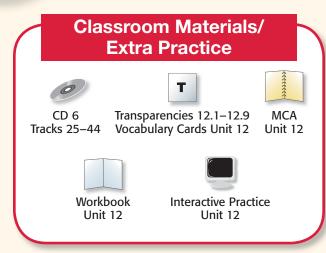
# What do you do?

Lesson 1

Jobs

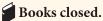


#### **Unit Goals**

- Identify common jobs
- Ask about someone's job
- Use Where do/Where does
- Talk about job skills
- Apply for a job
- Use Can: yes/no questions
- · Read a job ad
- Write about job interviews

## **Getting Started**

5 minutes



- Elicit vocabulary students may already know. Ask: What jobs did you do in your country? What jobs do you do now? What job would you like to do? What is your dream job?
- Say students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: We're learning about different jobs.

#### **Presentation**

15 minutes



A Look at the jobs...

- Show Transparency 12.1 or hold up your book. Point to the group of pictures and say: *Jobs*.
- Play CD 6, Track 25. Point to each job. Students
- Continue playing Track 25. Point to each job and have students repeat.

#### Books open.

- Play Track 25 again. Students listen and point to the jobs in their books.
- Continue playing Track 25. Students point as they listen and repeat.

#### Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 194. Student A points to a job. Student B says the word. Then students switch roles.

## **B** Listen and read...

- Play CD 6, Track 26. Students listen and read.
- Continue playing Track 26. Ask students to listen and repeat as they read.

#### Expansion: Writing Practice for B

• Dictation. Student A says three words. Student B writes the words. Student A checks the spelling. Then students switch roles.

#### **Presentation**

#### 15 minutes

#### **Communicative Practice** 15 minutes

#### G Listen. Listen and repeat.

- Show Transparency 12.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: What do you think? What is his job? What is her job?
- Play CD 6, Track 27. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 27. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.2 or have students read in their books. Play Track 27 again.
- Continue playing Track 27. Students listen and repeat.

#### **Controlled Practice** 10 minutes

#### **D** PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Ask a volunteer to say the lines for Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

#### PAIRS. Make new conversations...

- Show Transparency 12.1 or hold up your book showing page 194. Choose a job. Model a new conversation with the job. Say the lines for Speaker B. The class says the lines of Speaker A. Point to the picture of the job during the new conversation.
- Walk around and help as needed. Then ask volunteers to role-play one of their new conversations for the class.

#### **Teaching Tip**

Help students prepare for the Show What You *Know* activity by talking about jobs. Ask each student what they do now or what they did in their country. Write the job on the board. If students haven't had a job yet, they can answer with student. They can also use made-up information.

# Show what you know!

#### **GROUPS OF 4.** Use real or made-up information...

- Model language needed for the activity: What's your name? What do you do?
- Tell the class: Write your name and your job in number 1.
- Students take turns asking and answering questions. They write their classmates' information.
- Circulate and assess students' ability to say their jobs. If students need more practice, review pages 194 and 195.

#### **CLASS.** Take turns. Talk about...

- Say the sentence in the speech bubble and have the class repeat.
- Have each group introduce their classmates. Each student introduces one classmate and says his or her job.

#### **Critical Thinking Skill: Prioritizing**

- Set the context. Say: When you look for a job, what do you want or need? Write students' answers on the board.
- Then ask students to prioritize what they want or need. Provide an example with your information. For example, write on the board: 1. location 2. hours 3. salary/money. Then explain: I don't want to travel far to my job. I want to work during the day. I need to make enough money to pay my bills.
- Form cross-ability groups. Have students talk about the jobs they would like and what is important for them. They can write a list.
- To finish this activity, ask volunteers to talk about their list.

#### **Extra Practice**





Interactive Practice

Pages 134-135

#### Lesson 2

# Ask about someone's job

## **Getting Started**

5 minutes



- Ask the class: Some people like to work in an office.
   Other people like to work in a store. Where do you want to work?
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: We're learning about more jobs and where people work.

#### **Presentation**

10 minutes



- Show Transparency 12.3 or hold up your book. Point to the group of pictures and say: *Jobs*.
- Play CD 6, Track 28. Point to each job. Students listen.
- Continue playing Track 28. Point to each job and have students repeat.

#### Books open.

- Play Track 28 again. Students listen and point to the jobs in their books.
- Continue playing Track 28. Students point as they listen and repeat.

#### Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 196. Students work together to match the pictures with the words.

## B Listen and read...

- Play CD 6, Track 29. Students listen and read.
- Continue playing Track 29. Ask students to listen and repeat as they read.

#### **Expansion: Writing Practice for B**

• Have students write the words in the word box in alphabetical order.

#### Controlled Practice 10 minutes

#### **©** PAIRS. Point to a picture...

 Students look at the pictures in Exercise A. Student A points to the jobs. Student B says the words.
 Then students switch roles.

# Lesson 2 Ask about someone's job

#### **Presentation**

#### 15 minutes

#### **Controlled Practice**

10 minutes

#### D Listen. Listen and repeat.

- Show Transparency 12.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Are they talking about a classmate? Is he a doctor?
- Play CD 6, Track 30. Students listen. Pause the CD. Show the transparency and ask the comprehension questions again.
- Continue playing Track 30. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.4 or have students read in their books. Play Track 30 again. Students listen and read silently.
- Continue playing Track 30. Students listen and repeat.

#### Read the sentences.

- Use Transparency 12.4 or have students look at the chart in their books. Cover the dialog on the transparency or ask students to cover the dialog in their books.
- Say each question in the chart and have students read silently. Say each question again and have the class repeat.
- Point to the questions in the left column. Circle Where do. Explain: The subject is you in these *questions. Use* Where do *to form a question.* Say the questions and have the class repeat.
- Point to the questions in the right column. Circle Where does. Explain: The subject is he and she in *these questions. Use* Where does to form a question. Say the questions and have the class repeat.
- Point to the conversation on Transparency 12.4 or have students look at Exercise D in their books. Ask a volunteer to come up and circle any questions with do or does on the transparency or have students circle in their books.

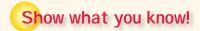
#### Write do or does.

- Copy item 1 on the board. Ask: What do we need in the question? Do or does? (he needs does.)
- Students complete the exercise individually. Then have volunteers write the questions on the board. Make any necessary corrections.

#### Expansion: Speaking Practice for F

• Form pairs. Students role-play the conversations.

#### Communicative Practice 10 minutes



#### **CLASS.** Take turns. Ask...

- Say the sentences in the speech bubbles and have the class repeat.
- Model asking the questions to a volunteer.
- Have volunteers ask classmates the questions. Make sure everyone asks and answers.
- Assess students' ability to say their occupation and where they work. If students need more practice, review pages 196 and 197.

#### **Critical Thinking Skill: Listing**

- Set the context. Say: Think of the different jobs you have done and where you have worked. Students can use real or made-up information.
- Have students write a list of jobs and places they have worked.
- Form cross-ability pairs. Have students work together to put the list in time order. Put the newest job first and the oldest job last. You can talk about how in the United States people, for example, a boss, will expect to hear about someone's experience in this order.
- Walk around and help as needed.

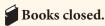
# **Extra Practice** Interactive Practice Pages 112-113 Pages 136-137

## **Lesson 3**

# Talk about job skills

## **Getting Started**

#### 5 minutes



- Elicit vocabulary students may already know. Ask the class: The things that you can do at work are called job skills. What job skills do you have? Can you use a computer? Can you help customers?
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: We're learning about job skills.

#### **Presentation**

15 minutes



#### A Look at the job skills...

- Show Transparency 12.5 or hold up your book. Point to the group of pictures and say: *Job skills*.
- Play CD 6, Track 31. Point to each picture. Students listen.
- Continue playing Track 31. Point to each picture and have students repeat.

#### Books open.

- Play Track 31 again. Students listen and point to the pictures in their books.
- Continue playing Track 31. Students point as they listen and repeat.

#### Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 198. Students work together to match the pictures with the words.

#### **B** Listen and read...

- Play CD 6, Track 32. Students listen and read.
- Continue playing Track 32. Ask students to listen and repeat as they read.

#### Expansion: Writing Practice for B

- Ask students to write two lists of job skills from the word box. List 1: Write all the job skills beginning with use. List 2: Write all the job skills with help.
- Walk around and help students write lists.
- Have volunteers write their lists on the board.

#### **Controlled Practice** 10 minutes

#### **© PAIRS.** Say a job skill in...

• First Student A says the job skills. Student B points to the pictures in Exercise A. Then students switch roles.

# Talk about job skills

#### **Presentation**

15 minutes



#### D Listen. Listen and repeat.

- Show Transparency 12.6 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Are they in an office? Is the woman looking for a job? Is she talking about what she can do?
- Play CD 6, Track 33. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 33. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.6 or have students read in their books. Play Track 33 again. Students listen and read silently.
- Continue playing Track 33. Students listen and repeat.

#### **Controlled Practice** 5 minutes

#### **E** PAIRS. Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. Ask a volunteer to be Speaker B.
- Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

#### **Presentation**

5 minutes



#### (F) Listen and read the story.

- Play CD 6, Track 34. Students listen and read.
- Review any words students may not know.

#### **Controlled Practice** 5 minutes

#### **G** Read the story again...

- Do item 1 with the class. Model circling *Yes*.
- Have classmates compare their answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

#### MULTILEVEL INSTRUCTION for G

Pre-level Students read the sentences and then circle Yes or No.

**Above-level** Students write the correct information for sentences with *No*, for example: 3. She wants to work in a department store.

#### **Communicative Practice** 10 minutes



#### **CLASS.** Walk around the room...

- Say the sentences in the speech bubbles and have the class repeat.
- Students can review the job skills on page 198.
- Model asking the question to a volunteer who says the answer.
- Have students walk around the room and ask classmates the question.
- Circulate and assess students' ability to say their job skills. If students need more practice, review pages 198 and 199.

#### **Critical Thinking Skill: Categorizing**

- Set the context. Say: *The fastest-growing types* of jobs are service jobs. Service jobs are jobs where people help people.
- Say: Look at the jobs on pages 194 and 196. Which are service jobs? Make a list on the board.
- Ask the class to brainstorm other jobs that are service jobs and write them on the board.
- To finish this activity, go through the list on the board and talk about job skills needed for each job. Write new vocabulary on the board.

# Extra Practice Interactive Practice Pages 138-139

## **Getting Started**

5 minutes

#### **Controlled Practice**

15 minutes



- Elicit vocabulary students may already know. Ask: How do people get jobs in your country? Do they work for their family? Do friends help them? Do they go to a job counselor? Do they read the job ads?
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: We're learning to apply for a job.

#### **Presentation**

10 minutes

Books open.



A Listen. Listen and repeat.

- Show Transparency 12.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Are they in an office? Are they in a school? Is he asking for information? Does she work in the office?
- Play CD 6, Track 35. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 35. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.7 or have students read in their books. Play Track 35 again. Students listen and read silently.
- Continue playing Track 35. Students listen and repeat.

## B Listen again...

- Play CD 6, Track 36. Students circle Yes or No.
- Play Track 36 again. Have students check their answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

#### **©** PAIRS. Practice the conversation.

- Model the conversation in Exercise A. Ask a volunteer to say the lines for Speaker A. Say the lines for Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

#### **D** PAIRS. Read the job ads...

- Read the job ad for Conversation 1 and have the class repeat. Model a new conversation. Ask a volunteer to say the lines for Speaker A. You are Speaker B.
- Then have pairs practice the new conversations.
- Walk around and help as needed. Then ask volunteers to role-play one of their new conversations.

#### **Expansion: Writing Practice for D**

• Ask students to write one of their new conversations.

#### **Presentation**

#### 10 minutes

#### Read the sentences.

- Use Transparency 12.7 or have students look at the chart in their books. Cover the dialog on the transparency.
- Read each question and short answer in the chart and have students read silently. Say each question and short answer again and have students repeat chorally.
- Point to the first question. Circle *can* and *use*. Explain: *Use* can *to make questions*. Can *is first to form a question*. Circle *use*. Explain: *Use the verb in the simple form*.
- Point to *can* and the simple verb form in each of the questions.
- Then point to the short answers. Explain: *Short answers use* can *or* can't. Say each question and then the short answers and have students repeat.
- Show Transparency 12.7 with the dialog or have students look at Exercise A on page 200. Ask a volunteer to underline *can* in the dialog.

#### Controlled Practice 10 minutes

#### Write the questions and answers.

- Copy item 1 onto the board. Model writing the question. Capitalize the first letter in *can*. Remind students that the verb with *can* is always in the simple form. Remind students to end a question with a question mark.
- Write the short answer on the board.
- After students complete the exercise, have them compare their answers with a partner.

## **G** Listen and check your answers...

- Play CD 6, Track 37. Tell students to circle any mistakes in their answers in Exercise F.
- Pause the CD. Ask students to correct their mistakes. Start Track 37 again and have students check their answers again.
- Then continue playing Track 37. Have the class listen and repeat.

#### Expansion: Speaking Practice for G

• Form pairs. Instruct students to take turns asking and answering the questions in Exercise F.

#### Communicative Practice 10 minutes

# Show what you know!

#### PAIRS. Ask: Can you...

- Model the first item: Can you speak two languages? Call on a volunteer to answer. Tell the class: If the answer is Yes, I can, check the box. If the answer is No, I can't, don't check the box. Remember that you are writing your partner's information.
- Students take turns asking and answering the questions.

#### **CLASS.** Take turns...

- Say the sentences in the speech bubble and have the class repeat.
- Tell students to use the information from the checked boxes to make their sentences.
- Listen and assess students' ability to say their classmates' job skills. If students need more practice, review pages 200 and 201.

#### **Critical Thinking Skill: Deconstructing**

- Take a poll. Ask students about the job skills on page 198. Also write on the board any other skills discussed.
- Form groups. Have students ask each other about job skills and keep count.
- Then ask the groups to give their information (For example: *Four people can fix cars. Two people can teach.* etc.).
- Write the information on the board to create an overview of the class.

# Extra Practice Interactive Practice Pages 114–115 Pages 140–141

#### **Lesson 5**

# Life Skills • Read a job ad

## **Getting Started**

#### 5 minutes

#### **Controlled Practice**

10 minutes

## Books closed.

- Set the scene and elicit vocabulary students may already know. Ask: You are looking for a job. You are reading an advertisement in the newspaper. What information is in the ad? Do you want to know what the job is? Part-time or full-time? What else do you want to know?
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: We're learning to read a job ad.

#### **Presentation**

15 minutes

Books open.

#### **A** PAIRS. Complete the sentences...

- Have students compare answers. Then say the answers and have students check their work.

#### **B** Read the job ads.

- Tell the class to read the job ads silently and underline any words they do not understand. Review words students don't know.
- Ask the class to read job ad A again. Check comprehension. Ask: What's the job? Where is the job? When is the job? What is required? How does someone apply?
- Then ask the class to read job ad B. Check comprehension by asking the questions again.

#### **©** Read the sentences...

- Read item 1 for the class: *The job is an office assistant. Is this information in job ad A or B?* Ask students to point to the answer in the ad. Model writing the answer in the blank.
- To review this exercise, call on volunteers to read the sentences and say the answers.

# Life Skills • Read a job ad

#### **Presentation**

#### 15 minutes

#### **Controlled Practice**

15 minutes

#### **D** PAIRS. Match.

- Do item 1 with the class. Write the answer on the board.
- Ask various volunteers to read the words and say the matching answer.

#### Expansion: Reading Practice for D

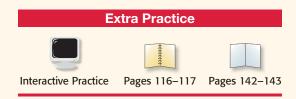
• Tell students to cover the words in the first column. Then ask pairs to take turns saying the words for the abbreviations out loud to each other.

#### **1** Read the job ads.

- Tell the class to read the job ads silently and underline the words they do not understand. Review any words students don't know.
- Ask the class to read job ad A again. Check comprehension. Ask: What's the job? Where is the job? When is the job? What is required? How does someone apply?
- Ask the class to read job ads B and C. Check comprehension by asking the questions again.

#### **(3)** Read the sentences...

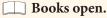
- Do item 1 with the class. Ask students to point to the ad with the answer and to point to the correct information in the ad.
- After the class completes the exercise, call on some students to read the sentences and say the answers.



#### Monika's story **Lesson 6**

## **Getting Started**

5 minutes





- Elicit students' ideas. Ask the class: *Are you looking* for a good job? Do you go to interviews? What do you do at an interview?
- Say the students' answers correctly and have the class repeat. Write the words on the board.
- State the lesson objective: We're listening to Monika, a good student. She's talking about going to a job interview.

#### **Presentation**

15 minutes

#### A CLASS. Look at each picture...

- Show Transparency 12.8 or hold up your book. Point to each picture and ask: What do you see?
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

#### **B** Listen to the story.

- Play CD 6, Track 38. Point to each picture on Transparency 12.8 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 12.8 or hold up your book.
  - 1. What is her name? Is she a young woman?
  - 2. What is Monika doing on Thursday?
  - 3. What did Monika do in English class?
  - 4. Does Monika need to get to the interview early? How early?
  - 5. How does Monika shake hands?
  - 6. What else does she need to do at the interview?
- Play Track 38 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

#### Monika's story Lesson 6

#### **Presentation**

#### 10 minutes



#### G Listen again and read.

- Play CD 6, Track 39. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

#### Expansion: Reading Practice for C

• Form cross-ability pairs. Students take turns reading the story out loud.

#### **Controlled Practice** 20 minutes

#### D Read the story again...

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say their answer.

#### **E** GROUPS. Read the questions...

- Model the discussion. Ask various students some questions about how people live in their country or culture: Do you go to job interviews? What happens? Should you shake hands? Should you make *eye contact? Should you be early?*
- Write on the board the roles for the group: *Student 1: Read each question out loud.* Student 2: Make sure each student talks. Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

#### **(F)** Write about job interviews.

- Model writing the sentences on the board. Use information about the United States.
- Walk around the room and help as necessary.

#### MULTILEVEL INSTRUCTION for F

**Pre-level** Students copy Monika's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper. Exercise C is the model.

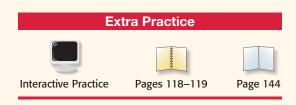
#### **Communicative Practice** 10 minutes

#### **G** GROUPS. Take turns. Read...

• Form cross-ability groups. Encourage above-level students to help as they share their information.

#### **Critical Thinking Skill: Planning**

- Set the context. Say: Monika knows she will have to answer questions at the job interview. She wants to plan her answers before she goes to the interview. She wants to know what questions will she be asked at a job interview in the United States.
- Have students brainstorm. Write their job interview questions on the board. Help students delete any questions you won't or shouldn't be asked in the United States.
- To finish the activity, have pairs take turns asking each other the questions on the board.



#### REVIEW

# Show what you know!



# THE SOUNDS OF O (HOSPITAL) AND U (UP)

#### **Language Note**

The sounds of *o* (*hospital*) and *u* (*up*) are vowel sounds. This *o* is a short sound. Open your mouth. Put your tongue down and back. Practice the sound with the word *hospital*. This *u* is a short sound. Close your mouth a little. Relax your tongue in the middle of the mouth. Practice the sound with the word *up*.

#### A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

## **B** Listen and repeat.

- Play CD 6, Track 40. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *o*.
- Play the audio two or three times.

#### Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

## D Listen and repeat.

- Play CD 6, Track 41. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *u*.
- Play the audio two or three times.

#### **1** Listen. Write o or u...

- Explain that students will complete each word with *o* or *u*.
- Do the first item with the class. Write on the board:
   1. j\_b. Say the word. Have a volunteer come up and write the correct letter.
- Play CD 6, Track 42. You may want to play the track two times.
- Have students check their answers with a partner.

#### **DICTATION. PAIRS. Student A...**

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask
  the student to say a word from Exercise A. Write it
  on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

#### **G** DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

#### MULTILEVEL INSTRUCTION for F and G

**Pre-level** Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

**Above-level** Students write five more words with *o* and *u*. They can use any words they know. Form pairs. Have students share their words. Check for the choice of words to make sure they match the same *o* and *u* sounds of these exercises.

## REVIEW

# Show what you know!

## 2 VOCABULARY

## A Listen. Listen and repeat.

- Play CD 6, Track 43. Have students listen and read.
- Continue playing Track 43. Have students listen and repeat chorally.
- Check comprehension. Ask: Where do cashiers work? Where do mechanics work?
- You can also show Transparencies 12.1, 12.3, and 12.5. Have students come up and point to each job when you say the word.

#### **B** Write the answers...

- Have students work individually.
- Walk around to help as needed and to check for understanding.

#### **©** PAIRS. Compare answers.

- Have students compare answers.
- Ask for volunteers to write the answers on the board. Make corrections as necessary.

## 3 SPEAKING

#### Your classmate asks...

- Have students read the situation and answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the answer on the board.

#### **CD-ROM Practice**



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 12, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.



## **EXPAND**

# Show what you know!

#### **APPLY FOR A JOB**

## A Listen. Salma is...

- Set the context. Say: A woman is applying for a job.
- Play CD 6, Track 44. Have students listen.
- Ask students to say the position Salma is applying for and to say the skills she needs. Write the information on the board.
- Then play Track 44 again and check the information.

#### **B** PAIRS. Read the job ad.

- Read the ad to the class and ask questions: What is the job? Is it full-time? Can you call to apply?
- Tell students to take turns reading the ad out loud.

#### **G** Write a job interview...

- Form cross-ability groups.
- Students prepare a conversation.
- Walk around and help as needed.

#### **D** CLASS. Take turns. Perform...

• Ask volunteers to perform their conversations.



# Show what you know!

#### 2

#### **FILL OUT A JOB APPLICATION**

#### What kind of job...

- Show Transparency 12.9 or hold up your book.
   Review the words on the form. Say each word and have the class repeat.
- Then point to each item again and ask a corresponding question. For example, point to the first line and ask: What kind of job are you interested in?
- Write several positions and times on the board.
   Students can use this information if they do not have an idea about a job they want.
- Walk around and help as needed.
- Form cross-ability pairs. Say: Read your classmate's form. Is it complete?

#### **Community Building**

For Exercises 3 and 4, form cross-ability pairs and have students check each other's writing. Say: *Read your classmate's sentences*. *Are they complete?* 

## 3

#### WRITE ABOUT YOURSELF

#### Write about yourself...

- Students can use true or made-up information.
- Write a model on the board. Use information about yourself. Encourage students to look at this model on the board as they write.
- Walk around the room and help as needed.

## 4

#### CONNECT

#### For your Team Project...

• Go to page T-xi for the general teaching notes for the projects.