask: *Why is the present perfect correct in this sentence?* (The first verb shows an action that started in the past and continues up to now. The second verb shows a situation that occurred at an indefinite time in the past.)
- Have students complete the exercise alone.
- Check answers. On the board, write the following headings: *Simple past* and *Present perfect*. Call on students to read the sentences in the passage and say which words they underlined or circled.
- Write the verbs under the correct headings. Make corrections as needed.

B Two managers are talking...

- Have students work alone or in pairs.
- While students are working, walk around and provide help as needed.
- Check answers. Have two students read the dialogue. Write the verb forms on the board.
- Confirm answers by asking the class: *Is this correct? Why is the (simple past / present perfect) correct?*

2

PRACTICE

Unscramble the sentences. Put...

- Read item 1 with the class. Ask: *How do we decide which verb form to use?* (Check the time expression.)
- Have the class do item 2 together.
- Have students continue working alone or in pairs. Give a time limit. Walk around and provide help as needed.
- Check answers. Have six students write sentences for items 3 to 8 on the board. Have other students read the sentences and say if they are correct. If there is an error, elicit corrections from the class.

Expansion: Speaking Practice for 2

- Have students “interview” Dan Miller, Raquel Hernandez, and Michael Shen from Exercise 2.
- Divide students into three groups. Assign a different “interviewee” to each group.
- Have each group write several interview questions for its interviewee, for example: (for Dan Miller) *How did you win your award?* (for Raquel Hernandez) *How did you injure your back?* (for Michael Shen) *Why haven't you returned the interviewer's phone calls?*
- Bring the class together. Choose three above-level students to play the roles of Dan Miller, Raquel Hernandez, and Michael Shen.
- Have volunteers perform the interviews for the class.

Communicative Practice

20 minutes

Show what you know!

GROUPS. Discuss.

- Give a time limit for discussion.
- Walk around and provide help as needed.
- To wrap up, call on students to share their answers with the class.

Expansion: Speaking Practice for Show what you know!

- Form cross-ability pairs to practice an interview. Have the lower-level student interview the higher-level student, using the questions in the box.
- Have volunteers perform the interview for the class.

Progress Check

Can you . . . describe previous work experience and duties?

Say: *We have practiced describing previous work experience and duties. Now look at the question at the bottom of the page. Can you describe previous work experience and duties? Write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 22–23

Getting Started

5 minutes

1 BEFORE YOU WRITE

A CLASS. Discuss. What is the purpose of...

- On the board, write the following headings: *Résumé* and *Cover Letter*.
- Ask: *What information do we find in a résumé?* If necessary, have students look at the résumé on page 30 and name the parts. (*Objective, Qualifications, Related Experience, and Education*). Write them below the heading *Résumé* on the board.
- Point to *Cover Letter* and ask: *What is the purpose of a cover letter? What information is in a cover letter? How is a cover letter different from a résumé?* Write students' ideas on the board.

Possible answers: In general, the purpose of a cover letter is to get the employer's attention and make him or her see why you should be given a personal interview. A few ways in which a cover letter is different from a résumé: a résumé gives comprehensive information about a job applicant's qualifications, work experience, and education, while a cover letter emphasizes those things in an applicant's background that are relevant to the position he or she is seeking; a résumé usually takes a neutral tone, while a cover letter should reflect the applicant's personality and enthusiasm; a résumé uses incomplete sentences while a cover letter uses complete sentences and follows the rules of grammar and usage, etc.

- Ask: *Has anyone ever written a cover letter? What information did you include in it?*

Presentation

15 minutes

B Read the writing model.

- Tell the class they're going to read a cover letter from Francis Kouadio (whose model résumé they saw in Lesson 3).
- Hold up your book. Read the labels designating the parts of the cover letter (*applicant's address, employer's name, etc.*) and point to them in your book. Have students find them in their own books.
- Ask questions to clarify the content of each section. For example: *What information is in the applicant's address? Who is Alice Kwan? What is her title? What is the proper greeting to use in a cover letter? What are the two parts of the closing? Why does the applicant write his name twice?*
- Ask questions to focus students' attention on the format of the letter. For example: *Is the employer's name on the left or on the right? Which parts of the letter are double-spaced? Which parts are single-spaced? Which lines are indented? What punctuation comes after the greeting? After Sincerely?*
- Read the body of the letter out loud as students read silently.

Language Note

Always use *Ms.* when addressing a woman in the cover letter because it avoids the issue of marital status.

Writing Tip: Cover Letter Content

- Read the Writing Tip.
- Discuss what is meant by *unnecessary information*. Remind students that legally they are not required to give information about their race, religion, age, ethnicity, and so on.
- Ask: *What other information should not be included in the cover letter?* Elicit, for example, family information.

C PAIRS. Answer the questions.

- Form pairs or small groups. Encourage students to underline the parts of the cover letter that answer the questions.
- Check answers.

Answers: 1. The job is a perfect fit with his interests, training, and experience. 2. his résumé

D What kind of information...

- Reread the first paragraph with the whole class. Ask: *What information does the first paragraph contain? In general, what should you write in the first paragraph of a cover letter?* Do the same for each paragraph of the letter.
- Form cross-ability pairs. Tell pairs to reread the other paragraphs and write the kind of information that belongs in each.
- Call on students to share their answers. Write them on the board next to the numbers 1, 2, and 3.

Answers: The first paragraph of Francis Kouadio's letter tells what job he is applying for and how he learned about it. The second paragraph explains why he is interested in the position and describes the elements of his experience and education that make him well qualified for it. The third paragraph expresses his enthusiasm for the company and indicates that he is available for an interview.

Controlled Practice

20 minutes

2 THINKING ON PAPER

A BRAINSTORM. Read the résumé that you...

- If your class does not have Internet access, bring (or have students bring) newspapers to class and have students use the want ads to choose a job.
- Choose an ad to use as a model for Exercise B. Pretend that you are going to apply for this job.

B Plan and organize the body paragraphs...

- Copy the oval Y chart onto the board.
- Read the section heads out loud. Ask: *What does this mean?* Elicit examples of words and phrases for each category. Write them on the board.
- Read the ad you chose in Exercise A. Say: *I'm going to apply for this job.*
- Fill in the chart with your interests, education, and skills. (The information can be invented.)

- Have students copy the chart. Suggest that they write at least two items in each section.
- Have two or three volunteers write their charts on the board. Check them for appropriate language and make corrections as needed.
- Explain that students will use these notes to write the body of their cover letter.

Communicative Practice

20 minutes

3 WRITE

Write a cover letter for the job...

- Help students get organized. They will need the writing model on page 42, the outline of the body of the letter from Exercise 1D, their ad, and their notes.

Language Note

The language in a cover letter should be formal. It should not use slang or contain personal questions about the employer.

4 CHECK YOUR WRITING

- Read the questions in the checklist. Show how they correspond to the parts of the writing model.
- Have students read their letter and check off the items in the checklist.
- Collect papers and make corrections as needed in letter format, use of infinitives, gerunds, verb forms, and the contents of the letter.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice



page 24

1 REVIEW

Turn to page 246 for the Grammar Review.

2 ACT IT OUT

STEP 1. CLASS. Review what you learned...

- Direct students to look back at pages 30 and 31. Call on volunteers to list what should be included on a résumé.

STEP 2. ROLE PLAY. PAIRS. Role-play...

- Have students look at the photo. Ask: *Where are the people? How are they dressed? What are they doing? What are they looking at? What is their relationship?*
- Read the role descriptions.
- Discuss with the class: *What kind of problem might Student B have with his or her résumé?* (the objective or another part is missing; the format is incorrect; the objective is not specific; the writer has listed only one or two qualifications; the qualifications are written as complete sentences; the experience section is not in chronological order, etc.)
- Model the role play with an above-level student. Play the role of Student A. You can begin like this: *Hello [name]. It's good to see you again. How can I help you today?*
- Form cross-ability pairs.
- Have students write out their dialogues. Walk around and provide help as needed.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

Teaching Tip

While pairs are performing, use 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.

3 READ AND REACT

STEP 1. GROUPS. Read about Usman's problem.

- Read while students follow along silently. To check comprehension, ask: *What is Usman's problem?*

STEP 2. GROUPS. What is Usman's problem?...

- Form cross-ability groups and have students choose a timekeeper, a note taker, and a reporter. The note taker writes down the group's solutions.
- Give a time limit for discussion.
- Have the reporter from each group share the group's solutions. Write them on the board.
- Have students vote on the best solution.

Possible answers: 1. He can phone the interviewer saying he will be late, then go to a copy shop to print the extra copy. 2. He can e-mail the résumé to the interviewer, then phone, explain his problem, and ask the interviewer to print out his résumé.

Expansion: Speaking Practice for STEP 2

- Form cross-ability pairs.
- Have students role-play a phone conversation between Usman and an employment specialist. Usman explains the problem with his résumé. The specialist suggests a solution, using the list on the board.
- Have volunteers perform their phone conversation.

4 CONNECT

Turn to page 257 for the Planning for Learning Activity and page 264 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 25.

Ask students to turn to page 25 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 2, encourage them to review the activities on the CD-ROM.