

# UNIT 9

## Overview

### TOPICS

- Job titles
- Job applications
- Job performance
- Office skills

### GRAMMAR

- *Can*: affirmative and negative statements; *yes/no* questions and short answers
- Adverbs of frequency
- Adverbs of manner: regular and irregular adverbs
- Using adverbs and adjectives

### COMMUNICATION GOALS

#### Listening and Speaking

- Asking for and giving personal information at an interview
- Responding to interview questions
- Asking and talking about abilities
- Asking for confirmation
- Asking for and giving recommendations
- Talking about occupations
- Asking and talking about how frequently something happens

#### Reading and Writing

- Completing job application forms
- Reading job application forms
- Reading a performance review
- Writing and posting a resume online
- Reading a Help Wanted ad
- Writing a Help Wanted ad
- Listing job qualifications in a journal entry

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS \*

#### ***Fundamentals***

##### **Basic Skills**

Reading, Writing, Listening, Speaking

##### **Thinking Skills**

Knowing how to learn

Decision making

##### **Personal Qualities**

Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Uses computers to process information

##### **Interpersonal**

Participates as a member of a team

Contributes to group efforts

##### **Technology**

Applies technology to task

##### **Systems**

Monitors and corrects performance

### GENERAL COMPETENCIES / CASAS \*

#### 4 Employment

4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application

4.1.3 Identify and use sources of information about job opportunities, such as job descriptions and job ads

4.1.5 Identify procedures involved in interviewing for a job, such as selecting appropriate questions and responses

4.1.7 Identify appropriate behavior and attitudes for getting a job

4.1.8 Identify common occupations and the skills and education required for them

4.4.1 Identify appropriate behavior, attire, attitudes, social interaction, and other factors that affect job retention and advancement

4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists

4.4.4 Interpret job responsibilities and performance reviews

\* See Introduction, page viii, for additional information on SCANS and CASAS.

# Lesson 1

## WARM UP

- Several days before teaching this lesson, ask students to bring to class a product of their labor or a photo of something they have made, even schoolwork or handwork. You should also bring a product of your own labor to show.
- Have the students place all of their work samples and photos on a desk in the front of the class. Scramble the items, then have volunteers choose an item or photograph at random, show it to the class, and then guess whose it is. Guesses should be phrased as questions: *Can Jennifer fix cars?*
- Have the student mentioned confirm or negate the guess: *Yes, I can/No, I can't.*
- Continue playing until all the objects have been chosen and their creators' names revealed.

## PRESENTATION

### *Here's Gina's job application.*

- **Set the stage.** Explain to students the purpose of a job application, and if possible make a transparency of a real one to show on the OHP. Ask the students to predict the topic of the unit (*finding a job*).
- **Personalize the situation.** Ask students if they ever completed a job application form? Did they apply for a part-time or a full-time job? Introduce the categories of information requested by a job application form.  

On the board, write this list. Have the students fill in the bottom three lines, then choose a job they think they would enjoy and write it on the first line.

Job applied for: \_\_\_\_\_  
Jobs I have held: \_\_\_\_\_  
My degrees: \_\_\_\_\_  
Skills: \_\_\_\_\_
- **Check the listening task.** Call on individual students to fill in the chart on the board as you ask the questions:  

What's the applicant's name?  
What's her degree?  
What's the title of the job she wants?
- **Play or read aloud the tapescript again, pausing after each line.** Have the students listen and repeat each line after you.
- **Engage students in pair work.** Have pairs of students practice reading the job application aloud, alternating lines. Have them write five sentences in their books telling what Gina can do. Have the pairs compare their answers with another pair.
- **Circulate and monitor progress.** Help the students with pronunciation and intonation as they practice reading aloud. Answer any questions about Gina's abilities as the students write their sentences.

- **Focus on selected items.** Explain specific vocabulary or phrases from Gina's job application.
- **Set the listening task.** Write this chart on the board, leaving the right column blank, and tell the students to copy it. Instruct them to write in the correct information. Play the cassette or read the tapescript aloud.

<b>Applicant's name</b>	Gina Poggi
<b>Degree</b>	high school diploma
<b>Job title</b>	secretary

### Answers

Gina can use a computer.  
She can speak English well.  
She can speak another language.  
She can type.  
She can work well with others.  
She can work on weekends.

## 1 Can you drive?

► **Listening** ► **Speaking**

- Ask your students questions about their abilities: *Keiko, can you swim? Nassir, can you speak Japanese?* Have the students answer: *Yes, I can* or *No, I can't*. Write the spelling of *can* and *can't* on the board. Read the model exchanges aloud with a volunteer.
- Have the students choose partners. Direct them to look at the pictures and then read the verbs in the box.
- Have the pairs take turns asking and answering *yes/no* questions about each of the illustrations in their student books. Make sure both partners have an opportunity to formulate questions and answers.
- Have each pair compare questions and answers orally with another pair. Then have pairs volunteer to read the answers. One student reads the **A** part, and the other student reads the **B** part.

### Answers

1. **A:** Can she play basketball?  
**B:** Yes, she can.
  2. **A:** Can she type?  
**B:** Yes, she can. *or* No, she can't.
  3. **A:** Can he ride a bicycle?  
**B:** Yes, he can.
  4. **A:** Can he open the door?  
**B:** No, he can't.
  5. **A:** Can she drive a truck?  
**B:** Yes, she can.
- A:** Can he sleep?  
**B:** No, he can't.
- A:** Can she read Japanese?  
**B:** Yes, she can. *or* No, she can't.
- A:** Can he swim?  
**B:** Yes, he can.

## 2 He can cook!

► **Listening** ► **Speaking** ► **Reading**

- Divide the class into groups of three. First, ask the students to check the activities that they themselves can do in the chart's first column. Then, each student in a group asks the other two members questions (for example, *Can you swim?*) and checks the activities they can do.
- Circulate and make sure students are actually asking and answering the questions accurately.
- Have several students report back to class about the abilities of their group. For example, *Dennis, Kwame, and I can play tennis. We can't dance. Kwame can rollerblade, but Dennis and I can't.*
- Pantomime a simple action, and ask students to identify what action/ability you have demonstrated. Then have them guess what animal you are. Have them reply in complete sentences: *You can swim. You are a fish.*
- Take a stack of index cards (enough for all students to pantomime once) and write one ability plus the name of an animal possessing that ability on each card (*can fly/bird*).
- Then ask one student to come to the front, take a piece of paper, look at it, and pantomime for the class what it shows.
- Other students will try to guess what ability and animal are being pantomimed.
- Continue the activity until everyone has had a chance to pantomime once.

### Expansion

- Demonstrate to students what pantomime is by acting out a difficult word. Explain to students that the objective of this game is to guess what animal a classmate is portraying as he or she acts out a particular animal's ability.

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### 3 Hear it. Say it.

► **Listening** ► **Speaking**

#### Rising Intonation

- Point out to the students that intonations within *yes/no* questions rise. One can generally distinguish a question from a statement by listening to the speaker's intonation pattern. A rising intonation indicates uncertainty, hence it is a question. A falling intonation indicates a declarative statement. Call students' attention to the intonation diagrams in their Student Book.
- Play the cassette or read the questions aloud. Point out rising intonation patterns. During the second reading, have the students repeat, line

by line. Make sure they are following the proper intonation patterns. Practice again until the whole class has mastered the rising intonation patterns.

- Have volunteers make up their own *yes/no* questions to share with the class. The other students repeat these chorally.
- As a follow-up, have students work in pairs. Pairs should alternate asking and answering the five questions in the Student Book, using short-answer form.

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### 4 Fill out this form, please.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Have the students look at the job application on page 97. Check to see that they comprehend the information and abilities required by that application.
- Tell each student to pick one of the jobs listed.
- Have each student choose a partner. To fill out the section on abilities on the bottom of the

Employment Application form, the pairs pose questions with *can* (*Can you work in the evenings?*). Then, they check off their partner's abilities. Both students in the pair should have a turn as interviewer and respondent.

- Students show the completed application form to their partners to verify their answers.

## 5 Wanted: An Excellent English Teacher ▶ Listening ▶ Reading ▶ Writing

- Explain to the students that their language school is hiring a new teacher and that three people have applied for the job.
- Play the cassette or read aloud the three applicants' paragraphs once.
- Have the students work in groups of three. Ask each group of students to read the paragraphs and answer the questions about each applicant.
- Groups select the one candidate they like best. After all groups have made their choice, ask them to discuss their reasons and write two sentences explaining the main reasons for their choice. Their sentences can be as simple as *She can tell jokes*.
- Have each group tell the class their choice for the teaching job and describe their reasons.

### Answers

#### A

1. He has a Master's degree.
2. He can speak German and English.
3. He enjoys teaching.

#### B

1. He's from Egypt.
2. He speaks three languages.
3. He can stay after hours to help students.

#### C

1. She can speak Chinese and English.
2. Her husband is from China.
3. She can sing and play the guitar.

**WORKBOOK** In class or for homework, assign Workbook Lesson 1.

# Lesson 2

## WARM UP

- Bring in Help Wanted ads from a variety of sources, such as English-language newspapers' classified sections, bulletin boards, and job listings from the school's Career Placement (or Guidance) Office. Pass the ads around and give the students time to examine them. Ask the students if they have ever seen similar ads. Where else can they find Help Wanted ads? Ask students to name sources of employment information. Have working students describe how they found their jobs.
- List sources of employment information on the board (newspaper ads, internships, friends' recommendations, relatives, guidance counselors, job postings, etc.). Have students add any other sources they have used to find employment.
- If your school has any career guidance service, inform your students. Discuss any other accessible local services for employment information, such as a library center or an alumni network for graduates of the school.

## PRESENTATION

### *I'm here for the interview.*

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture. Elicit descriptions and write new vocabulary on the board. Ask them to make predictions about the content of the lesson (*job interviews*).
- **Personalize the situation.** Write these sentences on the board:  
A job I interviewed for: \_\_\_\_\_  
A job I would like: \_\_\_\_\_
- Ask several students to name their jobs. Since students may not know the words for different jobs, help them with the vocabulary.
- **Focus on selected items.** Students should know most of the words used in this interview. There is, however, some cultural information about interviewing that you may want to point out. For instance, in the United States, interviewers avoid certain personal questions, such as inquiries about religion, ethnic background, sexual preference, marital status, and political views. On the other hand, interviewers usually ask about previous job experience.
- **Set the listening task.** Write the following questions on the board. Tell the students to write the correct answers in their notebooks after listening to the conversation. Play the cassette or read the conversation aloud.
  1. Can Gina use a computer?
  2. How fast can Gina type?
  3. Can Gina speak Spanish?
  4. Can Gina work on Saturdays?
- **Check the listening task.** Call on volunteers to write the correct answers on the board.

### Answers

1. Yes, she can.
  2. She types 70 words per minute.
  3. No, she can't.
  4. Yes, she can.
- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line.
  - **Engage students in pair work.** Have pairs of students practice reading the conversation. Each student reads one role and then they switch. Pairs also discuss whether they have ever had a job interview. Encourage students to share anecdotes and details with the class.
  - **Circulate and monitor progress.** Help the students with correct pronunciation and intonation as they practice reading the conversation.

## 1 She can speak Italian.

► *Reading*

- Assign each student a partner. Then have the students read the interview on page 101 again. Explain that students will read two conflicting statements about Gina's office skills, and they will determine which is true according to her statements to Mr. Brown.
- Partners complete the exercise and compare their answers with another pair.

- Call on volunteers to provide answers.

### Answers

- |      |      |      |
|------|------|------|
| 1. a | 3. a | 5. a |
| 2. b | 4. a |      |

## 2 Word Bag: Occupations

► *Reading* ► *Writing*

- Read aloud the words in the box as students read the list. Then have the students repeat each word chorally.
- Assign each student a partner. Tell them that they are going to hear eight people talking briefly about their jobs. Students will listen as they read the sentences and look at the pictures, and then choose an occupation from the list.
- Read the first sample. Then play the cassette or read the script. As soon as each person has finished talking, students in each pair write the name of his or her job.
- Have each pair compare their answers with another pair.
- Call on individual students to provide the answers by reading the entire item aloud. Verify their answers with the class.

### Answers

- |                |                   |
|----------------|-------------------|
| 1. hairdresser | 5. mail carrier   |
| 2. doctor      | 6. police officer |
| 3. lawyer      | 7. dentist        |
| 4. architect   | 8. pilot          |

### Expansion 1

- To continue this activity, write some more occupations on the board and have students write two or three sentences describing the jobs. Students can do this in pairs or individually.

### Expansion 2

- Divide students into two groups.
- Write different occupations on index cards. Include enough occupations so that you have one for each member of the class.
- Have one student from one of the groups come to the front and pick a card from the stack. Then, he or she will pantomime the occupation for his or her own group. (You may want to set a three-minute time limit.) If the students can't guess the occupation, the other group has a chance to confer and offer a single guess. Each correct guess earns one point for the team.
- Alternate which group chooses an index card from the stack. The game continues until all students in both groups have had a chance to pantomime a job. The group with the most points is the winner.

**Additional Activity** See *Unit 9 Appendix*.

### 3 Are Gina and Oscar a good match?

► Speaking ► Reading

#### Teaching Tip

Your students may come from cultures where dating does not exist. If necessary, explain that in many Western countries, it is customary for unmarried men and women (like Gina and Oscar) to meet for dinner, go to the movies, and go to other social activities as a couple. Dating can be casual, or it can be a prelude to a more serious relationship.

- Before reading the paragraphs, review the adverbs of frequency with the students.
- Next draw a vertical line on the board and write **100%** on top and **0%** on the bottom. Ask the students questions about the frequency of their activities. They should answer using adverbs of frequency. As students answer, ask them to come to the board and write the adverb in its proper place on the scale. Summarize. For example: *Always* means “all of the time” (100%); *usually* means “most of the time” (80%); *often* means “much of the time” (60%); *never* means “none of the time” (0%), etc.
- Have the students read the paragraphs, paying special attention to the placement of the adverbs of frequency in statements. Teach placement rules: In statements, adverbs of frequency come before the main verb. Sometimes for special emphasis, adverbs begin the sentence.
- Next, explain the idiomatic meaning of a *good match* to students. Two people are said to be a good match if they enjoy doing the same activities and share common interests.
- Set up pairs. Have the pairs read the paragraphs aloud again. Then they answer the questions in the chart orally. Then pairs read the questions again and write “G” for Gina and “O” for Oscar next to the activities and under the appropriate column.
- Next, the pairs decide if Oscar and Gina are a good match. Have the pairs count the boxes with both “G” and “O.” If the boxes with both letters outnumber the boxes with either only “G” or “O,” then Gina and Oscar are a good match. If there are more boxes in which they put only “G” or “O,” Gina and Oscar aren’t a good match.
- Have the class discuss the question *Are Gina and Oscar a good match?* Tell them to support their answer by giving some examples of the couple’s similarities and/or differences. Students may not feel that two people have to have a lot of interests and hobbies in order to date. Some may feel that opposites attract. This can be a good topic for further debate.

### 4 Find out more about a classmate.

► Listening ► Speaking ► Reading ► Writing

- Before starting this activity, make sure students know how to form questions with the phrase *How often . . . ?* Write some of the questions from the previous activity on the board. For example, **How often does Gina swim?** Then write some original questions on the board and ask individual students how often they do different activities.
- Set up pairs. Tell the students to interview their partner and find out how often he/she does the activities listed in the book. Rephrase the example as a question: *How often does Pam go to the mall?*
- Have the pairs question each other and record the answers, then compare answers and see how much they have in common.
- Finally, have each pair report back to the class.

#### Expansion

- Ask the students to write a paragraph about their partner’s activities, based on the information they found out.

**WORKBOOK** In class or for homework, assign Workbook Lesson 2.

# Lesson 3

## WARM UP

- Redistribute the classified ads from the previous Warm Up activity. Assign each student a partner. Give each pair an ad to read. Have the students read the ads and share which skills are requested.
- Go over any unfamiliar abbreviations or vocabulary from the students' ads.
- Put a variety of model questions on the board, based on vocabulary culled from the classifieds. Explain any unfamiliar adverbs: *Can you type quickly? Do you answer the phone politely? Do you work with computers skillfully? Do you work well with other people? Do you like to work independently?* etc.
- Have each pair role-play an interview situation. One student plays the interviewer, the other takes the role of job applicant. Have the interviewer ask several questions about job qualifications, using the ads as a reference point. Have the applicant answer the questions truthfully: *Yes, I type quickly. No, I don't work with computers skillfully.*
- Circulate and offer help as the students do the role play. Call on several pairs to act out their conversation for the class.

## PRESENTATION

### *Gina is a great worker!*

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture and describe it. Write vocabulary words on the board. Ask them to predict the topic of the lesson (*office skills*).
- **Personalize the situation.** On the board, write these sentences.

At work, my tasks are \_\_\_\_\_.

At school, my responsibilities are \_\_\_\_\_.

- Explain your tasks as a teacher. Try to use adverbs of manner while discussing your job. Write your responsibilities on the board. Then, ask any working students to describe their jobs. Next, have volunteers describe some of their responsibilities as students. Have the students complete the sentences in their notebooks.
- **Focus on selected items.** Focus on specific vocabulary or phrases that might interfere with students' understanding of the overall meaning of the text. You may want to explain the adverbs *politely, rudely, appropriately, and carefully*. Also introduce the word *co-worker* to students.
- **Set the listening task.** Write the following grid on the board and have the students copy it. Leave the right column blank. Tell them to fill

in the correct information after listening to the tape. Play the cassette or read the text aloud.

Gina works	fast.
She answers the phone	politely.
She knows computers	very well.
She files	carefully.
She dresses	appropriately.
She never speaks with her co-workers	rudely.
She does her job	very well.

- **Check the listening task.** Call on individual students to fill in the answers on the board.
- **Play or read the paragraph again with pauses.** Have the students listen and then repeat each line after you. Be sure they use natural speed and intonation.
- **Engage students in group work.** Have the students work in small groups. They list Gina's secretarial skills in their notebooks and discuss the importance of each one. As a follow-up, have the whole class vote on which skill is most important.

## 1 She's a polite person.

► *Listening* ► *Speaking* ► *Reading*

- Write the adjectives and adverbs on the board under appropriate headings. Explain to students that adjectives are used to modify nouns. Write some sentences on the board and first underline the nouns, then circle the adjectives. Draw an arrow connecting each adjective to the noun it describes. Label the sentences *Adjectives modify nouns*.

He has black hair.

Gina's voice is polite.

She is a good dancer.

- Explain to students that adverbs are used to modify verbs. Write some sentences on the board and underline the verbs, then circle the adverbs. Draw an arrow connecting each adverb to the verb it modifies. Label the sentences *Adverbs modify verbs*.

He works quickly.

Gina speaks politely.

She dances well.

- Have the students copy the notes in their notebooks. Ask several volunteers to come to the board and write additional sentences containing either an adverb or an adjective.
- Next, separate the regular adverbs (those that are formed by adding *-ly* to the end of the adjectives) from the irregular ones (those that do not take *-ly*). Explain to students that adverbs of manner are usually formed by adding *-ly*, but that there are some exceptions.
- Pronounce all the adjectives and adverbs and have the students repeat them. Read the sample exchange aloud with a volunteer.
- Have the students choose a partner and, in pairs, look at the pictures and the phrases. Tell students to alternate asking and answering questions (using one of the verbs in the box and the appropriate adverb). Circulate to monitor progress.

## 2 Information Gap Activity, pp. 135 and 136.

► *Listening* ► *Speaking*

- Put students into pairs. In each pair, Student A looks at page 135, and Student B looks at page 136. Remind students not to look at each other's pages. Go over unfamiliar vocabulary: *candidates, ratings, mark, partial, scale, excellent, average, poor*.
- Read the instructions with the students. Explain that the six people listed vertically on their charts are candidates for the same job. At the top of the columns are the names of the three interviewers who rated the applicants' abilities.
- Tell the students to find out and record the missing ratings for all the candidates by asking their partner questions. When the students have found out all of the missing information, tell them to decide on a mark to give each candidate. Direct their attention to the rating scale: 10 = excellent, etc. Have the students record the final mark in the last column.
- Call on individual pairs to tell the class who should get the job (*Paul*).

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

## 4 Wrap Up

► Reading ► Writing

- Use the Help Wanted ads from the Warm Up as models. If you have access to an OHP, make a transparency of one ad and show it to the students. Ask the students questions about the ad. For example: *What kind of job is advertised? Which skills are required? What are some other requirements?*
- Divide students into small groups. Have the students in each group read the Drivers Needed ad. Then, ask them to complete the sentences with appropriate adverbs. You may want to write some sample adverbs on the board.
- Have volunteers read the completed sentences and verify their answers with the class.
- As a follow-up, have each group write an ad for one of the four jobs listed. Students may consult a bilingual dictionary for help. You may want to assign one job to each group.
- Circulate to monitor progress and offer help as needed.
- Call on individual groups to share their ad with the class. Ask questions like those above and have the group members answer.

#### Answers

1. carefully/well
2. well/fluently
3. Yes

## STRATEGIES FOR SUCCESS

- Review the introduction you offered in previous units. Briefly explain the three new strategies to students. Tell students to read authentic materials on their own to improve their comprehension skills. Have them look for newspapers and magazines in English.
- Help your students use the newspaper to find classified ads for employment. Have EFL students find five jobs that require English proficiency and list this skill—and other skills required—in their journals. Have ESL students select five jobs they feel qualified for, and list the skills and requirements for each one in their journals.
- Suggest that partners tell each other about the jobs they find. Discuss the skills and qualifications required. For example, *This job requires experience in an office and typing ability. English is necessary. The job is located at [address].*
- Students may wish to follow up by calling potential employers and inquiring about the jobs they have found in the ads. Those who are able to reach potential employers may wish to share the results with the class. Any students who are looking for work (either part-time or full-time) may wish to set up real interviews and report back.
- Encourage the students to review previous techniques and choose one they want to practice again.

**WORKBOOK** In class or for homework, assign Workbook Lesson 3.

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## CHECKPOINT

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*The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.*

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

## GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

### Lesson 2, Exercise 2 (p. 102)

#### ***“You’re Fired!” Role-Playing Contest***

- Before beginning, write the names of ten or more different occupations on small slips of paper. Pick some common and uncommon jobs (*doctor, lawyer, pilot, secretary, snake-charmer, dentist, etc.*). Go over any new vocabulary with the class. Fold the papers and place them in a container. Shake it well.
- Explain the idiomatic expression *you’re fired!* to the students. To be fired is to lose one’s job, usually because one has performed poorly. It’s a boss’s right to tell a lazy, rude, or inept employee *You’re fired!*
- Explain the premise of the role play to the students. One of the members in the group pretends to have the occupation on the slip of paper. He or she is having some kind of workplace problem or misunderstanding which may cause him or her to be fired. The other group members play the roles of co-workers, bosses, clients, police, or supervisors.
- Each group improvises a skit about a problem, disaster or mistake in the workplace. The skits may be silly and funny. Have students form groups of three to five members. A member of each group chooses an occupation slip. Explain to students that the groups will each create a role play about the occupations they chose, and perform before the class. This can be done as a contest: Allow the students to cast a secret ballot at the end of the performances to choose the Most Interesting or Funniest role-play. Groups may vote in both categories for any skit except their own. Groups perform their role plays for the class. As a follow up, the students vote for Most Original and/or Most Interesting presentation.
- Students in each group determine their own roles. Tell them to keep the subject a secret from their classmates until performance time. Give the groups ample time to practice before performing for the class. Circulate and encourage creativity and team work. Help the groups brainstorm ideas if they get stuck.

# WORKBOOK ANSWER KEY Lesson 1, pp. 63-64

## Exercise 1

1. a bird                      2. a snake                      3. a lion

## Exercise 2

1. can't                      3. can't                      5. can  
2. can                      4. can't                      6. can't

## Exercise 3

- |  |   |   |
|--|---|---|
| 1. A: Can she cook?<br>B: No, she can't. | 3. A: Can she play the piano?<br>B: Yes, she can. | 5. A: Can she paint?<br>B: Yes, she can.        |
| 2. A: Can he ski?<br>B: Yes, he can.     | 4. A: Can he/she walk?<br>B: No, he/she can't.    | 6. A: Can he use a computer?<br>B: Yes, he can. |

# WORKBOOK ANSWER KEY, Lesson 2, pp. 65–66

## Exercise 1

1. always      2. never      3. usually      4. sometimes      5. seldom

## Exercise 2

### Part I

1. Stanley never comes to work late.
2. He seldom makes personal calls.

### Part II

3. He always works late.
4. He usually works alone.
5. He works at his desk once a week.

**Answers will vary.**

## Exercise 3

### Part I

1. False
2. True
3. False
4. True
5. False

### Part II

1. Sophie always goes to meetings on Tuesday afternoon.  
*or* Sophie never goes to meetings on Wednesday afternoon.
2. Sophie sometimes gives haircuts in the morning.
3. Sophie usually colors hair on Thursdays.

# WORKBOOK ANSWER KEY, Lesson 3, pp. 67–69

## Exercise 1

Answers will vary.

## Exercise 2

- |            |          |            |          |             |
|------------|----------|------------|----------|-------------|
| 1. slow    | 3. well  | 5. correct | 7. badly | 9. careful  |
| 2. clearly | 4. quiet | 6. quickly | 8. good  | 10. quietly |

## Exercise 3

- |                                 |             |          |
|---------------------------------|-------------|----------|
| 1. very good                    | 4. Yes      | 8. quiet |
| 2. Gina Poggi and Arthur Fields | 5. Yes      | 9. fast  |
| 3. Gina is a secretary.         | 6. politely | 10. good |
|                                 | 7. fast     | 11. well |

## Exercise 4

Answers will vary.