Unit 1 Planning for a Career

PREVIEW	Students listen to an exchange about job applications, read and listen to a conversation between old friends catching up, and complete a questionnaire about dreams, goals, and plans.	
LESSON 1 **Describe someone's background**	***Grammar***	Simultaneous and sequential past actions: review and expansion
	Project	Write a one-page biography
LESSON 2 **Discuss career and study plans**	***Vocabulary***	Collocations for career and study plans
	Grammar	Completed and uncompleted past actions closely related to the present
LESSON 3 **Discuss the qualities of a good résumé**	***Reading skills***	Understand from context; Infer information; Apply ideas
LESSON 4 **Interview for a job**	***Listening skills***	Listen for main ideas; Listen to confirm content; Listen for supporting details
	Word Study	Collocations with *have* and *get*

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A CAREER PLANS

Suggested time: 5 minutes | Your time:

- Read the directions and point to the photo. Ask, *What kind of job do you think the man is applying for?*
- Play the audio. Have Ss listen for the answers.
- Elicit answers. To check comprehension, ask:
  Does the woman think he sent too many applications? (no)
  Why are restaurant jobs competitive, according to the woman? (because the food industry is trendy)
  Why does she think his experience as a restaurant reviewer can help? (Possible answer: because he will be familiar with how different restaurants are run)

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Give Ss a minute to skim the featured language.
- Have Ss read and listen. To check comprehension, ask:
  What kind of application is Shannon preparing? (an application to law school)
  How does she feel about the admission process? Why? (For example: stressed because of the deadline)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss complete the sentences and then compare answers in pairs.
- Call on Ss to read the completed sentences aloud. Ask them to explain the context clues that helped them choose the correct answers.

D THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss discuss the statements in pairs.
- Have volunteers read each statement, say its meaning, and explain why the person made the comment. (For example: Shannon says, "Don't take it personally" so that Odette doesn't think Shannon was angry at her.)

E LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Clarify that Ss shouldn't look up the featured words and phrases in Exercises C and D.
- Suggest Ss use an English-English dictionary.
- Have Ss write their sentence and share it in pairs. Monitor and assist as needed.
- Have volunteers share their sentences with the class.

F DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the meaning of *what it takes*. (to have the skills or qualities needed to successfully do or be something)
- Have a volunteer read the example answer. Then ask, *What does it take to have a career in sports management? Why?* (For example: good planning skills to schedule public events)
- Have Ss discuss the questions in pairs or small groups.
- Invite volunteers to share their answers with the class.

Afaq-lc.com

G TALKING POINTS

Suggested time: 15 minutes | Your time:

- Write on the board: *dreams, goals, plans*. Ask, *How are these three things different?* Have Ss discuss the question in pairs. Elicit answers. (For example: A dream is something you think about, while a goal is based on taking action. A plan is a series of actions that you think about carefully to help you achieve a goal.)
- Direct Ss' attention to the pictures. Ask, *What do you think are these people's dreams and goals?* (For example, from top: a goal to run a sheep farm; a dream to have a family; a dream to travel all over the world; a goal to exercise more; a goal to graduate and get a good job) Discuss each picture with the class.
- Ask, *Do any of these pictures represent one of your goals or dreams?* Elicit answers.
- Read Step 1. Ask for volunteers to read the questions for the class.
- Give Ss five minutes to write down their answers. Monitor and assist as needed.
- Bring the class together. Elicit some answers from Ss before moving on.
- Read Step 2. Write on the board the symbols ✓, ✗, and ?. Tell Ss to write one of these next to each answer in Step 1. Then read Step 3.
- Model Steps 2 and 3. Say, *I would like to visit Tokyo*. Draw a small box on the board. Inside the box, write the number 3. Draw a checkmark next to the box. Then write these notes next to the box: *research cost of trip (flights, accommodation, etc.), save money*. Say, *First, I need to research how much the trip will cost. Then I need to save money for it.*
- In Step 3, for long-term goals, suggest Ss think of short-term steps that move them toward their final goal.
- Remind Ss to write notes rather than complete sentences. Tell them to focus more on ideas than on grammar in their answers.
- Monitor and assist as Ss complete the questionnaire. Make sure they complete all three steps before moving on.

OPTION Review the instructions for all steps first. Then have Ss work individually to complete the exercise.

OPTION (+5 minutes) Before Ss start the questionnaire, ask them to imagine what they want five years from now, and write it down. Encourage them to write without thinking too much or judging their own ideas.

LANGUAGE NOTE The *immediate family* is usually defined as a person's smallest family unit, including parents, siblings, spouse, and children.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- In pairs, have Ss first compare their answers in Step 1, providing additional details about each dream. Then have them discuss the plans they listed in Step 3 and offer each other suggestions or advice on how they could achieve those dreams.
- Refer Ss to the featured words and phrases on page 2 and encourage Ss to use them in their discussions.
- As Ss discuss, monitor and assist as needed. Remind Ss to give their partners suggestions for how to make their dreams come true.
- Bring the class together. Ask volunteers to share their biggest dream or goal.

OPTION If Ss feel uncomfortable sharing their goals and dreams with the whole class, wrap up the activity in small groups rather than as a class.

OPTION (+5 minutes) Ask, *Were any of your dreams similar?* Write one common dream on the board. As a class, make a list of practical steps to make it come true.

EXTENSION (+5 minutes) Elicit the meaning of *short-term* and *long-term*. Then ask Ss, *Do you have a short-term goal for your studies? What are your long-term goals for your career?* Invite volunteers to share their answers with the class.

Afaq-lc.com

LESSON 1 Describe someone's background

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Have Ss preview the photo and caption. Ask, *In the photo, who's the apprentice cook?* (the young man on the right) *What's his dream job?* (to become a chef)
- Have Ss read the text silently.
- To check comprehension, ask:
  When did Kang Jae-sang decide he wanted to be a chef—before or after he graduated from high school? (before)
  What did his school counselor suggest? (that he needed to understand the work of a chef before deciding to be one)
  Did he think his apprenticeship was helpful? (yes)
  How long did it take him to realize that? (less than a month)
  Why does he think it was useful? (It gave him skills and a better idea of what his job as a chef would be.)

OPTION Play the audio. Have Ss read and listen to the text so they notice the featured grammar and any new vocabulary.

OPTION (+3 minutes) Elicit the meanings of any unfamiliar words or phrases in the text.

LANGUAGE NOTES

- Someone who needs a *reality check* needs to consider the facts of a true situation instead of the way they imagine or want it to be.
- If you *put all your eggs in one basket*, you depend completely on just one plan or person and have no other options if things go wrong.
- If you *have something under your belt*, you have achieved, experienced, or obtained something important and useful.

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the questions. Have Ss discuss them in pairs or small groups.
- Remind Ss to give reasons to support their answers. (For example: I would probably not do it. An internship is good learning experience, but it doesn't provide financial stability.)
- Ask who would consider an internship or apprenticeship. Elicit reasons why or why not.

LANGUAGE AND CULTURE An *apprenticeship* is a formal employment program that trains you to do a specific job. It is usually paid and leads to full-time employment. An *internship* is a short-term period of temporary work experience. It is often unpaid and may not lead to a full-time job.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Say, *We can talk about past actions in many ways.* Read the first heading (**Completed past actions**) and rule. Make sure Ss understand the difference between simultaneous and sequential actions.
- Have a volunteer read the first example. Elicit the two simultaneous completed actions. (clapped; watched the celebrity chef) Point out that the word *when* can indicate simultaneous completed actions.
- Have another volunteer read the second example. Ask, *What are the two sequential completed actions?* (applied to the International Culinary Institute; worked on a cruise ship) *Which action happened first?* (worked on a cruise ship) *How do you know?* (the time expression *In the year before*) Have Ss underline the time expression.
- Read the second rule and examples. Ask, *Which happened first?* ([had] cooked many meals) *How do you know?* (the word *before*)
- Tell Ss the second statement is more common in informal spoken English.
- Draw Ss' attention to the first **Remember** note. Read the explanation and example. Point out that the word *just* indicates recent past actions.
- Read the second heading (**Simultaneous actions in progress**) and rule. Ask a volunteer to read the example.
- Elicit the two simultaneous actions in progress. Point out that the word *while* can indicate simultaneous actions in progress.
- Draw Ss' attention to the second **Remember** note. Read the explanation and example. Ask, *Which action was completed?* (applied to the institute) *Which was still in progress at the time?* (working on the ship)
- Read the final heading (**Expansion**) and rule. Remind Ss that a *present participle* is the form of a verb ending in *-ing* and is used for continuous tenses.
- Have a volunteer read the first example. Ask, *Which verb is in the simple past tense?* (entered) *Which is in the past perfect continuous?* (had been cooking) *Which action started first?* (had been cooking) *How do you know?* (the time expression *by the time* and the use of the past perfect continuous)
- Have a different volunteer read the second example. Elicit the verbs in the simple past and past perfect continuous. Remind Ss that we use *How long* to ask about the duration of an action. Point out the use of *when* before the completed action in the simple past.

LANGUAGE NOTE In spoken English, we often abbreviate the *had* in the past perfect continuous to *'d*. For example, *he'd been cooking*.

GRAMMAR EXPANDER (optional, page T118)

Afaq-lc.com

D UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss preview the answer choices. Then ask them to pay attention to the order of the actions in each conversation.
- Play the audio. Pause after each conversation to give Ss time to answer.
- Have Ss compare answers in pairs. If necessary, play the audio again for Ss to check their answers.
- Go over the answers as a class. If necessary, play the audio again to break down the situation to support the correct answer.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Do item 1 as a class. Have Ss read the sentence. Ask, *Is the first action completed or in progress?* (completed) *How do you know?* (the time word *already; see* is a punctual action in this sense)
- Have Ss complete the exercise individually. Remind them to identify if each sentence describes actions that are completed or in progress. Suggest they use the time expressions to help them choose the correct answer.
- To go over the answers, call on Ss to read the completed sentences. For each, elicit the context or time expression that indicates whether the action was completed or in progress. (2. in progress, *for an hour*; 3. in progress, *for two hours*; 4. completed, *several times*; 5. completed, *already; get* is a punctual action in this sense)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have a volunteer read the questions.
- Direct Ss' attention to the last question. Write on the board: *three periods*. Elicit what this means. (Possible answers: childhood, adolescence, adulthood / child, college student, working adult / before children are born, raising children, after children grow up)
- Have Ss complete the exercise individually.

TEACHING TIP If Ss aren't married or don't yet have a career, allow them to talk about other relevant relationships or activities. Tell Ss to share only information they feel comfortable talking about.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Suggest that Ss take notes as they discuss.
- Review the ideas in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.
- In pairs, have Ss ask and answer questions about each other's background. Remind them to use different tenses to describe past actions and events.

TEACHING TIP The purpose of the **Keep Talking!** box and video is to encourage Ss to personalize the conversation by asking more questions and providing more information.

C PROJECT

Suggested time: 15 minutes | Your time:

- Read the directions. Ask, *What's a* biography? (the story of someone's life written by someone else)
- Have Ss write the bios using the notes from their discussion. Then have them exchange drafts with their partner to confirm that all the information is correct and offer additional information.
- Have Ss share their bios with the class.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

✓ using the correct verb forms to describe simultaneous and sequential past actions and events

✓ using appropriate time expressions and conjunctions to indicate whether past actions were simultaneous or sequential

OPTION (+10 minutes) Ask Ss to summarize the bio they wrote and present their partners to the class or in small groups in two minutes or less.

EXTENSION (+10 minutes) Have Ss read through their classmates' bios for homework. Then ask them to share interesting things they learned about their classmates in the next class.

TEACHING TIPS

- Be sure to get Ss' permission before publishing photos and information about them online.
- Give Ss time to proofread their writing and check for correct past tense verb use in their sentences. If several edits were made, suggest that Ss rewrite a clean version of their text.

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Tell Ss to say a statement about the person in the biography they wrote using grammar from the lesson. Then ask the class if they think the statement is true or false. For example: *By the time Paula moved here, she had lived in five different countries!* Listen and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional grammar practice in their digital resources.

Afaq-lc.com

LESSON 2 Discuss career and study plans

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the heading. Elicit the meaning of *collocations*. (words that are often used together)
- Ask a volunteer to read the woman's statement. Say, *The phrase* applied to *is an example of a verb and preposition collocation*.
- Have Ss read and listen to the collocations. Then have them listen and repeat.
- Point out the difference between *decide on* and *take up; apply for* and *apply to;* and *be accepted to*, *be accepted into* and *be accepted by*.

LANGUAGE NOTES

- The collocations *decide on* and *take up* have different uses. When you *decide on* something, you choose something from a number of possible choices. For example, you can *decide on* fish in a restaurant or *decide on* a career as a lawyer. *Take up* means to start doing something regularly as a habit, job, or interest. For example, you can *take up* horseback riding or swimming.
- The collocations *be accepted to* and *be accepted into* are usually used with types of schools. For example, *I was accepted into medical school*. The collocation *be accepted by* is used with particular institutions. For example, *I was accepted by Harvard University*.

CHALLENGE (+5 minutes) To check comprehension, elicit other verbs or phrases that have the same meaning as each collocation. (For example: *decide on:* choose; *take up:* engage in; *apply for:* make a request for; *apply to:* send a request to a school / company for a job / position; *sign up for:* register for; *switch to:* change to; *be accepted to / into / by:* get in; *be rejected by:* not get in; *enroll in:* register for)

EXTENSION (+10 minutes) Ask Ss to write a sentence for each collocation about their own career or study plans or those of someone they know. Have volunteers share their sentences with the class.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Explain that each sentence summarizes something that happened in each conversation. Ss should use a collocation in the present perfect form to complete each sentence.
- Have Ss skim the exercise items. Tell them to think about which collocations could potentially complete each sentence.
- Do item 1 as a class. Pause after listening to the first conversation. Ask, *What collocation completes this statement?* Write *decided on* on the board. Underline the past participle *decided*.
- Play the audio for the other conversations. Pause after each one to give Ss time to choose and write the correct answer.
- Have Ss compare answers in pairs. Play the audio again for them to check their answers.
- Call on Ss to read the completed statements aloud.

LANGUAGE NOTES

- Conversation 2: *What's come over him?* means "What has made him suddenly act in a particular way?"
- Conversation 3: *What's with Nina?* means "What's the matter with Nina?"
- Conversation 3: *You can't blame her* means "You can't be surprised she feels or is acting a certain way."
- Conversation 3: *Feel down* means to feel unhappy or sad.
- Conversation 4: *No surprise there* means that something happened as expected.
- Conversation 5: To be *well suited* means to have the right qualities or qualifications.

C VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Do item 1 as a class. Give Ss a minute to read the conversation. Then read Nicole's statement. Elicit the answer. (switch to / take up)
- Read Elliot's response. Elicit the answer. (been accepted to / applied to / enrolled in) Then ask which expression in Elliot's response indicates he and Nicole were doing the same thing. (What a coincidence.)
- Have Ss complete the exercise individually and then compare answers in pairs. Monitor and assist as needed. Remind Ss that more than one answer may be possible.
- Go over answers as a class.

LANGUAGE NOTES

- Conversation 2: The expression *better late than never* means you are happy something has finally happened, even if you wish it had happened earlier.
- Conversation 2: *It must be something in the air* means that several people are (coincidentally) doing, thinking, or feeling similar things.
- Conversation 3: *Take the plunge* means to finally do something important, difficult, or risky after thinking about it for a long time.
- Conversation 3: To be *cut out* for something means to have the right qualities or character for something.
- Conversation 4: *Take it easy* means to stay or become calm or relaxed.

Afaq-lc.com

D GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first rule and the examples. Ask, *What adverbs show that the actions have been completed recently?* (just, lately)
- Have Ss read the **Be careful!** note. Ask, *When did the action happen?* (last year)
- Read the second rule. Have a S read the example.
- Read the **Remember** note. Remind Ss that a stative verb describes a state or situation as opposed to an action or process. Read the example. Elicit the correct sentence. (I've owned this car for two years.)
- Read the final rule. Have a volunteer read the examples. Elicit sentences using the present perfect and all the adverbs listed.

LANGUAGE AND CULTURE *Driver's ed / education* is a class that prepares you to obtain a driver's license.

GRAMMAR EXPANDER (optional, pages T118–119)

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Call on Ss to read the completed sentences. For each, ask, *What adverb helped you choose the correct answer?* (1. last month, still, recently; 2. yet, last week, Lately)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model the activity. Ask, *Have you ever enrolled in an online program?* Give Ss time to write their questions.
- In pairs, have Ss ask and answer their questions.

PRONUNCIATION LESSON (optional, pages T134–135)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask, *What brings you here today?* to formally invite someone to request help or express a need.
- Use *Correct me if I'm wrong* to confirm something you believe to be true.
- Say, *I've given it some thought, and . . .* to introduce a thoughtful opinion or change of mind.
- Informally ask for advice with *I was hoping you could steer me in the right direction.*
- Formally express willingness to do something with *I'd be more than happy to . . .*

- Have Ss preview the conversation. Elicit examples of the target vocabulary and grammar in the conversation.
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *Why did Andy visit the counselor?* (to ask for advice on his study plans) *How does she offer to help?* (She will look into good programs and get back to him on that; she offers to write a recommendation.)
- Call Ss' attention to the **Social language** box. Read Speaker A's second line and have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation and repeat. Make sure they use falling intonation for *So how can I help?*
- Form pairs. Monitor as Ss practice the conversation.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Review the **Keep Talking!** box. Play the video to support Ss as they extend their conversations.
- Suggest Ss include their questions in Exercise F in their conversation, if appropriate.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

✓ using collocations to describe career and study plans
✓ using the correct verb forms to talk about completed and uncompleted past actions
✓ using the correct adverbs with different verb forms

OPTION Use the Unit 1 Energizer Worksheet to provide Ss with additional language support in creating their conversations. (See "Energizer Worksheet" in Printable Resources, located under Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write a paragraph describing a career or study goal and the steps they have taken so far to achieve it. Ask them to use collocations from the Vocabulary. Remind Ss to use the present perfect and the present perfect continuous to discuss things they have done or have been doing to achieve the goal and the simple past when specifying a date. Collect and read Ss' paragraphs to identify areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

Afaq-lc.com

LESSON 3 Discuss the qualities of a good résumé

A READING

Suggested time: 20 minutes | Your time:

- Read the directions and ask Ss to consider the question as they read the article.
- Read the title of the article. Ask, *What are the* ABCs *of something?* (the parts of something you have to learn first because they are the most important and basic)
- Have Ss read the text silently. Suggest they underline and look up any words they are unfamiliar with.
- Ask, *What are the three résumé styles or formats mentioned in the article?* (chronological, functional, and the combination formats) Elicit explanations for each type.
- Draw Ss' attention to the brown box titled **All résumés should include . . .** Check understanding of each feature.
- Then bring Ss' attention to the sample résumé. Use it to check comprehension of the article and features. Ask, *What style of résumé is this?* (chronological) *What contact information is included? What is Katherine's objective? What job positions has she held? Where did she go to college? What other relevant information did she include?* (references are available if requested)
- Direct Ss' attention to the section **Quick Tips**. Review them one by one. Use the sample résumé to check understanding when appropriate. For example, ask, *What information is in boldface type?* (name, goal, headings)
- In pairs, have Ss answer the target question. Ask them to give reasons to explain their choice.
- Ask a few Ss the target question. Take a class poll on which style of résumé is the most popular.

LANGUAGE AND CULTURE

- In the United States, it's common to include on your résumé your address, email, and phone number. However, do not include your date of birth, race, sex, or relationship / family information because it's illegal for employers to make hiring decisions based on this information.
- It is increasingly common, though not universal or required, for résumés and signatures to emails to indicate the person's preferred gender pronouns after a name. Some examples:
  Taylor Jones (he / him / his): for people who identify as male
  Taylor Jones (she / her / hers): for people who identify as female
  Taylor Jones (they / them, theirs): for people who don't identify with either gender
- The use of the terms *résumé* and *CV* may vary among countries and cultures. For example, the British tend to refer to their main career document as a *CV,* while Australians, Americans, and Canadians tend to call it a *résumé*.
- A transitive verb is one that requires an object to receive the action. For example, the verb *discuss: The guidance counselor discussed colleges in the meeting.*

OPTION Play the audio. Have Ss follow along with the text as they listen.

TEACHING TIP Remind Ss to use a dictionary to look up irregular past tenses, if a verb is transitive, and correct spellings.

EXTENSION (+5 minutes) In pairs or small groups, have Ss reflect on cultural differences regarding résumés. Ask, *How are American résumés similar or different to career documents in your country or culture? For example, do you include a photo? Other personal information?* Invite volunteers to share their experiences with the class.

EXTENSION (+10 minutes) Write these job descriptions on the board:
was hired to give career advice
was tasked with proper nutrition lessons
was responsible for hockey drills
was in charge of physical education
In pairs, have Ss rewrite the sentences replacing the passive verbs and phrases with *be* with transitive verbs. Do item 1 as a class. Read the description. Elicit answers. (Possible answers: 1. gave career advice to students; 2. taught proper nutrition lessons; 3. ran hockey drills with team; 4. led physical education classes)

EXTENSION (+15 minutes) In pairs, have Ss write five comprehension questions based on the information in the article. For example: *How would you define the term* résumé? *How are a résumé and a CV different? What are the three styles of résumés? How are they different? Should you list your experience before or after your education?* Tell Ss to also make a separate answer key. Then have pairs form groups of four. Tell pairs to exchange and answer each other's questions, and then check the answers.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Give Ss a minute to preview the items. Suggest they scan the article to locate the underlined words and circle them.
- Have Ss complete the exercise individually.
- To go over answers, call on Ss to read the completed sentences aloud.
- Remind Ss that the terms *objective* and *goal* are synonyms here.

Afaq-lc.com

C INFER INFORMATION

Suggested time: 5 minutes | Your time:

- Read the directions. Remind Ss that *infer* means to guess the meaning of something based on the information provided.
- Have Ss complete the exercise individually.
- Call on Ss to state the résumé format and explain their answers.

EXTENSION (+10 minutes) Print out additional one-page résumés in a variety of formats. Form small groups. Pass out one or two résumés to each group. Have Ss analyze the examples, identifying the format and type of information provided.

D APPLY IDEAS

Suggested time: 5 minutes | Your time:

- Read the directions. Refer Ss to the *Quick Tips* section of the article to find the answers.
- Do item 1 as a class. Have Ss preview the item. Elicit the answer. Ask which tip in Exercise A the writer did not follow. (Save your file in PDF format so formatting is preserved on all computer screens.)
- In pairs, have Ss identify the errors in each item.
- To go over answers, call on Ss to explain what is wrong.

OPTION (+5 minutes) Ask Ss to discuss how to correct items 1–5. Write on the board: *According to the article, the résumé writer should have . . .* Suggest Ss begin their answers in this way. Invite volunteers to rewrite the items on the board.

Answers for Exercise D

1. *didn't save the document as a PDF*
2. *didn't name the file with his/her name and the position applied for*
3. *didn't use a readable font*
4. *exaggerated and was not modest*
5. *mixed American and British spellings, spelled brochure incorrectly*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and the categories of information on the notepads. Suggest that Ss fill out the information for their résumé with a specific job in mind.
- Elicit the meaning of *reverse chronological order*. (listing the most recent jobs first)
- Tell Ss *inclusive dates* means the dates you start and stop something. Refer Ss to the second résumé in Exercise C for an example of how to list education information with inclusive dates.
- Lead a class brainstorm on different types of skills. Ask, *What are some skills to list on résumés?* (For example: computer programming, public speaking) Write Ss' ideas on the board. Remind Ss that the skills they list will depend on the job they are applying for.
- Refer Ss to the article in Exercise A on page 8 for examples of other relevant information to include.
- Have Ss fill out the first notepad with information about themselves.
- Monitor and assist as needed.
- Bring the class together. Ask volunteers to read the example answers.
- In pairs, have Ss take turns sharing their information and taking notes on their partner's experiences on the second notepad. Remind them to suggest a format for their partner's résumé and how to improve the description of the details provided.

B GROUP WORK

Suggested time: 15 minutes | Your time:

- Have pairs form groups of four. Give Ss 2–4 minutes each to share and discuss their partner's information with the group.
- Encourage pairs to ask and answer follow-up questions to learn more about each other.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ providing information for each heading on the notepad

✓ suggesting ways to improve the description of the information

EXTENSION (+15 minutes) Have Ss compile the information from their chart in **Talking Points** into one of the three résumé formats. Tell them to write at least two entries for each category. Remind them to use the correct verb tense and transitive verbs. For homework, ask them to type it up and print it out. In class, form pairs and have Ss exchange résumés. Tell them to proofread each other's résumés according to the Quick Tips in the article in Exercise A. Encourage Ss to keep the final copy of their résumé to use in the future.

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write an objective statement for their résumé. Suggest they include their goal and relevant abilities and / or achievements. Model the activity. For example: *Successful professional with extensive experience in insurance sales and solid organizational skills seeking management position.* Collect Ss' statements to identify areas for review.

Remind Ss of additional reading practice in their digital resources.

Afaq-lc.com

LESSON 4 Interview for a job

A LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Tell Ss they are going to listen to an episode of a podcast called *Job Builder Daily*. Ask, *What do you think they talk about on this podcast?* Elicit ideas.
- Read the directions. Ask Ss to listen for the purpose of the episode.
- Play the audio. Suggest Ss take notes as they listen.
- Have Ss use their notes to write a statement describing the main idea of the episode. Then have them compare answers with a partner.
- Ask volunteers to share their statements with the class.

OPTION Complete the exercise as a class. Listen to the episode and elicit its main idea.

LANGUAGE AND CULTURE

- The expression *so far so good* means something has been successful until now.
- A *disqualifier* is something that makes someone unsuitable for a job, competition, or activity.
- A *red flag* is something that serves as a warning.
- If something is *airtight*, it is carefully planned or done so that there is no chance of problems.
- *Get off on the wrong foot* means to start something like a job or relationship badly, usually by making a mistake.
- A *no-no* is something you must not do because it is considered unacceptable.
- While it is important to use titles when addressing interviewers, using the wrong one can be offensive and lead to a bad impression. Suggest Ss research the interviewer beforehand to know how to address the person or consider asking about the person's preferred title and pronouns before the interview begins.

B LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Tell Ss they are going to listen to the interview again.
- Give Ss time to preview the items. Tell them to listen for the ideas in the statements and put a checkmark next to the ones expressed in the interview.
- Play the audio. Have Ss complete the exercise individually.
- Form pairs. Have Ss compare answers and clarify any inaccurate statements. If necessary, play the audio again for Ss to check their answers.
- To go over answers, have volunteers read the statements aloud. For each, ask, *Is this what Swan said?* For items 2, 4, and 5, call on Ss to clarify what he actually said.

C LISTEN FOR SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Give Ss a minute to preview the items individually.
- In pairs, have Ss explore each picture and take turns reading the statements aloud. Tell them to discuss if this is appropriate behavior according to Swan, and why or why not.
- Remind them to support their answers with specific details from the podcast. Play the audio of the episode again if appropriate.
- Read the statements and go over the answers as a class. For items 2, 3, 5, and 6, ask for volunteers to describe how the people in the images should have behaved differently, according to the podcast.

TEACHING TIP What is considered appropriate or inappropriate in job interviews may vary according to culture, industry, or even the type of interview (virtual or in person). As such, remind Ss to assess the quotations and images based on the views Swan expressed in the podcast.

EXTENSION (+10 minutes) In small groups, have Ss share if they agree or disagree with Swan's suggestions for how to make a good impression in a job interview. Ask them to be specific and provide reasons based on their personal experience and knowledge of cultural differences. For example, making eye contact is inappropriate in some cultures but considered polite and professional in others.

CHALLENGE (+5 minutes) If your Ss work or have some work experience, ask, *How would making a first impression in a virtual interview be different than in a face-to-face interview?* Have Ss discuss in pairs. Ask them to answer based on their own experiences and what they learned in the podcast. Have volunteers share their ideas with the class.

Possible answers for Exercise C

1. *Yes—she is dressed appropriately, and she describes and supports her strengths without bragging.*
2. *No—he is dressed too casually, he brags about himself, and he criticizes his former boss.*
3. *No—she is dressed inappropriately, and she is too familiar with the interviewer.*
4. *Yes—he is dressed appropriately, and he asks a question to show his interest in the company.*
5. *No—she is late and does not have an airtight excuse.*
6. *No—he is dressed inappropriately, he doesn't make eye contact, and he isn't listening with interest.*

Afaq-lc.com

D SUMMARIZE

Suggested time: 5 minutes | Your time:

- In pairs, have Ss recall information from the podcast and list what people should and should not do in a job interview. Replay the audio if appropriate.
- Elicit do's and don'ts. Make a class list on the board.

E WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions and the headings of the chart. Elicit the meaning of *achievement* (something you succeeded in doing or having) and *aspiration* (something you want to achieve).
- Have Ss read and listen, and then listen and repeat.
- Have volunteers read the phrases with the objects in the chart. Point out that the collocation *have experience* uses the preposition *with* with people and *in* with areas of expertise. Point out that *get certified* uses *as* with professions and *in* with areas of study.

F WORD STUDY PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Have a S read the sample writing.
- Point out that we can use quantifiers, such as *some*, before the nouns in the collocations to say how much of something (experience, training, etc.) we have.
- Have Ss write about qualifications they have and aspire to have.

Communication Activator

A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the job ad. To check comprehension, ask, *What job position is being advertised?* (booking manager) *Where is the job?* (at Sandoval-González Concert Hall) *What are the job responsibilities?* (identify and book artists for concert season) *What experience and abilities are required?* (experience in hiring multilingual staff and negotiating contracts; fluent English) *What abilities are desired?* (conversational Spanish)
- Tell Ss to write a similar ad for their dream job.

B ROLE PLAY

Suggested time: 12 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Lead a class brainstorm on common questions in a job interview. (For example: Could you describe your background? How do you deal with pressure?) Write Ss' ideas on the board.
- Point out the **Recycle This Language** box. Encourage Ss to use the sentences and phrases in their role play.
- Form pairs. If Ss chose the interview for their dream job, ask them to exchange the ads they created in Exercise A. Then give them a few minutes to write any job-specific interview questions and answers.
- Have Ss interview their partners.

LOOK FOR While Ss are doing Exercise B, monitor their interviews to determine if they are

✓ using collocations with *have* and *get* for qualifications
✓ using the correct past tense form and adverbs to talk about their background
✓ applying the advice for a successful job interview from the podcast interview

WRITING HANDBOOK (optional, page T144)

CLOSURE ACTIVITY (+10 minutes) Form small groups. Have Ss mix the ads they wrote in a bag. Tell them to take turns picking an ad, reading it aloud, and then sharing if they are qualified or not, and why. Ask them to use the collocations in Exercise E.

Remind Ss of additional listening and vocabulary practice in their digital resources.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Afaq-lc.com