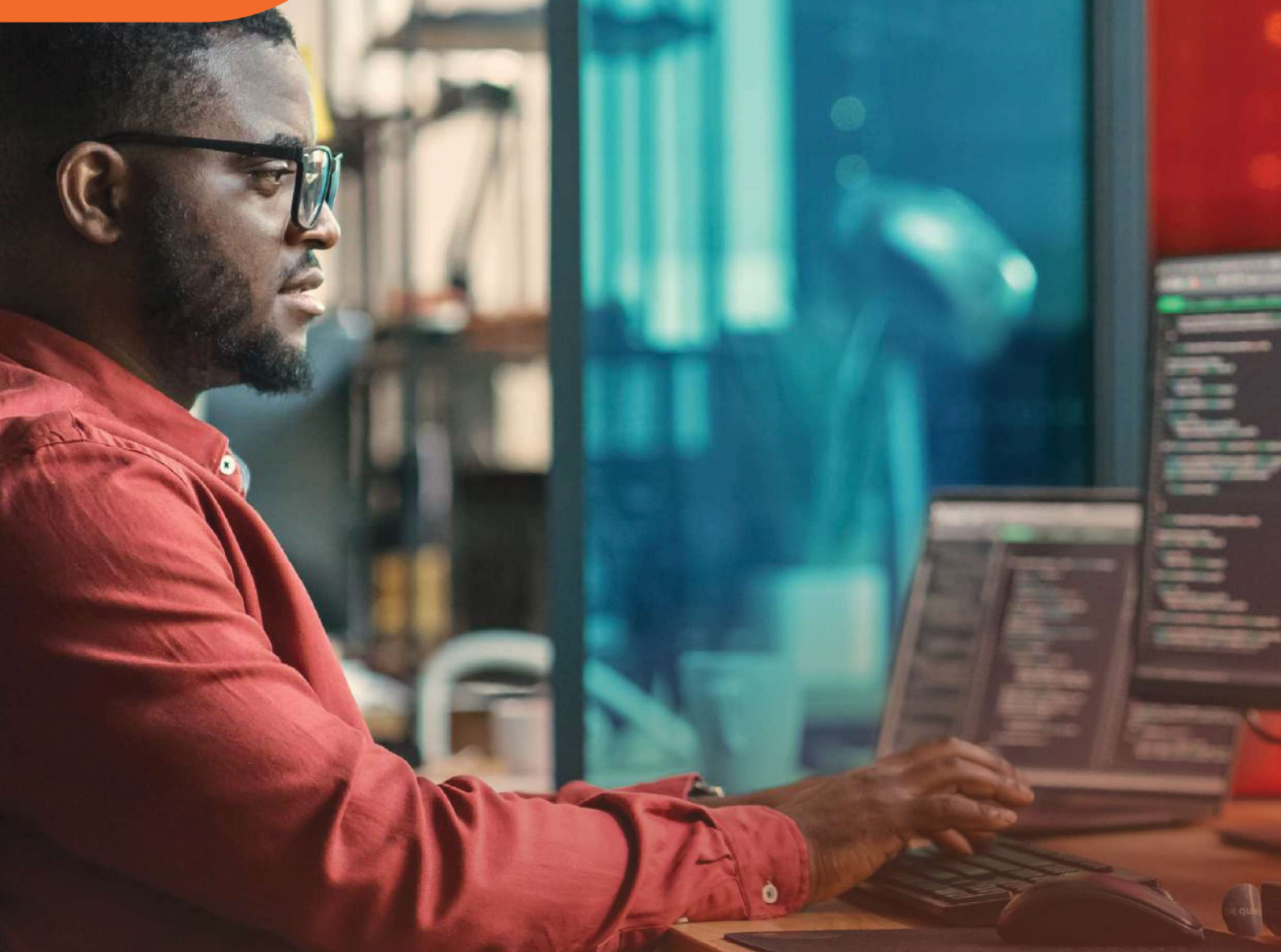


1



BUSINESS AND MARKETING

NOTE-TAKING: writing key words and main ideas

LISTENING: listening for key words and phrases

VOCABULARY: distinguishing between words with similar meanings

GRAMMAR: simple present and simple past

PRONUNCIATION: simple past *-ed*

SPEAKING: asking for repetition and clarification

GLOBAL SKILLS

CRITICAL THINKING: comparing and contrasting

COMMUNICATION: making a good impression in an interview

UNIT OBJECTIVE → Gather information and ideas to role-play a job interview.



Unit Question

How do you know if a job is right for you?

A Discuss these questions with your classmates.

1. Look at the photo. What do you think this person's job is? Do you want this kind of job? Why or why not?
2. Do you have a job? What is your dream job?
3. How can someone get a good job?



1.01

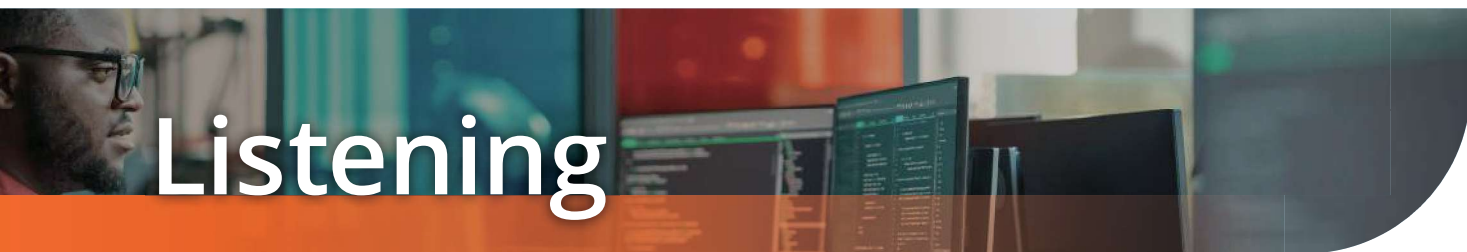
B Listen to *The Q Classroom* online. Then complete the missing information from the students' conversation.

1. Yuna says that she wants to be a _____.
2. Marcus says he is good at _____.
3. Sophy wants to be a _____ designer.
4. Felix says he wants to _____ Sophy's designs.

iQ Online

Unit 1 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.



Listening

NOTE-TAKING SKILL WRITING KEY WORDS AND MAIN IDEAS

When you take notes, write only key words about the most important information – the main ideas. Make two columns and label them *Key Words* and *Main Ideas*, like the example below. As you listen, write key words in the left column. After you listen, use the key words to help you write the main ideas in the right column.

Read the beginning of a news report about important job skills for university students.

- Many college students say they do not feel prepared to start a full-time job after they graduate.
- According to a recent study, universities need to do more to prepare students for work.

Look at the notes below. Notice the key words and main ideas.

Key Words	Main Ideas
Students do not feel prepared – full-time job	College students do not feel prepared to start a full-time job after they graduate
Study: universities need to prepare students	Study: Universities need to do more to prepare students for work.



1.02

A APPLY Now listen to a news report about the same topic. Create a chart with two columns, one for key words and one for main ideas. Take notes on the key words in the report.

iQ Online

Unit 1 Listening

Note-taking Skill Video

Note-taking Skill

B INTERPRET Use the key words from your notes to write the main ideas. Compare notes with a partner.



LISTENING 1

Looking for a Job

OBJECTIVE →

You are going to listen to two students discuss summer jobs. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

A VOCABULARY Here are some words from Listening 1. Read the definitions. Then match each underlined word with its definition.

application (n.) 🔒 OPAL	degree (n.) 🔒 OPAL	organized (adj.) 🔒
basic (adj.) 🔒 OPAL	employee (n.) 🔒	requirement (n.) 🔒 OPAL
career (n.) 🔒	interview (n.) 🔒 OPAL	

- a person who works for someone
- a special piece of paper you get when you finish college
- a job that you learn to do and then do for many years
- a piece of paper or a form you fill out when you try to get a job
- something that you need or that you must do or have
- able to plan your work or life well
- a meeting when someone asks you questions to decide if you will get a job
- simple; including only what is necessary

- ___ Khalid wants to change his career. He wants to become a doctor.
- ___ Haya starts her new job tomorrow. She's a new employee of that company.
- ___ A college education is one requirement to be a teacher. You also need some teaching experience.
- ___ You need basic computer skills for most jobs.
- ___ Our server isn't very organized. He forgot to bring your coffee, and he brought me the wrong food.
- ___ Education is important. It's hard to get some jobs if you don't have a college degree.
- ___ I want to get a job at Rick's Café. I just have to complete this application first.
- ___ I have an interview next week at a computer company.

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Unit 1 Vocabulary
Practice 1
Pronunciation 1

B PREVIEW Two students are looking online for a summer job. They find a website with a video called "Careers at Braxton Books." Check (✓) the topics you think the video will include.

- | | |
|--|--|
| <input type="checkbox"/> how to buy books online | <input type="checkbox"/> how to get an application |
| <input type="checkbox"/> job requirements | <input type="checkbox"/> store hours |

WORK WITH THE LISTENING

GLOSSARY

downtown (*n.*)
in or towards the
center of a city,
especially its main
business area

click (*v.*)
to choose a function
or item on a
computer screen by
pressing a button

e-book (*n.*)
electronic book

salesperson,
salespeople (*n.*)
person/people
whose job is to
sell things

contact (*v.*)
to communicate with
somebody, e.g., by
phone, text, or email



- A LISTEN AND TAKE NOTES** Listen to the conversation. Take notes on the key words. Follow the set-up of the sample notes on page 4.



- B INTERPRET** Listen to the conversation again. Add notes about the main ideas based on the key words you wrote.

- C APPLY** Read the statements. Circle *T* (true) or *F* (false). Then correct any false statements. Write the words or phrases from your notes that helped you get the answer.

1. **T / F** Ayako works at Braxton Books now.

Ayako doesn't work at Braxton Books yet.

Words and phrases: She wants to work there this summer.

2. **T / F** Braxton Books is a big company.

Words and phrases: _____

3. **T / F** The company sells books in stores and online.

Words and phrases: _____

4. **T / F** The company has some open positions.

Words and phrases: _____

5. **T / F** Ayako decides not to apply for a job at Braxton Books.

Words and phrases: _____

TIP FOR SUCCESS

Speakers sometimes use certain phrases to signal a list of important information. Some examples are *here are*, *the following are*, and *here is a list of*.

D IDENTIFY Circle the answer that best completes each statement.

1. Braxton Books plans to ____.
 - a. open a new store
 - b. continue its success
 - c. start an e-book business
2. Salespeople at Braxton Books have to ____.
 - a. work only online
 - b. have a college degree
 - c. help a lot of customers
3. Most web designers at Braxton Books are ____.
 - a. highly trained
 - b. college students
 - c. friendly people
4. The company only accepts applications ____.
 - a. on its website
 - b. in person
 - c. after an interview

E IDENTIFY Match the sentence halves to form true statements.

- | | |
|--|------------------------------|
| 1. Ayako is looking for ____ | a. a salesperson position. |
| 2. Braxton Books is ____ | b. a summer job. |
| 3. You need basic computer skills for ____ | c. to work on a team. |
| 4. Web designers need ____ | d. an international company. |
| 5. A new part of Braxton Books is ____ | e. a lot of experience. |
| 6. Salespeople must like ____ | f. an e-book business. |

iQ Online**Unit 1 Listening**
Listening
Comprehension

Common phrases for comparing and contrasting in academic speaking include:

The difference between ...

On one hand ...

On the other hand ...

... rather than ...

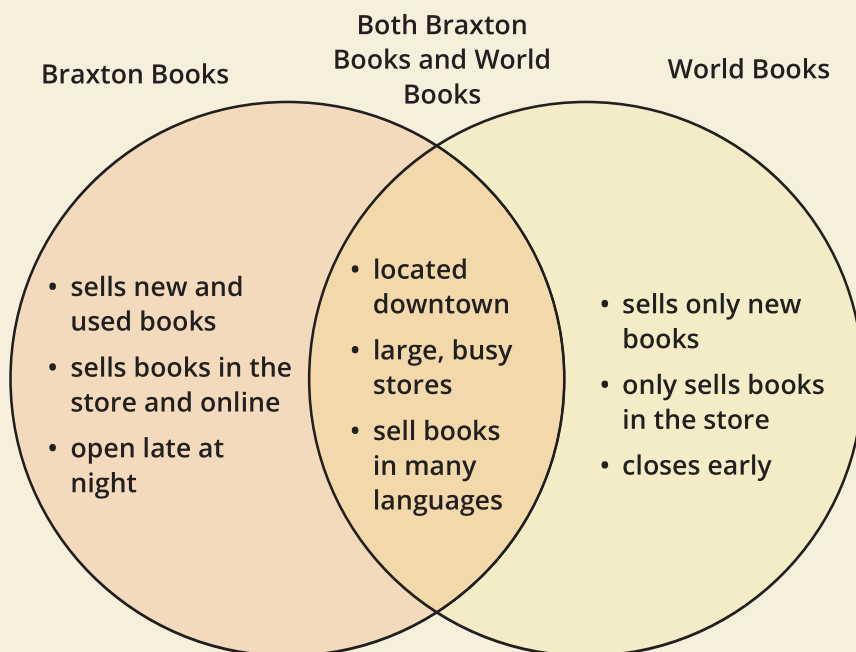
... as opposed to ...

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Comparing and contrasting

When you **compare** two things, you notice what is the same about them. When you **contrast** two things, you notice what is different. Comparing and contrasting can help you remember important points about the two things. Ask yourself, *What's the same?* and *What's different?*

Look at the Venn diagram for two bookstores. A Venn diagram is a way to organize ideas when you are comparing and contrasting. What's the same and what's different about the bookstores?



Resources

Unit 1 Global Skills

Critical Thinking Video

Critical Thinking Skill



1.04

F APPLY Listen to the excerpt from Listening 1. Draw a Venn diagram like the one in the Critical Thinking Strategy. Use the headings *Salesperson* on the left, *Web Designer* on the right, and *Both Jobs* in the center. Compare and contrast the requirements for the two jobs using your Venn diagram.



SAY WHAT YOU THINK

G DISCUSS Discuss these questions in a small group or with your partner.

1. Look again at the Venn diagram you completed in Activity F. How are the two jobs at Braxton Books similar or different?
2. Do you meet the requirements for the jobs? Why or why not?

LISTENING SKILL LISTENING FOR KEY WORDS AND PHRASES

Key words and **phrases** tell you the important information about a topic. Speakers often repeat key words and phrases more than once. Listening for key words and phrases can help you identify the topic of a conversation.

 Listen to part of Listening 1 again.

1.05 The topic of the conversation is *looking for a summer job*.

The key words and phrases are *work there this summer*, *jobs*, and *careers*. The speakers say the words *summer* and *jobs* more than once.

 1.06

A IDENTIFY Listen to these parts of Listening 1 again. For each part, listen for key words and phrases and circle the main topic.

- | | |
|--|---|
| 1. a. careers at Braxton Books
b. the company's history and success
c. the number of employees | 3. a. store hours
b. computer skills
c. job requirements |
| 2. a. jobs at Braxton Books
b. how to get an application
c. job interviews | 4. a. how to do a job
b. how to get an application
c. how to buy online books |

 1.06

B IDENTIFY Listen to each part again. Check (✓) the words and phrases the speaker uses more than once in each part. Some questions may have more than one correct answer, some may have none.

- | | |
|---|---|
| 1. <input type="checkbox"/> interest in careers
<input type="checkbox"/> growing
<input type="checkbox"/> success | 3. <input type="checkbox"/> requirements
<input type="checkbox"/> college degree
<input type="checkbox"/> years of experience |
| 2. <input type="checkbox"/> job
<input type="checkbox"/> great people
<input type="checkbox"/> join our team | 4. <input type="checkbox"/> one of our stores
<input type="checkbox"/> application
<input type="checkbox"/> interview |

iQ Online

Unit 1 Listening
Listening Skill Video
Listening Skill



LISTENING 2

The Right Skills for the Job

OBJECTIVE →

You are going to listen to the manager of an advertising company. She is talking to college students about what employers are looking for. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

GLOBAL SKILLS

WELL-BEING

A “good job” means different things to different people. When looking for a job, keep in mind what is most important to you – the salary, having flexible hours, or something else.



A VOCABULARY Here are some words from Listening 2. Read the definitions. Then complete each sentence below with the correct word.

advertising (n.) telling people about things to buy

assistant (n.) a person who helps someone in a more important position

client (n.) a person who pays a professional or businessperson for a service

graduate (v.) to finish your studies at a school, college, or university

major (n.) the main subject you study in college

manager (n.) the person who controls a company or business

related (adj.) **OPAL** connected

résumé (n.) a list of your education and work experience that you send when you are trying to get a job

1. My mother speaks French very well. French was her _____ in college.
2. Amal got a job as a(n) _____ in a school. She'll help the children when the teacher is busy.
3. My sister opened a hair salon. I was her first _____!
4. It isn't easy to get a job in _____. You need to have interesting ideas, and you have to know how to sell things.
5. I sent my _____ to ten companies. Only one company called me for an interview.
6. Hakim loves reading. He wants to find a job that is _____ to books or writing.
7. My father is the _____ of a large restaurant. He has a lot of employees, and he's very busy.
8. I plan to _____ from college next year.

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Unit 1 Vocabulary
Practice 2
Pronunciation 2

B PREVIEW You are going to listen to Margaret Williamson, the manager of New World Design Advertising. She is speaking to a group of students about skills they need to get a good job. What skills do you think she will talk about?

WORK WITH THE LISTENING

GLOSSARY

communication (*n.*)
the activity of giving people information or of expressing ideas and feelings

community organization (*n. phr.*)
a business that helps the people who live in an area

confidently (*adv.*)
in a manner that shows you can do something well

teamwork (*n.*)
working well as a team

volunteering (*n.*)
working without pay to get experience



1.07

A LISTEN AND TAKE NOTES Margaret introduces the topic of her presentation. Listen and take notes on the key words. Which skills does she say are most important at her company?



TIP FOR SUCCESS

Remember to listen for key words and phrases. They will help you know the topics of the talk.



1.08

B IDENTIFY Listen to the full presentation. Complete the chart with the skills Margaret says are important and the examples she gives for each one.

Skills	Examples
Communication	Able to speak and write clearly, confidently

C IDENTIFY Read the sentences. Circle the word or phrase that best completes each sentence.

1. Margaret thinks it's a good idea for students to think about their (money / family / future) now.
2. She says a college degree is (important / not necessary / the main requirement) for getting a good job.
3. Margaret compares a company to a (school / sports team / family).
4. She says people can get important skills through (work and life / studying hard / online classes).
5. Margaret personally thinks (communication / teamwork / learning) is the most important skill.
6. She says (mistakes / friends / goals) are part of learning something new.



1.08

D CATEGORIZE Listen again. Read Margaret's suggestions for how students can develop the skills. Circle *C* for *communication*, *T* for *teamwork*, or *L* for *learning* to show the matching skill for each suggestion.

1. **C / T / L** Make presentations in class.
2. **C / T / L** Get a part-time job as a customer service assistant.
3. **C / T / L** Write a blog or start an online video channel.
4. **C / T / L** Do group projects as part of your studies.
5. **C / T / L** Volunteer at a community organization.
6. **C / T / L** Try a new hobby or sport.
7. **C / T / L** Understand that mistakes are the best way to learn.



SAY WHAT YOU THINK

E DISCUSS Discuss these questions in a small group or with your partner.

1. What skills do you need to work at Margaret's company? Do you have these skills?
2. Is New World Design a good place for you to work?



**VIDEO**

A Career Counselor

VIDEO GLOSSARY**counselor** (*n.*)

a person who is trained to help people with problems

attire (*n.*)

clothes

promotion (*n.*)

a move to a more important job

show up (*v. phr.*)

to arrive

- A PREVIEW** A career counselor helps people find a good job. What kinds of advice do you think career counselors give to people?

**Unit 1**

- B IDENTIFY** Watch the unit video and choose the correct answers.

- People go to Satya when they want to ____.
 - start a company
 - find a job
 - become a career counselor
- When Satya meets new clients, she first ____.
 - makes them a résumé
 - checks their website
 - asks them questions
- Satya helps her clients ____.
 - feel relaxed and confident
 - ask a lot of questions
 - explain why they lost their job
- Satya says people should dress for the job they ____.
 - had in the past
 - have now
 - want to have in the future
- To get a promotion, Satya says to ____.
 - learn about your colleagues' career goals
 - get to know the people you work with
 - start working at a different company
- According to Satya, if you show up on time, work hard, and are positive, you will ____.
 - make more money
 - keep your job
 - own the company

Resources**Unit 1**

Unit Video



C CATEGORIZE Check (✓) the things a career counselor does.

A career counselor ...

- ☐ helps people find jobs
- ☐ asks questions about your skills and strengths
- ☐ teaches people about networking
- ☐ pays companies to hire people
- ☐ helps people prepare for interviews
- ☐ works for employers and people who need jobs

Q SAY WHAT YOU THINK

D DISCUSS Discuss these questions in a small group or with your partner.

1. Which of Satya's ideas do you think are the most useful?
2. Do you want to use a career counselor to find a job? Why or why not?

VOCABULARY SKILL DISTINGUISHING BETWEEN WORDS WITH SIMILAR MEANINGS

Some words have **similar meanings**, but they are used in different situations. The definitions and example sentences in the dictionary can help you decide which word is best to use.

Look at the dictionary entries and example sentences for *career* and *work*.

ca·reer /kəˈrɪr/ *noun* [count] a job that you learn to do and then do for many years: *He is considering a **career** in teaching.*
◆ *She had a successful **career** as an author.* ► Look at the dictionary entry for **job**.

work² /wɜrk/ *noun*
1 [noncount] the job that you do to earn money: *I'm looking for **work*** ◆ *What time do you **start work**?* ◆ *How long have you been **out of work** (= without a job)?* ► Look at the dictionary entry for **job**.

All dictionary entries adapted from the *Oxford American Dictionary for learners of English*.

- Max graduated from college last year. He's ready to start a **career**.
- I have to leave for **work** very early tomorrow morning.

The definition of *career*, as you can see, is a job you want or plan to do for a long time.


Work is a more general word meaning the job you do for money.

Always check a dictionary when you come across words with similar meanings. This will help you decide which one to use.

A IDENTIFY Read the dictionary entries. Circle the best word for each sentence.

job  /dʒəb/ *noun* [count]

- 1** the work that you do for money:
She got a job as a waitress. ♦ Peter just lost his job.

ca·reer  /kəˈrɪr/ *noun* [count] a job that you learn to do and then do for many years:
He is considering a career in teaching.

- ♦ *His career was always more important to him than his family.* ► Look at the dictionary entry for **job**.

1. A (job / career) in law can be very demanding.
2. My company closed. I need to find another (job / career) soon.

com·pa·ny  /ˈkʌmpəni/ *noun*
(plural **com·pa·nies**)

- 1** [count] (**BUSINESS**) a group of people who work together to make or sell things: *an advertising company ♦ the Student Loans Company*
► The short way of writing “Company” in names is **Co.**: *Milton and Co.*
- 2** [noncount] being with a person or people: *I always enjoy Mark’s company.*

busi·ness  /ˈbɪznəs/ *noun*
(plural **busi·ness·es**)

- 1** [noncount] buying and selling things:
I want to go into business when I leave school. ♦ Business is not very good this year.
- 2** [noncount] the work that you do as your job: *The manager will be away on business next week. ♦ a business trip*

All dictionary entries adapted from the *Oxford American Dictionary for learners of English*.

3. Bader went into (company / business) with his brother.
4. The (company / business) has more than 6,000 employees around the world.

B COMPOSE Write one new sentence for each word in Activity A.

1. (job) _____
2. (career) _____
3. (company) _____
4. (business) _____

iQ Online

Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill



Speaking

OBJECTIVE →

At the end of this unit, you are going to role-play a job interview with a partner. As you speak, you will need to ask for repetition and clarification.

GRAMMAR PART 1 SIMPLE PRESENT

- Use the simple present to talk about **facts or general truths**.

Braxton Books **is** a big company.

My brother **works** at the airport.

The company **has** more than 200 employees.

- Use the simple present to describe **habits and routines**.

We **take** the train to the office.

Employees **eat** lunch in the staff room.

I **do not work** on Fridays.

- Use the simple present to describe **current states and feelings**.

Camila **loves** her new job.

My boss **is not happy** with the project.

She **wants** to be a doctor.

Simple present with regular verbs

Affirmative	Negative
I/You like working on a team.	I/You do not like this job.
He/She arrives for work at 8:00 a.m.	He/She does not arrive until 9:00 a.m.
We/You/They sell computers.	We/You/They do not sell advertising.

Simple present with *be*

Affirmative	Negative
I am friendly.	I am not a server.
You are organized.	You are not organized.
He/She/It is on time.	He/She/It is not on time.
We/You/They are college students.	We/You/They are not employees.

Simple present with *have*

Affirmative	Negative
I/You have a college degree.	I/You do not have a résumé.
He/She/It has a few questions.	He/She/It does not have the application.
We/You/They have 600 employees.	We/You/They do not have an office in New York.

A IDENTIFY Circle the correct verb to complete each sentence.

1. A web designer (need / needs) a lot of experience, but I only (have / has) one year.
2. It (is not / does not) easy to find a job these days, especially if you (want / wants) a good career.
3. I (have / has) a college degree, and I (am / is) a hard worker.
4. The company does not (accept / accepts) applications online. They (prefer / prefers) to meet you in person.
5. The manager (like / likes) your résumé, but we (do not / does not) have any open positions.
6. She (are not / is not) very organized, but she (enjoy / enjoys) working on a team.

GRAMMAR PART 2 SIMPLE PAST

Use the simple past to talk about **actions that happened in the past**.

Regular verbs

- To form the simple past, add **-ed** to the base form of the verb.

☐ I **worked** at a clothing store last summer. I **helped** customers.

- For verbs ending in **e**, add **-d**.

☐ I **served** dinner at a busy restaurant. I also **prepared** takeout orders.

- For verbs ending in **y**, drop the **y** and add **-ied**.

☐ Tina **applied** for a position as a web designer. She **studied** web design in college.

Irregular verbs

The verb *be* is irregular in the simple past. It has two forms: **was** and **were**.

☐ My internship **was** a good experience. The people I worked with **were** great.

Here are some other verbs with irregular simple past forms.

<input type="checkbox"/>	say	said	have	had	come	came
<input type="checkbox"/>	make	made	know	knew	see	saw
<input type="checkbox"/>	go	went	take	took	get	got
<input type="checkbox"/>	do	did				

Negative statements

- To form a negative statement, use **didn't** + the base form of the verb.

☐ I **didn't graduate** from high school last year. It was two years ago.

B APPLY Complete each sentence with the simple past form of the verb in parentheses.

Mateo: Well, let's get started. Please sit down, Tom. OK. Can you tell me a little about yourself?

Tom: Sure. I ¹ _____ (come) to New York a few months ago from Chicago. I ² _____ (go) to Chicago School of Design.

Mateo: Yes, I ³ _____ (see) that on your résumé. Yes, here it is. You ⁴ _____ (graduate) last May. What did you study there?

Tom: I'm sorry. I didn't catch that. Could you say that again, please?

Mateo: Sure. What ⁵ _____ (be) your major in college?

Tom: Well, I ⁶ _____ (get) my degree in design. I ⁷ _____ (take) a lot of computer classes too, because I ⁸ _____ (want) to use my design and computer skills. That's why I want a career in web design.

C APPLY Practice the conversation in Activity B with a partner.

D EXTEND Read the notes an interviewer wrote about Alma. Then read the interview questions below. Write notes about your own answers to the questions.

1. *from Zacateca, Mexico; graduated from Tec de Monterrey in 2018*

2. *major was computer science, studied English*

3. *was a web designer for one year; before that, was a camp counselor*

1. Can you tell me a little about yourself?
2. What did you study in high school / college?
3. What work experience do you have?

E DISCUSS Take turns asking and answering the job interview questions in Activity D with your partner. Use your notes.



iQ Online

Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2

PRONUNCIATION SIMPLE PAST -ED

The simple past of a regular verb ends in *-ed*. The pronunciation of this final sound depends on the sound at the end of the base verb. There are three possible sounds.

- The **-ed** = /d/ when the sound is **voiced** (with sound), which includes all vowel sounds and the consonants /b/, /g/, /dʒ/ (as in **judged**), /l/, /m/, /n/, /r/, /v/, and /z/.
- The **-ed** = /t/ when the sound is **unvoiced** (without sound), including /f/, /k/, /p/, /s/, /ʃ/ (**wish**), and /tʃ/ (**watch**).
- The **-ed** = /ɪd/ when the final sound is either the voiced sound /d/ or the unvoiced sound /t/.



1.09

Read and listen to the examples in the chart.

If the verb ends in...	Base Verb	Simple Past
• a voiced sound, pronounce the simple past <i>-ed</i> with /d/.	enjoy study learn	enjoy ed studied ed learn ed
• an unvoiced sound, pronounce the simple past <i>-ed</i> with /t/.	laugh work help wash	laugh ed work ed help ed wash ed
• a /t/ or /d/, pronounce the simple past <i>-ed</i> with /ɪd/.	graduate end	graduat ed end ed

A APPLY Work with a partner. Take turns saying the simple past forms of the verbs in the box.

change	complete	like	look	need	prefer
require	stop	study	wait	walk	want



1.10

B CATEGORIZE Write the simple past form of each verb in Activity A in the correct column. Then listen and check your answers.

/t/	/d/	/ɪd/
	changed	

C IDENTIFY Read the conversations and underline the regular verbs in the simple past. Write /d/, /t/, or /ɪd/ above each verb ending to show its correct pronunciation.

1. **A:** I completed an application for a job at Jim's Pizza today.
B: Oh, I worked at Jim's Pizza last summer. I washed dishes there. It was fun.
A: Really? That's good. I wanted to work at Paul's Café, but they said I needed more experience.
B: Yeah, they chose someone else for the job.
A: Who?
B: Me.
2. **A:** Please sit down, Mr. Ishak. Did you bring your application?
B: I completed it online, and I emailed it. Is that OK?
A: Oh, yes. Here it is. I printed it this morning ... Now, can you tell me a little about yourself?
B: Yes, I graduated from Franklin High School in 2018. I wanted to get some work experience before college. So, I joined a computer training program.
A: I see. Did you finish the program?
B: Yes, I finished it last week.

iQ Online

Speaking
Pronunciation Practice

D APPLY Practice the conversations in Activity C with your partner. Check each other's pronunciation of the simple past.



SPEAKING SKILL ASKING FOR REPETITION AND CLARIFICATION

When you listen, sometimes you need to ask the speaker to repeat information. Here are some phrases you can use when you don't hear or understand something well.

I'm sorry. I didn't catch that.
Could you repeat that?
Could you say that again, please?
Do you mean ... ?



1.11

A IDENTIFY Listen to an excerpt from an interview. Check (✓) the phrases you hear.

- ☐ Do you mean ... ?
- ☐ Could you repeat that?
- ☐ Could you say that again, please?
- ☐ I'm sorry. I didn't catch that.

TIP FOR SUCCESS

It may be impolite in some cultures, but it's important to ask for clarification in English-speaking countries when you don't understand something. Begin with *I'm sorry* or *Excuse me* to be more polite.



1.12

B APPLY Listen and complete each conversation with a phrase for repetition and clarification.

1. **Emma:** Hello?
Aminah: Hello, is this Emma?
Emma: Yes, it is.
Aminah: Oh, hi, Emma. It's Aminah from All-Tech Computers. Thank you for coming to the interview this morning. I forgot to ask you about ...
Emma: Hello? _____.
2. **Interviewer:** Great. OK, thanks. And can you tell me a little about your experience in Australia? I saw on your résumé that ...
Liam: _____?
3. **Waleed:** Hey, Paul! How are you doing?
Paul: Oh, hi, Waleed. I'm great! I just found out that ...
Waleed: I'm sorry, Paul. _____?
4. **Sandy:** What do you plan to do after you graduate, Ava?
Ava: Well, I had a meeting with the manager of New World Designs last week.
Sandy: A meeting? _____?

iQ Online

Unit 1 Speaking
Speaking Skill Video
Speaking Skill

C APPLY Take turns reading the conversations in Activity B with a partner.

Unit Assignment

iQ Online

My Assignments
Alternate Assignment

Q Role-play a job interview

OBJECTIVE →

In this assignment, you will role-play a job interview with a partner. You can use the unit activities and iQ Online to prepare and plan the Unit Assignment.

CONSIDER THE IDEAS

A SYNTHESIZE Think about the Unit Question “How do you know if a job is right for you?” Organize the ideas you learned from the listenings and video exercises. Use the questions below to guide you.

- What are some skills for getting a job?
- What should people do if they want to find a good job? What should they not do?
- Imagine you go to a job recruiter to find a good job. What do you tell them about your skills? What kinds of jobs do you think they will suggest?

B IDENTIFY Work with a partner. Match each job with the correct advertisement. Underline the job requirements for each ad.

- | | |
|------------------------------|------------------------------------|
| 1. <u>E</u> office assistant | 4. ___ children's sports coach |
| 2. ___ tour guide | 5. ___ house painter |
| 3. ___ video game tester | 6. ___ high school English teacher |

HOME **SEARCH** **SIGN IN**

A Must have college degree in teaching and two years of experience working in a school.
www.QHS_K-12.edu

B Must be friendly and organized. Excellent communication skills. Must speak English, French, Arabic, and Spanish. Email résumé to jo@citytours.biz.

C Requirements: Excellent computer skills, online game experience. www.game-on-now.org

D Experience playing soccer, baseball, and basketball. Must be very friendly. Complete application at www.sportykidz.org.

E Must be organized. Need excellent computer skills. One to two years of experience. Come into the office and complete an application. **215 Green Street**

F No experience needed. Must enjoy working outside on big projects. For application call **802-555-0173**.

- C ANALYZE** Which job in Activity B do you want to have? Do you meet the requirements? Discuss with a partner.

I want to be an office assistant. I'm organized and have good computer skills.

GLOBAL SKILLS COMMUNICATION

Making a good impression in an interview

To make a good impression in an interview, you need to show the interviewer that you are confident, have the right skills, and are interested in the job. You can do this in different ways: by preparing well, keeping calm, and thinking about your body language and voice.

Learning how to make a good impression will help you get the right job. It can also help you in your studies and in situations when you need to communicate in a clear and confident way. Find out more about this in iQ Online.

- D SPEAKING MODEL** Find a model for this Unit Assignment in iQ Online.



PREPARE AND SPEAK

- A GATHER IDEAS** Work with a partner. Prepare your job interview role-play.

1. Think of a job you want to have. List requirements for that job.
2. With a partner, compare and discuss your ideas from step 1.

- B ORGANIZE IDEAS** Makes notes on the following questions and interview outline.

1. Imagine you are going to an interview for the job you chose in Activity A. Make notes for how you would answer each interview question below.
 - Can you tell me a little about yourself?
 - What did you study in high school or college?
 - What work experience do you have?
 - What skills do you have?
 - Do you have any questions?

2. In the role-play, you and a partner will take turns interviewing each other. Think of interview questions and answers and complete this script.
- A: Hello, I'm _____. Please have a seat.
- B: Thank you. It's nice to meet you, _____.
- A: OK. Let's get started. (Question 1) _____
- B: (Answer) _____
- A: (Question 2) _____
- B: (Answer) _____
- A: (Question 3) _____
- B: (Answer) _____
- A: (Question 4) _____
- B: (Answer) _____
- A: (Question 5) _____
- B: (Answer) _____

SPEAKING TASK →

- C SPEAK** Role-play the interview with your partner. Use Activity B as a guide. Consider the points below.

Resources

Unit 1

Peer Review Worksheet

- Review the Speaking Skill on page 21.
- Practice asking the questions and saying your answers.
- Look at the Self-Assessment checklist before you begin.

CHECK AND REFLECT

- A CHECK** Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
I was able to speak easily about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
My partner or class understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
I used statements in the simple present and the simple past.	<input type="checkbox"/>	<input type="checkbox"/>
I asked for repetition and clarification.	<input type="checkbox"/>	<input type="checkbox"/>
I pronounced the simple past of regular verbs correctly.	<input type="checkbox"/>	<input type="checkbox"/>

- B REFLECT** Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question – How do you know if a job is right for you? Is your answer different now than when you started this unit? If yes, how is it different? Why?

iQ Online

Unit 1 Quiz

TRACK YOUR SUCCESS

Resources

Unit 1
Vocabulary List

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

NOTE-TAKING

☐ I can take notes on key words and main ideas. (p. 4)

LISTENING

☐ I can listen for key words and phrases. (p. 9)

VOCABULARY

☐ I can use the dictionary to distinguish between words with similar meanings. (p. 14)

GRAMMAR

☐ I can recognize and use the simple present and the simple past. (pp. 16–17)

PRONUNCIATION

☐ I can pronounce simple past *-ed* endings. (p. 19)

SPEAKING

☐ I can ask for repetition and clarification. (p. 21)

GLOBAL SKILLS

☐ Critical Thinking: I can compare and contrast. (p. 8)

☐ Communication Skills: I can make a good impression in a job interview. (p. 23)

OBJECTIVE →

☐ I can gather information and ideas to role-play a job interview.

