

TEACHER'S NOTES

INTRODUCTION

This set of hand-held visuals has been designed for the following types of language activities:

1. Introducing essential employment vocabulary and expressions by progressive development of a meaningful story line.
2. Practicing and reinforcing tenses, irregular verbs, idiomatic expressions and question formation.
3. Building listening-comprehension skills critical to a successful job interview.
4. Stimulating conversation by progressing from controlled oral practice to original self-expression.

STORY DEVELOPMENT

On the back of each visual, the basic story is given at two different proficiency levels. The first version presents essential job vocabulary and expressions in simple sentences. The second version includes additional job vocabulary within more advanced sentence structures.

DESIGN AND FORMAT

This comprehensive set of instructional materials includes the following components:

- Thirty-six attractively illustrated hand-held visuals.
- Two complete story lines with corresponding comprehension questions.
- Two reproducible reading passages for follow-up and reinforcement.
- Ten reproducible activities to reinforce and to expand basic job-search skills.

METHODOLOGY

Step 1: Select the version of the story most appropriate to your students' proficiency level.

Step 2: Have students put away all unnecessary material. Explain that you are going to tell them a story and that they should not write anything during this activity.

Step 3: Inform the students that they will be expected to retell the story.

Step 4: For maximum effectiveness, present the story in four logical episodes such as: The Search for Employment (cards 1-11). The Interview (cards 12-18). The First Day at Work (cards 19-25). The Second Day at Work (cards 26-36). Depending on the level of the class, the episodes can be presented progressively over several class sessions or together as one unit.

Step 5: Hold up each card and read the appropriate text on the back of each picture. Read slowly. Repeat each sentence several times.

Step 6: After completing each picture, check the students' understanding of the story by asking appropriate questions.

Step 7: Repeat the story a second time (optional).

Step 8: Hold up each picture card and have an individual student retell the story. Allow the student to retell the story in his or her own words. Accept variations in wording and structure as long as the factual content remains the same. Each student should tell the portion of the story corresponding to two or three pictures.

Step 9: Signal the first student to stop by saying, "Thank you." Call on each subsequent student by name and say, "Please continue." Follow this procedure until the entire story or episode has been retold.

Step 10: Follow the sequential story line, hold up a card and have one student pose an appropriate question to another student.

FOLLOW-UP ACTIVITY

1. Select, reproduce, and distribute the appropriate version of the reading passage. Have the students read the text silently. Review by asking appropriate comprehension questions.
2. From the reading passage, prepare a short list of spelling words for a future quiz.
3. Choose a paragraph from one of the reading passages and give it as a dictation.

4. Have students write dialogs for role playing the following situations:
 - a. Calling about an ad (dialog between the applicant and secretary)
 - b. Asking about benefits, salary, sick leave, holidays, duties and work schedule (dialog between the employer and applicant)
 - c. Canceling an appointment (dialog between the applicant and receptionist)
 - d. Leaving a message for the employer (dialog between the applicant and secretary)
5. Reproduce the application form included in this set. Have students complete it as a class or home exercise.
6. Reproduce the crossword puzzle and have students do it as an assignment.
7. Reproduce the want ads and use them as a reading exercise. Discuss the abbreviations and ask comprehension questions. On a subsequent day, have students fold the sheet in half vertically and read the ad from the abbreviated form.
8. Reproduce the corresponding work sheet for want ads. Test the students' knowledge of abbreviations used in employment ads.

VOCABULARY

Help students see that some key employment words from the story can be extended to create entire word families. Select words to create analogies that the students must logically complete (employ: employee/train: trainee). The key word families for employment skills are listed below:

Root

employ:	employment, employer, employee, unemployment, unemployed
apply:	application, to apply for, applicant, applicable, not applicable
train:	training period, trainer, trainee, untrained, trainable
operate:	operator, operation, operative, inoperative, cooperate
supervise:	supervisor, supervision, unsupervised
qualify:	qualification, unqualified, qualified, disqualify
assemble:	assembly line, assembler, unassembled, to unassemble / disassemble
direct:	direction, director, directory, directed, undirected, misdirect
educate:	education, educator, educated, uneducated
equip:	equipment, equipped, unequipped
instruct:	instructor, instruction, uninstructed
manage:	manager, management, manageable, unmanageable, manageability, mismanage

DISCUSSION

1. How should a person dress for a job interview?
2. What kind of questions are asked during an interview?
3. How can a person prepare for an interview?
4. Where are some places to look for a job?
5. What are some do's and don'ts during an interview?
6. What are some differences in employment between this country and other countries?
7. What kind of information should a person include in a resume?
8. In your opinion, what's an acceptable hourly wage?
9. What are some common payroll deductions?
10. What kinds of fringe benefits do employers offer?
11. What's your occupational goal? What level of education is necessary? What are the duties and skills associated with this job?
12. Would you prefer an inside job or an outside job? Why?

SOCIAL AND CULTURAL SKILLS

Explain the importance of the following:

- punctuality and attendance
- good grooming and hygiene
- courtesy and polite language
- a firm handshake
- eye contact
- appropriate language usage (both written and oral)

DAVID MARTIN GETS A JOB



Picture 2

Story 1

David needs a job.

Questions:

1. Who needs a job?
2. What does David need?

Story 2

David is unemployed and must find a job

Questions:

1. a. Who's unemployed?*
- b. Who's out of work?
2. Is David employed or unemployed?
3. Why must David find a job?
4. a. What must David do?
- b. What does David have to do?
5. Do you need a job?

*Variations: unemployed, out of work

Picture 1

Story 1

This is Mr. David Martin. He's a machine mechanic.

Questions:

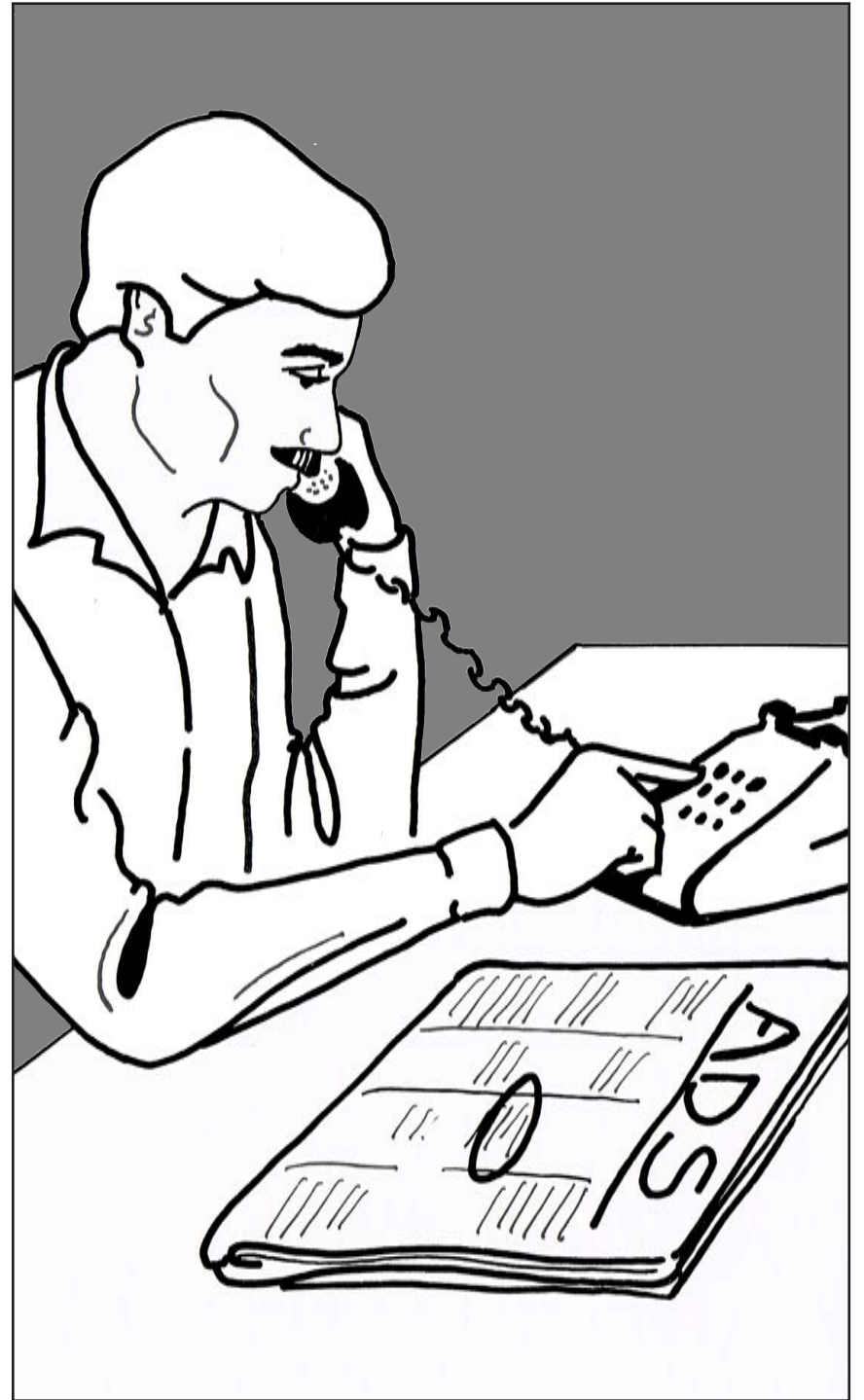
1. Who's the story about?
2. What's David's occupation / profession?
3. a. What does David do?
- b. What does David do for a living?
4. a. Is David a machine mechanic or an auto mechanic?
- b. What kind of mechanic is David?

Story 2

This is Mr. David Martin. He's a machine operator and repairman.

Questions:

1. Who's the story about?
2. a. What does David Martin do?
- b. What does David Martin do for a living?
3. What's David's profession / occupation?
4. What does David operate?
5. What does David repair?



Picture 4

Story 1

He calls to make an appointment for an interview

Questions:

1. What does David do?
2. What does he call for?
3. What's an interview?
4. What happens in an interview?
5. Name someone you need an appointment to see.

Story 2

He meets the qualifications for one job.
He calls for an interview with the employer.

Questions:

1. Does David meet the qualifications for any of the jobs?
2. a. What does he call for?
b. What does he ask for?
3. What happens in an interview?
4. What's an employer and what does he do?
5. Describe the qualifications for the following professions: secretary, mechanic, bookkeeper, nurse.

Picture 3

Story 1

David finds an ad (advertisement) in the newspaper

Questions:

1. What does David find in the newspaper?
2. Where does he find the ad?
3. What's an ad?

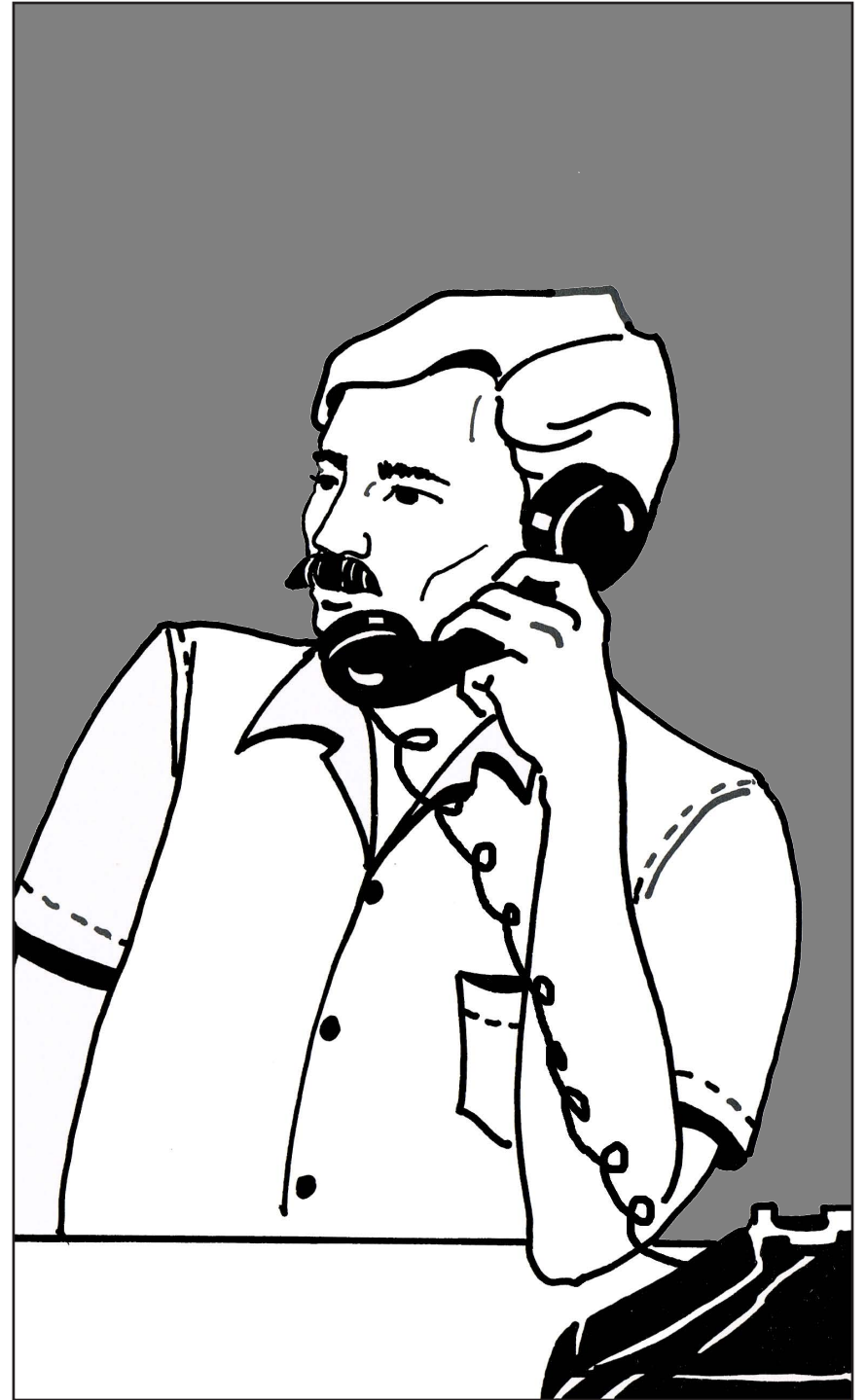
Story 2

David looks at the classified ads* in the newspaper

Questions:

1. What does David look at?
2. Where are the classified ads?
3. What are classified ads?
4. Where do you look for job information?
5. Why is David looking at the classified ads?

* Variations: classified ads, want ads



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Story 1

David says, "I saw your ad in the newspaper. I'd like to apply for the job."

Questions:

1. What does David tell the operator?
2. What does David want to apply for?
3. What would David like to do?
4. Where did David see the ad?

Story 2

David says, "I'd like to apply for the position that you advertised."

Questions:

1. What does David tell the operator?
2. What would David like to apply for?
3. What was advertised?
4. Where was the position advertised?
5. How did David find out about the job?
6. Why do employers advertise?

Picture 5

Story 1

An operator answers the telephone. He says, "May I help you?"

Questions:

1. Who answers the telephone?
2. What does the operator say?
3. What does an operator do?

Story 2

An operator answers the phone. He says, "Could I help you?"

Questions:

1. Who answers the phone?
2. What does the operator say?
3. What does an operator do?
4. What are other ways to say "Could I help you?"



Picture 8

Story 1

David arrives at the office early. He tells the receptionist, "I have an appointment with the manager."

Questions:

1. When does David arrive at the office?
2. What does David tell the receptionist?
3. What does a receptionist do? (welcomes and greets people, gives information, does some secretarial work)
4. What's David wearing?

Story 2

David gets to the personnel office early. He says, "I have an appointment with the personnel manager."

Questions:

1. When does David get to the personnel office?
2. What does David say to the receptionist?
3. Describe the duties of a receptionist.
4. What's David wearing?
5. How should you dress for an interview?

Picture 7

Story 1

The operator says, "Please come in tomorrow at 9 for an interview with the manager."

Questions:

1. What does the operator tell David?
2. Who will David have an interview with?
3. When's the appointment?
4. What time is the interview?

Story 2

The operator says, "Come in tomorrow at 9 a.m. for an interview with the personnel manager."

Questions:

1. What does the operator tell David?
2. Who will David have an interview with?
3. What time does David make the appointment for '?
4. What does a personnel manager do? (hires, gives interviews)

David Martin Gets a Job

Story 1



Last year, David Martin was looking for a job. He found an interesting ad in the newspaper, so he called for more information and for an appointment. The operator told David to come in for an interview with the manager.

On the next day, David arrived at the office early and filled out an application. When the manager came out of his office, David introduced himself. During the interview, David told the manager about his work experience. He also asked him if the job was temporary or permanent and if it was full-time or part-time. The manager was pleased with David's qualifications, so he hired him.

On his first day at work, David reported to his new supervisor. He filled out several forms, got a time card, and punched in. David then began his two-week training period. He studied the

safety rules and learned how to run some of the machines in the factory.

On his second day, David helped other employees move some equipment. Later in the day, a repairman helped David fix one of the machines. David's boss asked him to work overtime, so David worked an extra hour. Before he went home, he put his tools away, cleaned up his work area, and punched out.

After a year of hard work, David got a raise and a promotion. Today, he is the department manager.



David Martin Gets a Job

Story 2



Last year, David Martin was unemployed. He found an ad in the daily newspaper and called for an interview with the personnel manager.

When David arrived for his appointment, the receptionist handed him an application to fill out. When the manager came out of his office, he greeted David. During the interview, the manager asked about David's background. David asked about the company benefits, wages and work schedule. The manager was pleased with David's education and experience, so he hired him.

On David's first day at work, his supervisor showed him around and explained his duties. David filled out some forms received his time card, and punched in. He met the department manager and

learned how to operate some of the machines in the plant.

On his second day, David helped his co-workers move some heavy equipment and supplies. Later, the foreman helped David repair one of the machines. Because there was so much to do, David had to work overtime. Before going home, David put his tools away, swept the floor, and punched out.

After one year on the job, David was promoted to department manager and received a good raise in salary. He plans to work very hard and hopes to become a supervisor someday.

