



FLAGSHIP

9

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Flagship Level 9

First published

Pearson Educación de México, S.A. de C.V., 2017

ISBN: 978-607-32-4095-6

Area: ELT

Format: 21 x 27.6 cm

Page count: 96

Managing Director: Sergio Fonseca ■ **Innovation & Learning Delivery Director:** Alan David Palau ■ **Regional Content Manager - English:** Andrew Starling ■ **Publisher:** Jaquelin Camizao ■ **Editorial Services Manager:** Asbel Ramirez ■ **Art and Design Coordinator:** Juan Manuel Santamaría ■ **Layout:** Salvador Carmona ■ **Cover Design:** Factor ■ **Photo Research:** Julien de Preux ■ **Photo Credits:** Pearson Asset Library, Fotolia, 123RF, Shutterstock

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First published, 2017

ISBN PRINT BOOK: 978-607-32-4095-6

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Avenida Antonio Dovall Jaime #70
Torre B, Piso 6, Colonia Zedec Ed. Plaza Santa Fe
Delegación Álvaro Obregón, México, Ciudad de México, C. P. 01210

www.PearsonELT.com

Impreso en México. Printed in Mexico.

1 2 3 4 5 6 7 8 9 0 - 20 19 18 17








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SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
 <p>Life Plans PAGE 6</p>	<ul style="list-style-type: none"> Explain a change of intentions and plans Express regrets about past actions Discuss skills, abilities, and qualifications Discuss factors that promote success 	<ul style="list-style-type: none"> Reasons for changing plans Qualifications for work or study 	<ul style="list-style-type: none"> Expressing intentions and plans that changed: <i>Was / were going to</i> and <i>would</i> Perfect modals <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Expressing the future: review The future with <i>will</i> and <i>be going to</i>: review Regrets about the past: <ul style="list-style-type: none"> <i>Wish</i> + the past perfect <i>Should have</i> and <i>ought to have</i>
 <p>Holidays and Traditions PAGE 20</p>	<ul style="list-style-type: none"> Wish someone a good holiday Ask about local customs Exchange information about holidays Explain wedding traditions 	<ul style="list-style-type: none"> Types of holidays Ways to commemorate a holiday Some ways to exchange good wishes on holidays Getting married: events and people 	<ul style="list-style-type: none"> Adjective clauses with subject relative pronouns <i>who</i> and <i>that</i> <ul style="list-style-type: none"> Usage, form, and common errors Adjective clauses with object relative pronouns <i>who</i>, <i>whom</i>, and <i>that</i> <ul style="list-style-type: none"> Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Adjective clauses: common errors Reflexive pronouns By + reflexive pronouns Reciprocal pronouns: <i>each other</i> and <i>one another</i> Adjective clauses: <i>who</i> and <i>whom</i> in formal English
 <p>Inventions and Discoveries PAGE 34</p>	<ul style="list-style-type: none"> Describe technology Take responsibility for a mistake Describe new inventions Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> Describing manufactured products Descriptive adjectives 	<ul style="list-style-type: none"> The unreal conditional: Review and expansion The past unreal conditional <ul style="list-style-type: none"> Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Real and unreal conditionals: review Clauses after <i>wish</i> Unless in conditional sentences The unreal conditional: variety of forms
 <p>Controversial Issues PAGE 48</p>	<ul style="list-style-type: none"> Talk about politics Discuss controversial issues politely Propose solutions to global problems Debate the pros and cons of issues 	<ul style="list-style-type: none"> Political terminology A continuum of political and social beliefs Some controversial issues Ways to agree or disagree How to debate an issue politely 	<ul style="list-style-type: none"> Non-count nouns that represent abstract ideas Verbs followed by objects and infinitives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Count and non-count nouns: review and extension Gerunds and infinitives: <ul style="list-style-type: none"> form and usage usage after certain verbs
 <p>Beautiful World PAGE 62</p>	<ul style="list-style-type: none"> Describe a geographical location Warn about a possible risk Describe a natural setting Discuss solutions to global warming 	<ul style="list-style-type: none"> Geographical features Compass directions Ways to recommend or criticize a place Ways to describe risks Geographic nouns and adjectives Describing natural features Energy and the environment 	<ul style="list-style-type: none"> Prepositional phrases of geographical places Too + adjective and infinitive <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Prepositions of place: more usage Proper nouns: capitalization Proper nouns: use of <i>the</i> Infinitives with <i>enough</i>
<p>Reference Charts PAGE 76</p>		<p>Grammar Booster PAGE 81</p>	
		<p>Writing Booster PAGE 92</p>	

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Say <u>No kidding!</u> to indicate delight or surprise Say <u>How come?</u> to ask for a reason Express a regret with <u>I should have...</u> Use <u>You never know...</u> to reassure someone Accept another's reassurance with <u>True</u> 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to classify information Listen to infer a speaker's motives <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of <u>have</u> in perfect modals 	<p>Texts</p> <ul style="list-style-type: none"> Career and skills A magazine article with tips for effective work habits A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content 	<p>Task</p> <ul style="list-style-type: none"> Write a short autobiography <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Dividing an essay into topics
<ul style="list-style-type: none"> Show friendliness by wishing someone a good holiday Reciprocate good wishes with <u>Thanks! Same to you!</u> Preface a potentially sensitive question with <u>Do you mind if I ask you...</u> Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with <u>Thanks. That's really helpful</u> 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> "Thought groups" 	<p>Texts</p> <ul style="list-style-type: none"> Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Scan for facts Compare and contrast Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a detailed description of two holidays <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Descriptive details
<ul style="list-style-type: none"> Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with <u>I'm ashamed to say...</u> Reduce another's self-blame with <u>That can happen to anyone and No harm done</u> 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with 'd in spoken English 	<p>Texts</p> <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Find supporting details Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention or discovery <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a topic that might be controversial Use <u>So...</u> to begin a question clarifying someone's statement Politely indicate unwillingness with <u>No offense, but...</u> Apologize for refusing with <u>I hope you don't mind</u> Use <u>How do you feel about...</u> to invite someone's opinion Offer an explanation for one's opinion. Use <u>Actually...</u> to introduce a different point of view 	<p>Listening Skills</p> <ul style="list-style-type: none"> Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> Stress to emphasize meaning 	<p>Texts</p> <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Activate language from a text Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Contrasting ideas
<ul style="list-style-type: none"> Show interest in someone's plans by asking follow-up questions Indicate possible intention with <u>I've been thinking about it</u> Qualify a positive response with <u>Sure, but...</u> Elaborate further information using <u>Well...</u> Express gratitude for a warning 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view <p>Pronunciation</p> <ul style="list-style-type: none"> Voiced and voiceless <u>th</u> 	<p>Texts</p> <ul style="list-style-type: none"> Maps An online article about ways to curb global warming A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	<p>Task</p> <ul style="list-style-type: none"> Write a geographic description of your country, state, or province <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing by spatial relations



UNIT

1

Life Plans



COMMUNICATION GOALS

- 1 Explain a change of intentions or plans.
- 2 Express regrets about past actions.
- 3 Discuss skills, abilities, and qualifications.
- 4 Discuss factors that promote success.

KEY VOCABULARY

- Reasons for changing plans
- Qualifications for work or study

KEY GRAMMAR

- Expressing intentions and plans that changed: Was / were going to and would
- Perfect modals

Life Plans

What's the best career for you?

Take the preference inventory to see which fields might be a good match for you. Check the activities you like (or would like) to do.

<input type="checkbox"/>	work on experiments in a science laboratory
<input type="checkbox"/>	write songs
<input type="checkbox"/>	manage a department of a large business corporation
<input type="checkbox"/>	repair furniture
<input type="checkbox"/>	be a doctor and care for sick people
<input type="checkbox"/>	design the stage scenery for a play
<input type="checkbox"/>	teach adults how to read
<input type="checkbox"/>	study a company's sales
<input type="checkbox"/>	restore antique cars
<input type="checkbox"/>	teach science to young people
<input type="checkbox"/>	help families with problems
<input type="checkbox"/>	manage a company's sales representatives
<input type="checkbox"/>	make clothes to sell
<input type="checkbox"/>	interpret X-rays and other medical tests
<input type="checkbox"/>	make paintings and sculptures
<input type="checkbox"/>	help couples with marriage problems
<input type="checkbox"/>	start my own business
<input type="checkbox"/>	build houses

Write the number of check marks you have by each color.

Field:

<input type="checkbox"/> BUSINESS	<input type="checkbox"/> SCIENCE	<input type="checkbox"/> CRAFTS
<input type="checkbox"/> SOCIAL WORK	<input type="checkbox"/> ARTS	



A DISCUSSION Talk about the questions.

- Which field or fields did you have the most check marks in?
- Were you surprised by your results? Explain.
- What are some jobs or professions in that field?



PHOTO STORY Read and listen to a conversation about a career choice.



Charlotte: Dr. Miller, I wonder if I could pick your brain.

Dr. Miller: Sure, Charlotte. What's on your mind?

Charlotte: Well, I always thought I would go to engineering school, but now I'm not so sure anymore.

Dr. Miller: Well, it's not so unusual for a person your age to change her mind ...



Dr. Miller: I must have changed mine ten times before I settled on medicine! Have you decided on something else?

Charlotte: Well, actually, I've developed an interest in the health field, and since you're a doctor ...

Dr. Miller: Are you thinking of medicine?

Charlotte: Not specifically. Something related that doesn't take that long to study ...



Charlotte: I know there are some good options, but I'm having trouble making up my mind.

Dr. Miller: Well, have you given any thought to becoming a physical therapist? It's a great field. You help people, and there's always a job available.

Charlotte: Hmm. Physical therapy. I should have thought of that. I'll keep that in mind.

C FOCUS ON LANGUAGE Find the following expressions in the Photo Story. Use the context to help you match the expressions and their meanings.

- | | |
|--------------------------------|--|
| 1 make up one's mind | a decide to do something else |
| 2 keep something in mind | b remember something |
| 3 be on one's mind | c think of something |
| 4 settle on | d decide to do something after considering conflicting choices |
| 5 change one's mind | e ask someone about something |
| 6 pick someone's brain | f make a final decision that won't change |

SPEAKING

A Have you ever changed your mind before settling on something?

Check any areas in which you have changed your mind.

- | | |
|---|--|
| <input type="checkbox"/> a career or job choice | <input type="checkbox"/> a divorce |
| <input type="checkbox"/> a field of study | <input type="checkbox"/> the choice of a boyfriend or girlfriend |
| <input type="checkbox"/> a marriage | <input type="checkbox"/> other |

B DISCUSSION Survey the class. How many classmates checked each box? Discuss the reasons why people changed their plans.



- A**  **CONVERSATION MODEL** Read and listen to a conversation about a change in plans.

A: So what are you doing these days?
 B: Well, I'm in dental school.
 A: No kidding! I thought you had other plans.
 B: That's right. I was going to be an artist, but I changed my mind.
 A: How come?
 B: Well, it's hard to make a living as a painter!

- B**  **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR • Expressing intentions and plans that changed: Was / Were going to and would

Express and ask about past intentions and plans that changed with was / were going to + a base form.

I was going to get married (but I didn't).

They were going to study art (but they didn't).

Was she going to take the course?

Were you going to study with Dr. Mellon?

Weren't you going to study law? (Yes, I was. / No, I wasn't.)

Where were they going to work? (In Kuala Lumpur.)

Who was going to teach this class? (My sister was.)

You can also use would (the past of will) + a base form to express plans and intentions that changed, but only in a noun clause following verbs such as thought, believed, or said.

She thought she would be a doctor (but she changed her mind).

We always believed they would get married (but they never did).

They said they would pay for their daughter's studies (but they didn't).

Note: You can also use was / were going to in a noun clause after thought, believed, or said.

They said they were going to arrive before noon (but they didn't).

Be careful!

Don't use would + a base form alone. It must be used in a noun clause. Use was / were going to instead.

She was going to be a doctor.
 NOT She would be a doctor.

GRAMMAR BOOSTER p. 81

- Expressing the future: review
- The future with will and be going to: review

GRAMMAR PRACTICE Write what each person said he or she was going to do.

1



“ I'm going to stop smoking. ”

2



“ I'm going to apply to law school. ”

3



“ I'm going to find a husband. ”

4



“ I'm going to marry Sylvia. ”

1. He said he was going to . . .



A VOCABULARY • Reasons for changing plans

Read and listen. Then listen again and repeat.



I wanted to be a rock star, but **my tastes changed**.



I was going to be an artist, but **it's hard to make a living as an artist**.



I thought I would be a lawyer, but **I didn't pass the exam**.



I wanted to become a firefighter, but **my family talked me out of it**.



I was going to marry George, but **I changed my mind**.

B VOCABULARY / GRAMMAR PRACTICE

Complete each sentence, using would and a reason from the Vocabulary. Then compare reasons with a partner.

- Laura thought / be / a doctor, but ...
- I thought / become / an astronaut, but ...
- We were sure / Bill and Stella / get / a divorce, but ...
- Joe always believed / become / a writer, but ...



C LISTEN TO ACTIVATE VOCABULARY

Listen to the conversations. Complete each statement about the decision each person made. Then listen again and use the Vocabulary to write the reason each person changed his or her mind.

- She wanted to be a _____, but she changed her mind because _____.
- He was going to _____ Jessica, but he didn't because _____.
- He always thought she would become a _____, but she didn't because _____.
- She was going to _____ a Romanian named Andrei, but she didn't because _____.

NOW YOU CAN

Explain a change of intentions or plans

A NOTEPADDING

On the notepad, write some intentions or plans you had in the past but changed your mind about. Write the reasons for the changes, using the Vocabulary or other reasons.

for my life:

for my studies:

for my career:

B CONVERSATION ACTIVATOR

With a partner, change the Conversation Model, using the information on your notepad. Then change roles.

A: So what are you doing these days?

B: Well, _____.

A: No kidding! I thought you had other plans.

B: That's right. I was going to _____, but _____.

A: How come?

B: Well, _____.

DON'T STOP!

- Ask more questions.
- Explain your choices and decisions.
- Discuss the future.

C CHANGE PARTNERS

Practice the conversation again about other intentions or plans from your notepad.

GRAMMAR • Perfect modals

Use perfect modals to express feelings and beliefs about past actions and events:

- Regrets or judgments: should have + past participle**
I **should have studied** medicine. (But unfortunately, I didn't.)
She **shouldn't have divorced** Sam. (But unfortunately, she did.)
- Possibility: may have / might have + past participle**
I **may (OR might) have failed** the final exam. It was really hard.
He **may (OR might) not have been** able to make a living as a painter.
- Ability (OR possibility): could have + past participle**
He was the driver. He **could have prevented** the accident.
The museum was closed, but she **couldn't have known** that. It's usually open on Tuesdays.
- Certainty: would have + past participle**
You should have gone to Rio. You **would have loved** it.
It's good he broke up with Anne. They **wouldn't have been** happy together.
- Conclusions: must have + past participle**
Beth isn't here. She **must have gone** home early.
(I think that's what happened.)
They didn't buy the house. The price **must not have been** acceptable.
(I think that's the reason.)


GRAMMAR BOOSTER p. 82

- Regrets about the past: wish + the past perfect; should have and ought to have

A GRAMMAR PRACTICE Choose the modal that logically completes each sentence.

Write that modal and the verb in the perfect modal form.

- I don't know why she married him. He the only man available.
(must OR should) be
- I architecture. I really good at it.
(should OR may) study (must OR would) be
- Jenna's not studying Chinese anymore. It too hard to learn Chinese and Japanese at the same time.
(should OR might) be
- We didn't know we were going to have five children. We such a small house.
(could not OR should not) buy
- Ella still loves Ben. She with him.
(must not OR should not) break up
- When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead. Looking back, I think I on the wrong career.
(may OR should) decide

B PAIR WORK Provide three possible reasons for each statement. Use may / might have, must have, and could have. Follow the example.

Example: John is late for dinner.

“ He might have gotten stuck in traffic. ”

“ And he must not have taken his cell phone. ”

“ Or he could have had an important meeting at work. ”

- 1 My brother never got married.
- 2 All the classes were canceled today.
- 3 Michael is forty, and he just became a doctor.
- 4 Rachel grew up in New York, but now she lives in São Paulo.
- 5 They had one child, and then they adopted three more.
- 6 They had their honeymoon in the U.S. instead of in France.



PRONUNCIATION • Reduction of have in perfect modals

- A** 3:24 Notice the reduction of have in perfect modals. Read and listen. Then listen again and repeat.

- 1 I should have married Marie. 3 We may not have seen it.
/ʃʊdəv/ /nɒtəv/
2 They might have left. 4 She could have been on time.
/maɪtəv/ /kʊdəv/

- B PAIR WORK** Take turns reading the sentences with perfect modals in Exercise A. Use correct reduction of have.

- A** 3:25 **CONVERSATION MODEL** Read and listen to a conversation between two people discussing a regret about the past.

- A: I should have married Steven.
B: Why do you think that?
A: Well, I might have had children by now.
B: Could be. But you never know. You might not have been happy.
A: True.

- B** 3:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Express regrets about past actions

- A NOTEPADDING** Write about some regrets you have about past actions. Say how you think things might have been different in your life today.

Past action	Regret	How might things have been different?
a job / career choice	I didn't take the job at MacroTech.	I might have been CEO by now!

Past action	Regret	How might things have been different?
a job / career choice		
a field of study		
a marriage / divorce		
a boyfriend / girlfriend choice		
a breakup		



- B CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model. Discuss your regrets and speculate on how things might have been different. Use information from your notepad and perfect modals. Then change roles.

A: I should (or I shouldn't) have

B: Why do you think that?

A: Well, I

B: Could be. But you never know.
You might

A:

DON'T STOP!

- Ask your partner more questions about his or her regrets.
- Speculate about what happened.
- Offer advice.



RECYCLE THIS LANGUAGE.

Why did / didn't you ___?
Why don't you ___?
How about ___?
must (not) have ___
may / might (not) have ___
could have ___

BEFORE YOU LISTEN

A VOCABULARY • **Qualifications for work or study** Read and listen. Then listen again and repeat.

- talents** abilities in art, music, mathematics, etc., that you are born with
She was born with talents in both mathematics and art.
- skills** abilities that you learn, such as cooking, speaking a foreign language, or driving
She has several publishing skills: writing, editing, and illustrating.
- experience** time spent working at a job
Martin has a lot of experience in sales. He has worked at three companies.
- knowledge** understanding of or familiarity with a subject gained from experience or study
James has extensive knowledge of the history of film. You can ask him which classics to see.
- qualifications** talents, skills, experience, and knowledge that make a person a good candidate for a job
I have two qualifications for the English teaching position: I have a teaching certificate, and I have taught English for two years.

B THINK AND EXPLAIN Explain the following in your own words. Use examples from your life.

- the difference between a talent and a skill
- the difference between experience and knowledge

LISTENING COMPREHENSION

A LISTEN FOR DETAILS Listen to nine people being interviewed at an international job fair. Stop after each interview and match the interviewee with his or her qualification for a job. Listen again if necessary.

Interviewee	Qualifications
..... ^h 1 Sonia Espinoza	a a good memory
..... 2 Silvano Lucastro	b artistic ability
..... 3 Ivan Martinovic	c mathematical ability
..... 4 Agnes Lukins	d logical thinking
..... 5 Elena Burgess	e compassion
..... 6 Karen Trent	f manual dexterity
..... 7 Ed Snodgrass	g common sense
..... 8 Akiko Uzawa	h athletic ability
..... 9 Mia Kim	i leadership skills


B PAIR WORK With a partner, classify each qualification from Exercise A. Do you agree on all the classifications? Discuss and explain your opinions.

a talent	a skill
athletic ability	

“ I think athletic ability is a talent. You're born with that. ”

“ I don't agree. I think if you train and work at it, you can develop into a great athlete. I think it's a skill. ”

NOW YOU CAN

Discuss skills, abilities, and qualifications

A FRAME YOUR IDEAS Take the skills inventory.

Preparing for an Interview

Whether you're looking for a job or interviewing for a school, interviewers expect you to answer questions about your interests, talents, skills, and experience. Take this inventory to prepare yourself for those questions.

Interests

Check the fields that interest you:

- | | |
|------------------------------------|--|
| <input type="checkbox"/> business | <input type="checkbox"/> art |
| <input type="checkbox"/> science | <input type="checkbox"/> manufacturing |
| <input type="checkbox"/> education | <input type="checkbox"/> other _____ |

Qualifications

Check the qualifications you believe you have:

- | | |
|---|--|
| <input type="checkbox"/> manual dexterity | <input type="checkbox"/> artistic ability |
| <input type="checkbox"/> logical thinking | <input type="checkbox"/> compassion |
| <input type="checkbox"/> mathematical ability | <input type="checkbox"/> a good memory |
| <input type="checkbox"/> common sense | <input type="checkbox"/> leadership skills |
| <input type="checkbox"/> athletic ability | <input type="checkbox"/> other _____ (advanced computer skills, for example) |

Experience

Briefly note information about your experience, skills, and any special knowledge you have.

Experience: _____

Skills: _____

Special knowledge: _____

B NOTEPADDING On your notepad, write specific examples of your qualifications. Then share and discuss your skills, abilities, and qualifications with a partner.

Qualification	Example
mathematical ability	I'm great at number puzzles.

Qualification	Example

C PAIR WORK Use the information on your notepad to do one of the following activities.

- Role-play an interview for a job.
- Role-play an interview for career advice.
- Role-play an interview for entry into a professional (or other kind of) school.



RECYCLE THIS LANGUAGE.

I have experience in [teaching].
I don't have much experience, but _____.
I'm good at [math].
I have three years of [French].

“ Please come in. / Have a seat. ”

“ Tell me something about your [skills]. ”

“ What [work experience] do you have? ”

“ Do you have any special [skills]? ”

D GROUP WORK Tell your class what you learned about your partner in the interview.

“ My partner has a lot of experience in ... ”