



MLC Intermediate CASAS-Aligned Curriculum

Unit: Jobs Reading & Vocabulary: Applying and Interviewing Week 2 of 3

Unit Overview

This is a 12-lesson unit in which students will do comprehension and vocabulary activities with readings about jobs. In week 2 of 3, readings will focus on applying and interviewing for jobs.

Unit Life Skill Goals:

Monday: Interviewing in the U.S.

Tuesday: Interviews and references

Wednesday: Interviews and reasons for leaving a job

Thursday: Interviews and schedule availability

Unit: Jobs Reading & Vocabulary: Week 2 of 3

Monday: Interviewing in the U.S.

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Answer comprehension questions about the story • Identify soft skills for interviewing in the U.S. • Identify the meaning of key vocabulary words and use them in a sentence or give an example <p>Key vocabulary practice; what to wear; how to dress; qualifications</p>	<p>At the end of this lesson:</p> <ul style="list-style-type: none"> • Protocol – Warm Up and Introduction • Job Reading.7 • Protocol – Keyword Skimming and Scanning • Protocol – Sequencing a story • Protocol – Tic Tac Toe for vocabulary practice

Lesson Plan**Warm up (5min)**

Use Protocol – Warm Up and Introduction.

Suggested question: “What is different about interviewing for a job in your country and in the U.S.?”

Activity 1 Reading Comprehension (25 min)

- Use *Jobs Reading.7*
- Complete all steps from *Protocol: Keyword Skimming and Scanning*

Activity 2 Reading Review (20 min)

- Use *Jobs Reading.8*
- Complete all steps on *Protocol – Sequencing a story*

Activity 3: Vocabulary (10 min)

- Choose nine vocabulary words from the story, including *practice; what to wear; how to dress; qualifications*
- Use *Protocol – Tic Tac Toe for vocabulary practice*

Activity Steps: Warm-Up and Introduction**Objective**

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description**Step 1: Pair work**

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Activity Steps: Keyword Skimming & Scanning

Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

Step 1: Before distributing the worksheet, prompt learners to recall the test practice steps below:

1. Read the question
2. Circle key words in the question
3. SCAN for key words or similar words in the text
4. Answer the question

Step 2: MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

Optional comprehension check: Pair learners with a partner for checking answers. They should each ask and answer:

1. What do you think about # [1, 2, 3...]
2. Why do you think that?
3. What key words did you find in the question?
4. Show me where you saw the answer in the text (encourage learners to physically point)

Step 3: Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

Optional review: Partner learners together to ask and answer the review questions below:

1. What question was easy for you? Why?
2. What question was difficult for you? Why?
3. Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

Jobs Reading.7

Last week, Nafisa applied for a job as at the customer service desk at Target. She has volunteered at a free clothing store for two years, and now has a lot of experience working with customers. She believes she is qualified for the position, and is very excited because the manager has already called her for an interview! She is also nervous, though, because she's never been to an interview in the U.S.

Nafisa's friend Shamis has had three different jobs in the U.S. Nafisa asks her for advice about interviewing in the U.S. Shamis tells her, "It's really important to be on time for your interview. You should arrive five or ten minutes early, and make sure you know how to get there. Also, it's important to think about what to wear. You don't have to wear a suit, but you should look professional. Wear nicer clothes than you would normally wear to work. Learn something about the company before your interview so you can explain why you want to work for them. The best thing you can do to prepare for your interview is to practice ahead of time. Would you like to come over? I can ask you questions, and you can practice answering them." Nafisa agrees. She is already a little more confident about the interview!

1. Why does Nafisa believe she is qualified for the customer service position?
 - a. She has volunteered at a free clothing store for two years
 - b. She has experience in customer service
 - c. A and B
 - d. None of the above
2. How does Nafisa feel about the interview?
 - a. She is excited.
 - b. She is nervous.
 - c. She believes she is qualified.
 - d. She is excited and nervous.
3. What does Nafisa say about how to dress for job interviews in the U.S.?
 - a. You shouldn't wear a suit.
 - b. Learn something about the company before the interview.
 - c. You should look professional.
 - d. You should dress the way you would dress for the job on a normal day.
4. Why does Nafisa say it's important to learn something about the company?
 - a. Before your interview.
 - b. In order to tell them why you want to work there.
 - c. In order to practice for the interview.
 - d. Because you should look professional.
5. Why does Nafisa feel more confident about her interview?
 - a. She is going to practice interview questions and answers with Shamis.
 - b. She has learned something about the company.
 - c. Shamis asked her to come over.
 - d. All of the above.

Sequencing a Story

Objectives

LWBAT sequence sentences from a story.

Teacher prep notes:

Cut the sentence strips and mix them up. You need one set for each pair.

ACTIVITY DESCRIPTION

Step 1: In partners, learners read and sequence the sentences with a partner.

Step 2: Pairs move to another sequenced story to compare their answers. Elicit from 2-3 learners, “Are your stories the same or different?”

Step 3: Learners return to their own story. Instructor reads the story; learners listen and correct as able.

Step 4: Hand out the sequenced story. Learners read the story and check their sequencing.

Jobs Reading.8

Last week, Nafisa applied for a job as at the customer service desk at Target.

She has volunteered at a free clothing store for two years, and now has a lot of experience working with customers.

She believes she is qualified for the position, and is very excited because the manager has already called her for an interview!

She is also nervous, though, because she's never been to an interview in the U.S.

Nafisa's friend Shamis has had three different jobs in the U.S. Nafisa asks her for advice about interviewing in the U.S.

Shamis tells her, "It's really important to be on time for your interview.

You should arrive five or ten minutes early, and make sure you know how to get there.

Also, it's important to think about what to wear.

You don't have to wear a suit, but you should look professional.

Wear nicer clothes than you would normally wear to work.

Learn something about the company before your interview so you can explain why you want to work for them.

The best thing you can do to prepare for your interview is to practice ahead of time.

Would you like to come over?

I can ask you questions, and you can practice answering them."

Nafisa agrees.

She is already a little more confident about the interview!

Tic Tac Toe for Vocabulary Practice

Objectives

LWBAT use the target vocabulary in a sentence or give an example of it.

Teacher prep notes:

ACTIVITY DESCRIPTION

Step 1: Choose nine vocabulary words to review. Write them in a tic-tac-toe game format on the board. Divide learners into two teams, X and O.

Step 2: A learner from team X comes to the board and chooses a word. S/he says the word, and then either gives an example of it or uses it in an original sentence.

Step 3: Learners from the other team decide if the usage is correct. Once everyone has agreed, the learner erases the word and writes an "X" in its place.

Step 4: Repeat with a learner from Team O.

Step 5: As in tic-tac-toe, the first team to get three consecutive X's or O's wins.

Unit: Jobs Reading & Vocabulary: Week 2 of 3

Tuesday: Interviews and references

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Make predictions about a story based on key vocabulary • Answer comprehension questions about the story • Demonstrate understanding of the story by retelling it <p>Key vocabulary references available upon request, professional reference</p>	<p>At the end of this lesson:</p> <ul style="list-style-type: none"> • Protocol – Warm Up and Introduction • Tell a Tale of Guesswork • Jobs reading.9 • Activity Steps: Jigsaw reading comprehension • Activity Steps: Retell the story

Lesson Plan
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Why is it important to have references for a job in the U.S.? Who could be a reference for you when you apply for a job?”</p> <p>Activity 1 Reading Predictions (20 min)</p> <ul style="list-style-type: none"> • Use the first page of <i>Jobs Reading.9</i> • Do the activity, Tell a Tale of Guesswork <p>Activity 2 Reading Comprehension (25 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.9</i> • Complete all steps of <i>Activity Steps: Jigsaw reading comprehension</i> <p>Activity 3: Reading Review 2 (10 min)</p> <ul style="list-style-type: none"> • Use the first page of <i>Jobs Reading.9</i> • Do the activity, <i>Retell the Story</i>.

Activity Steps: Warm-Up and Introduction**Objective**

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description**Step 1: Pair work**

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Tell a Tale of Guesswork

- Preview a story as a class: discuss the title and check that students understand the key words. If there is a picture, discuss the picture.
- Read the first paragraph aloud a couple times while students listen.
- Students work in small groups. Dictate the first sentence from the next paragraph to the first group. Dictate the first paragraph of the third paragraph to another group, and so on.
- Each group writes a paragraph, using their dictated topic sentence.
- A representative from each group reads their paragraph aloud to the class (read them in order).
- Pass out the original story for students to read and compare to their own version. Which do they like better?

Jobs Reading.9Paragraph 1

Juan Carlos is interviewing for a seasonal job at the Minnesota State Fair. Some day he would like to get a permanent job, but this temporary job will help him build his experience and earn some money right away. When he filled out his application, he wrote, "References available upon request." At the end of the interview, the manager tells him, "We'd like to contact your references. Do you have three professional references and contact information for them? Juan Carlos was prepared for this question. He has typed and printed the names, addresses and phone numbers of three people. "Lee Vang is my former supervisor at Super America," he explains. "Nicole is my English teacher." "Ann is the coordinator of the school where I study English." The manager thanks Juan Carlos, and tells him that he'll contact him after he's called his references.

Paragraph 2

Nicole, an English teacher at the Minnesota Literacy Council, is preparing for class. Her phone rings, and she answers it. A woman says, "Hello, my name is Maria Johnson, and I'm calling from the Minnesota State Fair. Juan Carlos Lopez is applying for a job with us this summer, and he's listed you as a reference." Nicole says, "Oh, that is great! Juan Carlos is an excellent student, and I think he'd do a great job. He's very responsible. He comes to school regularly and always calls if he is going to be absent." The woman asks, "How do you think he would do working with customers?" Nicole responds, "Juan Carlos would be great with customer service. He is friendly. I often see him help other students in class. Also, his spoken English and pronunciation is good. I think customers would understand him." Maria thanks Nicole for her help. If Juan Carlos's other references are this good, she will offer him the job!

Questions about Paragraph 1

1. Why is Juan Carolos applying for a temporary job?
2. What did he write on his application? What does that mean?
3. What does the manager ask Juan Carlos for?
4. What did Juan Carlos bring to the interview?
5. Who are Juan Carlos' three references, and how does he know them?

Questions about Paragraph 2

1. Why does Maria call Juan Carlos' English teacher?
2. What example does Nicole give to show that Juan Carlos is responsible?
3. How does Nicole describe how Juan Carlos is with people?
4. What example does Nicole give to show that Juan Carlos is friendly?
5. What will Maria do next?

Activity Steps: Jigsaw Reading Comprehension

Objectives

LWBAT read for comprehension (general understanding).

Content objectives vary according to material and are noted on curriculum lesson plans.

Teacher prep notes:

Jigsaw activities are done in partners. Each partner has different information to read. Questions on Learner A's paper are answered by Learner B and vice versa. When possible, it can be helpful to copy the two different readings on differently colored paper.

ACTIVITY DESCRIPTION

Step 1: Distribute readings to alternate learners. Ask learners to read their half of the paragraph to themselves silently.

Optional Step – comprehension check: Learners work with a partner who read the SAME reading.

- Ask and answer: What did you understand? What was important?

Step 2: Learners ask and answer questions with a partner who read the OPPOSITE reading.

Model Step 2 for learners

Make clear to learners that they read different readings and will now ask and answer questions about each others' readings (you might visually show the paper in two different colors)

Teacher: Asks a sample question of a learner

Learner responds

Teacher prompts two learners to ask and respond to a question, e.g., "Maria is A, Habtamu is B. Maria, please ask Habtamu #1."

Learner A asks the question

Learner B responds

Optional step – comprehension check: Learners pair again with learners who have the SAME reading to check answers. Are they the same or different?

Step 3 - Comprehension checking/strategy-building: Elicit and correct answers as a class. In jigsaw readings with *multiple choice answers*, also elicit which answers are NOT CORRECT or NOT THE BEST ANSWER and why. This will help learners understand that they are looking for ONE BEST ANSWER and how to compare answers.

Optional additional comprehension check: In pairs, learners ask and answer: Which question was easy for you? Why? Which question was difficult for you? Why? Tell me one thing you learned. B) Two or three learners share with whole class.

Retell the story

- Variation one: give each student in a small group a short reading. After they have read it a few times, have them summarize it to the group.
- Variation two: ask students to retell you (or a partner) something they read in a previous lesson

Unit: Jobs Reading & Vocabulary: Week 2 of 3

Wednesday: Interviews and reasons for leaving a job

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Make predictions about a story based on vocabulary • Skim and scan to answer test questions about a story • Retell a story <p>Key vocabulary: as soon as possible, begin, start, availability, work extra hours, overtime</p>	<p>All materials can be found at the end of this lesson:</p> <ul style="list-style-type: none"> • Activity Steps: Warm-up and Introduction • Story Reconstruction • Jobs reading.10 • Activity Steps: Keyword Skimming & Scanning • Retell the Story
Lesson Plan	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Have you ever filled out a medical history form? What kind of information do you think you have to know to fill one out?”</p> <p>Activity 1 Skim and scan a story (30 min)</p> <ul style="list-style-type: none"> • Use <i>Protocol_Keyword_skimming_scanning</i> with <i>Protocol with Jobs reading 10</i> <p>Activity 2 Reading Comprehension (25 min)</p> <ul style="list-style-type: none"> • Use <i>Health Reading and Vocabulary.6</i> • Complete all steps on <i>Protocol – Sequencing a story</i> 	

Activity Steps: Warm-Up and Introduction**Objective**

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description**Step 1: Pair work**

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Story Reconstruction

- Inform students about the topic of the reading by showing a picture or sharing the title
- Read the story aloud once while students just listen
- Read the story one line at a time and ask students to “Choose a word.” Write that word on the board. Continue reading one line at a time and eliciting key words.
- Read the list of words together. Point to the first word and ask the students to tell you what happened in the story first. Continue asking students to tell you what they remember from the story.
- Pass out the story and students read independently a couple times.
- Optional: turn the story over and have students tell it to a partner and then the pairs can work together to write it again, using the key words on the board.

Activity Steps: Keyword Skimming & Scanning

Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

Step 1: Before distributing the worksheet, prompt learners to recall the test practice steps below:

5. Read the question
6. Circle key words in the question
7. SCAN for key words or similar words in the text
8. Answer the question

Step 2: MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

Optional comprehension check: Pair learners with a partner for checking answers. They should each ask and answer:

5. What do you think about # [1, 2, 3...]
6. Why do you think that?
7. What key words did you find in the question?
8. Show me where you saw the answer in the text (encourage learners to physically point)

Step 3: Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

Optional review: Partner learners together to ask and answer the review questions below:

4. What question was easy for you? Why?
5. What question was difficult for you? Why?
6. Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

Jobs Reading 10

Dan is preparing for an interview for a job at Target's Guest Service desk. If he gets the job, he'll take care of customer returns and exchanges, and will issue credit vouchers when customers have lost their receipts. He is confident that he can do the job, because he had a similar job at J-Mart last year. He left his job at WalMart because he was making minimum wage and didn't have enough hours to get benefits. Also, he didn't get along with his manager. Dan is usually friendly, but his last manager yelled a lot, and Dan was unhappy working there.

On the application, Dan had to write his reason for leaving the job at J-Mart. Dan knows that it's unprofessional to say something negative about a previous employer on a job application or at a job interview. He had to think carefully about how to explain his reason for leaving. He wrote, "I was ready for a new challenge." He decides to practice how he will answer this question if the manager asks him at the interview. He doesn't want to get nervous if they ask this question. Instead of saying, "My manager wasn't very nice," Dan thinks of a positive way to answer the question. He practices saying, "I learned a lot about customer service at J-Mart, and I'm happy I had that experience. However, good working relationships are important to me, and I wanted to find a job in a company that values a positive environment."

1. What qualifications does Dan have for the Guest Service job at Target?
 - a. He is preparing for an interview.
 - b. He will take care of customer returns, exchanges, and credit vouchers.
 - c. He did similar work at J-Mart.
 - d. He was making minimum wage.
2. Why didn't Dan stay at his J-Mart job?
 - a. He didn't make enough money.
 - b. He didn't get benefits at that job.
 - c. He did not like his manager.
 - d. All of the above.
3. Why didn't Dan write the real reason he left his job on the application?
 - a. He was ready for a new challenge.
 - b. It's not professional to write or say something negative about a previous employer.
 - c. He did not like his manager.
 - d. He had to think carefully.
4. Why does Dan practice answering the question about why he left his job at J-Mart?
 - a. He doesn't want to feel nervous.
 - b. His manager wasn't very nice.
 - c. He thinks of a positive way to answer the question.
 - d. All of the above.
5. What will Dan say if they ask him why he left his previous job?
 - a. "My manager wasn't very nice."
 - b. "I learned a lot about customer service at J-Mart, and I'm happy I had that experience."
 - c. "However, good working relationships are important to me, and I wanted to find a job in a company that values a positive environment."
 - d. B and C

Retell the story

- Variation one: give each student in a small group a short reading. After they have read it a few times, have them summarize it to the group.
- Variation two: ask students to retell you (or a partner) something they read in a previous lesson

Unit: Jobs Reading & Vocabulary: Week 2 of 3

Thursday: Interviews and schedule availability

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Use keywords to choose the best answer to questions about a story • Use key vocabulary words from the week <p>Key vocabulary: New: Monday through Friday, x days a week Review: as soon as possible, begin, start, availability, work extra hours, overtime, references available upon request, professional reference, practice; what to wear; how to dress; qualifications</p>	<p>All materials can be found at the end of this lesson:</p> <ul style="list-style-type: none"> • Activity Steps: Warm-up and Introduction • Activity Steps: Key word skimming and scanning • Jobs Reading.11 Review • Mingle <p>Additional materials: Index cards</p>
Suggested Tasks & Activities	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Do you work now? If yes, what is your schedule? What schedules do people that you know work?”</p> <p>Activity 1 Reading Comprehension (20 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.11</i> • Do all the steps of <i>Activity Steps: Jigsaw Reading Comprehension</i> <p>Activity 2 Vocabulary (20 min)</p> <ul style="list-style-type: none"> • Play <i>Memory</i> using the key vocabulary and phrases from this week: <i>Monday through Friday, x days a week, as soon as possible, begin, start, availability, work extra hours, overtime, references available upon request, professional reference, practice; what to wear; how to dress; qualifications.</i> When a learners gets two matching cards, s/he should use the word in a sentence or give an example. <p>Mingle review (15 min)</p> <ul style="list-style-type: none"> • Use <i>Mingle: Jobs Review</i>. Have learners ask each other questions to fill out the grid. Share a few answers as a whole group. 	

Keyword Skimming & Scanning Protocols

Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

Step 1: Before distributing the worksheet, prompt learners to recall the test practice steps below:

- Read the question
- Circle key words in the question
- SCAN for key words or similar words in the text
- Answer the question

Step 2: MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

Optional comprehension check: Pair learners with a partner for checking answers. They should each ask and answer:

- What do you think about # [1, 2, 3...]
- Why do you think that?
- What key words did you find in the question?
- Show me where you saw the answer in the text (encourage learners to physically point)

Step 3: Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

Optional review: Partner learners together to ask and answer the review questions below:

- What question was easy for you? Why?
- What question was difficult for you? Why?
- Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

Jobs Reading.11

Mario is interviewing for a job as a dishwasher at a restaurant near his house. In some ways, the job is not ideal for him. There are no benefits because it is only three days per week. Also, the restaurant is open until 12:00 a.m., so on the days he works, he would not get home until after 1:00 a.m. Mario goes to school at 9:00 a.m. every, so this will be a difficult schedule. At the same time, there is an advantage to the schedule too. He wouldn't start work until 5:00 p.m., so he could stay in school full time.

At the interview, the supervisor asks Mario, "What days are you available to work?" Mario answers that he can work any days, Monday through Friday. He said he would also be able to work an occasional weekend. The supervisor says that they set the schedule every two weeks, so some pay periods he might work Monday, Wednesday and Friday; others he might work Monday through Wednesday. "That's fine," Mario says. "I can be flexible about the days." "That's great," says the supervisor. "I'll give you a call next week and let you know if we're going to offer you the job."

1. What is not ideal about the dishwasher job for Mario?
 - a. It is near his house.
 - b. He would have to work late three nights per week.
 - c. There are no benefits.
 - d. B and C
2. What is the disadvantage about the dishwasher job for Mario?
 - a. It is near his house.
 - b. He would have to work late three nights per week.
 - c. There are no benefits.
 - d. B and C
3. What is the advantage of the job?
 - a. He could continue going to school full time.
 - b. He would have to work late three nights per week.
 - c. He goes to school at 9:00 every day.
 - d. None of the above
4. What days can Mario work?
 - a. Monday, Wednesday and Friday.
 - b. Monday through Wednesday.
 - c. Monday through Friday.
 - d. All of the above
5. How many days a week would Mario work at this job?
 - a. Monday, Wednesday and Friday.
 - b. Monday through Wednesday
 - c. Five days per week.
 - d. Three days per week.

