UNIT 9

Overview

**TOPICS**
- Conflict on the job
- Employment ads
- Job search strategies
- The résumé

**COMMUNICATION GOALS**

*Listening and Speaking*
- Asking for a letter of recommendation
- Discussing desirable jobs
- Calling about an advertised job
- Listening for information about a job and a job interview
- Role playing an interview

*Reading and Writing*
- Writing a letter of recommendation
- Reading and writing employment ads
- Writing about skills and abilities
- Reading about careers

**GRAMMAR**
- Complex sentences with *before, after, when, because*
## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

**Fundamentals**

**Basic Skills**
Reading, writing, listening, speaking

**Thinking Skills**
Decision making
Problem solving
Seeing things in the mind’s eye
Knowing how to learn

**Personal Qualities**
Responsibility
Self-esteem
Self-management

**Competencies**

**Information**
Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information

**Interpersonal**
Participates as a member of a team

**Resources**
Human resources—Assesses skills

**Systems**
Understands systems—Knows how social and organization systems work and operates effectively with them

**Technology**
Applies technology to task

### GENERAL COMPETENCIES / CASAS*

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<th>Basic Communication</th>
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<td>Identify or use appropriate language to influence or persuade</td>
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<td>Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application</td>
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<td>Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market</td>
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<td>Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses</td>
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<td>Interpret general work-related vocabulary</td>
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<td>Identify common occupations and the skills and education required for them</td>
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* See Introduction, page viii, for additional information on SCANS and CASAS.
WARM UP

- Write *letter of recommendation* on the board. Elicit the meaning of *recommendation*. Ask the students if they have ever asked anyone to write a letter of recommendation for them. Ask whether it was it for school, for a job, or for another reason. Elicit the kind of information that is important in this kind of letter, for example, description of a person’s abilities. Take notes on the board.

PRESENTATION

*I’ll be glad to give you a recommendation.*

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Read the title and instructions aloud. Ask why Lynn might need a letter of recommendation. Ask what kinds of information Mrs. Brennan could write about Lynn in the letter.

- **Personalize the situation.** Tell your students to imagine that you had to write a letter of recommendation for them. Ask them to write down three positive, true things about themselves that you know about them from being their teacher. For example, *Sayaka is a strong group leader. She finishes her work promptly. She volunteers in class.* Tell them to read their sentences to a partner.

- **Focus on selected items.** On the board, write *co-worker, promotion, and raise*. Elicit the meanings. Take notes on the board.

- **Set the listening task.** Write the following comprehension questions on the board: *Why did Lynn quit her job? What does Mrs. Brennan tell Lynn she should do?* Depending on your students’ skills, you can tell them to keep the conversation covered while they listen, or you can have them read along while they listen. Tell the students to take notes. Play the cassette twice.

- **Check the listening task.** Ask the students for their answers to the questions. Take notes on the board. Ask what the students think about what Lynn’s manager did.

- **Play or read the conversation aloud with pauses.** Ask the students to repeat each line. Focus on work-related vocabulary. Tell the students to practice the conversation with a partner. Ask a few pairs to perform for the class.

- **Engage the students in pair work.** Read the discussion questions aloud. Review what Mrs. Brennan’s advice was (*Lynn should tell the manager’s boss why she was quitting*). In pairs, the students answer the questions, giving detailed explanations of their opinions and their experiences.

- **Circulate and monitor progress.** Make sure that the students discuss the reasons they agree or disagree with Mrs. Brennan’s advice. Recap by asking which students agree with the advice. Ask them why they think it was good advice. Then, ask the other students why they disagree, and what they think Lynn should do instead. Ask if any of the students have had similar experiences, what happened, and what they did about it.
In this lesson, you will
• ask for and give information on transportation and travel.
• ask and tell the time.

Lesson 1

I’ll be glad to give you a recommendation.

Lynn is asking Mrs. Brennan for a letter of recommendation. Listen as you read.

Mrs. Brennan: Why are you looking for a new job, Lynn? You were happy at your last job.

Lynn: I worked very hard. Do you remember when I was coming to class late? That was because of my job. I often got home at 11 P.M. I even stayed late because my co-worker didn’t show up.

Mrs. Brennan: That was nice of you.

Lynn: My manager thanked me, and she said I was doing a great job. But she gave my co-worker a promotion!

Mrs. Brennan: You mean you were working because he didn’t show up, and then he got the raise? Did you talk to your manager?

Lynn: Yes, but she said I didn’t have enough experience. I think she had other reasons though, so I quit.

Mrs. Brennan: Would you like me to talk to her?

Lynn: No. I can get a better job. I just need a recommendation from someone who knows that I am a good worker.

Mrs. Brennan: I’ll be glad to give you a recommendation, but you should let your manager’s boss know why you are quitting.

Discuss these questions with your partner. Then share your ideas with the class.

1. Do you agree with Mrs. Brennan’s advice? If not, what advice would you give Lynn?

2. Have you ever had an experience like Lynn’s in school or at work? If so, what did you do?
1 A Letter of Recommendation

Mrs. Brennan has written a letter of recommendation for Lynn. With a partner, fill in the blanks with the appropriate connector from the box.

when because before but so and after

March 23, 2000

To whom it may concern:

I am pleased to recommend Ms. Lynn Wang for the position of assistant to the Director of Human Resources. Ms. Wang has been my student at the World Language Center for the past year. She is friendly and well liked by classmates and teachers. She is very enthusiastic about her studies, she is always willing to help her classmates. She works with other students, she listens to them carefully. In addition, her creative ideas make the class interesting.

Lynn came to the World Language Center, very few people read the school newsletter. Now the newsletter is very popular Lynn writes an interesting new column. she graduates from the Language Institute, Lynn plans to study social work.

Ms. Wang is an outstanding candidate, I recommend her highly for this position. You can contact me at 555-2384 if you have any questions, please call between noon and 2:00 P.M.

Sincerely,

Ann Brennan
Associate Professor

Pair Read the recommendation letter again.

1. What are Lynn’s good qualities?

2. Your school is looking for an assistant at the Career Counselor’s office. Who in your class would you recommend? 

List this classmate’s qualities: 

Explain why you are recommending this person: 

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1 A Letter of Recommendation

- Write example sentences on the board, using each of the connectors. Elicit the meaning of each one. Possible example sentences:

  When students come to Mrs. Brennan for advice, she tries to help them.

  Mrs. Brennan tries to help her students because she wants them to succeed.

  Mrs. Brennan wants her students to succeed, so she tries to help them.

  Before she became a teacher, she was a school counselor.

  After she started to teach, she was able to help even more students.

  Sometimes she cannot help her students, but she always tries to make them feel better.

  Mrs. Brennan’s students trust her, and they know they can talk to her about their problems.

Grammar note: When shows the relationship between two events that occur at the same time or in immediate succession. Because gives a reason. So tells a result or effect. Before and after tell the order of two or more events. But introduces contrasting information. And introduces additional information.

- Pair. Read the instruction aloud. Remind the students to use uppercase letters when the connector begins a sentence, and lowercase letters if it occurs in the middle of a sentence. In pairs, the students complete the letter. Compare answers as a class. Follow up with a discussion of the purpose of each connector. Clarify new vocabulary as necessary, including enthusiastic, column, and candidate.

  Answers

  1. and (so)  5. After (When)
  2. When  6. so (and)
  3. Before  7. but
  4. because

- Pair. Tell the students that a letter of recommendation must describe specific qualities and characteristics. These descriptions can contain adjectives, or they can be descriptions of behavior. Ask the students to reread the letter and write down the specific qualities that Mrs. Brennan describes (friendly, well liked, enthusiastic, willing to help, listens carefully, has creative ideas). Check each pair’s answers as you circulate, or check as a class.

- Read the second question aloud. Remind the students that they should use adjectives or descriptions of specific behavior to state their classmates’ qualities. Ask each pair to read its recommendation aloud.

  Expansion: Ask each pair to write a letter of recommendation for the classmate they described in the activity. Encourage them to use connectors. Ask the students to read their letters aloud.
2 Word Bag: Jobs

- Write the job titles on the board or on a transparency. Read each job title aloud two or three times. Ask the students to repeat, then instruct them to mark the stressed syllable in each word. Ask for volunteers to mark the stressed syllables on the board or transparency. Say the job title again, and ask the class whether the correct syllable is marked. If a syllable is marked incorrectly, correct the marking and pronounce the word again with the class.

- Pair. In pairs, the students identify each of the jobs shown in the illustration. Ask for volunteers to write their answers on the board. Ask the class whether they agree with the answers. Discuss any differences of opinion, encouraging the students to support their answers. Ask the students to describe what people do in each job.

3 Lynn should become a social worker because she likes to help people.

- Pair. Read the instructions aloud. Point out the example sentences. Elicit the function of because (gives a reason) and so (tells a result or effect). Ask the students which of the qualities listed are likes, for example, Likes to construct model buildings; which are abilities, for example, Can write interesting true stories; and which are qualifications, for example, Has a pleasant speaking voice. Tell the students to explain which job from Exercise 2 would be the best for each person.

Remind them to make sentences using both because and so. Ask for volunteers to say which job they chose for each person and why.

- Read the writing activity instructions aloud. Tell the students that they can write about jobs other than those from Exercise 2 if they wish. Ask each student to write one or two sentences on the board and read them aloud.
2 Word Bag: Jobs

**Pair** Write the name of the job under each picture.

- disk jockey (DJ)
- tour guide
- carpenter
- newscaster
- photojournalist
- civil engineer
- graphic artist
- hair stylist
- veterinarian
- computer programmer
- social worker
- flight attendant

1. ____________ 2. ____________ 3. ____________ 4. ____________

5. ____________ 6. ____________ 7. ____________ 8. ____________

9. ____________ 10. ____________ 11. ____________ 12. ____________

3 Lynn should become a social worker because she likes to help people.

**Pair** Look at the likes, abilities, and qualifications of the following people. With a partner, decide what job they should have and give a reason for your choice.

Robert could become a veterinarian because he likes animals.

Sandra can speak four languages, so she would be an excellent tour guide.

**Likes, Abilities, and Qualifications**

- Masoud Likes to construct model buildings
- Alice Can write interesting true stories
- Rosa Likes to travel
- Charles Can solve word problems quickly
- Helen Organizes soup kitchens and finds shelter for the homeless
- Ana Likes animals
- David Likes to work with wood
- Jeff Has a pleasant speaking voice
- Harry Loves to listen to popular music
- Leslie Has a new hairstyle every day

In your notebook, write sentences like those in the examples. Write about the likes, abilities, and qualifications of people you know. Share your sentences with the class.
4 A store manager should be friendly.

**Group** Read the ads. With your group, decide which qualities are needed for each job. Write A, B, or C before each quality. (Some of the qualities are needed for more than one job.) Give reasons for your choices.

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A. **Store Manager**

Family-run clothing store is looking for an individual with sales experience. We are especially interested in applicants who speak two or more languages. Mail resume to 7215 Broadway, Riverside, CA 92501, or fax to 555-7968.

___ outgoing
___ creative
___ sympathetic
___ experienced with computers
___ serious

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B. **Security Officer**

The Riverside Mall is accepting applications for two security officer positions. Applicants must have at least three years experience and a high-school diploma. Call 555-8791 for more info.

___ outgoing
___ creative
___ sympathetic
___ experienced with computers
___ serious

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C. **Social Worker**

Looking for a social worker to become a member of our team. Candidates must have:
- Ability to handle several tasks at once
- Master’s degree in social work
- Three years of experience
Contact Green Oaks Nursing and Rehabilitation Center at 555-6167 for more information.

___ friendly
___ patient
___ organized
___ bilingual
___ funny

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**Did you know that . . . ?**

In the United States, students under eighteen years old need to get work permits from their schools in order to apply for part-time jobs.

5 **Hear it. Say it.**

Check the word you hear.

**Minimal Pairs: /θ/ thank /t/ tank**

1. thank [ ] tank [ ]
2. theme [ ] team [ ]
3. thin [ ] tin [ ]
4. thorn [ ] torn [ ]
5. three [ ] tree [ ]
6. threw [ ] true [ ]
7. thick [ ] tick [ ]
8. thigh [ ] tie [ ]

**Pair** With a partner, take turns pronouncing the pairs of words.
4 A store manager should be friendly. ▪ Speaking ▪ Reading

• Read the list of qualities aloud and elicit the meaning of each word. Help the students with pronunciation as needed.

• Group. Read the instructions aloud. Tell the class to mark only the qualities that are required for each job. Remind them that some of the qualities are needed for more than one job.

Point out that some of the qualities may not be required for any of the three jobs. In groups, the students discuss the ads and decide which qualities are needed for each job. Recap as a class, encouraging the groups to support their choices.

5 Hear it. Say it. ▪ Listening ▪ Speaking

• Write the target sounds [θ] and [t] on the board. Pronounce the first minimal pair and ask the students to repeat. Elicit or point out that for [θ], the tongue touches both the upper and lower teeth, but for [t], the tongue touches the ridge behind the top teeth. Direct the students to put their hands on their vocal cords. Pronounce each sound several times with the students. Elicit that both sounds are unvoiced.

• Pronounce the first word of all the pairs with the students. Focus on the position of the tongue. Repeat with the second word in the pairs. Then ask the students to pronounce each pair. Focus on the contrast between the two sounds.

• Play the cassette or read the words several times while the students mark which sound they hear. Ask several volunteers to write their answers on the board. Play the cassette again and check the answers as a class.

Expansion: Elicit or provide the part of speech and meaning for each word. Ask the students to write sentences using one word from each minimal pair. Instruct them to read the sentences to their partners. Tell the listening partners to mark which word was used in each sentence, then check their answers against the sentences their partner wrote down. Tell the students to then switch roles. Depending on the level of your class, you may also want the students to focus on the appropriate sentence intonation.

Answers

1. thank 5. three
2. team 6. true
3. thin 7. thick
4. torn 8. tie

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.
WARM UP

• Write the words bilingual and multilingual on the board. Elicit the meanings of the words. Ask the students which of them are bilingual (all the students should raise their hands). Ask which of them are multilingual. Ask these students which languages they speak. Ask whether speaking a second or third language has ever helped your students in their jobs, and if so, how. Encourage the students to give specific examples.

• Discuss. Instruct the students to cover the article. Read aloud the title and the introduction to the activity. Tell the class that this newsletter article was written for international students who have not yet decided on their careers. Ask the class to predict what kinds of careers the article might discuss. Write the predictions on the board.

• Personalize the situation. Ask your students whether they have thought about pursuing any of the careers listed on the board. Briefly elicit specific details about what they would like to do in these areas.

• Focus on selected items. Write key vocabulary words on the board: global marketplace, marketing, purchasing, importing, exporting. Elicit or provide definitions for these words.

• Set the reading and listening task. Write the following comprehension questions on the board: What four general career areas does the article discuss? Are specific jobs mentioned for these career areas? What are they? Tell the students to first read the article while they listen without taking notes. Then, tell them to read the article silently, taking notes to answer the comprehension questions.

• Check the reading and listening task. Ask the students to compare their notes with a partner’s. Again read the article aloud or play the cassette. Stop after each paragraph, asking if the students took any notes about the information in that paragraph. On the board, develop a set of notes from the students’ responses.

Answers
Marketing: advertising, translating, interpreting.
Business administration: (no specific jobs mentioned)
Finance: treasurer, international cash manager.
Importing and exporting: opening new markets, purchasing

• Engage the students in pair work. Read the discussion questions aloud. Remind the students to be specific in their responses, and to provide reasons for their responses. In pairs, the students discuss their future careers or jobs.

• Circulate and monitor progress. If the students are having difficulty choosing potential jobs to discuss, assist them by asking what their areas of interest are. If necessary, provide the vocabulary needed to describe a particular job or career. Recap by having the students tell the class about the possible importance of English to their future jobs or careers.
Lesson 2

In this lesson, you will
• discuss jobs you want.
• call about a job in an advertisement.

Careers for Multilinguals

Would you like to work in international business? Listen as you read this article from the ESL Newsletter.

As an ESL student, you may want to find a job in the global marketplace. You are not alone. Many learners of English and other languages are building successful careers all over the world. These days, the four most popular international careers are marketing, business administration, finance, and purchasing.

Marketing offers career opportunities in advertising, translating, and interpreting. Your knowledge of another culture and another language can be valuable to an international company.

People with business degrees who know several languages also have great opportunities. But if you want to work abroad, you should also know the requirements for working in another country.

If you study international laws for importing and exporting, you can open up new markets for products. If you are more interested in the product than the market, you might want to go into purchasing.

Many international students choose careers in finance. If you study different currencies and laws, you can find work as a treasurer or an international cash manager. Many companies need a knowledgeable multilingual employee to report on money invested in foreign banks.

If you can’t decide which job you want, try continuing education classes. You may discover new skills and interests. In addition, career counselors can help you match your skills and language abilities with the right career. They can even help you contact the right companies. If you know two or more languages, the world may be yours.

by Lynn Wang

Pair Have you thought about your future career or job? If so, what is the job? Do you think learning English is important for your future career or job? Discuss.
1 I wanted to be an astronaut when I was a child.

Group Work in groups of three. Ask your group members about the jobs they were interested in when they were children, the kinds of jobs they want now, and the jobs they want in the future. Then add the information about yourself.

What did you want to be when you were a child?
What job do you want now?
What is your dream job in the future?

Compare your answers with another group and discuss your reasons for choosing those jobs.

2 Help Wanted

Pair Read the employment ads. Then match the description with the job by writing A, B, or C in each blank.

HELP WANTED
Typ. & filing. Exp. nec. Gd. brnths. Excel. sal. Send resume to Box 41 DAILY NEWS.

FILM LAB ASSISTANT
Work avail. for HS grads. Gd. hrs. Call for appt. from 9 to 5. 555-2356

WAITERS/WAITRESSES
PT/FT work avail. now. Days & evenings $5.00/hr. plus tips. Call 555-6500

1. You have to type. 6. You can begin work today.
2. You can work full time or part time. 7. The salary is very good.
3. You need previous experience. 8. You can’t call to apply for this job.
4. You have to be a high school graduate. 9. You need to send a résumé.
5. There are good benefits. 10. You have to call during the day.
11. The job is in a restaurant.

Which job do you think Lynn is going to apply for? Which job would you apply for? Why?
1. I wanted to be an astronaut when I was a child.

- **Group.** Read the instructions aloud. Ask for volunteers to read the questions in the box aloud. In groups of three, the students exchange information. Each student in a group should ask another group member for his or her information. All the students in each group should take notes.

- **Listening**

- **Speaking**

- **Writing**

- **Help Wanted**

- Direct the students’ attention to the employment ads. Ask what is different about these ads from the ads in Lesson 1, Exercise 4 (these ads use abbreviations). Write the word abbreviations on the board and elicit the meaning.

- **Pair.** Read the instructions aloud. Model the activity by asking which ad the first sentence refers to (A). Elicit the abbreviation which indicates that the applicant needs to type (Typ.). In pairs, the students match each statement with the appropriate ad. Discuss the answers as a class, asking the students what specific information in the ad provided the answers. Elicit or provide definitions for new vocabulary as necessary.

- **Listening**

- **Speaking**

- **Reading**

- **Answers**

- 1. A  
- 2. C  
- 3. A  
- 4. B  
- 5. A  
- 6. C  
- 7. A  
- 8. A  
- 9. A  
- 10. B  
- 11. C

- Ask the students to answer the discussion questions with their partners. Tell them to consider Lynn’s personality and qualifications. Remind them to look back at the letter of recommendation that Mrs. Brennan wrote for Lynn. Ask each pair to say which job they think Lynn is going to apply for. Encourage them to provide specific reasons for their decisions.
3 How many years of experience do you have? 📚

- Tell the class that they will hear Lynn calling about one of the jobs offered in the want ads. Read the instructions aloud. Ask for volunteers to explain each item on Lynn’s and the Personnel Department’s notepads. Tell the students to take notes while they listen. Play the cassette two or three times. Copy the forms onto the board or a transparency. Ask for volunteers to complete the notes. Check as a class. If there is any disagreement, play the cassette. Check for general comprehension by eliciting that Lynn applied for the film lab assistant job.

- Pair. In pairs, the students answer the discussion questions. Remind them to refer to specific things that Lynn said in her telephone conversation. Recap the responses as a class.

### Lynn’s Notes

- Salary: $7.50/hour+overtime
- Hours: days 11 to 4:30
- Benefits: health insurance; 1 sick day/month; 2 weeks vacation/year
- Interview: 

### Personnel Notes

- Position: Film lab assistant
- Applicant’s Name: Lynn Wang
- Applicant’s years of experience: 3 years
  (1 year photography, 2 years film lab)
- Reason for wanting job: friend worked here, wants to learn about photography
- Interview: next Wednesday, 2:00, Mr. Johnson

4 When you arrived for the interview, were you nervous?

- Review connectors by asking the students what connectors they used in Lesson One, Exercise 1 (when, because, so, before, after, but, and). Write the connectors on the board, and elicit the meaning of each (refer to TRM Lesson One, Exercise 1, for notes on the meanings of the connectors). Ask the students to work with a partner to choose the correct connector for each sentence. Recap by asking for volunteers to read each sentence aloud and explain why they chose a particular connector.

### Answers

1. before 5. and
2. but 6. because
3. so 7. before
4. when

**WORKBOOK** Assign Workbook Lesson 2 for homework, or do in class.
3 How many years of experience do you have?

Listen to Lynn call about a job. Complete the notes.

Lynn’s Notes
Salary: 
Hours: 
Benefits: 
Interview: 

Personnel Notes
Position: 
Applicant’s Name: Lynn Wang
Applicant’s years of experience: 
Reason for wanting job: 
Interview: 

Pair Do you think Lynn wants the job? How do you know?

4 Before you went to the interview, were you nervous?

Pair Lynn is telling Pablo about her job interview. Choose the correct connector to complete the sentences.

Pablo: So, Lynn, _______ you went to the interview, were you nervous?

Lynn: I was a little nervous, _______. Mr. Johnson was very nice. I arrived early for the interview, _______ I made a list of questions to ask him.

Pablo: What did you do _______ you couldn’t answer a question?

Lynn: I just asked them to repeat the question, _______. I thought about it for a little while before answering.

Pablo: Do you think you got the job?

Lynn: I think I did _______ they asked me when I could start working. And Mr. Johnson introduced me to everyone _______ I left.
Lynn’s Résumé

Read Lynn’s résumé.

Shieh Lin (Lynn) Wang
3657 Orange St.
Riverside, CA 92501
909-555-4576

Education
English Language Proficiency Certificate, World Language Center
Riverside, CA 2000
High School Diploma, Xing Hua Academy, Beijing, China 1997

Work Experience
Internship at China Daily News, Beijing, China 1997

Extracurricular Activities
Features Editor, ESL Newsletter, Riverside, CA 1999
Student Volunteer, National Disaster Group, Riverside, CA 1998
Organizer, Students for a Better Community, Beijing, China 1995

Awards
First prize in essay writing competition, Beijing, China 1994
Student Leadership Awards, Xing Hua Academy, Beijing, China 1995

Memberships
Student Editors Guild, World Language Institute
Member of the Honors Society, Xing Hua Academy, Beijing, China

References
Available upon request.

Pair Read Lynn’s résumé again. Discuss it with your partner. Is it a good résumé? Is any information missing? Does the résumé give you a picture of Lynn as a worker and student? Share your opinion with the class.
UNIT 9
WARM UP

• On the board, write the word résumé. Elicit the meaning. Ask whether any of your students have ever written a résumé. Depending on your students’ backgrounds, they may be familiar with the term curriculum vitae (CV).

• Ask what kinds of information need to go on a résumé. Write the students’ ideas on the board. Point out that in different countries, different kinds of information are expected. For example, a résumé in the United States usually does not include the applicant’s age or marital status. Discuss other differences.

PRESENTATION

Lynn’s Résumé

• Set the stage. Before the students open the book to the activity, ask them which job Lynn is applying for (film lab assistant). Tell the class that they will read and analyze Lynn’s résumé.

• Personalize the situation. Tell the students to imagine that they are the managers of the film lab. Elicit what information they would want to know about an applicant. Write their responses on the board.

• Focus on selected items. Ask the class what they remember about Lynn’s qualifications. Remind them of her letter of recommendation, her telephone call to the personnel department, and her conversation with Pablo. Take notes on the board.

• Set the reading task. Write the following questions on the board: How is the résumé organized? What makes this résumé easy to read and understand? Tell the students to read Lynn’s résumé and analyze the way information is presented. They should take notes describing the organization of the résumé. As an example, elicit that Lynn’s name is in large type and is placed in the center of the top of the page.

• Check the reading task. Ask for the students’ answers. Write their ideas on the board, and brainstorm additional ones (for example, the most current dates are first in each section; there are no complete sentences; the résumé is only one page).

• Read the résumé aloud. Ask for volunteers to read each line of the résumé aloud. Help with pronunciation as necessary. Elicit the meaning of any new vocabulary: proficiency, internship, and extracurricular.

• Engage the students in pair work. Read the pair work instructions aloud. Remind the students that they have discussed the organization of Lynn’s résumé, and now they need to analyze whether it gives all the information an employer needs to know.

• Circulate and monitor progress. If necessary, stimulate the students’ analysis by asking if the film lab would want to learn any additional information from Lynn’s résumé. Ask each pair to give their opinion, supporting it with specific reasons.

• On the board, write the word résumé. Elicit the meaning. Ask whether any of your students have ever written a résumé. Depending on your students’ backgrounds, they may be familiar with the term curriculum vitae (CV).

• Ask what kinds of information need to go on a résumé. Write the students’ ideas on the board. Point out that in different countries, different kinds of information are expected. For example, a résumé in the United States usually does not include the applicant’s age or marital status. Discuss other differences.

• Set the stage. Before the students open the book to the activity, ask them which job Lynn is applying for (film lab assistant). Tell the class that they will read and analyze Lynn’s résumé.

• Personalize the situation. Tell the students to imagine that they are the managers of the film lab. Elicit what information they would want to know about an applicant. Write their responses on the board.

• Focus on selected items. Ask the class what they remember about Lynn’s qualifications. Remind them of her letter of recommendation, her telephone call to the personnel department, and her conversation with Pablo. Take notes on the board.

• Set the reading task. Write the following questions on the board: How is the résumé organized? What makes this résumé easy to read and understand? Tell the students to read Lynn’s résumé and analyze the way information is presented. They should take notes describing the organization of the résumé. As an example, elicit that Lynn’s name is in large type and is placed in the center of the top of the page.

• Check the reading task. Ask for the students’ answers. Write their ideas on the board, and brainstorm additional ones (for example, the most current dates are first in each section; there are no complete sentences; the résumé is only one page).

• Read the résumé aloud. Ask for volunteers to read each line of the résumé aloud. Help with pronunciation as necessary. Elicit the meaning of any new vocabulary: proficiency, internship, and extracurricular.

• Engage the students in pair work. Read the pair work instructions aloud. Remind the students that they have discussed the organization of Lynn’s résumé, and now they need to analyze whether it gives all the information an employer needs to know.

• Circulate and monitor progress. If necessary, stimulate the students’ analysis by asking if the film lab would want to learn any additional information from Lynn’s résumé. Ask each pair to give their opinion, supporting it with specific reasons.

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• Circulate and monitor progress. If necessary, stimulate the students’ analysis by asking if the film lab would want to learn any additional information from Lynn’s résumé. Ask each pair to give their opinion, supporting it with specific reasons.
When you apply for a job, you should have a résumé. 

- Remind the students that they have talked about the kinds of information that should appear on a résumé. Now they will listen to and read résumé-writing tips. Tell them that after they listen and read, you will ask them to write down what they remember from the passage. Play the cassette twice while the students read along. Then ask the students to close their books and write down everything they can remember.

- Ask for volunteers to read their notes aloud. Write their responses on the board. Encourage all the students to contribute to the brainstorming session. Tell the students to open their books and compare the notes on the board with the information in the passage.

- Pair. Read the instructions aloud. In pairs, the students complete the activity, looking at Lynn’s résumé for help. Recap as a class. Ask the students to read the complete text of each piece of information when they give their answers.

Answers
1. Honors and Awards
2. References
3. Work Experience
4. Career Goal
5. Skills
6. Personal Information
7. Extracurricular Activities and Memberships
8. Education

- Ask the students to write their own skills in their notebooks. Tell them to think about what kinds of jobs they can apply for with their current skills.

- Pair. In pairs, the students compare their lists of skills and potential jobs. They should suggest additional jobs that their partners could apply for. Ask for volunteers to share their partners’ information with the class.

Additional Activity See Unit 9 Appendix.
When you apply for a job, you should have a résumé.

Listen as you read the résumé-writing tips below.

Many employers ask you to send a résumé before they decide to interview you. Your résumé helps them form a first impression of you, so make sure your résumé is good! Check your spelling, grammar, and punctuation. Make sure your résumé is well organized and easy to read. A résumé should include:

1. Personal information: your name, address, and telephone number
2. Education: where and when you went to school, and what you studied
3. Employment experience: the jobs you have had in the past
4. References: people who know you well

In addition, you can include a career goal (what kind of job you want to get), any languages you speak, special skills, other activities and memberships, and awards or honors.

**Pair** Match each piece of information to the correct part of the résumé.

1. Award for outstanding achievement in computer science, 1997, Eastview High School
2. Claire Peritz
   Manager, Computech
   914-555-4646
3. 1997–1999 Assistant Manager
   Computech, Hartsdale, NY
4. An entry-level job in marketing, with opportunity for growth
5. Knowledge of computer programming languages
   Fluent in Spanish, English, and Portuguese
6. Bernardo Díaz
   223 East 10th Street
   New York, NY 10010
   212-555-3892
7. Member, Computer Retailers Association
   Volunteer, Big Brothers of America, Westchester County, NY
8. 1997 High School Diploma
   Eastview High School, Eastview, NY

List your skills in your notebook. What type of job can you apply for with your current skills?

**Pair** Share your list with your partner. Discuss jobs that each of you can possibly apply for.
2 Information Gap Activity, pages 135 and 136.

Pair Turn to pages 135 and 136 and follow your teacher’s instructions.

3 Online

Log onto http://www.prenhall.com/brown_activities
The Web: Looking for a job
Grammar: What’s your grammar IQ?
E-mail: Job experiences

4 Wrap Up

Group Your school is going to hire a new English teacher. Write an ad for the position. Include all the qualifications you’re looking for in the applicants. Look at the ads on page 100. You may want to use some of the qualities from that exercise in your ad.

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</table>

Compare your ad with another group’s and be prepared to discuss your reasons for the qualifications you seek in the applicants.

Strategies for Success

➤ Planning interview questions and role playing an interview
➤ Revising your writing
➤ Reviewing vocabulary items

1. In the classified ad section in an English-language newspaper, look up “jobs” or “help wanted” ads. Look for jobs that you could qualify for with your present English ability and your experience. With a partner, plan a set of interview questions that you can ask each other, then role play an interview for some of the jobs you found.

2. In your workbook, you wrote an application letter. With a partner, read each other’s letters and offer advice on how to make the letters better. Look at the models in your workbook.

3. This unit has lots of new vocabulary. Review the vocabulary on your own by making a sentence with each word. Then, with a partner, quiz each other.
2 Information Gap Activity, pages 135 and 136.

- **Preparation.** Divide the class as before. Read the instructions aloud. Help with vocabulary as necessary. Ask for volunteers to read the *Useful Language* sections from both worksheets. Elicit what questions the students should ask to get the other information they need. For example, *Does Gloria have knowledge of Tibet?*

- **Activity.** Instruct the students to ask their partners questions to complete the missing information about the two applicants. Remind them not to look at their partners’ sheets while doing the activity. After the students have finished, tell the pairs to choose the best applicant, giving reasons for their decision.

- **Wrap Up.** Ask each pair to report their decision, explaining their choice.

3 Online  *(Teacher’s Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

- Ask the students to look at the employment ads in Lesson 1, Exercise 4. Review the phrases used in the ads: *looking for . . ., especially interested in applicants who . . ., applicants must . . .* Elicit other phrases that could be used, and write these on the board. For example, *Candidates should be able to . . .*

- **Group.** Read the instructions aloud. In groups, the students write a help-wanted ad for this position. Assist with vocabulary if necessary. Ask each group to compare their ad with another group’s and discuss the reasons for their particular requirements.

- Ask each group to write their ad on the board. Discuss the different requirements as a class. Identify the ad that has the fewest requirements, and the one that has the most (or most difficult) requirements.

**WORKBOOK** Assign Workbook Lesson 3 for homework, or do in class.

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### STRATEGIES FOR SUCCESS

1. For Exercise 1, role-play a couple of interview questions if you think the students could benefit. For example: *How many years have you worked for ABC? What did you do in your job with Telecom?*

2. For Exercise 2, offer some thoughts of your own on what you would look for in an excellent application letter or résumé.

3. For Exercise 3, suggest ways to review vocabulary: *making lists, making up sentences using words, associating a word with another word, etc.*
Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. Checkpoint activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.

- In the Learning Preferences activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.

- From time to time you may want to analyze your class’s responses to the Checkpoint activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.
CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I’ve Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

❑ Working by myself
❑ Working with a group
❑ Working with a partner
❑ Working as a whole class

In this unit, which exercises helped you to learn to:

- listen more effectively? Exercise ___
- speak more fluently? Exercise ___
- read more easily? Exercise ___
- write more clearly? Exercise ___

Which exercise did you like the most? ___ Why? _____________________________
Which exercise did you like the least? ___ Why? _____________________________

VOCABULARY

Verbs
accept
contact
offer
qualify
quit
recommend
type

Adjectives
bilingual
creative
enthusiastic
entry-level
friendly
hard-working
honest
multilingual
organized
outgoing
outstanding
patient
sympathetic
unfair

Nouns
awards
business
administration
career
extracurricular
activities
finance
individual
letter of
recommendation
marketing
opportunity
promotion
purchasing
reference
résumé
volunteer

Occupations
carpenter
civil engineer
computer programmer
disk jockey
flight attendant
graphic artist
hair stylist
newscaster
photojournalist
security officer
social worker
tour guide
veterinarian
GRAMMAR SUMMARY

Complex Sentences

<table>
<thead>
<tr>
<th>Independent clause</th>
<th>Dependent clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>She wrote a résumé</td>
<td>before she applied for the job.</td>
</tr>
<tr>
<td>He got an entry-level job</td>
<td>after he finished college.</td>
</tr>
<tr>
<td>I wanted to be an astronaut</td>
<td>when I was a child.</td>
</tr>
<tr>
<td>Lynn should become a social worker</td>
<td>because she likes to help people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent clause</th>
<th>Independent clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking word</td>
<td>Rest of clause</td>
</tr>
<tr>
<td>When</td>
<td>I was a child</td>
</tr>
<tr>
<td>Before</td>
<td>Lynn went to the interview</td>
</tr>
<tr>
<td></td>
<td>I wanted to be a hair stylist.</td>
</tr>
<tr>
<td></td>
<td>she was nervous.</td>
</tr>
</tbody>
</table>

COMMUNICATION SUMMARY

Asking for a letter of recommendation
Would you please write a letter of recommendation for me?  
I was wondering if you could write me a letter of recommendation?

Writing a letter of recommendation
I am pleased to recommend Ms. Lynn Wang for the position.  
She is friendly and well liked by her classmates and teachers.

Matching skills and qualities with job requirements
Lynn should become a social worker because she likes to help people.  
A social worker should be patient and friendly.

Discussing jobs you want
I want to get an entry-level job in marketing.

Calling about an advertised job
Hello, my name is Lynn Wang.  
I’m calling about the job that was advertised in the newspaper yesterday.

Identifying parts of a résumé
Career Goal: An entry-level job in marketing, with opportunity for growth  
Skills: Fluent in Spanish, English, and Portuguese

Writing an employment ad
Looking for a social worker to work with our team.  
We are especially interested in candidates who speak two or more languages.
• Draw the students’ attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.

• Briefly model how to review using the Grammar Summary. Write several cues on the board, following each with one of the cues from the Complex Sentences box (Seiji lived in Japan before . . .). Ask for volunteers to complete the sentences on the board. Then ask the students to each write one independent clause followed by a connector. Tell them to pass their papers to the classmate on their left. That classmate should then complete the sentence. Ask for volunteers to read the completed sentences aloud.

• Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. Since many of these skills involve writing, you may want to devote additional class time to these writing forms if enough students are interested.
Lesson 3, Activity 1 (p. 105)

At the Job Fair

- Tell the students that during this role-play, they will participate in a “job fair.” Elicit the meaning of job fair (a large meeting where people go to hire people or to get jobs).

- In pairs, the students write down a specific job title, for example, a veterinarian’s assistant in a large pet hospital and four or five desirable qualifications. Make sure the students write their names on the back of the paper. Collect these job titles and post them at “interview stations” around the classroom. Tell the class that half of them will be interviewers, and the other half will be job applicants. Later, they will switch roles.

- Tell the interviewers to sit at the “interview stations.” Ask them to read their job titles to the rest of the class. Instruct the applicants to go to the interview station for the job they want to apply for. If an interviewer has no interested applicants, he or she should “scout” for a qualified applicant by telling about the benefits of the job. The interviewers write down their applicants’ names and take notes about their qualifications. They should leave their notes at the interview station. Continue the activity with the students switching roles.

- When all interviews are completed, give the job titles and the notes back to the students who originally wrote the job titles. Tell them to decide which applicant is the best for their job, based on the notes. Each pair reports to the class.
Exercise 1

Answers will vary.

1. After Anne got to the job interview, the rain stopped. 
2. Lisa arrived before it started to rain. 
3. When it began to rain, Naomi was not at work yet. 

Sample sentences

Because Sheila had an umbrella, only her feet got wet. 
When Lisa got to work, she was dry because the rain hadn’t started yet. 
It started to rain when Naomi was on her way to work. 
Anne got wet because the rain started after she left home. She didn’t have an umbrella.

Exercise 2

1. after 
2. after 
3. When 
4. because 
5. when 
6. When 
7. When/Because 
8. before 

Exercise 3

Answers will vary.

Exercise 4

Wording will vary.

1. I got to the job interview before it started to snow. or After I got to the job interview, it started to snow.
2. We ate dinner before we played cards. or We played cards after we ate dinner.
3. When we were in New York, we saw several plays on Broadway. or We saw several plays on Broadway when we were in New York.
4. Because there was no food in the/his house, Jose went out to eat in a restaurant. or Jose went out to eat in a restaurant because there was no food in his/the house.
5. Paula studied for her English exam before she went to bed. or Before Paula went to bed, she studied for her English exam.
6. When I was at the doctor’s office, I ran into an old friend. or I ran into an old friend when I was at the doctor’s office.
Exercise 1

1. I love to cook, and someday I will open my own restaurant.
2. I don’t like to cook, so I buy restaurant meals to take home.
3. I hate to cook, but I love to eat a lot.
4. I can have the steak, or I can have the baked fish.

Exercise 2

Check the 1st, 4th, and 5th sentences. Answers will vary for the 2nd part.

Exercise 3

1. f
2. j
3. e
4. i
5. a
6. h
7. b
8. k
9. c
10. d
11. g
**Exercise 4**


2. High school graduate as part-time receptionist. No experience necessary. Call for appointment. 555-1289.

3. Part-time waiters and waitresses wanted. 2–3 years experience necessary. Evenings and weekends. Good pay plus tips. Apply in person between 10 A.M. and 3 P.M. Monday through Friday.

**Exercise 5**

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<tbody>
<tr>
<td>a. 1</td>
<td>b. 2</td>
<td>c. 3</td>
</tr>
</tbody>
</table>

**Exercise 6**

Michiko: Good morning. I’m calling about the position you advertised in the National News.

Ms. Wagner: Which position are you interested in?

Michiko: The sales associate.

Ms. Wagner: Would you like to work full time or part time?

Michiko: Part time.

Ms. Wagner: Do you have any sales experience?

Michiko: Yes, I do. I used to work in a bookstore.

Ms. Wagner: What can you tell me about yourself?

Michiko: I’m friendly and responsible. I work well with people. I have some computer experience, too.

Ms. Wagner: When can you start?

Michiko: I’m available immediately.

Ms. Wagner: Can you send me your résumé?

Michiko: Yes, I can. I’ll mail it to you right away.

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**Exercise 1**

Answers will vary.

**Exercise 2**

Answers will vary.