

Summary of Lesson Plan

► Vocabulary (Student pages 120-121)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 120-121)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: common occupations and skills; words for getting a job; singular and plural forms of *child*

Procedure:

🔊 A–B.

- Write the words *occupations* and *skills* in two columns on the board. Say the words and have students repeat. Below the word *occupations*, write *A bus driver*. Elicit more occupations from the class and list them on the board. (To review occupations, refer students to the *Picture dictionary* on page 12 in Unit 1.) Point to the word *skills* and ask the class *What does a bus driver do?* Next to the words *A bus driver*, write *drives a bus*. Indicate that you have created a sentence by pointing out the initial capital letter and the final period. In this manner, create sentences by eliciting from the class a skill for each occupation on the board using the third-person singular form of each verb.
- If necessary, refer students to the following additional illustrations of career vocabulary: *a nurse's aide* on page 62; *a plumber* on page 13, item 4; *a telephone technician* on page 131; *interviews* on pages 122 and 123.
- Point out that *a job*, like *an occupation*, is the work that you do regularly to earn money. To emphasize that the word *occupation* is more formal and commonly used on official forms, remind students of its use on the employment applications on page 19 in Unit 1.

🔊 How to say it

- To show the correct irregular plural form of *child*, write *1 child* on the board. Then write *2 childs*. Cross this out and write *2 children*.
- Say the words *a child* and *children* or play the cassette. Students listen and repeat.

Option: Create a crossword puzzle for the occupations found in the *Picture dictionary*. Use the skills as the clues for each word. Have students compete to see who can complete the puzzle first or assign the crossword puzzle as homework.

Challenge: Elicit from the class other nouns that form irregular plurals. (Students learned *a person / people* in the *Picture dictionary* on page 24 in Unit 2.) Present other nouns that form irregular plurals, such as *man / men*; *woman / women*; *foot / feet*; and *tooth / teeth*.

Workbook Link: Exercise 1

🔊 C. Listen to the speakers. Circle ...

- To demonstrate the task, copy item 1 on the board. Then read out loud speaker 1 in the tape-script or play the cassette. Elicit the occupation of the speaker from the class and circle the letter *a* on the board.

Tapescript

- Speaker 1:** I like my job at Smith Company. I greet all the visitors who come to the company. I like working with people and talking to people.
- Speaker 2:** People call me when they're having problems with a sink, bathtub, or toilet. I always have a lot of work because everybody needs working sinks and toilets.
- Speaker 3:** I work at Children's Hospital. I help the nurses. I do many things every day. I make beds. I bring juice and water to the patients. I check the patients and talk to their families.
- Speaker 4:** I love my job at Mary's Hair Care. I wash and cut hair. I always work on Saturdays because a lot of my customers work during the week.

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Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 121)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- **PRESENTATION**
Practical conversations
(Student pages 122-123)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 121)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

A–B.

- Review the different ways of talking about skills. Write on the board *A truck driver drives a truck.* Underline the word *drives* to highlight the use of the third-person singular form of the verb in this sentence. To remind students that *can* and the base form of a verb are also used to talk about skills, write on the board *A truck driver can drive a truck.* Underline the verb *drive*.

- To model the activity, copy the chart on the board. Point to the word *drive* and ask the class *Who can drive?* Elicit from the class occupations that require driving skill, such as *a truck / bus / ambulance driver.* Add these occupations to the chart on the board.
- To demonstrate that students should write their own skill and occupation, point to yourself and write the words *teach students* in the *Skills* column. Elicit your occupation from the class and write *a teacher* in the *Occupations* column.
- In pairs, students talk about the skill and occupation they added to the chart. To review, have each student add his or her own skill and occupation to the chart on the board.

Option: Play a guessing game to reinforce occupations and skills vocabulary. To demonstrate the game, write on the board *A: I can _____. What am I? B: Are you a _____?* Play the role of Student A. Without telling the class your choice, select an occupation from the *Picture dictionary* on page 120. Complete the sentence on the board with a skill that corresponds to the occupation you selected. Have the class try to guess the occupation by using the language for Student B. To play the game, divide the class into pairs. Students alternate playing the role of Students A and B.

Challenge: As a class, complete the chart on the board for each occupation pictured in the exercise. To review, have students talk about the skills of each occupation. For example, for a writer, students could say *A writer writes books* or *A writer can write books.*

Workbook Link: Exercise 2

<h2>Your notes</h2>



Practical conversations (Student pages 122-123)

Suggested teaching time: 35 minutes
Your actual teaching time: _____

Model 1

Content: talking about job skills with *can*; talking about work experience with the past tense of *be*

Procedure:

🔊 A–B.

- After students listen to the conversation, check comprehension by asking questions about the people in the photo. For example, point to the two people and ask *Where are they?* (an office) Point to the man and ask *What does he want?* (He wants a job.) *What skills does he have?* (He can fix buses and trucks.) *What was his last job?* (He was a mechanic.) *What is he going to fill out?* (an application)
- To further demonstrate that *last job* means your most recent job, create an employment history timeline on the board for the man in the picture. Use actual dates to indicate that the man was a mechanic in the past but is currently unemployed.

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the information in the box. Point out that students should use an article before the name of the occupation.
- Have students do the *Pair work* a second time, this time using their own skills and occupations.
- To check answers, have several volunteers act out their conversation in front of the class.

If your students are ready ...

Culture / Civics note: Interviews are one of the most important steps of the hiring process. Interviews offer employers a chance to meet and evaluate potential employees. They are also an important opportunity for job candidates to highlight their skills, experience, and personal qualities. Appearance is also important for an interview; a neat, appropriate appearance is seen as an important indicator of personal qualities.

Model 2

Content: describing personal qualities; expressing enthusiasm

Procedure:

🔊 A–B.

- After students listen to the conversation, check comprehension by asking questions about the people in the photo. For example, point to the two people in the photo and ask *What are they talking about?* (work experience) Point to the woman on the right and ask *Does she have any work experience?* (no) *What personal qualities does she have?* (She's a good worker and she learns fast.) *What is she going to do tomorrow?* (come for an interview)
- If necessary, demonstrate that *experience* means skills that you get from doing a job. Point out that the man in Model 1 has experience, because he was a mechanic in his last job, but that the job seeker in Model 2 does not have experience because she has not had a job in the past.
- Students should be able to determine from context that *Well, not really* is used to say that something is not completely true.

C. Pair work ...

- Copy the conversation on the board. Point to each blank substitution line and elicit appropriate expressions from the class. For example, point to the first blank and elicit language used to express enthusiasm, such as *That's great, Good, or OK.*

Challenge: As a class, talk about other personal qualities that are important at work, such as always being early and never being late.

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Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 123)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 124-125)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 123)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A. Pair work ...

- To prepare students for the activity, elicit from the class interview questions about experience and skills, such as *Do you have any experience? What skills do you have? What was your last job? How long did you do that?*
- In pairs, students create a job interview conversation for the people in the photo, talking about experience and skills. Circulate to offer help as needed.
- To review, have several pairs of volunteers act out their interview in front of the class.

B. Personalization ...

- Model the activity with a more advanced student. Write on the board: *What skills do you have? What did you do in your country? How long did you do that?* Ask the student these questions and elicit appropriate responses.
- In pairs, students ask and answer the questions on the board, talking about their own skills and experience.

Workbook Link: Exercise 4



Practical grammar (Student pages 124-125)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

The past tense of be

Content: singular and plural past tense forms of *be*; negative forms of *be*; information questions and short answers with *be*; past time expressions

Procedure:

- First, review the present tense of *be*. Bring a large calendar to class. Point to the current date on the calendar and ask the class *What is the date today?* Elicit the date and say *Today is _____. I am at school today.* Point to a female student and say *She is at school.* Gesture to indicate the entire class and say *You are at school.* In this manner, create sentences using the present tense of *be* for the pronouns *he, we, and they.*
- Introduce the past tense of *be*. To indicate that the past tense is used for action that happened before now, point to the date of your last class on the calendar. Identify the students who attended class on that day using the past tense of *be*. For example, if your last class was yesterday, say *I was at school yesterday.* Point to a male student who attended class yesterday and say *He was at school yesterday.* Continue in this manner for the pronouns *she, we, you, and they.*
- To present the negative past tense of *be*, point to last Sunday on the calendar and say *I wasn't at school on Sunday.* Then gesture to include yourself and everyone in the class and say *We weren't at school on Sunday.* To review contractions, write on the board *wasn't, weren't.* Elicit the full forms from the class and write on the board *was not, were not.*

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Lesson Plan, Unit 10: Practical grammar (for Student pages 124-125)–continued

A. Choose words. Write the words ...

- Copy item 1 on the board. Elicit the correct answer from the class and write it on the line.

Option: Practice subject–verb agreement with a quick substitution drill. Write on the board *I was at work on Monday*. Say the word *he* and elicit from the class the sentence *He was at work on Monday*. Say the word *they* and elicit from the class *They were at work on Monday*. Continue the drill in this manner, eliciting past sentences by prompting students with subjects such as *I, he, she, we, you, they, Francisco, and Carol and Chen*.

Workbook Link: Exercise 5

Questions

- To point out the correct stress pattern for information questions with *be*, read the questions and responses in the *Questions* box. Have students repeat several times.
- Point out the different vowel sounds in *where* and *were*. Write the two words on the board, say the words, and have students repeat several times.

 **How to say it** 

- Use a calendar to present past times. Write the following time expressions on the board: *today, yesterday, last week, last month, last year*. Hold up the calendar and point out each time. Write the actual date or dates next to each time expression on the board.
- Say each date and corresponding time expression in the *How to say it* note or play the cassette. Students listen and repeat.

B. Choose words. Write the words ...

- Copy item 1 on the board. Elicit the correct answer from the class and write it on the line.
- To review, have volunteers write the completed sentences on the board. Point out that the answer choice for item 5 is capitalized because it is the first word of the sentence.

Option: To check comprehension of past questions with *be*, play a matching game. Write a list of past questions with *be* on the left side of the board and list appropriate answers in mixed-up order on the right side. Have students match the corresponding questions and answers.

Option: To review past questions with *be*, ask individual students questions such as *Who was in class yesterday? Were you in class yesterday? Was (student name) in class last week? Why weren't you in class? Where were you yesterday? Were you an engineer in your country? How long were you an engineer?* Elicit an appropriate short answer for each question.

Workbook Link: Exercise 6

(continued on p. 8)

<h2>Your notes</h2>

The simple past tense

Content: the simple past tense of regular and irregular verbs; information questions and short answers

Procedure:

Regular past forms

► First, present the regular past forms of the simple past tense. To demonstrate that regular past forms add *-ed* to the base form of the verb, write on the board *help, helped*. Underline the *-ed* ending. List the verbs *wash, fix, and install* and elicit the simple past tense form. Read out loud the base forms and the simple past forms in the *Regular past forms* list or play the cassette.

Option: To emphasize that the *-ed* verb ending has three different sounds, write in three columns on the board /t/, /d/, /id/. Say the word *helped*, emphasizing the final /t/ sound. Write *helped* in the /t/ column. Say the word *installed*, emphasizing the final /d/ sound. Write *installed* in the /d/ column. Say the word *painted*, emphasizing the final /id/ sound. Write *painted* in the /id/ column. Say the words again and have students repeat. Then say the following words and have the class place each word in the correct column: *washed, greeted, used, fixed*.

Irregular past forms

- To demonstrate that some simple past forms are irregular, write the words *do, did* on the board. Say the words and have students repeat. Read out loud the base forms and the simple past forms in the *Irregular past forms* list or play the cassette. Students listen and repeat. (For more irregular past forms, refer students to page 140.)
- Present statements with the simple past tense. List on the board: *I, You, He, She, We, You, They, Maria*. To the right of these words, write *helped customers yesterday*. To demonstrate that the verb remains the same regardless of the subject, say each sentence and have students repeat.

► Next, present negative simple past statements with *didn't*. Point to the sentence *I helped customers*. Next to this, write *I didn't help customers yesterday*. Point out that in negative sentences with *didn't*, the base form of the verb is used. Have the class write a negative sentence for each of the sentences on the board.

► To introduce questions in the simple past tense, write on the board *Who used a cash register? Did you use a cash register?* Point out the placement of the verbs in each question.

Option: Use flashcards to practice regular and irregular verb forms. On each card, write the base form of each verb in the grammar box. On the reverse of each card, write the simple past form of the verb. Hold up the base form of each verb and elicit the corresponding past form from the class.

C. Write the simple past tense ...

► Copy item 1 on the board. Elicit the word *painted* from the class and write it on the line.

If your students are ready ...

Language note: Most regular verbs form the simple past tense by adding *-ed* to the base form (*help, helped*). If the base form ends in *-e*, the letter *d* is added (*practice, practiced*). However, if the verb ends in *-y* preceded by a consonant, the *y* is changed to *i* before *-ed* is added (*try, tried*).

Workbook Link: Exercises 7, 8

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 15 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 125)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

**Authentic practice 1
(Student pages 126-127)**
Suggested teaching time: 25 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 125)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A. Pair work ...

- To model the activity, write on the board *What was his last job?* Point to the man sitting down in the picture and elicit an appropriate answer from the class, such as *He was a cashier.*

Your students can say ...

(The cashier)

A: What is he doing right now? **B:** He's talking about skills and experience / his last job. He is filling out an application. **A:** Was he a cashier in his country? **B:** Yes, he was. **A:** Did he use a cash register / sell food? **B:** Yes, he did.

(The child care worker)

A: What was her last job? **B:** She was a child care worker. **A:** Did she take care of children? **B:** Yes, she did.

B. Personalization ...

- To model the task, have the class ask you questions about your past work experience, such as *What did you do at your last job? How long / Where / Why did you do that?*

Workbook Link: Exercise 9



Authentic practice 1 (Student pages 126-127)

Suggested teaching time: 25 minutes
Your actual teaching time: _____

Procedure:

🔊 A. Listen and read.

- To set the scene for the conversation, point to the picture and ask *Where are they?* Elicit an appropriate answer such as *in an office.*
- Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Dentist* role contains the following new language: *interested in, the opening, several, Excellent, and When would you be available . . . ?* In addition, language learned in prior exercises has been modified; for example, the question *What kind of experience do you have?* resembles *Do you have any experience?* on page 122.

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task.

🔊 B. Listen to the dentist. Read ...

- Read out loud the *Dentist* role in Exercise A or play the cassette. Have students read the **(YOU)** role out loud as a class.

Challenge: After practicing with books open, students listen with books closed and say the **(YOU)** role out loud.

🔊 C. Listen and read. Choose ...

- Model the task by writing the question and the two answer choices for item 1 on the board. Say *I understand that you're interested in a job at Happy Holiday Hotels.* Elicit the correct response from the class and circle the letter *a* on the board.
- Check answers by reading the next two items out loud and having the class give the correct response.

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Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Workbook pages not assigned for Lesson Four.
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 127)
 Suggested teaching time: 10 minutes
 Your actual teaching time: _____
- ▶ **PRESENTATION**
Authentic practice 2 (Student pages 128-129)
 Suggested teaching time: 35 minutes
 Your actual teaching time: _____
- ▶ **REVIEW**
Do it yourself! (A plan-ahead project) (Student page 129)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____

▶ Do it yourself! (Student page 127)

Suggested teaching time: 10 minutes
 Your actual teaching time: _____

Procedure:

A. Write your own response ...

- ▶ Model the conversation. Read the first speech balloon out loud and elicit appropriate responses from the class.

Option: Have several pairs of volunteers act out their conversation in front of the class.

Your students can say ...

- YOU** Yes, I am. / Yes, I want to be an assistant manager.
- YOU** Well, in Korea I was a manager of a small hotel for three years.
- YOU** In a week. / In two weeks. / On Monday. / Next month.

B. Discussion ...

- ▶ Model the discussion by talking about an interview or your last job.
- ▶ To review, have volunteers tell the class about an interview or their last job.



Authentic practice 2 (Student pages 128-129)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Note: For the plan-ahead project on page 129, students should bring help-wanted ads from a newspaper to class.

Reading

Critical thinking skill: reasoning (making associations); decision making (choosing the best alternative)

Procedure:

A. Read the ads. Answer the questions.

- ▶ To prepare students for the activity, point to the first ad (*a*) and read it out loud.
- ▶ If necessary, point out that *Experience required* means that a worker must have experience to get the job and that *to apply* means to fill out an application. Students should be able to determine from context that *a position* is a job.
- ▶ To check comprehension, ask questions about ad *a*, such as *What's the name of the company?* (Brown Construction Company) *What do they need?* (an electrician's assistant) *Do you need experience to get the job?* (yes) *Is it full-time or part-time?* (part-time) *When does work start?* (9:00) *When does it end?* (1:00)
- ▶ Read items 1 and 2 out loud. Working individually, students read the ads and answer the questions.

🔊 Full-time and part-time



- ▶ Say the words *full-time* and *part-time* or play the cassette. Have students repeat several times.
- ▶ To check comprehension, write on the board *full-time = 40 hours per week; part-time = 1 to 39 hours a week*. Then write *Monday to Friday 3:30-5:30*. Ask the class if this is full-time or part-time. Write several other job hours on the board and elicit from the class whether they are full-time or part-time.

(continued on p. 12)

Lesson Plan, Unit 10: Authentic practice 2 (for Student pages 128-129)–continued

B. Critical thinking ...

- ▶ Point to the picture of Rosa Espinoza. Have a volunteer read item 1 out loud.
- ▶ Check comprehension by asking questions about Rosa's situation, such as *What does she do?* (She's a homemaker.) *Does she have any job experience?* (No, she doesn't.) *What skills does she have?* (She can fix microwaves, lights, sinks, toilets, cars, and trucks.) *Does she have a driver's license?* (Yes, she does.) *Does she want a part-time job?* (No, she doesn't. She wants a full-time job.)
- ▶ Point to the job ads and say *Rosa wants a job*. Ask the class *Where can Rosa apply?* Elicit the correct answer from the class and have students write the letter *d* on the line for item 1.

If your students are ready ...

Culture / Civics note: In many countries, jobs are obtained through friends, family, or other connections. While networking is a very effective method of getting a job in the United States and Canada, most job seekers use a variety of methods. Advertisements for jobs are commonly found in store windows, on community bulletin boards, on Internet sites, and in the classified section of local newspapers. Public libraries are excellent sources of employment information, and most provide free resources such as computers with word-processing and résumé-writing programs and Internet access.

Workbook Link: Exercises 12, 13

Writing

Procedure:

A. Ana Menendez filled out ...

- ▶ Point to the application and explain that Ana Menendez filled out the job application for a job at the Northview Hotel. Working individually, students read the job application.
- ▶ Read items 1 and 2 out loud. Point out that item 1 uses the present tense to ask about what Ms. Menendez does at her job now. Point out that item 2 uses the past tense to ask about what Ms. Menendez did from 1980 to 1999.
- ▶ Students work individually, using the job application to answer the questions about Ms. Menendez's work experience.

B. Complete the application ...

- ▶ To model the activity, copy the application on the board. Complete the application about yourself.
- ▶ Working individually, students complete an application about their current and last job. Circulate to offer help as needed.

Workbook Link: Exercise 14

▶ Do it yourself! (A plan-ahead project) (Student page 129)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

Procedure:

- ▶ Bring to class help-wanted ads from a newspaper. Point to the help-wanted ads and write on the board *Help Wanted, Classified Ads*.
- ▶ As a class, find ads for occupations that students have studied in class. List the occupations that students find on the board.
- ▶ Model the activity with a more advanced student. Choose a job from the newspaper ads. Play the role of the interviewer, asking questions about the applicant's experience, such as *What skills do you have? Do you have any experience? What did you do in your country? How long did you do that?*
- ▶ To encourage students to say as much as they can, express enthusiasm for the applicant's responses with expressions such as *That's great* or *That's interesting*. Ask if the applicant has any questions about the job. Encourage the student to ask about the time work starts and ends, and whether the job is full- or part-time. Finally, end the interview by asking whether the applicant wants to fill out an application or come in for an interview.
- ▶ Divide the class into pairs. Have each pair choose a job from their newspaper ads and then role-play a job interview. Partner A plays the interviewer and Partner B plays the job applicant. Students then change roles to practice both parts.

Option: Have several pairs of students act out their interview in front of the class.

Workbook Link: Exercise 15

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 20 minutes
- ▶ **Review (Student page 130)**
Suggested teaching time: 40 minutes
Your actual teaching time: _____
- ▶ **UNIT REVIEW**
Do it yourself! (Student page 131)
Includes expansion activities
 - role play
 - dialogues
 - writing
 - outside reading
 - realia applications
 - math skills applications
 - civic lesson applications
 - Booster Pak activities

Pronunciation (optional)

Rising and falling intonation in questions:
concept and practice

To reinforce the concept that *yes / no* questions have a rising intonation while information questions have a falling intonation, read the following questions: *Do you have any experience? What skills do you have?*

Write the questions on the board, asking students to say them out aloud after you. As you read the *yes / no* question, write a downward-curving arrow at its end. As you read the information question, write an upward-curving arrow at its end.

Label the first question *yes / no question*. Label the second question *information question*.

Ask students to come to the board and add their own *yes / no* questions and information questions to the lists. Then ask students to repeat the questions, being sure that they use the correct intonation for each one.

(continued on p. 14)

▶ Review (Student page 130)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

Procedure:

A–D.

- ▶ Students work individually to complete the review exercises.
- ▶ Circulate to offer help as needed.
- ▶ Have students check answers with a partner.
Review answers as a class.
- ▶ Identify any areas of difficulty that may require additional practice.

Option: For Exercise B, read items 1 through 3 out loud and have students circle the correct responses.

► **Do it yourself!** (Student page 131)

Procedure:

1. Point. Talk about occupations and skills.

Option: Sentence pairs. Divide the class into pairs. Have Student A describe the occupation and skill of a person in the picture and have Student B point to that person in the picture. Students then change roles.

Your students can say ...

He's a bus driver. He can drive a bus. He can't fix buses. He's a telephone technician. He can install telephones. He's a cashier. He can use a cash register. She is a child care worker. She can take care of children. He's a receptionist. He can greet visitors. (Units 1 and 3 and 7)

2. Point. Talk about the people.

Option: True / false statements. Working in pairs, students write three true statements and three false statements about the picture. For example, *This man was a dishwasher in Mexico.* (false) Regroup students into groups of four. Each pair reads their statements out loud to the other pair, who must decide which sentences are true and which are false.

Your students can say ...

(The child care worker and the cashier)
She is unemployed right now. (Unit 1) She loves children. (Unit 6) They are talking. He's filling out a job application right now. (Unit 7) He is going to come for an interview tomorrow. (Units 7 and 9) She's looking for a job. She filled out a job application.
(The telephone technician)
He's from Mexico. (Unit 1) He has experience. He doesn't have any experience here. He has an interview today. (Unit 4)
(The bus driver)
He wants a new job. (Units 2 and 4) He needs an application. (Unit 4) He is going to open the door. (Units 3 and 9)

3. Create conversations for the people.

Option: Role play. Have two volunteers act out their conversation in front of the class. Have the class listen and guess which people in the picture they are portraying. The volunteers then act out their conversation again and the class tries to remember exactly what was said. Working in pairs, students try to re-create the exact conversation that they heard.

Your students can say ...

(The manager and the telephone technician)
A: Do you have any experience? **B:** In Mexico I installed telephones. I was a telephone technician. **A:** What skills do you have? **B:** I can fix telephones. (Unit 6) **A:** How long were you a telephone technician? **B:** From 1988 to 2000. **A:** That's great! (Unit 5)
(The receptionist and the woman in the red dress)
A: May I help you? (Unit 4) **B:** I'm looking for a job. **A:** Good. What's your name, please? Is that your first name? And what's your last name? (Welcome Unit) Do you want to fill out a job application? **B:** Yes, thanks.
(The child care worker and the cashier)
B: What did you do in (Russia)? **A:** I was a child care worker. **B:** A child care worker! That's interesting! How long did you do that? **A:** For three years. What about you? What did you do? **B:** In (China) I was a cashier.

4. Say more about the picture ...

Your students can say ...

It's 9:30 a.m. (Unit 5) The copier is next to the exit. (Units 2 and 3) The meeting room is between the restrooms and the exit. (Unit 2)

Oral test (optional)

Use the *Do it yourself!* illustration on page 131 for an oral test. In pairs, students point to and ask questions about three people in the picture. For example, *A: (pointing to the telephone technician) Does he have any experience? B: Yes, he does.* Evaluate students on correctness, intelligibility, and completeness.