

## CONTENTS

### Lessons

### Competencies

### Grammar

## UNIT

## 1

### Introductions

Lesson 1:  
Nice to Meet You  
Page 4

- Introduce self
- Ask and answer personal information questions
- Use *Wh-* question words appropriately
- Talk about likes and dislikes
- Discuss frequency of activities
- Express agreement with *too*

- Question words
- Simple present
- *Too* for positive agreement

Lesson 2:  
Neighbors  
Page 8

- Give and receive compliments
- Make offers
- Accept and reject offers
- Describe physical appearance
- Describe personality

- Adverbs of frequency
- Frequency phrases
- *This / that / these / those*
- *Look like vs. be like*
- Adjectives to describe people
- Present continuous for ongoing events
- Present continuous vs. simple present
- *Required vs. preferred*

Lesson 3:  
Erika Needs a Job  
Page 12

- Read and interpret help wanted ads
- Ask for information
- Respond to recorded messages
- Discuss work experience and work skills
- Discuss good neighbors
- Discuss ways to meet friends

- Use the Internet for a job search
- Problem solving: noisy neighbors

Review  
Page 16

### Love and Marriage

Lesson 1:  
Newlyweds  
Page 22

- Talk about past events
- Discuss wedding customs
- Describe a wedding
- Write about a wedding
- Discuss single vs. married life styles

- Simple past: regular
- Simple past: irregular
- Past tense endings

Lesson 2:  
Changes  
Page 26

- Describe past habitual activities
- Contrast past and present activities
- Express disagreement
- Express positive and negative agreement

Past tense negative  
*Used to*  
*Still / anymore*  
*Either / neither* for negative agreement

Lesson 3:  
Career Ladders  
Page 31

- Describe career ladders
- Talk about past, present and future jobs
- Fill out a job application
- Problem solving: now or later?

*Will* for future  
Verb tense review: past, present, and future

Review  
Page 35

### Family Economics

Lesson 1:  
Plans and Predictions  
Page 40

- Talk about future plans
- Read and interpret ads
- Calculate savings
- Make predictions
- Distinguish count and noncount nouns

- *Be + going to* + verb for future plans
- Future time expressions: *will* for future plans, *will* with *probably*
- Count / noncount nouns
- Indefinite articles with count nouns

Lesson 2:  
Money  
Page 44

- Read and interpret a check stub
- Create a household budget
- Distinguish between plans and quick decisions
- Read and interpret coupons
- Compare different methods of purchase

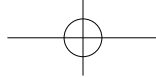
- Contrast *going to* and *will*
- *If . . . will*: future conditional
- *If . . . might*: future possible conditional

Lesson 3:  
Hopes and Dreams  
Page: 49

- Talk about hopes for the future
- Distinguish hopes and plans
- Discuss steps to finding a job
- Distinguish fact and opinion
- Identify the risks of credit cards
- Compare interest rates
- Problem solving: credit card debt

- Common verbs that take infinitives (*plan, hope, expect, etc.*)
- Future time clauses
- Present continuous for future plans

Review  
Page 53



## CONTENTS

### Lessons

### Competencies

### Grammar

#### UNIT

#### 4

### The Community

Lesson 1:  
Community Services  
Page 58

- Identify places in the community
- Interpret a community services directory
- Discuss how and when to obtain government services

- Infinitive of purpose
- Adverbial clauses of reason (*because . . .*)

Lesson 2:  
Working Together  
Page 62

- Discuss safety issues and how to avoid danger
- Engage in small talk
- Give opinions using gerunds
- Identify procedures for getting a driver's license

- Common verbs that take gerunds
- Common verbs that take infinitives or gerunds

Lesson 3:  
Neighborhood Jobs  
Page 66

- Compare neighborhood jobs
- Identify neighborhood problems
- Create a help wanted ad
- Solve neighborhood problems
- Make housing decisions
- Scan for information
- Determine meaning from context
- Problem solving: apartment problems

- Adjectives vs. adverbs
- Comparative adjectives
- Comparative adverbs
- *Ought to*

Review  
Page 71

### People and Places

Lesson 1:  
Have You Ever . . . ?  
Page 76

- Identify famous American places
- Talk about places you have been
- Use *present perfect* tense to talk about past activities

- Present perfect with *ever*
- Present perfect: short answers
- Past participles

Lesson 2:  
The Best Places  
Page 80

- Use *superlative adjectives* to describe people, places and things

- Present perfect: contractions
- Present perfect vs. simple past
- Superlative adjectives

Lesson 3:  
Erika's Job Interview  
Page 84

- Scan for specific information
- Identify appropriate job interview behavior
- Answer common job interview questions
- Describe positive personal qualities
- Interpret a time line
- Create a time line
- Interpret charts and graphs
- Write a "thank you" note
- Answer personal history questions
- Problem solving: compromise

- Present perfect with *for* and *since*
- More adjectives to describe people

Review  
Page 89

### Health and Safety

Lesson 1:  
Staying Healthy  
Page 94

- Identify medical professionals
- Discuss healthy vs. unhealthy life styles
- Offer advice or suggestions
- Interpret charts
- Complete a health survey
- Give advice about medical problems
- Describe medical problems / symptoms

- Advice or suggestion: *should, ought to, why don't you . . .*
- Present perfect with *so far*
- Present perfect with unfinished time periods

Lesson 2:  
The Doctor's Office  
Page 98

- Interpret common medical numbers
- Interpret health insurance information
- Fill out a medical history form
- Identify necessary immunizations
- Identify major internal organs
- Use the Internet to locate medical information

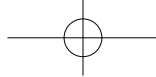
- Prepositions of place
- Prepositions of direction
- *Should + be + -ing*

Lesson 3:  
Safety  
Page 102

- Interpret safety rules and warnings
- Describe an unsafe situation
- Write a crime report
- Problem solving: second-hand smoke

Review  
Page 106





## CONTENTS

### Lessons

### Competencies

### Grammar

#### UNIT

#### 7

### Travel and Transportation

Lesson 1:  
Travel Plans  
Page 110

- Compare methods of transportation
- Talk about travel plans
- Talk about length of activities

- Action vs. nonaction verbs
- Present perfect with How long ...?
- Present continuous
- Past continuous
- Present perfect continuous with *for / since*

Lesson 2:  
Getting There  
Page 114

- Make a hotel reservation
- Express preferences and opinions
- List interesting places
- Write directions

- *Prefer / would rather*

Lesson 3:  
Buying a Car  
Page 118

- Read and interpret auto ads
- Negotiate a price
- Rank important factors in buying a car
- Summarize a reading passage
- Ask for and give directions
- Problem solving: a motorcycle?

- Present perfect vs. present perfect continuous

Review  
Page 121

#### 8

### Work

Lesson 1:  
Working Together  
Page 126

- Request and offer help
- Repeat for clarification
- Give and follow instructions

- Articles: definite vs indefinite
- Pronouns: subject, object, possessive, reflexive

Lesson 2:  
Rules at Work  
Page 131

- Respond appropriately to correction
- Identify appropriate and inappropriate behavior
- Apologize and make excuses
- Thank someone

- *Have got*
- *Have got to*
- Gerunds after prepositions
- *Can't*: impossibility

Lesson 3:  
Job Performance  
Page 135

- Interpret performance evaluations
- Summarize spoken information
- Evaluate self and others
- Problem solving: teamwork

- Verb tense review:
- Simple present
- Simple past
- Past continuous
- Future
- Present perfect
- Present perfect continuous

Review  
Page 139

### Words and Expressions

Page 142





# Introductions

## UNIT 1

### GOALS

- ✓ Ask and answer personal information questions
- ✓ Use question words appropriately
- ✓ Describe people
- ✓ Express agreement with *too*
- ✓ Give and receive compliments
- ✓ Use simple present and present continuous tenses
- ✓ Accept and reject offers
- ✓ Read and interpret help wanted ads
- ✓ Respond to recorded messages
- ✓ Discuss experience and work skills



What are they doing?

Write a sentence under each picture.



**1 Read and Listen** Read the story. Then listen to the story.

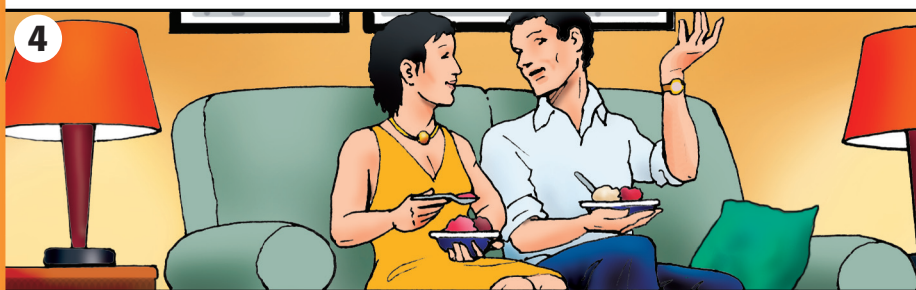
### Erika's New Life

Erika's life today is very different from the way it was a month ago. A month ago she was single and living in Mexico. Now she is married and lives in Miami. A month ago she knew all the people on her street and most of the people in her neighborhood. Now she doesn't know anybody. A month ago she was working in a hotel in Mexico. Now she is unemployed and she needs to find a job.

Miami is very different from Mexico. The streets look different. The people sound different. Erika misses her family and friends. She is homesick. Many people feel homesick when they move to a new place. Erika wants to have a party to meet her neighbors and make new friends.

Right now she is reading the newspaper in English. She is trying to practice her English as much as she can. She also watches TV in English every day and listens to American music on the radio. Tonight when she is having dinner with her new husband, David, in their new apartment, she will feel better. David is right. She is just homesick.





- 2 Write** Answer the questions about the story. How has Erika's life changed? List all the changes in her life.

Erika's life	
Before	Now

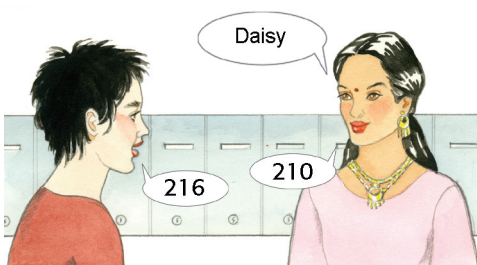


# Nice to Meet You

## Lesson

# 1

**1 Say It** Practice the conversation with a partner.



A: Hi. I'm your new neighbor. My name is Erika.

B: Hi, Erika. Nice to meet you. I'm Daisy.

A: Which apartment do you live in, Daisy?

B: I live in 210. How about you?

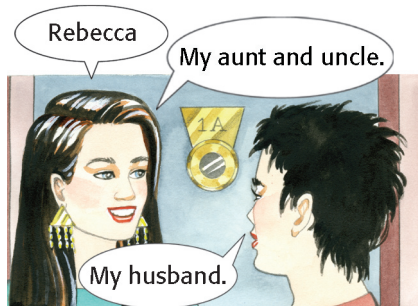
A: I live in 216.

Which apartment do you live in?

Practice the conversation again. Use the pictures below. Ask your own question for number five.



1. Where are you from?



2. Who do you live with?



3. When did you move here?



4. What do you do?



5. \_\_\_\_\_?

**2 Group Practice** Work in groups of four to six. Introduce yourself to your classmates. Ask your classmates the questions in Activity 1. Then ask two or three more questions.

GRAMMAR  
CHECK

Question words		
Question word	Explanation	Example
Who	asks about a person or people	Who is the new student?
Where	asks about a place	Where is the restroom?
Why	asks for a reason	Why do you live in the U.S.?
When	asks about a time	When does class begin?
Whose	asks about possession (所有物)	Whose backpack (背包) is this?
What	asks about a thing	What is your name?
Which	asks for a choice	Which book do you prefer?
How	asks about an amount or degree	How much rice do you want?

**3 Write** Complete each question with the best question word.

QUESTIONS

- \_\_\_\_\_ is your teacher?
- \_\_\_\_\_ does your class begin?
- \_\_\_\_\_ is the name of your school?
- \_\_\_\_\_ room is your English class in?
- \_\_\_\_\_ are you taking this class?
- \_\_\_\_\_ book are you reading?
- \_\_\_\_\_ is your school located?
- \_\_\_\_\_ hot is it today?

ANSWERS

- Ms. Parker.
- At 8:15.
- Guangming Vocational School.
- Room 303.
- I want to speak fluent (流利的) English.
- Mine.
- On Jiaozhou Bay.
- It's very hot.

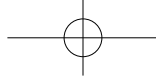
**4 Write** Write five more questions you want to ask a classmate or your teacher. Use five different question words.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Culture Tip

Asking Questions

Some questions are very common for Chinese people to ask in their daily life, but that doesn't make it OK to ask westerners. For example, "How much money do you make?" "How old are you?" "Are you married?" "Do you have any children?" could be considered as rude questions. Learn to be a good speaker by avoiding the rude questions and asking the right questions. You can always ask westerners about books, movies, vacations, public events and so on.



- 5 Pair Practice** Work with a partner. Ask and answer the questions in Activities 3 and 4. Remember your partner's answers. Tell another pair about your partner.

- 6 Say It** Practice the conversation with a partner.



**Daisy / read magazines /  
every afternoon**

**A:** I met some of our neighbors this week.

**B:** Who did you meet?

**A:** I met Daisy. She's very nice. She told me that she likes to read magazines. In fact, she said that she reads magazines every afternoon.

**B:** Oh really? That's interesting.

Practice the conversation again. Use the pictures below. Give your own information for number five.



**1. Rebecca / go dancing /  
every weekend**



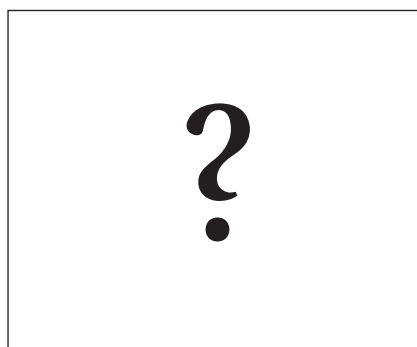
**2. Henri and Marie /  
have barbecues / twice a week**



**3. Pauline / play cards /  
every Friday night**



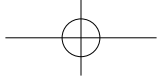
**4. Emma and Alex / watch movies /  
almost every day**



**5. \_\_\_\_\_**

- 7 Pair Practice** Work with a partner. Ask and answer questions about Erika's neighbors. Ask what they like to do and how often they do it. Point to each picture and ask what they are doing in the picture.



**8****Group Practice** Work in groups of four or five.

play soccer	go to the park	ride a bicycle	go jogging
take photographs	exercise	go shopping	go to the movies
cook	listen to music	go hiking (徒步旅行)	watch TV

A) Ask your group members about things they like to do and how often they do them. Use the activities in the box above, the ones in Activity 6, or your own ideas.

**Example:** *Student 1:* Do you like to play soccer?

*Student 2:* Yes, I do.

*Student 1:* How often do you play soccer?

*Student 2:* Three times a week.

B) Tell the class what you learned about the classmates in your group. Use the past tense of *say* or *tell*.

**Example:** John said (that) he likes to . . . / Rose told me (that) she likes to . . .

## GRAMMAR CHECK

### Positive agreement

Use *too* with a helping verb to express positive agreement.

Rose likes pizza, and I **do, too**. I like to swim and Erika **does, too**.

You can also use *so do/does* + noun/pronoun.

Rose likes pizza, and **so do I**. I like to swim, and **so does Erika**.

**9**

**Teamwork Task** Work in teams of four or five. Write sentences about things the people on your team like to do.

1. I like to \_\_\_\_\_, and \_\_\_\_\_ does, too.

2. \_\_\_\_\_ likes to \_\_\_\_\_, and so do I.

3. \_\_\_\_\_ likes to \_\_\_\_\_, and \_\_\_\_\_ does, too.

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Homework

Make a list of things two or more people in your home like to do. Write as many things as you can. Then write a paragraph using *like* + infinitive to describe these activities.





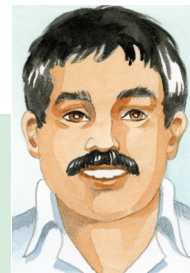
# Neighbors

## Lesson

# 2



**Listen** Listen to Parker's story. Write the missing words.



My name is Parker. I (1) \_\_\_\_\_ born in Cuba, but I (2) \_\_\_\_\_ here in Miami now. I think I am a good neighbor because I never (3) \_\_\_\_\_ parties at my house and I hardly ever (4) \_\_\_\_\_ to loud music. I (5) \_\_\_\_\_ usually quiet and serious.

My girlfriend (6) \_\_\_\_\_ me once or twice a week. She usually (7) \_\_\_\_\_ dinner for us. She loves to cook. We often (8) \_\_\_\_\_ TV or a movie in my apartment.

We (9) \_\_\_\_\_ always respectful of our neighbors. We (10) \_\_\_\_\_ bother them by asking for favors or asking to borrow something from them. I don't bother anybody; that's why I think I am a very good neighbor.

### Note: Frequency (频率) words and phrases

Adverbs of frequency (always, often, sometimes, usually, never) usually come before the verb in a sentence, or immediately after the verb to be.

We always eat dinner together. I'm never late for dinner.

Frequency phrases (once a week, twice a month, every day/month/year) usually come at the end of a sentence.

My parents visit us every year.

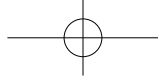


**Write** Answer the questions about Parker. Write complete sentences.

1. Where does Parker live now? \_\_\_\_\_
2. What does he never do? \_\_\_\_\_
3. How often does he listen to loud music? \_\_\_\_\_
4. Why does his girlfriend cook dinner? \_\_\_\_\_
5. What do they often do? \_\_\_\_\_
6. Why is Parker a good neighbor? \_\_\_\_\_

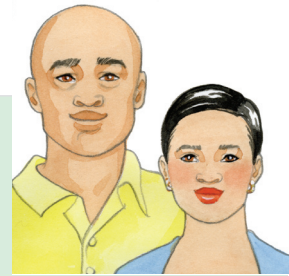
### CRITICAL THINKING:

7. Do you think Parker is a good neighbor? Why or why not? \_\_\_\_\_  
\_\_\_\_\_



**3 Listen** Listen to Henri and Marie's story.  
Write the missing words.

My wife and I are from Haiti, but we live in Apartment 225 now. I think that we are very good neighbors because we (1)\_\_\_\_\_ to have fun. I (2)\_\_\_\_\_ the guitar and Marie (3)\_\_\_\_\_ and sings songs, so there is usually music in our home. We often (4)\_\_\_\_\_ our neighbors and we always invite people over to our place. We are a very sociable couple. Marie is very (5)\_\_\_\_\_, and I am not exactly shy or (6)\_\_\_\_\_ either. We (7)\_\_\_\_\_ parties at our home about once a month. I (8)\_\_\_\_\_ great barbecued chicken, and Marie (9)\_\_\_\_\_ wonderful desserts. We invite all our neighbors and everyone always (10)\_\_\_\_\_ a good time. That's why I think we are very good neighbors.



**4 Write** Write questions for the answers below. Use question words.

1. \_\_\_\_\_ In Apartment 225.
2. \_\_\_\_\_ Because they love to have fun.
3. \_\_\_\_\_ Henri plays the guitar.
4. \_\_\_\_\_ Once a month.
5. \_\_\_\_\_ Marie bakes wonderful desserts.
6. \_\_\_\_\_ All their neighbors.

**5 Say It** Practice the conversation with a partner.



earrings / cookies

- A: Those are very nice earrings.  
B: Thank you. I'm glad you like them.  
A: Would you like something to drink?  
B: No, thank you.  
A: How about some cookies?  
B: Yes, please. Those cookies look delicious.

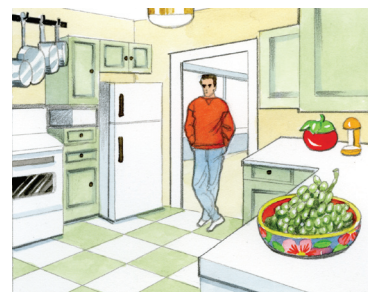
Practice the conversation again. Use the pictures below.



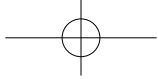
1. a necklace / cake



2. curtains / salad



3. a kitchen / grapes



## Culture Tip

### Communication & Social Skills

When you go to your neighbors to join a party or just have dinner, please remember some communication and social skills. To start a conversation, you can make some compliments about the house of the host, the furniture, the food and the hostess.

#### Note: **this / that / these / those**

Use *this* or *that* with singular nouns.

Use *these* or *those* with plural nouns.

**This** cake is delicious. **These** pictures are beautiful.

**That** is a beautiful hat. **Those** are very nice shoes.

Use *this* or *these* for things that are in hand or very close to you.

Use *that* or *those* for things that are not very close to you.

#### 6 Listen Listen and circle the word you hear in each sentence.

- |         |      |       |       |
|---------|------|-------|-------|
| 1. This | That | These | Those |
| 2. This | That | These | Those |
| 3. This | That | These | Those |
| 4. This | That | These | Those |
| 5. This | That | These | Those |
| 6. This | That | These | Those |

#### 7 Say It Practice the conversation with a partner.



A: Did you meet Rebecca?

B: I'm not sure. What does she look like?

A: She's tall and thin. She's about 18 or 19 years old. She has long, straight, dark hair and blue eyes.

B: Oh yeah. I remember her. She's very energetic.

A: Right. That's her.

Rebecca / tall and thin / long, straight,  
dark hair / blue eyes / energetic

Practice the conversation again. Use the pictures below. Give as many details as possible.



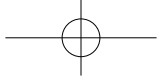
1. Pauline / short and thin /  
short, straight, brown hair and  
dark eyes / serious



2. Henri / tall and heavy / bald /  
friendly



3. Emma / average height and  
medium build / curly, blond hair  
/ blue eyes / talkative



**Word Help: Look like vs. (be) like**

**Look like** refers to *physical appearance* (外表) and includes things like:

*size or shape:* tall, heavy, short, thin, medium build, average height

*hair type and color:* short, curly, long, straight, wavy (波浪形的), bald

*other physical characteristics:* dark blue eyes, a long gray beard

**(Be) like** refers to *personality* (性格) or *describes nonphysical characteristics*:

*What is he or she like? = What kind of person is he or she?*

talkative / quiet

shy / outgoing

interesting / boring (无趣的)

funny / serious

energetic / relaxed (松懈的)

nice / mean (吝啬的)

- 8 Pair Practice** Work with a partner. Tell your partner about some people you know. Describe what they look like and what they are like.

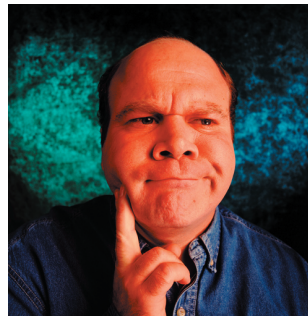
- 9 Teamwork Task** Work in teams of three or four. Talk about the people in the pictures. Describe their physical appearances and personalities. Use the adjectives in Word Help. Then write sentences about the people. Finally, read your descriptions to the class. See if other teams agree with your descriptions.  
Who is it?



1.



2.



3.



4.

## Game Time

**Who is it?**

Write a description of a person in your class or school, or a famous person. Write what the person looks like and what he or she is like. Read the description to your classmates. See if someone can guess who you are describing.

## Homework

Write a paragraph describing two or three people you know. They can be family members, neighbors, friends, a teacher, or yourself. Start by thinking over two points:

(1) what they look like

(2) What they are like.

Then write the paragraph.





## Erika Needs a Job

### Lesson

# 3

- 1 Read and Listen** Read the story. Then listen to the story.

#### Looking for a Job

Erika needs a job. David works as a mechanic for a car dealer. He earns a good salary, but it isn't enough to pay all of their bills, so Erika is looking for a job. Every day she walks to a café in her neighborhood and buys a newspaper. She doesn't have a driver's license, so she walks. At the café, she has a cup of coffee and reads the help wanted ads.

According to the newspaper ads, many jobs require experience or special skills and good English. Erika's last job was at a hotel in Mexico. She worked as an office assistant for two years, so she has some office skills. She can type pretty well, and she can use several software programs. But her English isn't good enough to answer phones and take messages very well. However, she does have "soft skills." She is friendly. She gets along well with people. She is punctual. She can follow directions, and she is reliable—she does what she is supposed to do. So even though she doesn't have a job now, she is sure she will find something soon.

#### Word Help: Vocabulary match

Match the words in Column A with the words in Column B that have the same meaning.

#### A

- \_\_\_\_\_ 1. experience
- \_\_\_\_\_ 2. punctual
- \_\_\_\_\_ 3. friendly
- \_\_\_\_\_ 4. reliable
- \_\_\_\_\_ 5. required

#### B

- a. necessary
- b. arrives on time
- c. responsible
- d. work history
- e. outgoing

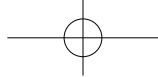
- 2 Write** Answer the questions about the story. Write complete sentences.

- 1. What is Erika doing at this time in her life? \_\_\_\_\_
- 2. What does she do every day? \_\_\_\_\_
- 3. Why does she walk to the café? \_\_\_\_\_
- 4. What experience does Erika have? \_\_\_\_\_
- 5. What "soft skills" does she have? \_\_\_\_\_
- 6. What do most jobs in the U.S. require? \_\_\_\_\_

#### CRITICAL THINKING:

- 7. What "soft skills" do you have? \_\_\_\_\_





## Culture Tip

### Married working women

In the United States, 65 percent of married women of 21 to 60 years old have jobs outside the home. Whereas in China most of women work till retirement since it is an important source of income for the family.

- 3 Listen** Listen to the telephone conversations. Fill in the missing information in the help wanted ads below.

1. **DELIVERY DRIVER**  
Part Time. Mon.–Fri.  to .  
 experience required. Must have .  
Apply in person: 1335 Sunshine Avenue.
2. **SALESPERSON**  
PT Sunrise Mall. Thurs.–Sat. .  
Must be . Computer  req. Own transportation helpful.  
Call for interview appointment.  
305-555-3456
3. **WAITER/WAITRESS**  
FT. Min.  exp. Must speak . Must be able to work .  
Fax résumé: 305-555-5678
4. **Teacher's Assistant**  
20 hours per week—.  
 necessary.  
Must be .  
Apply in person: Rm. 8,  
West Miami Adult School

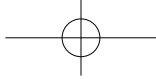
### Note: Required vs. preferred

**Required** means that something is necessary in order to apply for the job. Other words that show something is required are *must*, *needed*, *have to*, and *necessary*.

**Preferred** means that something is good for the job, but not necessary for doing the job. Other words that show something is preferred are *helpful*, *desirable*, and *a plus*.

- 4 Write** Use the ads above to answer the questions.

1. How much experience is required for the delivery driver position? \_\_\_\_\_
2. What else is required for the delivery driver position? \_\_\_\_\_
3. Which jobs do not require experience? \_\_\_\_\_
4. Which job requires computer skills? \_\_\_\_\_
5. Which job requires you to speak two languages? \_\_\_\_\_
6. Which job is full-time? \_\_\_\_\_
7. How should you apply for the salesperson position? \_\_\_\_\_
8. How should you apply for the driver position? \_\_\_\_\_



**5 Say It** Practice the conversation with a partner.

**WAITER/WAITRESS**

FT. Min. 1 year exp. Must speak  
good English. Must be  
able to work evenings and weekends.  
Fax résumé: 305-555-5678

**A:** Good morning. I'm calling about the waitress job I saw advertised in the newspaper. Is it still available?

**B:** Yes, it is.

**A:** Can you tell me about the work schedule?

**B:** Yes. It is a full-time job and you have to be able to work evenings and weekends.

**A:** What is required for the job?

**B:** One year of experience. And you must speak good English.

**A:** OK. How can I apply?

**B:** You must fax your résumé to 305-555-5678.

**A:** Thank you very much.

**B:** You're welcome.

**6 Pair Practice** Work with a partner. Practice more conversations using the help wanted ads on page 13. Ask about the other three jobs. Ask about the schedule, what is required, and how you can apply for the job.

**7 Listen** Listen to the messages on the answering machine. Then answer the questions.

**MESSAGE 1**

1. If you want to hear the message in English, what should you do?

---

2. If you want to apply for a job, what should you do?

---

3. When you receive your application, what should you do?

---

**MESSAGE 2**

1. If you are calling about a job opening, what should you do?

---

2. If you want to make an interview appointment, what should you do?

---

3. If you want to speak to a representative, what should you do?

---

## GRAMMAR CHECK

### Present continuous vs. simple present

Use **present continuous** for:

**Example**

at this moment

I **am drinking** coffee now.

at this time in life

She **is looking** for a job now.

future meaning

We **are having** lunch at 12:30 tomorrow.

**Check Point:**

✓ Use the *present continuous* for future when the time is stated or understood.

Use **simple present** for:

**Example**

habitual / frequent

Erika **cooks** Mexican food twice a week.

with a modal

Erika **can cook** Mexican food.

**Check Point:**

✓ When using *simple present* with a modal (*can, should, must, etc.*), don't add "s" to the verb for *he, she, or it*.

**8 Write** Write answers to the questions. Write as many sentences as you can.

1. What are you doing right now—at this moment?

---



---

2. What are you doing these days—at this time in your life?

---



---

3. What do you do every day?

---



---

4. What job skills do you have? What can you do?

---



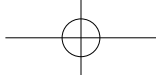
---

**9 Teamwork Task** Work in teams of four to five. Make a list of things people can do to find a job. List as many as you can.

**Example:** Write or update your résumé.

### Homework

Read the help wanted ad that your teacher gives you. Think about who can do this job and why.



## Review

**1 Read and Listen** Read the story. Then listen to the story.



### What's New?

"What's new?" is an expression Americans sometimes use as a greeting. When people ask Erika, "What's new?", she wants to say, "Everything." She is married. She is living in a new city. The food she eats every day is new. The language she hears around her every day is new. The TV and radio stations she watches and listens to are new. She meets new people every day. She is trying to make new friends.

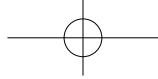
Right now Erika is reading her new newspaper, *The Miami Herald*, and is looking for a new job. She buys the newspaper almost every day and reads the classified ads. Sometimes she makes phone calls to find out more information about jobs and to practice her English. Occasionally she fills out a job application form. She is working on her résumé. She also tries to network. That means she tells people she knows that she is looking for a job. She asks them for suggestions. She knows some of her neighbors, but she doesn't have many new friends yet. Maybe when she has more friends, she will be able to network better.

classified ads = help wanted ads

**2 Write** Write the questions. Use the correct verb tense and question word.



1. \_\_\_\_\_  
Erika and David are married.
2. \_\_\_\_\_  
She is living in a new city.
3. \_\_\_\_\_  
Erika is looking for a job.
4. \_\_\_\_\_  
She meets new people every day.
5. \_\_\_\_\_  
She calls to find out more information.
6. \_\_\_\_\_  
Occasionally she fills out an application.
7. \_\_\_\_\_  
She is working on her résumé.



### CRITICAL THINKING: Making new friends

Discuss with your classmates: Is it difficult or easy to make new friends? What are some ways you can make new friends? Are there places you can go? Things you can do?

**Best Answer** Bubble the correct answers.

a      b      c

3

1. \_\_\_\_\_ pen do you want—the black one or the red one?

a) When

b) What

c) Which

☐   ☐   ☐

2. She likes to \_\_\_\_\_.

a) dancing

b) dance

c) dances

☐   ☐   ☐

3. David has a job and Parker \_\_\_\_\_, too.

a) have

b) is

c) does

☐   ☐   ☐

4. That's a beautiful tie. \_\_\_\_\_

a) Thank you.

b) Yes, I do.

c) That sounds good.

☐   ☐   ☐

5. What \_\_\_\_\_ she look like? She's tall and thin and very pretty.

a) is

b) do

c) does

☐   ☐   ☐

6. What is he like? He's \_\_\_\_\_.

a) tall and thin

b) very serious

c) very handsome

☐   ☐   ☐

4

**Pair Practice** Work with a partner. Ask and answer questions about the people in the pictures. Use different verb tenses.

**Examples:** What is his/her job?

What can a \_\_\_\_\_ do?

What does a \_\_\_\_\_ do every day?

What is he/she doing now?



1. read stories / give children their lunch / play with them

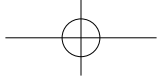


2. take orders / serve food / clean the table



3. teach English / explain grammar / give tests





- 5 Teamwork Task** Work in teams of four or five. Complete the chart for your team. Ask your teammates what study experience they have and what they like to do in their spare time. Ask what kind of person each is. Share your completed chart with the class.

NAME	EXPERIENCE	HOBBIES	PERSONAL
Rose	Xiangyang Primary School; No. 7 Middle School; Foreign Trade Vocational School	doing sports; listening to music; reading comics	hard working; friendly

### *Culture Tip*

#### **Hunting Jobs**

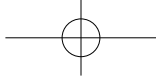
For Americans, there are many ways to hunt jobs. Social networking, internship/externship, job fair, Internet, help wanted ads in newspapers... No matter which way you choose, a good resume and confidence at the interview can be a great help for getting a job



#### **INTERNET IDEA**

##### **Job search**

Access a job search site online. Find an ad for a job you are interested in and have the job skills for. Write down all the information. Read the ad to your classmates.



I can ...			
• ask and answer personal information questions.	1	2	3
• use question words appropriately.	1	2	3
• describe people.	1	2	3
• express agreement with <i>too</i> .	1	2	3
• give and receive compliments.	1	2	3
• use simple present and present continuous tenses.	1	2	3
• accept and reject offers.	1	2	3
• read and interpret help wanted ads.	1	2	3
• respond to recorded messages.	1	2	3
• discuss experience and work skills.	1	2	3

1 = not well      2 = OK      3 = very well