# 2

# **Getting a Job**

# **Classroom Materials/Extra Practice**



CD 1 Tracks 9–15



Workbook Unit 2



Interactive Practice Unit 2

# **Unit Overview**

#### Goals

• See the list of goals on the facing page.

#### Grammar

- Present perfect: Statements and questions; *for* and *since*
- Present perfect vs. present perfect continuous

#### **Listening and Speaking**

- Talk about interview do's and don'ts
- Communication Skill: Asking Questions

#### Reading

- Read an article on preparing for a job
- Reading Skill: Using Prior Knowledge
- Read a résumé
- Read an article about commonly asked interview questions
- Reading Skill: Comparing and Contrasting
- Read a series of interview questions and answers

#### Writing

- Write an effective cover letter for a résumé
- *Writing Tip*: Using language from the job ad in the cover letter

#### Life Skills

- Analyze résumés
- Write and revise a chronological résumé
- · Write a T-chart

#### **Preview**

- Set the context for the unit by greeting students as they walk into class. Say: *Hi, everyone, now that we've talked about interests, skills, and goals, we are going to starting working on how to get a job.*
- Direct students to the Preview section on page 25.
- Say: We've talked about previewing as a reading strategy. In this preview, the questions can help us start thinking about how to get a job.
- Read the first question aloud.
- Rephrase (for example, *How do people look for jobs in Mexico?*) and ask for comments.
- Read the second question aloud unless students have already brought up differences.
- Ask students to comment. Say: If you think job hunting is different here than in your home country, explain <u>how</u> it is different. Or now with globalization and the Internet and all, is job hunting similar everywhere?
- Say: In our first lesson, we will read about how to prepare for a job search in the U.S.

#### **Unit Goals**

- Ask students to read the Unit Goals.
- Repeat each goal and elaborate. (For example: prepare for a job search—knowing how to go about looking for a job can help you save time and lessen your frustration.)
- Say: This is not a long list of goals, but each one is very important when you are trying to get a job.
- Ask students to look at the list and circle a goal that is very important to them. Ask for volunteers to say what goal they circled and why it is important to them.
- Say: As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.

# Lesson 1

# Prepare for a job search

# **Getting Started**

#### 10 minutes

• Say: We've talked about interests, skills, personality traits, and goals, especially career goals. The next step is thinking about how to find a job. Knowing where to look for assistance should make the task easier.

#### **Teaching Tip**

At the beginning of each lesson, explain to students what the class has covered and what's coming next. This validates the idea that the students are adult learners who want and need to know what they are learning and why. It also reinforces vocabulary, grammar, and life skills topics previously presented.

# 1

#### **BEFORE YOU READ**

## CLASS. Discuss. When you search for a job...

- Ask students to read the directions. Activate the discussion by offering a short personal example of your own.
- Say: If you haven't looked for jobs in the U.S., tell us how you looked for a job in your home country.
- List student responses on the board, an overhead, or a flipchart; keep this record to refer to throughout the unit.

# **Presentation**

#### 20 minutes

#### **Reading Skill:** Using Prior Knowledge

- Direct students to the Reading Skill box.
- Ask: *Does anyone know what the word* prior *means*? If students respond correctly, agree with their definitions; if students don't respond or give an incorrect definition, provide examples and explain what *prior* means. (For example, *I can't meet today because I have a prior commitment. My prior job was in construction.*) If needed, tell students *prior* is close in meaning to *earlier* or *previous*.
- Go over any other potentially difficult words or concepts in the skill box such as *text*—since some students may be more familiar with the term *reading*, *piece of writing*, *story*, *paragraph*, *essay*, or some other word.

# 2

#### **READ**

# 0

# Listen to and read the online article...

- Ask students to read the directions. Point out that the words and phrases in boldface—*employment agencies, documents, reference letters, Human Resource (HR) Departments*—appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Say: We'll talk more about the vocabulary after you listen and read.
- Play CD 1, Track 9 while students read and listen.
- Ask: What did you think of the article? Also ask if there were any vocabulary or pronunciation issues and answer as needed.
- Repeat the question from the direction: How did your prior knowledge help you read the article? Have students discuss examples of their prior experience with job searches and how this knowledge helped them understand the article.

# **Expansion: Vocabulary Practice for 2**

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Have them guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with what they wrote in their lists.
- Have each group write one sentence with each word or phrase.
- Ask groups to read their sentences to the class.

## **Expansion: Reading Practice for 2**

- If you have access to several computers or a computer lab, divide the class into groups of 3 or 4 around the computers.
- Give each group the URL (web address) of a bona fide job search site (such as <a href="www.monster.com">www.monster.com</a>) and a simple form (name of site, who runs the site, whether or not it is useful for a job search and why) for each group to fill out.
- After the group reviews the website and discusses its content, ask a spokesperson for each group to share the information with the whole group.
- Gather the forms and copy the information to give out during the next class.

# Prepare for a job search

# **Controlled Practice**

#### 10 minutes

# Communicative Practice 20 minutes



#### **CHECK YOUR UNDERSTANDING**

#### Complete the sentences. Look back...

- Ask students to read and follow the directions.
- Before students begin, ask: *Does anyone have any questions about what to do?*
- If any students are struggling with the activity, sit down with them and try to figure out the source of the difficulty.



#### **WORD WORK**

#### **GROUPS.** Choose three words...

- Ask students to read the directions.
- Set up groups.
- Say: Remember that when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the log for words you read or hear outside of class.

#### **Teaching Tip**

- Effective grouping strategies vary not only from class to class, but also over time in the same class. Some classes might be happy and productive with the same grouping; other classes may need to change groups often.
- Also, if you see that one or two people almost always do the talking and others are quiet, change the groups for the next group activity. If students don't want to change groups, say: It's important to learn how to talk comfortably with as many people as possible.

# Show what you know!

#### **PAIRS.** Discuss the questions.

- Read the four discussion questions.
- Emphasize that the follow-up questions (*Why? Which ones?*) are very important.
- As pairs talk, walk around the room to listen and give assistance as needed, but mostly let students talk with each other.
- After pairs have finished discussing the questions, say: Do you have some good ideas about preparing for a job search? What are they?
- Write responses on the board, an overhead, or a flipchart.
- Refer to the list generated at the beginning of the lesson, and ask students to compare the initial list with the new list.
- Say: What is the same? What is different? Let's combine the list into one list of good advice. Do that by adding new information to the original list.

#### **Progress Check**

#### Can you . . . prepare for a job search?

Say: We have practiced talking about preparing for a job search. Now look at the question at the bottom of the page. Can you prepare for a job search? If so, check the box.



# **Getting Started**

10 minutes



**ANALYZE RESUMÉS** 

#### CLASS. Look at the résumé on page 29....

- Say: Today, we're going to learn about an important step in the job search process—preparing a résumé. What is a résumé? Elicit answers from students, explaining as needed that a résumé is a summary of your education, experience, and job skills.
- Ask students to preview the résumé on page 29.
- Say: Have you ever written a résumé? Was it similar to or different from this one? In what ways?
- Read and discuss Question 1.
- Read and discuss Question 2, explaining that some jobs require you to fill out a job application in print or online, but that you don't always need to submit a résumé with it.
- Read and discuss Question 3, explaining as needed that employment agencies may offer individual help with résumés or group workshops.

# **Presentation**

10 minutes



**PRACTICE** 

# A Read the model résumé on page 29....

- Ask students to read the résumé on page 29.
- Say: Now you will consider what types of information to include in a résumé.
- Ask students to check the kinds of items that they should include, using the résumé on page 29.

## **B** PAIRS. Compare answers.

- Say: Now find a partner and compare answers.
- Model the exercise by asking an above-level student: *Should you include information about your work experience in a résumé?* The above-level student answers the question and asks about the next item: *What about the job desired?*
- Have students discuss whether to include the items in a résumé.
- Read through the items aloud, asking students whether they checked each item.
- Say: You should not include personal information age, height, weight, and hair color—on a résumé.

#### **Culture Connection**

Say: In the U.S., it is considered unprofessional to include personal information—or a photo—on a résumé. Do not list marital status, the number of children that you have, or your religion, because it is considered unlawful discrimination to make hiring decisions based on these items. However, it is acceptable—and often desirable—to list hobbies and leisure activities, particularly sports. These activities often demonstrate that you have special skills or are a team player.

# Controlled Practice 15 minutes

# O Notice that in a résumé you don't...

- Ask students to read the directions.
- Write the complete item 1 on the board.
- Direct students to the "Position Desired" line at the top of the résumé on page 29.
- Ask: *How was this shortened from the complete sentence?* Cross off *I am* and *a* from the sentence on the board, noting that the résumé phrases do not include the subject (*I*), the helping verb (*am*), or articles (*a*).
- Say: Now you're going to change these sentences to the way they appear on the résumé on page 29.
- Have students complete the exercise.
- Call on students to say the answers. As they do so, note the revised phrases on the board.

#### Multilevel Instruction for 2C

**Pre-level** Sit with students in a group and help them find the Exercise 2C items in the résumé on page 29. (*Let's look for* ESL, academic, and computing classes. Where do you see these words in the résumé? Which word with a colon introduces this list of classes?)

**Above-level** After they finish the exercise, students can find additional examples of sentences that are shortened in the résumé and share these with the class.

# Lesson 2 Analyze résumés

# **Controlled Practice**

#### 15 minutes

## D Read about types of résumés. Which...

- Ask students to read the information in the
- Clarify that reverse chronological order means putting the most recent event first.
- Ask: Which type of résumé did Iris write? (a chronological résumé) *How do you know that?* (She listed her education and employment experiences in reverse chronological order and grouped all of her skills together at the end.)
- Have students discuss differences between Iris's résumé and the functional résumé on page 222.
- Reinforce the concept of reverse chronological order. Ask which job Iris had first—the assistant manager job or the stockperson job (the stockperson job). Ask: *Did she list this job first?* (No—she listed it last.)
- Then ask which job Iris listed first on her résumé (the last job that she had—the assistant manager job). Reiterate that the first job listed on the résumé is the most recent position—often one that the résumé writer still has.

#### Expansion: Reading Practice for 2D

- Tell students that they will practice scanning (reading a document for specific information).
- Have students scan Iris's résumé to find answers to the following questions:

How long has Iris been an assistant manager? (since 2008)

What did she do as a stockperson? (She balanced cash registers, recorded sales, assisted manager with other tasks, helped at cash registers and at food counter, and closed the store two nights a week.)

What college-level classes has she taken? (She's taken classes in clerical skills, computing, human relations, technical math, and accounting.)

*Is she looking for an entry-level or managerial* position? (entry-level) Note: Clarify that an entry-level position is a starting-level position. *Is she looking for a full- or part-time position?* 

Does she provide references with her résumé? (She will provide them upon request.)

#### Networking

 Ask students if they know what a reference is. Explain that when people apply for jobs, they may be asked to provide references—names and contact information for professional acquaintances who will answer questions about them. Sometimes these references will be asked to verify employment dates; other times, they may be asked questions about the job applicant, such as what that person's strengths and weaknesses are and why that person left a job. Explain that when you list someone as a reference, you generally give the person's name, position, and contact information, and notify the person in advance.

#### **Communicative Practice** 10 minutes

#### **MAKE IT PERSONAL**

#### **GROUPS.** Discuss. Which kind...

- Read the discussion questions and tell students that they will talk about them in small groups. Say: There are no right or wrong answers.
- Have students form groups and discuss the questions. Offer prompts for clarification or elaboration as needed. (For example, Why do you think that a chronological résumé would be best for you?)
- Ask for volunteers to share which type of résumé they prefer to write and why.

#### **Teaching Tip**

Students will compose a résumé in the next lesson, so ask them to bring in information about their employment history such as the names of employers, dates of employment, and lists of educational courses and degrees.

## **Progress Check**

#### Can you . . . analyze résumés?

• Say: We have practiced analyzing résumés. Can you do this? If so, check the box.

#### **Extra Practice**



pages 18-19

# Lesson 3 Write a chronological résumé

# **Getting Started**

#### 5 minutes

- Say: *In the last lesson, we talked about creating* résumés—what to include and how to organize the information.
- Ask: What is some information that should **not** be included on a résumé? (personal information)
- Ask: What are two ways of organizing a résumé? (by date—a chronological résumé; by sets of skills—a functional résumé)

# **Presentation**

10 minutes



# PREPARE TO WRITE A RÉSUMÉ

### A CLASS. Read the information on résumé...

- Ask students to read the directions and the Résumé Tips box.
- Clarify vocabulary as needed. (For example: offwhite is a light-beige or cream color that is close to white; *crumpled* describes a piece of paper that has been crushed.)
- Ask: *Is any information in the Résumé Tips box* surprising to you? Why?
- Discuss the question, offering prompts as needed to elicit answers. (For example, Did you know that résumés should always be on white or off-white paper?)

# **Controlled Practice**

30 minutes



**PRACTICE** 

#### **STEP 1.** Complete the form on page 31...

- Say: Today, you're going to write a résumé. First, you're going to organize your information.
- Ask students to fill out the form on page 31.

# **STEP 2. PAIRS.** Exchange your completed forms....

- Say: Find a partner and compare your forms. Ask each other questions to clarify details or to provide more information.
- Model the exercise by looking at an above-level student's form and asking a clarification question. (For example, Can you tell me more about your duties at the copy shop? How did you help *customers?*)

• As students compare forms, walk around the room and ask for elaboration as needed. (For example, Do you play any sports? Have you ever *volunteered?*)

## **STEP 3.** Write or type your résumé....

- Ask students to read the directions.
- Have students look at the sample résumé on page 29. Ask: How does Iris list her name and contact *information?* (in boldface, at the top of the page)
- Note that the headings on the left-hand side are in boldface and that there is a tab space between the left-hand heading, the dates, and the job descriptions.

#### **Communicative Practice** 15 minutes

#### STEP 4. PAIRS. Read your partner's résumé....

- Say: Now find a partner and compare résumés. Ask each other questions or make suggestions to improve the résumé.
- Model the exercise by looking at an above-level student's résumé and making a suggestion. (For example, I like how you included all the details on your résumé, but you might want to use a larger typeface.)
- Have students form pairs and read and discuss résumés.

#### **Teaching Tip**

Note some phrases on the board for students to use in giving feedback: I like how you . . . You might want to try . . . The résumé would be even stronger if you . . .

#### **STEP 5.** Revise your résumé. See how much...

- Say: Revise your résumé, incorporating the suggestions that your partner made. Then you'll have your partner read your résumé again.
- Have students revise their résumés and show them to their Step 4 partner for review.

#### **Community Building**

In Step 5, ask students to give positive feedback about the finished products. (I really like how *you* . . .)

# Write a chronological résumé

#### NOTES FOR RÉSUMÉ FORM

#### Personal information

• Remind students to list their full name as it appears on official documents; they may cite a nickname in parentheses and quotation marks, for example: Mai-Lin Xiao Huang ("Amy").

## Work history

- Emphasize that students should include employment in their home country as well as employment in the U.S.
- Remind students that they may list volunteer experience as work experience or under its own heading. Have them refer to Nina Sanchez's résumé on page 222. Say: Nina put her volunteer work under the heading "Community Service."

#### **Educational information**

- Tell students to list their English classes, as this will show employers that they are taking the initiative to improve their language skills.
- Remind students to list any degrees or certificates from their home country, giving the location where the degree or certificate was earned and describing in English what the degree and coursework entailed, for example: bachelor's degree, Universidad de Santa Cruz, Bolivia (bachelor's degree in chemistry, including courses in mathematics and physical science).

#### **Teaching Tip**

If students do not have all of the information needed for the form, ask them to highlight what is missing and add it to the form at home.

#### Additional information

- Tell students that it is very important to list any particular skills or hobbies, as they show employers that one has a wide range of abilities and experiences.
- Note that participating in team sports or community activities shows an employer that you are a team player and have the interpersonal skills needed to participate in a group activity.

#### **Progress Check**

#### Can you . . . write a chronological résumé?

Say: We have practiced writing a chronological résumé. Can you do this? If so, check the box.

#### **Extra Practice**



Interactive Practice

# Talk about interview do's and don'ts

# **Getting Started**

#### 15 minutes

- Say: We've talked about how to prepare for a job search and how to write an effective résumé. We also read about the interview process and how to prepare answers to common interview questions. A successful job interview is often a deciding factor in whether a person gets a job. So today we are going talk about the do's and don'ts of interviewing.
- Ask students to share their own experiences looking for jobs, including job interviews.
- Explain the terms do's and don'ts. Say: In informal English, do's means things we should do and don'ts means things we should not do.

# 1

## **BEFORE YOU LISTEN**

## **GROUPS.** Someone you know is going for...

- Ask students to read the directions.
- Explain that giving advice can be helpful, but it is important to be respectful and careful in the language you use. Say: In groups, we will be talking about tips for interviewing, but if you want to give advice to a friend in real life, make your advice sound positive. For example, you shouldn't say, "The clothes you wear are always too casual." You need to say, "Make sure you dress up for the interview."
- Go through the list of categories and give a quick description or example of what each means. Probably the only categories that might need further description are "body language" and "other." For "other," give one suggestion, such as being several minutes early or making sure you know how to find where you are going.
- Set up groups and give an estimate of how long the groups should expect to work on this activity.
- After groups have finished, solicit the advice for each category and write it on the board.
- Ask the whole class to discuss which ideas are most useful and why.

#### **Culture Connection**

- Not only is body language germane to the interview, but it is also an interesting cultural topic because body language is not universal.
- Confirm that body language differs throughout the world. While Americans usually expect a person to make eye contact during a conversation, people from other backgrounds may find this jarring. In many cultures, it is polite to talk to an older person or a person of higher status with lowered eyes.
- Ask: *In your culture, what gesture means* yes, no, I approve, *or* that's good?
- Return to the interview process. Say: *Is this related to having a good interview? How?*

# **Presentation**

10 minutes



#### LISTEN



# An employment counselor is giving a talk...

- Ask students to read the directions.
- Restate the question. Say: Listen for the do's and don'ts the employment counselor mentions.
- Play CD 1, Track 10.

# **Controlled Practice**

20 minutes

# **B** GROUPS. Compare your ideas in Exercise 1...

- Keep the same groups as in Exercise 1.
- Ask students to read the directions and complete the exercise.
- Point out to students that they should follow the interviewer's lead in terms of tone and manner of address. For example, if the interviewer speaks in a casual manner, using *ma'am* or *sir* would not be necessary or appropriate.

## **GROUPS.** Discuss the questions...

- Keep the same groups as in Exercise 2B.
- Debrief with the whole class by asking which tips were new to them.
- Preview the next activity. Say: Now you'll have a chance to listen to four people answer interview questions. Let's see if they are practicing the interview do's or the don'ts correctly.

# Talk about interview do's and don'ts

#### Expansion: Vocabulary Practice for 2D

- *Mistake* is a strong word. Before students complete the following exercises, help them identify some other milder, less direct words and phrases so that they have tactful ways to discuss mistakes.
- Confirm that everyone understands what *mistake* means. Give an example of a common mistake, such as dialing the wrong phone number.
- Say: Making a mistake is a phrase that could be used in English for everything from dialing the wrong phone number to a driver hitting a pedestrian or a doctor prescribing the wrong medicine. Since not every mistake is terrible, there are some milder, more specific words we can use.
- Give examples of related words or phrases that might be used instead of *mistake*. Write them on the board, and explain as needed. (For example, *You might have misunderstood the . . . You might have been confused about . . . You might have had the wrong idea about . . .*)
- Ask students to write any new words or phrases in their vocabulary logs.

# **D** Now listen to four job applicants...

- Ask students to read the directions.
- Repeat the question. (What mistakes did . . .?)
- Play CD 1, Track 11.
- Ask students to identify the mistakes each person made.
- Suggest that students read the audio script on page 233 if they have any trouble identifying the mistakes.

# 3 PRACTICE

#### PAIRS. Look at the pictures of Fabio and Gosia...

- Model the pronunciation of Fabio and Gosia. Say: You are going to work in pairs to talk about the two people in the pictures: Fabio and Gosia.
- Set up pairs. Because the class worked in the same group for several parts of the lesson, change the dynamic by setting up totally different pairs.
- Say: Now that you are settled with your partners, read the directions, look carefully at the pictures, and answer the questions together.

- Debrief with the whole group. Ask: *Did you decide* that Fabio was correct in his appearance and body language? Why or Why not? Repeat the same questions and follow up about Gosia.
- Note: It's easier to find "mistakes" in Gosia's appearance and body language. There may be a difference of opinion about whether or not Fabio made any "mistakes," but the discussion will be useful for students as they think about jobs they might want to apply for.

Answers: Fabio—Correct: right suit; smiling; shaking hands. Incorrect: Legs crossed, newspaper on lap; sitting sideways; didn't shave. Gosia—Correct: suit; haircut. Incorrect: blouse is too colorful; not sitting up straight; searching in purse because she didn't turn off cell phone before interview; too much jewelry.

# Communicative Practice 15 minutes



#### **GROUPS.** Talk about experiences you've had...

- Say: Let's talk about experiences you had at job interviews or other types of interviews, such as school interviews or interviews with the U.S. Citizenship and Immigration Services (USCIS).
- Set up groups. If the size of your class allows for it, set up different groups than earlier in the lesson. For example, if earlier you used ad hoc groups composed of students sitting together at tables, form the new groups by writing the names in each group on the board or by counting off 1-2-3-4 so that each person in the group will have one question to answer. In that case, say: Who are the 1s? (students raise hands) Repeat for the other numbers. Say: In your group, read that numbered question and lead the discussion for it.
- Make a list on the board, a transparency, or a flipchart of advice on how to make a good impression. Keep the list up for the rest of the unit and refer to it.
- Tell students that if *make an impression* is a new idiom for them, to write it in their vocabulary logs.

# Extra Practice Interactive Practice

# Respond to interview questions

# **Getting Started**

#### 10 minutes

• Say: We've talked about how to prepare for a job search, we've learned about résumés and how to write them, and we worked on preparing for a job interview. Now, we will be doing some reading and listening about actual interview questions.

#### **BEFORE YOU READ**

## A CLASS. Interviewers often ask applicants general...

- Ask students to read the directions.
- Say: Just skim the three questions; we'll read the complete article in a few minutes.
- Say: Why do you think interviewers ask these kinds of questions? Accept all responses.
- Encourage students to try to use specific examples, not just generalities. For example, if a student responds to Question 1 with The interviewer wants to know what you think is important about yourself, say: Can you give me an example?
- If students can't come up with an example, say: When answering Question 1, you shouldn't talk about what TV shows or music you like. You should talk about work experience and the classes you took, and why these experiences make you the right person for the job. If you're asked Questions 2 or 3, you should always try to stress the positive, even when you talk about your weaknesses.

# **Presentation**

#### 15 minutes

#### **Teaching Tip**

- Remind students that looking at all the clues surrounding a text will help them understand what is important in it.
- Say: Looking at the photos, pictures, headlines, numbered lists, or other elements will help you figure out the meaning more quickly and easily.

#### **B** Read the article...

- Ask students to read the article.
- Ask: *Did you find these tips helpful?* If a student says no, ask: Why not?
- Ask individual students: What tip did you find most helpful? Why?

## Expansion: Vocabulary Practice for 1B

- Tell students that although these questions are typical, they may be phrased differently.
- Ask students to give alternative phrases for *greatest* strength and greatest weakness.
- If needed, give examples: What are some of your strong points? What do you excel in? What do you think your greatest challenge is?
- Compare *weaknesses* and *challenges*. Say: Challenges is a more positive word, and many interviewers might use it to make the person looking for a job feel more at ease. However, other interviewers might use weaknesses to see how the person is able to handle the direct and strong word.

#### **Reading Skill:** Comparing and Contrasting

- Direct students' attention to the Reading Skill box. Have them read the text.
- Tell students that compare-and-contrast essays show the similarities and differences between two or more people or things. The interview they are about to read contrasts two people's responses to the same set of questions. Tell students that as they read each section/question in the interview, they should look for differences among the responses.

#### **READ**



#### Listen to and read the interview...

- Ask students to read the directions.
- Point out that the words and phrases in boldface supplies, retail, impact, customer, ambitious, impression, and crash—appear in the glossary on page 245. Encourage students to read the entire interview first, before going to the glossary to check the meaning of a boldfaced word.
- Play CD 1, Track 12 while students read the article and listen.
- As a class, discuss how Eva's and Nabil's responses differ.

Answers: Eva talks about needing money; Nabil talks about wanting more responsibility. For greatest strength, Eva uses an example from work. Nabil uses a personal example. For greatest weakness, Eva turns a weakness (too much ambition) into a positive thing (helping coworkers). Nabil reveals that he has a bad temper (he shouldn't) but doesn't turn this into a positive thing (which would be hard to do).

# Respond to interview questions

# **Controlled Practice**

15 minutes



#### **CHECK YOUR UNDERSTANDING**

#### **GROUPS.** Discuss. Who do you think...

- Set up groups. Ask students to read the directions.
- Ask the class to vote on the best response for each of the three questions. Say: How many thought Eva gave the best answer to Question 1? How many thought Nabil gave the best answer to Question 2? How many thought Eva gave the best answer to Question 3? Write the results on the board and discuss them.
- Tell students that an important rule is never to use the need for money as a reason for why they need a job. Say: *Employers want to find out whether the person they are talking to will be hardworking, intelligent, and honest.*

Possible answers: 1. Nabil; 2. Eva (more relevant to work); 3. Eva (Nabil's answer too negative)



#### **WORD WORK**

#### **GROUPS.** Choose three words...

- Keep the same groups as for Exercise 3.
- Ask students to read the directions.
- Say: Remember that when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the log for words you read or hear outside of class.

## Communicative Practice 20 minutes



#### **STEP 1.** Think of a job you would like to have...

- Ask students to read the directions.
- Review the three questions. Ask: What are the three common questions interviewers ask?
- Repeat the question: *How would you answer* . . . ?
- Have students write their answers.

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

- Set up pairs.
- Ask students to read the directions.
- Say: Now that you've answered the three questions, we are going to role-play a job interview.
- Explain that role-playing is like acting: You pretend you are somebody else.
- Ask students to provide "interviewer" language.
   (Most should be taken from the three questions, but also allow other language, such as greeting, closing, and small talk.) Write this language on the board.
- Call on an above-level student to give answers to the three questions; write the answers on the board.
- Model the activity with the same above-level student—with you as the interviewer. Include greeting, closing, and other language the student adds.
- Review directions for the activity. Say: Remember to switch roles, so each of you gets a chance to be the interviewer and the person looking for a job.

#### **Teaching Tip**

While pairs are performing role plays, use the scoring rubric for speaking on page Txiv 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.

## **Progress Check**

#### Can you . . . respond to interview questions?

• Say: We have practiced talking about responding to interview questions. Now, look at the question at the bottom of the page. Can you respond to interview questions? If so, check the box.



# Prepare for a job interview

# **Getting Started**

#### 5 minutes

- Say: In the last lesson, we practiced responding to job interview questions. What are some questions that you are likely to be asked in a job interview? (Possible answers: Can you tell me a little about yourself? What is your greatest strength/weakness?)
- Say: Today we're going to prepare for a job interview and talk about things we did at some point in the past. To do so, we'll practice the present perfect.

# **Presentation**

15 minutes

#### **Present Perfect**

- Copy the grammar chart onto the board.
- Ask students to read the Grammar Watch.
- Point to the grammar chart. Say: *These sentences are in the present perfect*. Read the sentences aloud.
- Ask students how to form the present perfect (*have* or *has* + past participle). Write this on the board.

#### **Language Note**

Remind students that the past participle of regular verbs is the same as the past tense (infinitive + -ed). However, many verbs have irregular past participles—for a list, see page 225.

- Write the heading Indefinite time in the past on the board. Say: Use the present perfect for an indefinite time in the past—for something that started and stopped, but it's not clear when. Also use it to talk about an action repeated many times.
- Write the following sentences under the heading: I have finished my homework. I have visited Los Angeles many times. Ask: Does the sentence tell when you finished your homework? (no) Does the sentence say when you visited Los Angeles? (no)
- Say: These are indefinite times, not specific times, so use the present perfect. Use the simple past for specific times at which something took place; for example, I went to Los Angeles last weekend. In this sentence, it is known when the action started and stopped.
- Write the heading *Started in the past but not yet finished* on the board.
- Say: Also use the present perfect to talk about something that has started but not yet finished.

- Write the following sentences under the heading: She has been a nurse for two years. They have lived in their house for fifteen years. Ask: Did she become a nurse in the past? (yes) Is she still a nurse? (yes) Did they begin living in their house in the past? (yes) Do they continue to live in their house? (yes)
- Say: These are actions that began in the past but have not yet finished—so use the present perfect. The present perfect indicates that these conditions are still true.
- Say: Likewise, if an action is expected to take place but has not occurred up until now, use the present perfect with yet. Write an example on the board (I haven't had breakfast yet.). Say: The speaker knows that she will have breakfast at some point in the near future, but the action has not occurred up until now.

# **Controlled Practice**

15 minutes



#### **PRACTICE**

# A Read the example sentences in the chart...

- Ask students to read the directions and answer the questions individually.
- Point to the grammar chart on the board and ask Question 1. (Answer: *I've completed my program in retail management.*) Say: Do you know when the person completed the program? (no) So it's an indefinite time in the past.
- Point to the grammar chart on the board and ask Question 2. (Answers: My father has been ill for many months./Since then, I've looked for ways to help them.) Say: Did these things begin in the past? (yes) Have they continued to the present? (yes) Therefore, use the present perfect—not the simple past.

#### **B** Read about Iris. Underline the verbs...

 Ask students to read the directions and complete the exercise.

# **©** Complete the paragraph about...

- Ask students to read the directions.
- Do an example together (changing *complete* in the second sentence to *hasn't completed*), noting that *yet* is used with the negative form of the present perfect to describe an action that has not been completed.
- Have students complete the exercise.

# Prepare for a job interview

# **Controlled Practice**

10 minutes

2

**PRACTICE** 

# A STEP 1. Write Have you . . . ? questions...

- Write on the board: Have you talked with a career counselor? Did you talk with a career counselor before you started your job search?
- Ask: Why is the present perfect used with the first question but not with the second? Say: Use the present perfect with questions that ask about an unspecified time in the past. If a question addresses a specific time in the past, use the simple past.
- Have students complete the exercise.

#### Expansion: Grammar Practice for 2A

- Give students more practice with the formation of the present perfect. A line dialogue activity based on the questions from Exercise A is particularly helpful for those with a tactile learning style.
- Write the prompts from Step 1 (**not** the completed questions) in large print on sheets of paper, one question per sheet. *Note*: If you have more than fourteen students, make additional prompts; you need one question for every two students.
- Have students with prompt sheets (Group A) form a line in the hallway; they should hold up their prompt sheet so that the students opposite them can see it.
- Have the other students (Group B) line up in the hallway facing the students with the prompt sheets. Group B students move through the line, one by one, saying a question from the phrase on the prompt. For example: Group A sheet says talk with a career counselor; Group B says: Have you talked with a career counselor? Group A student says, Yes, I have or No, I haven't. Group B students then move down one.
- When students in Group B complete the activity, have them trade places with Group A and repeat the activity.

#### B STEP 2. CLASS. Walk around the class. Ask...

- Ask students to read the directions and the example.
- Have all students stand up with their books and pens.

- Say: Now you will walk around and ask your classmates these questions until someone says yes. You'll write that person's name in the box to the right of the question.
- Model the activity by going to an above-level student and asking one of the questions. (*Have you ever written a résumé?*) If the student says *yes*, write the student's name in the book; if the student says *no*, ask another student the same question.
- Have students complete the exercise.

# Communicative Practice 15 minutes



#### STEP 1. GROUPS. Discuss. What has your experience...

- Ask students to read the directions.
- Have students form small groups and discuss their experience with job interviews in the U.S.
- Monitor conversations, offering prompts as needed. (For example, How many job interviews has he had?)

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

• Ask a representative from each group to tell the class about group members' job interview experiences (how many have had interviews, what jobs they were for, etc.).

#### **Progress Check**

#### Can you . . . prepare for a job interview?

• Say: We have practiced preparing for a job interview. Can you do this? If so, check the box.



# Talk about more interview do's and don'ts

# **Getting Started**

#### 5 minutes

- Say: Because the interview is such an important part of the job search, we are going to learn more about interview etiquette.
- Ask: What does etiquette mean? Accept student responses—if correct, repeat what the student said; if not exactly right, change it to make it correct. If no students respond, give your own definition and example. (For example, According to the dictionary, etiquette means the formal rules for polite behavior *in society or in a particular group.*)

# **Presentation**

5 minutes



**BEFORE YOU LISTEN** 

#### **CLASS.** What is the correct etiquette,...

- Ask students to read the directions.
- Students will probably answer Questions 1 and 2 easily. (Question 1: Sit down when the interviewer offers a seat. Question 2: Accept an offer of tea or coffee unless it is against your religion or bad for your health—then ask for a glass of water.)
- For Question 3, say: *Interviewers want a person looking for a job to ask questions related to the work. If a person doesn't, the interviewer will think he or she* isn't interested in the job. Ask students to brainstorm a list of possible questions they should ask.
- For Question 4, students should understand that job applicants need to thank the interviewer and say something like "I hope to hear from you soon."
- See the answers in Exercise 2A for some possible responses to the questions in Exercise 1.

#### **Controlled Practice** 15 minutes

LISTEN



A Iris went on a job interview....

• Ask students to read the directions. Play CD 1, Track 13.

Answers: 1. yes; 2. no; 3. When will a hiring decision be made? 4. Thank you.

## **B PAIRS.** Compare answers. Did Iris...

• Ask students to read the directions; set up pairs.

#### **Communication Skill:** Asking Questions

- Direct students to the Communication Skill box.
- Have a student read the text. Say: *Asking* Who, What, Where, and the other Wh- questions is a good strategy in many situations, not just in a job interview. If you ask Do you know what time the bus comes?, a person could answer just yes or no. If you ask When does the bus come?, you have a better chance of getting the information you need.

# **G** Liam went on a job interview....

- Ask students to read the directions and take notes.
- Play CD 1, Track 14. Ask students to share what they thought Liam did wrong in the interview.

Answers: 1. called the interviewer by his first name instead of "Mr. Samson"; 2. no problem is disrespectful and overly familiar; 3. wasn't polite—didn't say Yes, please, requested decaf; 4. said something bad about his current boss; 5. gave a bad example about how to cope with work; 6. wasn't prepared to offer a reference; 7. said uh and um and hesitated too much; 8. didn't have any questions about the company, which revealed that he hadn't researched the job in advance

#### **Communicative Practice** 15 minutes

**CONVERSATION** 

#### ROLE PLAY. PAIRS. Student A, you are...

- Ask students to read the directions. Review what Liam's mistakes were.
- Model the role play with an above-level student. Then set up pairs.
- Review directions for the activity. Say: *Remember* to switch roles so that each of you gets a chance to be the interviewer and the person looking for a job.

Possible answers: say Pleased to meet you, Mr. Samson; instead of no problem, say That's perfectly understandable, it was no problem at all.; say Yes, please for the coffee or tea; say that he has learned a lot at Quality Exterior Home Repair but that he wants to learn new skills; say I handle stress by talking with my co-workers and by volunteering as a coach for . . . ; I have a list of references with their contact information; please feel free to contact anyone on the list.; I do have a couple of questions—What are typical work schedules like?, I read on the company website about some jobs the company has done in other states—how big is the company overall?

# Talk about more interview do's and don'ts

#### **Controlled Practice**

10 minutes



**PRACTICE** 

#### PAIRS. Here are a few more tips...

- Ask students to read the directions. Say: *Please write* the correct letter of the question on the line before its matching tip. Look at the example, number 1.
- Tell students that this exercise does not show direct questions and answers. It shows questions and tips.
- Say: Do you understand what we are matching now—a typical interview question and a related tip?
- Have students complete the exercise.

## Communicative Practice 10 minutes



**MAKE IT PERSONAL** 

#### **STEP 1.** How confident are you...

- Ask students to read the directions.
- On the board, draw a long horizontal line. On one end write *1* with *very confident* below it; on the other end of the line write *5* and *not at all confident* below it.
- Write 2, 3, 4 on the remaining space on the line.
- Say: What shall we put for number 2? If no one responds, say: How about confident for number 2? What about number 3? Does mostly confident sound OK? What about not very confident for number 4? If students disagree, try other wording.
- Say: Now that we have the scale, think for a minute about how you rate yourself. Try to be realistic—think of your strong points and your challenges.

#### STEP 2. GROUPS. Discuss reasons for your...

- Read the directions aloud; emphasize the purpose of this activity.
- As you walk around the class, listen to make sure that each person in each group does some talking. Also make sure suggestions are polite and respectful.
- Debrief with the whole class. Say: What are some of the suggestions you talked about?
- Invite students to the board, an overhead, or a flipchart to write the suggestions down.
- Review the suggestions briefly. If any are clearly bad suggestions, explain why they won't work.
- If possible, keep the list posted to refer to at other times, since getting jobs and gaining confidence are ongoing issues.

#### **Community Building**

- Set up mock interviews where students can demonstrate their understanding of information and advice about job interviews.
- Set up two large groups—the interviewers and the job applicants. Have each group review Lessons 4, 5, 6, and 7 and (if time permits) research more about job interviewing protocol, questions, and answers—the interviewers concentrate on what an interviewer does; the job applicants concentrate on what a job applicant should say and do.
- In the groups, participants practice their roles and give and receive advice. The interviewer group should develop a list of questions; the job applicant group should develop a list of possible answers.

# **Extra Practice**



Interactive Practice

# Talk about your education and work experience

# **Getting Started**

#### 5 minutes

- Say: *In Lesson 6, we practiced the present perfect:* have or has + past participle
- Write examples on the board: Have you ever used a cash register? I have taken many computer classes. He has worked as an assistant manager since 2005.
- Ask: When is the present perfect used, and when is the simple past used? (Possible answer: The present perfect is used to describe something that happened at an unspecified time or started in the past but is still true—or something that is expected to happen at some point but has not occurred up to now; the simple past is used to describe something that started and stopped at a specific time in the past.)
- Say: Today we're going to talk about our education and work experience. We'll practice the present perfect and the present perfect continuous.

# **Presentation**

10 minutes

#### Present Perfect vs. Present Perfect Continuous

- Copy the grammar chart onto the board.
- Ask students to read the Grammar Watch.
- Point to the grammar chart. Say: *Use the present* perfect to talk about an action that started and stopped at an unspecified time in the past **or** an action that started in the past and has continued to the present.
- Say: To emphasize that an action started and is still in progress, use the present perfect continuous.
- Read the first example (both columns) in the grammar chart.
- Say: If I say that Iris has done a lot of research, I imply that she has completed the research. If I say that she has been doing a lot of research, I imply that she is continuing her research and hasn't yet finished.
- Read the other examples in the chart.
- Ask students how to form the present perfect continuous (have or has + been + -ing form of verb). Write this on the board.

 Write more examples on the board and have students identify them: I have taken many English classes. (present perfect) He has been studying English since 2006. (present perfect continuous) She has been working on her homework since eight o'clock. (present perfect continuous) We've gone out to eat a lot this month. (present perfect)

#### **Teaching Tip**

• If students are having trouble with the present perfect and the present perfect continuous, write on the board:

It has rained a lot this summer. *It has been raining since three o'clock.* 

- Ask: Which sentence talks about something that occurred at an unspecified time—or many *times—in the past?* (the first sentence) Say: For that, use the present perfect.
- Ask: Which sentence talks about an action that is still taking place right now? (the second sentence) Say: For that, use the present perfect continuous.

# **Controlled Practice**

10 minutes



**PRACTICE** 



A Listen to and complete the sentences...

- Ask students to read the directions.
- Ask: How will you know if the speaker is talking about a continuing action? (You'll hear the present perfect continuous—has been or have been plus the verb ending in *-ing*.)
- Play CD 1, Track 15.
- Play Track 15 again, pausing after each sentence to elicit the correct answer from students and write it on the board.
- *Optional*: If students are having difficulty grasping the difference between the two verb forms, ask: *Did* you hear a verb ending in -ing? Explain that, if so, this shows that the action was a continuing one.

#### **Controlled Practice**

15 minutes

## Communicative Practice 20 minutes



#### **PRACTICE**

## A First, use the words in the chart...

- Ask students to read the directions and write questions in their notebooks with the present perfect continuous using the words in the chart.
- Show an example on the board. Write *Have you*, then write *learn*, and finally add *-ing* to the end of *learn*. Ask students to complete the question.
- Review the questions before students walk around.
- Say: Walk around and ask your classmates these questions until someone says yes. Write that person's name in the chart.
- Model the activity with an above-level student. If the student says *yes*, write the student's name; if the student says *no*, ask another student the same question.

Answers: Have you been learning new work skills this year? Have you been using English outside of class as much as possible? Have you been working for a temp agency? Have you been learning a new computer skill? Have you been looking for a new job? Have you been trying to correct a work-related weakness?

## **B** PAIRS. Talk about two things...

- Ask students to read the directions and example.
- Elicit an example from a student, offering prompts. (*Have you been exercising? Practicing English?*)
- Have students form pairs and complete the exercise.

#### Expansion: Writing Practice for 2B

• Have students write an e-mail to a friend in their home country about things they have been doing. They should use the present perfect continuous and write six to eight sentences. Use the following example, clarifying vocabulary as needed.

Hi, Maria, what have you been up to?

Things have been very busy for me! I've been studying English every night and preparing for the TOEFL exam. I've also been taking an exercise class at the gym—you should try it! I've been trying to get a friend to take the class with me! ©

Hope all is well and that you've been having fun! I've been thinking about everyone back home a lot. Wish you were here—I miss you! Izzy

# Show what you know!

#### STEP 1. ROLE PLAY. PAIRS. Describe a job...

- Ask students to read the directions. Set up pairs.
- Say: First, take a few minutes to talk about the job that you're interested in. Have students describe the job, referring to the Position Desired or Objective section of their résumés.
- Say: Before you practice your role play, make a list of questions for the job interview. Elicit sample questions (Tell me about your experience. Have you ever used a computer? Tell me about your greatest strength.). Have students write questions together.
- Remind students to look at the résumés they wrote in Lesson 3 as they plan the role play.

#### STEP 2. PAIRS. Practice, and then perform your...

- Tell students that they will practice their job interviews and then present them to the class.
- Elicit feedback after each performance. *Did the* interviewee make eye contact with the interviewer? Did he speak clearly? Did she sell herself well?

#### **Teaching Tip**

While pairs are performing role plays, use the scoring rubric for speaking on page Txiv 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 students.

#### **Progress Check**

# Can you . . . talk about your education and work experience?

• Say: We have practiced talking about your education and work experience. Can you do this? If so, check the box.



# Lesson 9

# Write an effective cover letter

# **Getting Started**

#### 5 minutes

• Say: We have been talking about the job search. We have practiced vocabulary and grammatical structures for talking about our work experience and skills, and we have written résumés. Today we are going to write a cover letter to accompany a résumé. Has anyone ever written a cover letter? What information did you include in it?

# **Presentation**

5 minutes



**BEFORE YOU WRITE** 

## A You are going to write a cover letter...

- Read the directions aloud. Ask students to read the FYI note and Writing Tip.
- Optional: Ask students to close their books. Say: What do you remember from what you just read about cover letters? What can you tell me about them? (Possible answers: They should be typed, polite, follow a standard format, introduce the job applicant and attract attention, and use some of the same language as the job ad.)

# Controlled Practice 15 minutes

# **B** Look at the résumé you wrote on page 30...

- Say: Today, you will use information from the résumé that you wrote in Lesson 3 as the basis for a cover letter.
- Ask students to read the directions.
- Have students complete the exercise. Walk around and check students' work, offering prompts as needed. (Do any of your responsibilities from your last job match qualifications for a job you might want?)
- *Optional:* Ask for volunteers to share which job qualifications or personality traits they underlined in their résumé. After each does so, ask: *Why would you include these things in a cover letter?* What would that show employers?

#### **G** Read the job ad and the writing model...

- Have students read the directions.
- Ask students to look at pages 205–206 and read the job ad and cover letter.

- Ask: What qualifications are needed for this job?
   (Possible answers: accounting degree or certificate, computer skills, interpersonal and problemsolving skills, someone who is hardworking and dependable)
- Say: As you read the cover letter, pay attention to how the writer shows that she would be a good match for the job.
- Clarify vocabulary as needed.
- Have students complete the exercise. Walk around and check students' work.
- Call on students to say answers, and write them on the board.

**Possible answer:** Iris uses language from the job ad to show that she is a good match for the position; for example, she says that she has excellent problem-solving and communication skills.

# 2 ANALYZE THE WRITING MODEL

## **A** PAIRS. Discuss the questions.

- Ask students to form pairs and discuss the questions. Walk around and help students as needed.
- Call on students to read the questions and say answers.

**Answers:** 1. She's finishing an AA degree in accounting. 2. She's dependable, hardworking, and responsible.

• Ask: Do you feel that Iris's letter is satisfactory? Why or why not? Offer prompts as needed. (Did Iris show that she can work in a team environment? Does the letter make her sound like a hardworking, dependable employee?)

## **B** Read the writing model on page 206 again....

- Say: Now you're going to read the cover letter a second time and look for language that matches the requirements in the job ad. When you see language that matches the job ad, underline it.
- Have students complete the exercise. Walk around and check students' work.
- Elicit answers from students and write them on the board, emphasizing that Iris showed that she had the very qualities the company asked for in the ad.

Possible answers: entry-level accountant; AA degree; use all Microsoft® Office programs, as well as QuickBooks™; perform basic bookkeeping and accounting duties; dependable, hardworking and responsible; excellent problem-solving and communication skills

# Lesson 9 Write an effective cover letter

#### **Communicative Practice** 35 minutes

#### **THINK ON PAPER**

## A Read the T-chart Iris made...

- Say: *In the last unit, we used a word web to organize* our ideas before writing. Today, we're going to use a different kind of diagram, called a T-chart, to organize our ideas. Then we'll use this T-chart to write a cover letter.
- Ask students to read the directions and look at the T-chart in the book. Write the T-chart on the board.
- Read the T-chart, noting how the job requirements listed in the left-hand column match the skills/ traits/experiences listed in the right-hand column.

# **B** Think about a job that you would...

- Say: Now you are going to use the T-chart to organize ideas for your cover letter.
- Ask students to read the directions.
- Say: Remember that you'll list the skills/traits/ experiences from your résumé, but you may imagine the requirements for your job.
- Have students complete the exercise.

#### **Teaching Tip**

Before you have students write cover letters, make sure that they understand the format and language of a business letter. Have students look at the model letter. Ask:

- Where did the writer put her return address? (on the left-hand side, at the top, leaving about an inch of space)
- Where did she put the date? (2 lines down from the bottom of the return address)
- Where did she put the company's address? (2 lines down from the date, on the left-hand
- What did she call the employer? (Mr. Samson) What would she call the employer if he were a woman? (Ms. Samson)
- *Did the writer indent the paragraphs of the* business letter? (yes—by about 5 spaces)
- How did the writer end the letter? (by thanking the employer and showing eagerness for further contact)

- What did the writer use for a closing? (Sincerely)
- Where did she put her name? (She left about 3 spaces between Sincerely and her typed name and then signed her name in the space above the typed name.)

#### **WRITE**

#### Use your T-chart to write...

- Read the directions aloud, emphasizing that students should follow the format of the model.
- Have students write the first draft of a cover letter.

# **CHECK YOUR WRITING**

## A STEP 1. Revise your work.

- Say: Read over your cover letter a first time and answer the questions in Step 1. If any answers are no, revise your work.
- Optional: Have students form pairs, exchange letters, and give each other feedback and suggestions.

#### **B** STEP 2. Edit and proofread.

- Say: Read over your cover letter a second time to correct grammar, spelling, punctuation, and typos.
- Optional: Have students complete a "clean" second draft of their cover letter at home, incorporating revisions and corrections from the revision and editing steps.

#### **Teaching Tip**

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page Txv to evaluate vocabulary, grammar, mechanics, and how well students complete the task. You may want to review the completed rubric with students.

#### **Extra Practice**





Interactive Practice

page 28



# Show what you know!



#### **REVIEW**

#### For your grammar review, go to page 227.

- Say: Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced? (preparing for a job search, analyzing and writing a résumé, talking about interview do's and don'ts, preparing for a job interview).
- Ask students to complete the grammar review exercises on page 227.

#### **Teaching Tip**

- Review *Have you ever* . . . present perfect questions and answers by having students do a line dialogue in the hallway or in the front of the class. Have half the class in one line and half the class in another line, with both lines facing each other.
- Give each person in one line (Line A) a card with a present perfect question, such as *Have you ever borrowed CDs from the library? Have you ever interviewed someone for a job?*
- The students in this line will not move. All at the same time, each student in this line asks the student across from him or her in Line B his or her question. After the person from Line B responds, he or she moves to the next person in Line A and answers that question. Continue until every person in Line B has answered every question. If time permits, let the students in Line A and Line B reverse roles.

# 2

## **ACT IT OUT**

#### PAIRS. You are discussing ways to conduct...

- Set up pairs. Ask students to read the directions.
- Explain that they will help each other review the skills they practiced in this unit.
- Review the directions step by step. Say: Student A will look back at Lessons 1–3 and explain how to prepare for a job search and how to write a good résumé. Student B will look back at Lessons 4–7 and describe ways to prepare for a successful job interview, including interview do's and don'ts.
- Have students complete the exercise.

# 3

#### READ AND REACT

#### STEP 1. Read about José.

- Say: Now, we're going to apply our knowledge from this unit to a problem involving a character, José. Let's read about José.
- Have students read the story.

#### STEP 2. GROUPS. What is José's problem?

- Ask students to read the directions and form groups.
- Give each group a sheet of flipchart paper and markers, or ask them to make notes on a sheet of paper. Say: Write a brief description of José's problem and a list of at least three possible solutions.
- Ask groups to classify the advice into categories, such as appearance, body language, tone of voice, types of answers, questions to ask.
- Ask groups to choose a representative to present the group's ideas to the class.
- Have students discuss the questions.
- After each presentation, encourage feedback.

**Possible answers:** *Problem:* José's problem is that he's nervous about the interview. *Solution:* He should practice what he will say before the interview, maybe even get a friend to do a "mock" interview with him.



#### CONNECT

Turn to page 213 for the Community-building Activity. See page Txii for general teaching notes about Community-building 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 them to say which goals they will practice outside of class.

#### **CD-ROM Practice**



#### Go to the CD-ROM for more practice.

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