



MLC Intermediate CASAS-Aligned Curriculum
Unit: Jobs Reading & Vocabulary
Week 1 of 3

Unit Overview

This is a 12-lesson unit in which students will do comprehension and vocabulary activities with readings about jobs. In week 1 of 3, readings will focus on types of jobs, qualifications, and the application process.

Unit Life Skill Goals:

Monday: Job Tasks

Tuesday: Job Requirements

Wednesday: Applying for a Job

Thursday: Applying for a Job

Unit: Jobs Reading & Vocabulary: Week 1 of 3

Monday: Job Tasks

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Answer comprehension questions about the story • Identify own reactions to sentences in the story (e.g., being surprised, not understanding, or already knowing) • Demonstrate comprehension of the story by re-telling 	<p>All materials can be found at the end of this lesson:</p> <ul style="list-style-type: none"> • Activity Steps: Warm-up and Introduction • Activity Steps: Keyword Skimming & Scanning • Jobs Reading.1 • Mark the Margins • Retell the Story

Lesson Plan**Warm up (5min)**

Use Activity Steps: Warm-up and Introduction

Suggested question: "What kind of work did you do in your country? How are jobs in your country the same or different than the U.S.?"

Activity 1 Reading Comprehension (25 min)

- Use *Jobs Reading.1*
- Complete all steps of *Keyword Skimming & Scanning*

Activity 2 Reading Review 1 (25 min)

- Use *Jobs Reading.1*
- Introduce key vocabulary for the activity, *Mark the Margins*. Model marking the margins of the first paragraph of *Jobs Reading.1* by eliciting appropriate notes from learners and writing them next to paragraph 1 on the overhead.
- Individually, have learners mark the margins of paragraph 2.
- In pairs, have them compare notes.
- Whole group share.

Activity 3: Reading Review 2 (10 min)

- Use *Jobs Reading.1*
- Do the activity, *Retell the Story*.

Activity Steps: Warm-Up and Introduction

Objective

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description

Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Activity Steps: Keyword Skimming & Scanning

Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

Step 1: Before distributing the worksheet, prompt learners to recall the test practice steps below:

1. Read the question
2. Circle key words in the question
3. SCAN for key words or similar words in the text
4. Answer the question

Step 2: MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

Optional comprehension check: Pair learners with a partner for checking answers. They should each ask and answer:

1. What do you think about # [1, 2, 3...]
2. Why do you think that?
3. What key words did you find in the question?
4. Show me where you saw the answer in the text (encourage learners to physically point)

Step 3: Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

Optional review: Partner learners together to ask and answer the review questions below:

1. What question was easy for you? Why?
2. What question was difficult for you? Why?
3. Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

Jobs Reading.1

Girma has been living and working in Minneapolis for nearly a year. He works as a Certified Nurse Assistant in a nursing home. He chose this job because there was a strong demand for the job, and he hoped he would have a lot of opportunities in the future. It's also important to him to help people.

Girma takes care of routine tasks such as administering medication, serving meals, and cleaning rooms. He also performs basic medical tasks including taking temperatures, recording pulse rates, and monitoring blood pressure. He's not a nurse or doctor, so he doesn't perform major medical tasks or give medical advice. He assists some patients with bathing and getting dressed. With patients who are overweight or disabled, this can sometimes be very challenging. Occasionally, it is stressful trying to help patients who are unhappy or confused. Overall, though, Girma's work as a Certified Nursing Assistant is rewarding.

1. Why does Girma work as a Certified Nurse Assistant?
 - a. He has been working for nearly a year.
 - b. He likes helping people.
 - c. There was a strong demand for the job.
 - d. B and C.
2. What kind of basic tasks does Girma do at his job?
 - a. He performs basic medical tasks.
 - b. He takes temperatures.
 - c. He administers medication, serves meals and cleans rooms.
 - d. He's not a nurse or doctor.
3. What medical tasks does Girma do?
 - a. He takes temperatures, records pulse rates, and monitors blood pressure.
 - b. He assists some patients with bathing and getting dressed.
 - c. He administers medication, serves meals, and cleans rooms.
 - d. He helps overweight and disabled patients.
4. Why doesn't Girma perform major medical tasks?
 - a. He is not a surgeon.
 - b. He is not a nurse or doctor.
 - c. It can be very challenging.
 - d. Some patients are unhappy or confused.
5. How does Girma feel about his job?
 - a. It is stressful.
 - b. He hopes to have more opportunities in the future.
 - c. He is satisfied with his work.
 - d. All of the above.

Mark the Margins

- Choose the types of ideas that you would like students to mark in a reading passage.
- As students read a reading passage, they mark the margins for specific kinds of ideas that you chose before they started reading.
- As they finish reading, they share what they marked with partners and then as a whole class.

Possible Marks

? I don't understand

→ I understand

! surprising

I interesting

I important

F fact

O opinion

D most difficult sentence

A I already knew this

M I want to know more

A I agree

D I disagree

N I have no opinion

Retell the story

- Variation one: give each student in a small group a short reading. After they have read it a few times, have them summarize it to the group.
- Variation two: ask students to retell you (or a partner) something they read in a previous lesson

Unit: Jobs Reading & Vocabulary: Week 1 of 3

Tuesday: Job Requirements

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Answer comprehension questions about the story • Identify the meaning of key vocabulary words and use them in a sentence or give an example <p>Key vocabulary:</p> <p>Experience, required, qualifications, professional recommendation, personal recommendation</p>	<p>All materials can be found at the end of this lesson:</p> <ul style="list-style-type: none"> • Activity Steps: Warm-up and Introduction • Tell a Tale of Guesswork • Jobs reading.2 • Activity Steps: Jigsaw reading comprehension • Activity Steps: Retell the story
Lesson Plan	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Have you ever applied for a job in the U.S.? What kind of job do you have, or would you like to have? What are the qualifications for that job?”</p> <p>Activity 1 Reading Predictions (20 min)</p> <ul style="list-style-type: none"> • Use the first page of <i>Jobs Reading.2</i> • Do the activity, Tell a Tale of Guesswork <p>Activity 2 Reading Comprehension (25 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.2</i> • Complete all steps of <i>Activity Steps: Jigsaw reading comprehension</i> <p>Activity 3: Reading Review 2 (10 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.1</i> • Do the activity, <i>Retell the Story.</i> 	

Activity Steps: Warm-Up and Introduction

Objective

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description

Step 1: Pair work

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Tell a Tale of Guesswork

- Preview a story as a class: discuss the title and check that students understand the key words. If there is a picture, discuss the picture.
- Read the first paragraph aloud a couple times while students listen.
- Students work in small groups. Dictate the first sentence from the next paragraph to the first group. Dictate the first paragraph of the third paragraph to another group, and so on.
- Each group writes a paragraph, using their dictated topic sentence.
- A representative from each group reads their paragraph aloud to the class (read them in order).
- Pass out the original story for students to read and compare to their own version. Which do they like better?

Jobs Reading.2Paragraph 1

Dilma worked as an auto mechanic in his dad's shop for seven years before he left Peru last year. For the past six months that he's been living in Minnesota, he's been studying English full time and living with his cousin. Now he needs to start working so he can help with the rent, and maybe get an apartment of his own. He wants to find another job as a mechanic, but he isn't sure if he will be able to. Most of the auto mechanic job ads that he sees require experience. He has experience, but in a different country. He's not sure if that matters. Also, most applications ask for professional references. His only professional reference is his dad. He's worried about using his dad because he is also family.

Paragraph 2

Dilma sees an ad for an auto mechanic near his house. He wants to apply. He decides to ask his friend Gorge his questions about requirements and references. Gorge has lived in Minnesota for ten years, so he should know some of these answers. He asks Gorge if he can include his experience from Peru on his application for a job here in Minnesota. "Absolutely!" Gorge tells him. "You should include all your experience." Next, Dilma asks about whether he can use his dad as a reference. Gorge thinks it would be okay as long as he lists other professional references here in the U.S. who are not related to him. Dilma hasn't worked in the U.S., but he has volunteered at his English school to bring flyers to stores and apartment buildings, so he can use the English school coordinator as a reference. He can also use his English teacher as a reference.

Questions about Paragraph 1

1. What kind of work did Dilma do in Peru?
2. Why does he need to look for a job now?
3. Why isn't Dilma confident about looking for a job in the U.S.?
4. What two things does he need in order to get a job in the U.S.?
5. How does Dilma feel about using his dad for a reference?

Questions about Paragraph 2

1. Why does Dilma decide to talk with Gorge?
2. What advice does Gorge give Dilma about listing his experience in Peru?
3. Who does Gorge think Dilma should list for his professional references?
4. Who can Dilma list as his professional referenes?
5. Why can he list the coordinator of his English school?

Activity Steps: Jigsaw Reading Comprehension

Objectives

LWBAT read for comprehension (general understanding).

Content objectives vary according to material and are noted on curriculum lesson plans.

Teacher prep notes:

Jigsaw activities are done in partners. Each partner has different information to read. Questions on Learner A's paper are answered by Learner B and vice versa. When possible, it can be helpful to copy the two different readings on differently colored paper.

ACTIVITY DESCRIPTION

Step 1: Distribute readings to alternate learners. Ask learners to read their half of the paragraph to themselves silently.

Optional Step – comprehension check: Learners work with a partner who read the SAME reading.

- Ask and answer: What did you understand? What was important?

Step 2: Learners ask and answer questions with a partner who read the OPPOSITE reading.

Model Step 2 for learners

Make clear to learners that they read different readings and will now ask and answer questions about each others' readings (you might visually show the paper in two different colors)

Teacher: Asks a sample question of a learner

Learner responds

Teacher prompts two learners to ask and respond to a question, e.g., "Maria is A, Habtamu is B. Maria, please ask Habtamu #1."

Learner A asks the question

Learner B responds

Optional step – comprehension check: Learners pair again with learners who have the SAME reading to check answers. Are they the same or different?

Step 3 - Comprehension checking/strategy-building: Elicit and correct answers as a class. In jigsaw readings with *multiple choice answers*, also elicit which answers are NOT CORRECT or NOT THE BEST ANSWER and why. This will help learners understand that they are looking for ONE BEST ANSWER and how to compare answers.

Optional additional comprehension check: In pairs, learners ask and answer: Which question was easy for you? Why? Which question was difficult for you? Why? Tell me one thing you learned. B) Two or three learners share with whole class.

Retell the story

- Variation one: give each student in a small group a short reading. After they have read it a few times, have them summarize it to the group.
- Variation two: ask students to retell you (or a partner) something they read in a previous lesson

Unit: Jobs Reading & Vocabulary: Week 1 of 3

Wednesday: Applying for a Job

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Make predictions about a story based on vocabulary • Skim and scan to answer test questions about a story • Retell a story <p>Key vocabulary: as soon as possible, begin, start, availability, work extra hours, overtime</p>	<p>All materials can be found at the end of this lesson:</p> <ul style="list-style-type: none"> • Activity Steps: Warm-up and Introduction • Story Reconstruction • Jobs reading.3 • Retell the Story
Lesson Plan	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Have you ever applied for a job in the U.S.? How is applying for a job different in the U.S. and your country?”</p> <p>Activity 1 Reading Predictions (25 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.3</i> • Do the activity, <i>Story Reconstruction</i> <p>Activity 2 Reading Comprehension (25 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.3</i> • Do all steps of <i>Activity Steps: Keyword Skimming & Scanning</i> <p>Activity 3: Reading Review 2 (10 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.3</i> • Do the activity, <i>Retell the Story.</i> 	

Activity Steps: Warm-Up and Introduction**Objective**

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description**Step 1: Pair work**

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Story Reconstruction

- Inform students about the topic of the reading by showing a picture or sharing the title
- Read the story aloud once while students just listen
- Read the story one line at a time and ask students to “Choose a word.” Write that word on the board. Continue reading one line at a time and eliciting key words.
- Read the list of words together. Point to the first word and ask the students to tell you what happened in the story first. Continue asking students to tell you what they remember from the story.
- Pass out the story and students read independently a couple times.
- Optional: turn the story over and have students tell it to a partner and then the pairs can work together to write it again, using the key words on the board.

Activity Steps: Keyword Skimming & Scanning

Objectives:

LWBAT identify key words in questions and in text

LWBAT skim and scan text for key words or similar words

LWBAT look near the key words or similar words to choose an answer

Step 1: Before distributing the worksheet, prompt learners to recall the test practice steps below:

5. Read the question
6. Circle key words in the question
7. SCAN for key words or similar words in the text
8. Answer the question

Step 2: MODEL the first question. Prompt learners to identify key words in the question and to put their fingers on those key words. Model SCANNING quickly for those key words in the text, or words with similar meanings. Then prompt them to try to identify the correct answer.

Note - learners will often just shout out the answer instead of the key words. Don't let them skip that step - the strategy is more important than the content in this activity.

Optional comprehension check: Pair learners with a partner for checking answers. They should each ask and answer:

5. What do you think about # [1, 2, 3...]
6. Why do you think that?
7. What key words did you find in the question?
8. Show me where you saw the answer in the text (encourage learners to physically point)

Step 3: Check answers as a whole class. Explicitly model the process of finding key words or similar words in the text and deriving the answer from that.

Optional review: Partner learners together to ask and answer the review questions below:

4. What question was easy for you? Why?
5. What question was difficult for you? Why?
6. Tell me one thing you learned.

Ask two or three learners to share their partner's answers to the questions above. Reflect back to the class a couple of key points that were learned.

Jobs Reading 3

Fartun has been studying English for two years, and now she wants to apply for a job at a restaurant. She doesn't have a lot of experience, so she knows that she'll have to start as a busser, dishwasher, or maybe as a host. She hopes that after she gets some experience that she can get promoted to being a server. Fartun has a friend working as a server who makes good money in tips, and she would like to do the same. She also enjoys talking with all different kinds of people, and thinks that this skill will help her do well as a server in the future.

Fartun begins looking and asking around for job openings at different restaurants. There is a busser job opening at a small restaurant near her house, but they need someone who can work days and evenings. Fartun studies in the evening and is only available during the day. She also saw a job advertisement for Green Mill in Minneapolis, but they want someone who can work extra hours. She can only work full time; she doesn't have enough time to work overtime. There is one job that she is hopeful about, though. Sawatdee is looking for a dishwasher. They need someone who can start as soon as possible, and can begin right away. She decides to apply.

1. Why does Fartun want to get a job in a restaurant?
 - a. She wants to work as a busser, dishwasher or server.
 - b. She has a friend working as a server.
 - c. She would like to get enough restaurant experience to get a server job
 - d. She knows she'll have to start as a busser
2. Why does Fartun want to become a server?
 - a. She has a friend working as a server.
 - b. She could make good money and she enjoys talking to people
 - c. She thinks this skill will help her do well in the future
 - d. All of the above
3. Why doesn't Fartun apply to the busser job at the restaurant near her house?
 - a. She can't work the night shift.
 - b. She wants to get a job as a server.
 - c. They need someone who can work days and evenings.
 - d. Fartun can't work evenings.
4. Why doesn't Fartun apply to the job at Green Mill?
 - a. She is only available during the day.
 - b. They need someone who can work full-time hours.
 - c. She can only work full-time hours.
 - d. None of the above.
5. Why is Fartun going to apply at Sawatdee?
 - a. She can work full-time.
 - b. She won't have to work overtime.
 - c. She can start right away.
 - d. She wants to be a server.

Retell the story

- Variation one: give each student in a small group a short reading. After they have read it a few times, have them summarize it to the group.
- Variation two: ask students to retell you (or a partner) something they read in a previous lesson

Unit: Jobs Reading & Vocabulary: Week 1 of 3

Thursday: Applying for a Job

Lesson Objectives:	Materials
<p>Learners Will Be Able To</p> <ul style="list-style-type: none"> • Answer comprehension questions about a story • Sequence events in a story <p>Key vocabulary: appointment, manage, apply in person, reason for leaving</p>	<p>All materials can be found at the end of this lesson:</p> <ul style="list-style-type: none"> • Activity Steps: Warm-up and Introduction • Activity Steps: Jigsaw Reading Comprehension • Jobs Reading.5 • Sentence Strip Sequencing • Jobs Reading.6 • Tic Tac Toe
Suggested Tasks & Activities	
<p>Warm up (5min) <i>Use Protocol – Warm Up and Introduction.</i> Suggested question: “Tell me the steps of applying for a job.”</p> <p>Activity 1 Reading Comprehension (25 min)</p> <ul style="list-style-type: none"> • Use <i>Jobs Reading.5</i> • Do all the steps of <i>Activity Steps: Jigsaw Reading Comprehension</i> <p>Activity 2 Sequencing (25 min)</p> <ul style="list-style-type: none"> • Use <i>Protocol_Jigsaw_reading_comprehension</i> with <i>Health Reading and Vocabulary.7</i> <p>Activity 3 Vocabulary (20 min)</p> <ul style="list-style-type: none"> • Play <i>Tic Tac Toe</i> using key vocabulary and phrases from this week: <i>as soon as possible, begin, start, availability, work extra hours, overtime, appointment, manage, apply in person, reason for leaving</i> 	

Activity Steps: Warm-Up and Introduction**Objective**

Activate what learners already know about the content or theme for the lesson

Teacher prep notes:

For this activity, you will need to familiarize with the theme of the lesson and create a general conversational question. Use open-ended “Wh” questions or “Tell me about...” rather than a yes/no question.

Activity description**Step 1: Pair work**

- In pairs, learners ask and answer a general question related to the lesson theme or topic.

Step 2: Group share Two or three learners share with whole class.

Step 3: Feedback/Introduction: Reflect back what learners said, especially content that is related to the upcoming lesson. Then introduce the topic or objective for the lesson.

Activity Steps: Jigsaw Reading Comprehension

Objectives

LWBAT read for comprehension (general understanding).

Content objectives vary according to material and are noted on curriculum lesson plans.

Teacher prep notes:

Jigsaw activities are done in partners. Each partner has different information to read. Questions on Learner A's paper are answered by Learner B and vice versa. When possible, it can be helpful to copy the two different readings on differently colored paper.

ACTIVITY DESCRIPTION

Step 1: Distribute readings to alternate learners. Ask learners to read their half of the paragraph to themselves silently.

Optional Step – comprehension check: Learners work with a partner who read the SAME reading.

- Ask and answer: What did you understand? What was important?

Step 2: Learners ask and answer questions with a partner who read the OPPOSITE reading.

Model Step 2 for learners

Make clear to learners that they read different readings and will now ask and answer questions about each others' readings (you might visually show the paper in two different colors)

Teacher: Asks a sample question of a learner

Learner responds

Teacher prompts two learners to ask and respond to a question, e.g., "Maria is A, Habtamu is B. Maria, please ask Habtamu #1."

Learner A asks the question

Learner B responds

Optional step – comprehension check: Learners pair again with learners who have the SAME reading to check answers. Are they the same or different?

Step 3 - Comprehension checking/strategy-building: Elicit and correct answers as a class. In jigsaw readings with *multiple choice answers*, also elicit which answers are NOT CORRECT or NOT THE BEST ANSWER and why. This will help learners understand that they are looking for ONE BEST ANSWER and how to compare answers.

Optional additional comprehension check: In pairs, learners ask and answer: Which question was easy for you? Why? Which question was difficult for you? Why? Tell me one thing you learned. B) Two or three learners share with whole class.

Jobs Reading.5

Paragraph 1

Kamilya is responding to a job as a manager at Kentucky Fried chicken. It's a full-time job working the second shift. She would prefer day time hours, but she will be flexible because she wants to start working as soon as possible, and this job is only a ten-minute bus ride from her house. She has been an assistant manager at a restaurant in the U.S., but got laid off from that job three months ago. She also helped run her family's restaurant in Syria when she was a teenager. She believes she has all of the right qualifications for the job, even though she hasn't managed a restaurant in the U.S. by herself yet.

Paragraph 2

The job ad says that she should apply in person, so she takes the bus to Kentucky Fried Chicken and asks for an application. She fills out all of the personal information, and she is able to fill out the job history section because she brought all of that information with her. She writes all of the details of her previous jobs, including the company names, dates, and job duties. She writes that her reason for leaving her family restaurant job was because she left Syria to come to the U.S., and she explains that she left her assistant manager job because she got laid off. She turns in the application, and hopes that she will get an interview appointment soon!

Questions about paragraph 1

- 1) Where is Kamilya applying for a job?
- 2) Why doesn't she wait for a job with the daytime hours she wants?
- 3) What was her reason for leaving her job as an assistant manager?
- 4) What qualifications does she have for the job at Kentucky Fried Chicken?

Questions about paragraph 2

- 1) How does Kamilya apply for this job?
- 2) What did she bring with her to apply?
- 3) What was her reason for leaving the family restaurant job?
- 4) What does she hope will happen next?

Sentence Strip Sequencing

- Give each student a double or triple spaced copy of a familiar reading text and a pair of scissors.
- Students cut apart the story into strips.
- Students mix up the story and then put it back in order. Lower level students can refer to the original, if needed.

Job Reading.6

Kamilya is responding to a job as a manager

at Kentucky Fried chicken.

It's a full-time job working

the second shift.

She would prefer day time hours, but she will be flexible because she wants to start working as soon as possible,

and this job is only a ten-minute bus ride from her house.

She has been an assistant manager at a restaurant in the U.S.,

but got laid off from that job three months ago.

She also helped run her family's restaurant in Syria

when she was a teenager.

She believes she has all of the right qualifications for the job,

even though she hasn't managed a restaurant in the U.S. by herself yet.

The job ad says that she should apply in person,

so she takes the bus to Kentucky Fried Chicken and asks for an application.

She fills out all of the personal information, and she is able to fill out the job history section

because she brought all of that information with her.

She writes all of the details of her previous jobs,

including the company names, dates, and job duties.

She writes that her reason for leaving her family restaurant job was

because she left Syria to come to the U.S., and she explains that she left her assistant manager job because she got laid off.

She turns in the application, and hopes that she will get an interview appointment soon!