2 A Hard Day's Work

Classroom Materials/Extra Practice

CD 1
Tracks 27–49

Transparencies 2.1–2.6
Vocabulary Cards Unit 2

MCA
Unit 2

Workbook
Unit 2

Interactive Practice
Unit 2

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Indefinite article: *a/an*
- Singular and plural nouns
- *Be: Yes/no* questions and short answers
- Simple present affirmative: *Work* and *live*

Pronunciation

- Falling intonation in *Wh-* questions and statements
- Rising intonation in *yes/no* questions

Reading

- Read an article about job skills

Writing

- Write sentences about what you do, where you work, and where you live

Life Skills Writing

- Complete a work form with your name, title, and phone numbers

Preview

- Set the context of the unit by asking questions about jobs and work (for example, *Do you work? Do you have a job?*). Write the word *work* on the board and check that students understand. Then ask several students: *Do you work?*
- Hold up page 25 or show Transparency 2.1. Read the unit title and ask the class to repeat.
- Explain: A hard day's work *means that you worked hard all day.*
- Say: *Look at the picture.* Ask the Preview question: *Who are the people?* As students call out job titles, write them on the board. If students miss any people, point to each one and ask: *Who is this?* If students cannot identify the job, say the correct response, repeat it, and point to the appropriate picture.
- Tell students these are some of the words that they will study in this unit.

Unit Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed.
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

Lesson 1 Vocabulary

Getting Started 5 minutes

1 WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which jobs...

- Show Transparency 2.2 or hold up the book. Tell students to cover the list of words on page 27.
- Write on the board: *Number* _____ *is* _____.
- Point to picture 3 and ask: *Who is this?* Read the example with the class.
- Say: *Look at the other pictures.* Ask: *Which jobs do you know?* Students call out answers. Point to the board if a student needs help forming the sentence.
- If students call out an incorrect job, change the answer into a question for the class (for example, *Number 8 is a manager?*). If nobody can identify the correct job, tell students they will now listen to the CD and practice the names of the jobs.

Presentation 10 minutes

B Listen and point to the pictures....

- Read the directions. Play CD 1, Track 27. Pause after number 16 (an electrician).
- To check comprehension, say each job in random order. Students point to the appropriate picture.
- Resume playing Track 27. Students listen and repeat. Explain: A waiter *is a man*. A waitress *is a woman*. A server *can be a man or a woman*.

Teaching Tip

Allow students to use their first language to explain any unfamiliar jobs to one another.

Controlled Practice 15 minutes

2 PRACTICE

A PAIRS. Student A, look at the list of jobs...

- Read the directions. Tell the class you are A and they are B.
- Say a job and tell the class to point to the correct picture. Repeat with one or two additional jobs.
- Pair students and tell them to take turns playing A and B.

Community Building

Show students how to correct one another's mistakes clearly and politely (for example, A: *A driver.* B: [Points to the homemaker.] A: *No, please try again.*).

MULTILEVEL INSTRUCTION for 2A

Cross-ability Ask the higher-level partner to play A a few times to check that B understands the vocabulary before they switch roles.

B WORD PLAY. GROUPS OF 3. Student A, act...

- Read the directions. Read each line in the example and ask the class to repeat.
- Play A and model the example with two above-level students. Change roles and ask an above-level student to model a new job while you and the other student guess the job.
- Form groups of 3. Tell students to switch roles after they guess A's job.
- Walk around and check that students are using the language in the example (*You're a* _____.).

MULTILEVEL INSTRUCTION for 2B

Pre-level Tell groups to focus first on the jobs on page 26, and then on the jobs on page 27.

Above-level Brainstorm additional jobs with students, for example, *a manager*, *a receptionist*, *a construction worker*, *a nursing assistant*, *a landscaper*, *a tax preparer*, *a tutor*, *a teacher*, *a nanny*, *a hairdresser*, *a chef*. Ask groups of students to act them out.

Communicative Practice 20 minutes

C Write your job. Use true or made-up...

- Write *teacher* on the board. Point to it and say: *This is my job.* Ask the class to repeat.
- Ask: *What is your job?* If students are not working, encourage them to say a job they want. Write students' answers on the board.
- Tell students to write their job on the line provided. Tell them they can make up information (for example, they can write a job they want or plan to have).
- Call on several students to say the job they wrote.

Lesson 1 Vocabulary

Learning Strategy: Use your language

- Provide each student with four index cards or tell students to cut up notebook paper into four pieces.
- Read the directions. If you have students with low first-language literacy skills, pair them with more capable peers if possible.
- Walk around as students work. If misspellings occur, tell them to check the list on page 27.
- Say: *You can use your language to help you remember new words in English.* Remind students to use this strategy to remember other new vocabulary.

Community Building

As you visit with students, show them you are an active language learner yourself by trying to pronounce job titles in their native languages.

Expansion: Speaking Practice

- Ask several students to present their cards to the class and teach the class to say jobs in their native languages. This is a fun way to build class community and value other students' languages.

Show what you know!

STEP 1. Walk around the room. Ask three...

- Copy the chart onto the board. Tell students that *What do you do?* means *What is your job?* Ask two students: *What do you do?* Write their jobs next to their names.
- Tell them to copy the chart into their notebooks with enough space to write the answers of three other students or more if they wish.
- Tell students to stand, mingle, and ask at least three classmates about their jobs.
- Walk around and check that students are interacting, writing, and capitalizing names.

STEP 2. Introduce one classmate to your class.

- Tell students they will now introduce someone from their chart.
- Using the language in the example, choose a student to play "Antonio," but use the student's real name.
- Write the example on the board, but substitute real information based on the student you introduced. Read the example and ask the class to repeat.
- Check pronunciation: Say *he's* and *she's* and ask students to repeat.
- Call on volunteers to stand and introduce a student from their chart while the class responds: *Nice to meet you,* _____.

Language Note

If you notice that students are omitting the article *a* or *an* when saying a job, do a mini-review by using examples from the chart in Step 1 on the board.

Expansion: Speaking Practice for STEP 2

- Divide the class into two teams and direct them to continue the Exercise 2B word play. To begin, select a student from Team 1 to play A.
- The rest of the team members have 10 seconds to guess the job. If they are successful, they get one point. Then ask Team 2 to perform.
- Continue the game for at least five turns. For each turn, select a new A from the performing team. Compare points and declare the winner.

Extra Practice

Interactive Practice

pages 14–15

Lesson 2 Introduce someone and talk about your job

Getting Started 10 minutes

1 BEFORE YOU LISTEN

A READ. Look at the picture. Emilio,...

- Tell students to look at the picture and to point at the correct person when you ask: *Who is Emilio? Who is Gabriela? Who is Pierre?*
- Say: *Pierre and Gabriela are meeting for the first time.*
- Ask three above-level students to play the roles of Emilio, Gabriela, and Pierre and perform the conversation for the class.
- To warm up for the listening, tell students to read the conversation in the speech balloons silently, starting with Emilio's lines.

Listen and read the conversation.

- Play CD 1, Track 28. Students listen and read along silently.

B GROUPS OF 3. Introduce two classmates.

- Copy the conversation with blanks onto the board. Tell the class you will introduce two students to each other.
- Call on two students to join you at the front of the class. Write their names in the blanks. Play A and practice the conversation with them.
- Form groups of 3. One person in each group plays A.
- Walk around and check that Student A is introducing B and C to each other.
- After each group has successfully performed the introduction, ask them to switch roles and repeat.

MULTILEVEL INSTRUCTION for 1B

Cross-ability. Ask the higher-level student to play A first.

Presentation 20 minutes

2 LISTEN

A Look at the picture again.... Guess:...

- Read the directions. Write the answer choices on the board.
- Say: *What do you do?* and ask the class to repeat. Ask: *What does this question mean?* As needed, remind students that it means *What is your job?*
- Say: *How is your class?* and ask the class to repeat. Ask: *What does this question mean?* (Do you like your class?)
- Ask: *What is Gabriela's question?* Tell students to circle the letter of Gabriela's question.

B Listen to the conversation. Was your...

- Read the directions. Play CD 1, Track 29.
- Circle the correct answer on the board. Tell the class to raise their hands if their guess was correct.

Teaching Tip

Optional: If students need additional support, tell them to read the Audio Script on page 280 as they listen to the conversations.

Listen again. Complete the sentences.

- Tell students to read the sentences silently. Tell them to listen for Gabriela's and Pierre's jobs in the conversation.
- Play Track 29 again. Students listen and complete the sentences.
- To check answers, call on two students to write the sentences on the board. Correct as needed. Read them and ask the class to repeat.

Culture Connection

- Ask: *When you meet someone in your home country, do you ask about the person's job?*
- Tell students that in the United States it is normal to talk about jobs after an introduction.

C Listen to the whole conversation....

- Ask students to look at the two pictures. For each picture, ask: *What job is this?* (an artist, a painter)
- Play CD 1, Track 30. Students listen for Emilio's job.
- Play Track 30 again as needed.
- To check the answer, ask: *What is Emilio's job?* (a house painter)

3 CONVERSATION

A Listen. Then listen and repeat.

- Write the example sentences on the board. Say them, pointing to the arrows as you say the last word in each one.
- Read the Pronunciation Watch note. As needed, explain that a *Wh-* question begins with *What*, *Where*, *Who*, *When*, *Why*, or *How*. Tell the class they will practice *What* in this unit.
- Play CD 1, Track 31. Students listen for falling intonation.
- Resume playing Track 31. Students listen and repeat.

Controlled Practice 10 minutes

B Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 28.
- Play CD 1, Track 32. Students listen and read along silently. Pause the track. To explain *Really?* practice the following conversation with a student: T: *Are you from Mexico?* S: *Yes.* T: ***Really?*** *I'm from Mexico, too!* To explain *too*, say information that your students have in common (for example, *Aricelis is a student. Kyung is a student,* ***too***.).
- Check comprehension by asking: *What does Pierre do?* (He's a gardener and a student.) *What does Gabriela do?* (She's a student and an artist.)
- Resume playing Track 32. Students listen and repeat.
- Check that students' voices go down when they repeat *Wh-* questions and statements. If not, model correct pronunciation or replay Track 32.
- Ask: *What job do Gabriela* ***and*** *Pierre have?* (They're students.)

Communicative Practice 20 minutes

4 PRACTICE

A PAIRS. Practice the conversation. Then make...

- Pair students and tell them to practice the conversation in Exercise 3B.
- Then, in Exercise 4A, point to each picture and ask students what job it is. Tell students to write the name of the job next to each picture. Students can refer to page 27 to check spelling.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with a job from the first pair of photographs (*a homemaker* and *a nurse*). Point out that A and B are both homemakers.
- Ask two on-level students to practice the conversation in front of the class. Tell pairs to take turns playing each role and to use the pictures to fill in the blanks.
- Walk around and check that students are using falling intonation. Tell students to stand, mingle, and practice the conversation with several new partners.

MULTILEVEL INSTRUCTION for 4A

Pre-level Tell students to first fill in the blanks lightly in pencil before practicing. After practicing, students can erase their choices and write new ones.

Above-level Tell students playing A to mix and match jobs from different rows (for example, *a waiter* and *a nurse*).

B MAKE IT PERSONAL. PAIRS. Make your own...

- Read the directions. Tell students to write several jobs to use in the conversation. Students can use jobs on pages 26–27 and any additional jobs they know. Call on students (especially above-level) to say additional jobs they know. Write them on the board and explain any unfamiliar ones.
- Pair students and tell them to practice the conversation. Walk around and check that students are using falling intonation and are correctly identifying one job they both have and one job that is different.
- Call on pairs to perform for the class.

Extra Practice

Interactive Practice

Lesson 3 Talk about jobs

Getting Started 5 minutes

- Say: *We're going to study* a/an. *In the conversation on page 29, Pierre and Gabriela used this grammar.*
- Play CD 1, Track 32. Students listen. Write on the board: *I'm a gardener*. Underline *a gardener*.

Presentation 10 minutes

A/An

- Copy the grammar charts onto the board or show the charts on Transparency 2.3 and cover the exercise.
- Read sentences from the charts and ask the class to repeat.
- Read the Grammar Watch note while the class reads along silently. To review consonant and vowel sounds, write some letters in random order (for example, *a*, *d*, *e*, *g*, *o*, *p*). Point to each one, and ask students to call out if it is a vowel or consonant.
- If you are using the transparency, do the exercise with the class.

Expansion: Grammar Practice

- Write several jobs from page 27 on the board. Point to each one and ask: A *or* an? Students call out the appropriate article.
- Write and say the correct answers while the class repeats.

Controlled Practice 15 minutes

1 PRACTICE

A Underline the correct word.

- Remind students about the information in the Grammar Watch note.
- Read the directions and the example. Call on a student to read B's line, choosing *a* or *an*. Ask: *Why is* an *the answer?* (Because *office* begins with a vowel sound.)
- Students compare answers with a partner.

B Listen and check your answers.

- Read the directions. Play CD 1, Track 33.
- *Optional:* Play Track 33 again, pausing after each item to allow students to repeat.

C PAIRS. Practice the conversations in Exercise A.

- Form cross-ability pairs and tell them to practice the conversations.
- Walk around and check for correct pronunciation of *a/an*.
- Call on pairs to perform for the class.

Language Note

If students aren't clearly pronouncing *a/an*, conduct a mini-review by saying the article with its noun and asking the class to repeat (for example, T: *A child-care worker.* Ss: *A child-care worker.*).

MULTILEVEL INSTRUCTION for 1C

Cross-ability The higher-level partner models pronunciation of each line before the other partner repeats it.

D WRITE. Complete the sentences. Use *a* or *an*....

- Read the directions and the example.
- Remind students about the information in the Grammar Watch note.
- Call on students to say answers. Correct as needed.

Expansion: Writing Practice for 1D

- Ask students to write an extra sentence for each item in Exercise D and say what the person is **not** (for example, *1. Bob is a cashier. He's not an office assistant.*).
- Walk around and check that students are using *a/an* correctly.

Lesson 3 Talk about jobs

Presentation 10 minutes

Singular and plural nouns

- Copy the grammar charts onto the board or show the charts on Transparency 2.3 and cover the exercise.
- Point to *cook* and say: Cook *is a noun. A noun is a person, place, thing, or idea.* Give examples by pointing to various objects in the classroom and identify them by name (for example, *chair*).
- On the board, write *singular = 1* and *plural = 2 or more*. Say: *A singular noun is one thing. A plural noun is two or more things.* To illustrate, hold up one pencil and say: *I have a pencil.* Then hold up two pencils and say: *I have pencils.*
- Read the Grammar Watch note. Use more examples of classroom objects to illustrate singular vs. plural. Ask the class to call out how to spell these words and write them on the board.
- If you are using the transparency, do the exercise with the class.

Controlled Practice 10 minutes

2 PRACTICE

A Write the plural form of these words:...

- Read the directions and the example (*nurse* → *nurses*) and ask the class to repeat.
- Tell students to read the Grammar Watch note before they write.

B Listen and check your answers....

- Play CD 1, Track 34. Students listen and check their answers.
- Resume playing Track 34. Students listen and repeat.
- Call on individual students to pronounce the plural forms. Correct as needed by modeling.

C Look at the pictures. Complete the sentences.

- Read the directions and the example. Ask the class to repeat the example. Remind students to use *a* or *an* if there is one person in the picture and to use plural nouns if there is more than one person.
- Call on students to read their completed sentences.

Communicative Practice 10 minutes

Show what you know!

STEP 1. Look at the jobs. These jobs are the five...

- Explain: *A* common job *is a job that a lot of people have.* Write the jobs on the board. Say: *Look at the five jobs.* Ask: *Which job is most common?*
- Tell students to put the number 1 next to the most common job, the number 2 next to the next most common job, and so on. Encourage them to guess. They will find out the answers in Step 3.

STEP 2. GROUPS OF 3. Talk about your answers.

- With two students, read the example. A and B say what they think is the most common job. When responding in agreement, students say: *Yes, I think . . .*
- Say: *When you talk about the jobs, use the plural as in the example.*
- Ask two or three more students to say which job they think is number 1.
- Form groups of 3 and tell students to talk about their answers.
- Walk around and check that students are interacting and saying complete sentences.

STEP 3. Listen and check your answers...

- Read the directions. Play CD 1, Track 35.
- Write the answers on the board and read them. Ask: *Were your guesses correct? Are you surprised?*

Progress Check

Can you . . . talk about jobs?

Say: *We have practiced talking about jobs. Now, look at the question at the bottom of the page. Can you talk about jobs?* Tell students to write a checkmark in the box.

Extra Practice

Interactive Practice pages 12–13 pages 16–17

Lesson 4 Give phone numbers

Getting Started 10 minutes

1 USE NUMBERS 0–9

A CLASS. Think about numbers in your life....

- Read the questions.
- Encourage students to think about places in their everyday life where they use numbers. If students have difficulty answering, prompt them with the following questions: *Do you have a phone number? Do you have a student ID number? Do you use numbers at work?*
- If students use numbers at work, ask them to explain how. Above-level students may be able to say, for example, *I'm a cashier. I use numbers to count money and make change.*

Presentation 5 minutes

B Look at the numbers. Listen and point....

- Ask students to look at the numbers in the box.
- Play CD 1, Track 36. Students listen and point.
- Resume playing Track 36. Students listen and repeat.

Controlled Practice 30 minutes

2 PRACTICE

A Listen. Circle the area code you hear.

- Ask students to look at the picture of the cell phone. Ask: *What is the area code? What is the phone number?* Tell students to pronounce each digit in an area code (for example, 915 → 9-1-5).
- Explain: *With area codes and phone numbers, you can pronounce 0 in two ways—either* zero *or* oh.
- Ask: *What is the area code here?* Write it on the board. Say it and ask the class to repeat.
- Explain: *When you write a phone number, use parentheses around the area code. Use a dash after the first three digits of the phone number.* Write a complete telephone number on the board.
- Play CD 1, Track 37. Students listen and circle the area code they hear.
- Play Track 37 again if students need to hear it twice before they answer.
- Students compare answers with a partner.
- Call on students to say answers. Correct pronunciation as needed.

Expansion: Writing Practice for 2A

- Pair students. Student A reads one area code from each item in Exercise 1A. Student B writes it in his or her notebook.
- Student B can also practice writing parentheses around each area code.

B PAIRS. Look at the pictures. Which places...

- Read the workplaces in the box and ask the class to repeat (for example, *a hospital . . . an office . . .*).
- Read the directions. Ask: *What is number 1?*
- Pair students and tell them to cross out each item that they use in the box.
- Students work together to match the pictures and the words.
- Call on students to say answers.

MULTILEVEL INSTRUCTION for 2B

Cross-ability The higher-level students point to each picture and ask their partners to identify each place before writing the answers.

Expansion: Vocabulary Practice for 2B

- Ask students who works in each of the places in Exercise B (for example, T: *Who works in a hospital?* Ss: *A nurse. A doctor.*).
- Write answers on the board, but tell students to spell the words before you write them (for example, T: *How do you spell* doctor*?* Ss: *D-O-C-T-O-R.*).

3 GIVE PHONE NUMBERS

Listen to the messages on the answering....

- Tell students to look at all four of the messages and read them silently. Explain: *Someone called you about a job. Listen to the messages. Listen for the area code and phone number.*
- Play CD 1, Track 38. Students listen and write.
- Play Track 38 again. Students check their answers.
- Call on students to write answers on the board. Check that students include the parentheses and the dash. Correct as needed.

4 PRACTICE

A **Listen and read the conversation....**

- Play CD 1, Track 39. Students listen and read along silently.
- Resume playing Track 39. Students listen and repeat.
- Explain: *555 is for made-up phone numbers. In textbooks, television, and movies, people use 555.*

Expansion: Listening Practice for 4A

- Dictate several made-up phone numbers with area codes to students. Ask a few students to come to the board to do the exercise while the others remain at their desks.
- Students compare answers with a partner.
- Look at the students' answers on the board. Correct as needed. Check that they have put parentheses around the area code and a dash between the first three and last four digits of the phone number.

Communicative Practice 15 minutes

B CLASS. **Walk around the room. Ask two...**

- Write the headings *Name* and *(Area Code) Phone Number* on the board. Practice the conversation in Exercise 4A with an above-level student. Tell the student that he or she can use real or made-up information. Write it under the appropriate heading on the board.
- Read the directions. Emphasize that students can use made-up information if they want.
- Give the class a strategy for making sure they have the correct numbers: Tell them to repeat phone numbers back to the student to check them. If they miss part of a phone number, tell them to ask, *Excuse me, could you repeat that?*
- Walk around and help students confirm the information they write.
- Call on students to say the phone numbers they wrote.

5 LIFE SKILLS WRITING

Turn to page 254 and ask students to complete the form for work. See pages Txi–Txii for general notes about Life Skills Writing activities.

Progress Check

Can you . . . use numbers 0–9 and give your phone number?

Say: *We have practiced using numbers 0–9 and phone numbers. Now, look at the question at the bottom of the page. Can you use numbers 0–9 and phone numbers?* Tell students to write a checkmark in the box.

Extra Practice

Interactive Practice

pages 18–20

Lesson 5 Ask about jobs

Getting Started

5 minutes

1 LISTEN

A Look at the picture.... Guess:...

- Say: *Look at the picture.* Ask: *What do you see?* As needed, prompt students: *How many people do you see? Where are they?*
- Ask students to name each of the three people in the picture. (Ilya, Claudia, and Sara)
- Say: *Guess: What does Sara do?* Write the answer choices on the board and read them. Tell students to guess the correct answer.

Expansion: Speaking Practice for 1A

- Ask students why they think Sara is either a student or a teacher. (*Possible answers:* Her bag looks like a teacher's bag. She is dressed like a teacher/a student.)

Presentation

35 minutes

B Listen to the conversation. Was...

- Read the directions. Play CD 1, Track 40.
- Circle the correct answer on the board. Ask: *Was your guess correct?*

> **Teaching Tip**
>
> *Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 281 as they listen to the conversations.

Listen again. Complete the sentences.

- Point to each picture and ask: *What is the job?* to check that students understand what each picture shows (1. a. cashier, b. waitress; 2. a. waiter, b. cook).
- Read the directions. Play Track 40 again. Students listen and choose *a* or *b* to complete the sentences.
- Students compare answers with a partner.
- Call on students to say answers.

C Listen to the whole conversation....

- Ask students to read the sentences and all the answer options.
- Play CD 1, Track 41. Students listen and complete the sentences.
- Play Track 41 again if students have difficulty.
- Students compare answers with a partner.
- Call on students to say answers.

Expansion: Writing Practice for 1C

- Ask students to write three sentences about what Claudia is not (for example, *She is not a waitress.*). Students can use the jobs they didn't check to write their sentences.

Expansion: Listening and Speaking Practice for 1C

- Pair students and tell them to take turns dictating their sentences from the above writing expansion activity to each other.

Lesson 5 Ask about jobs

2 CONVERSATION

A Listen. Then listen and repeat.

- Read the Pronunciation Watch note. Ask: *What is the answer to a yes/no question?* (Yes or no.)
- Write the example sentences on the board. Say the sentences, pointing to the arrows as you say the last word in each one.
- Play CD 1, Track 42. Students listen.
- Resume playing Track 42. Students listen and repeat.

B Listen to the sentences. Does the voice...

- Review falling intonation by saying a couple of *Wh-* questions (for example, *What time is it?*).
- On the board, draw the checkboxes as shown on the page. Read the directions. Tell students they will check (✓) the box for Up or Down for each sentence they hear.
- Play CD 1, Track 43 and pause after the first item. Check the Up box on the board. Make sure students understand the activity before continuing.
- Call on students to say answers. To wrap up, play Track 43 again and ask students to repeat.

C Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 1B on page 34.
- Tell students that the conversation has both *Wh-* questions and *yes/no* questions.
- Play CD 1, Track 44. Students listen and read along silently.
- Resume playing Track 44. Students listen and repeat.
- Model the conversation if students have difficulty.

Controlled Practice 10 minutes

3 PRACTICE

A PAIRS. Practice the conversation. Then make...

- Pair students and tell them to practice the conversation in Exercise 2C.
- Then, in Exercise 3A, point to each word in the boxes, say it, and ask the class to repeat. As needed, tell students to look back at pages 26–27 for pictures of these words.
- Ask a pair of on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use the pictures to fill in the blanks.
- Walk around and check that students are using rising and falling intonation correctly.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 3A

Pre-level Tell students to draw an upward arrow above the end of *yes/no* questions and a downward arrow at the end of *Wh-* questions and statements.

Above-level Ask pairs to continue practicing by looking only at the information in the lists.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. PAIRS. Make your own...

- With two above-level students, practice the conversation using true information. Play A while B tells you about the other student.
- If possible, quickly review everyone's job (students can use real or made-up information) by asking each student in the class, *What do you do?*
- Pair students. Say: *Student A, ask about a student who you and Student B can see.*
- Walk around and check that students are using accurate job information.

Expansion: Speaking Practice for 3B

- Pairs continue by asking where their partner is from. For example, A: *So, where are you from?* B: *I'm from Canada.* A: *That's interesting. I'm from Poland.*).

Extra Practice

Interactive Practice

Lesson 6 Ask about jobs

Getting Started 5 minutes

- Say: *We're going to study* yes/no *questions and short answers with the verb* be. *In the conversation on page 35, Claudia used this grammar.*
- Play CD 1, Track 44. Students listen. Write *Is she a teacher?* on the board. Underline *Is she.*

Presentation 10 minutes

***Be: Yes/no* questions and short answers**

- Copy the grammar charts onto the board or show the charts on Transparency 2.4 and cover the exercise. Add the words *student* and *students* and some of your students' names to the left chart.
- Ask questions from the left chart (for example, *Are you a student?*). Model rising intonation and ask the class to repeat. Say: *These are* yes/no *questions.*
- Read the Writing Watch note and point to the question marks in the chart.
- Form both affirmative and negative answers for each question you asked the class (for example, *Yes, I am. No, I'm not.*). Model falling intonation and ask the class to repeat as they did for the questions. Point to the middle and right charts and say: *These are short answers.*
- Ask students to form and call out questions from the left chart. Remind students that a form of *be*—*Are* or *Is*—comes first.
- Ask students some *yes/no* questions that they can answer affirmatively (for example, *Are you a student? Are you in class?*). Guide students to form appropriate affirmative short answers (without contractions).
- Then ask students some *yes/no* questions that they can answer negatively (for example, *Are you a teacher? Are you at home?*). When students answer, first write out the uncontracted negative first-person form on the board (*No, I am not.*). Since students learned how contractions are formed in Unit 1, call on a volunteer to rewrite the answer as *No, I'm not.*
- Remind students to use an apostrophe to show that two words are combined.
- Ask third-person questions about your students (for example, *Is Julio a teacher?*). Students should call out an appropriate negative short answer (*No, he's not* or *No, he isn't*). On the board, demonstrate that a contraction can be formed with *he* and *is* (*he's*) or with *is* and *not* (*isn't*). Say: *Both contractions mean the same thing.*
- If you are using the transparency, do the exercise with the class.

Controlled Practice 35 minutes

1 PRACTICE

A Write *yes/no* questions about jobs.

- Read the directions and the example. Tell students to look for the capitalized word to begin each question.
- Ask students to look at the grammar chart so they remember how to form *yes/no* questions. Remind them to end questions with a question mark.
- Walk around and check word order, capitalization, and use of question marks.
- Students compare answers with a partner.
- Call on students to say their answers.

B Complete the conversations. Use capital letters...

- Read the example and ask the class to repeat.
- Remind students to capitalize the first word of sentences.
- Ask students to look at the pronoun or the names in each question to decide whether to use *are* or *is*.
- Students compare answers with a partner.
- Call on students to write the completed conversations on the board. Correct as needed.
- Call on pairs to perform the conversations.

Expansion: Writing and Speaking Practice for 1B

- Tell students to write answers to the questions in Exercise 1A in their notebooks. Students write affirmative short answers to three questions and negative short answers to the other three.
- Then pair students and ask them to practice asking and answering the questions in 1A.

2 PRACTICE

Look at the pictures. Complete the conversations....

- Read the directions and the example.
- Tell students to look carefully at the pictures before they write the answers.
- Remind students to use *he* for a man and *she* for a woman. Also remind students to use *a* or *an* for one person.
- Walk around and check for proper capitalization and use of periods, use of *a/an*, and appropriate short answers.
- *Optional:* Pair students and ask them to practice the completed conversations. Call on pairs to perform the completed conversation for the class.

Expansion: Speaking Practice for 2

- Pair students. If magazines are available, ask students to cut out pictures of people working and have a short conversation based on the ones in the exercise (for example, A: *Is she a doctor?* B: *No, she isn't. She's a nurse.*)

Communicative Practice 10 minutes

Show what you know!

GROUPS OF 3. Student A, think of a famous singer...

- Ask students to identify all three people in the photographs (from left to right: Shakira, Pele, Jackie Chan). Ask students why each person is famous. (Shakira is a singer. Pele was a soccer player. Jackie Chan is an actor.)
- As needed, explain unfamiliar vocabulary by giving examples that your students can relate to (for example, singers: *Gwen Stefani*, *Beyoncé*, *Bono*; athletes: *Venus Wiliams*, *Derek Jeter*, *Kobe Bryant*; actors: *Christian Bale*, *Angelina Jolie*, *George Clooney*).
- Read the directions and the example conversation and ask the class to repeat the conversation.
- Play A and ask two above-level students to perform the activity with you for the class. To make it easier to guess, write three names on the board and tell the two students you are thinking of one of them (for example, *Christian Bale*, *Beyoncé*, and *Derek Jeter*).

MULTILEVEL INSTRUCTION

Cross-ability The higher-level student asks questions first to provide a model for his or her partner.

Expansion: Writing and Speaking Practice

- Ask students to gather information about three classmates. Students need to write their classmates' jobs, where they are from, and if they are men or women.
- Pair students. Student A thinks of one of the students. Student B begins asking *yes/no* questions to identify who it is.

Progress Check

Can you . . . ask about jobs?

Say: *We have practiced asking about jobs. Now, look at the question at the bottom of the page. Can you ask about jobs?* Tell students to write a checkmark in the box.

Extra Practice

Interactive Practice

pages 14–15

pages 21–22

Lesson 7 Read about job skills

Getting Started

20 minutes

1 BEFORE YOU READ

A Look at the pictures. Read the sentences about...

- Read the directions.
- Explain: *To do a job, you need skills. A skill is a special ability, something you do well.*
- Point to each picture and call on individual students to read the skill statements (for example, *I use a computer.*). Explain any unfamiliar vocabulary (for example, Organized *means that you keep everything in order.*).
- For each picture, ask students to call out jobs that match each skill (for example, T: *What jobs use a computer?* Ss: *An accountant. An office assistant.*).
- Say: *Check the skills that are true for you.*

Expansion: Vocabulary and Speaking Practice for 1A

- Call on students to say their real-life jobs (or jobs they want in the future). Write skills needed for those jobs on the board (for example, *restaurant busperson: I clean tables. I organize dishes and plates. I work well with other people. I help the server.*).
- Individual students copy the skills needed for their job and repeat them.

B GROUPS OF 4. Talk about your answers. Who...

- Read the example.
- Call on a few above-level students to say their skills. After the first student answers, prompt additional students with *What about you, _____?* as in the example.
- Form groups of 4. Students take turns stating their skills (A: *I use a computer.* B: *I use a computer, too.*).
- Walk around and check that students are taking turns.

MULTILEVEL INSTRUCTION for 1B

Pre-level To encourage conversation, first point to the pictures and ask students which skills are true for them. (*Do you use a computer? Do you take care of children?*)

Above-level Ask students to identify additional skills not on the page (for example, *I drive a truck. I solder. I pack boxes. I help customers.*). Call on students to share these skills with the class. Write them on the board. To explain unfamiliar vocabulary, give simple definitions, draw stick figures, or mime behavior.

Culture Connection

- Say: *Job skills are very important in the United States. The more skills you have, the more opportunities you have.*
- Ask: *What job skills are important in the United States? Are the same job skills important in your home country? Do you have skills that you learned in your home country that you use here in the United States? What are they?*
- Ask: *What skills can you learn here at school?*
- Write students' suggestions on the board. As needed, suggest the following: *organization, teamwork, speaking and writing in English, special language training* (if your school offers vocational ESL courses), and *problem-solving skills.*

Lesson 7 Read about job skills

Presentation 15 minutes

2 READ

Listen. Read the article.

- Ask: *What is the title of the article?* As needed, hold up the book, point to the title, and say *title*. Write on the board: *title = Homemaker Finds a Job*.
- Tell students to look at the picture. Read the caption. Ask: *What is a job counselor's job?* (He/She helps people find a job.)
- Play CD 1, Track 45. Students listen and read silently. Explain: Online *means* on the Internet.
- *Optional:* Play Track 45 again. Pause the CD after each of the following paragraphs and ask:

  First paragraph: *What does Li Chen do?* (She's a homemaker.) *Does she want a new job?* (Yes.)

  Third paragraph: *What can Li Chen do?* (Take care of children, cook, clean, pay bills online)

  Fourth paragraph: *What are Li Chen's skills?* (She's good with children and numbers. She's organized, and she uses a computer.)

Community Building

If there are job counselors at your school, ask for handouts, pamphlets, and other level-appropriate materials to share with your students. Discuss with students the importance of studying English to reach their job goals.

Controlled Practice 15 minutes

3 CHECK YOUR UNDERSTANDING

A Read the article again. Answer the questions.

- Read the directions. For item 1, underline the first activity (*I take care of the children.*) for the class.
- Call on students to say answers.

Expansion: Speaking Practice for 3A

- Ask students to explain their answer to question 2 (for example, S: *Li can do many things because she has many skills.*).

B What is the main idea of the article? Complete...

- Read the note about the main idea.
- Students complete the sentence. Call on a student to write the completed sentence on the board.

C PAIRS. What do you think? What is Li's new job?

- Pair students. Tell students they should guess. Tell them to think about Li's skills and to look at the jobs on pages 26–27.
- Call on pairs to say their answers.

MULTILEVEL INSTRUCTION for 3C

Cross-ability The higher-level student asks the question first to make sure that the lower-level partner can answer. The higher-level student can suggest a job (*Is Li an office assistant? Why?*).

Communicative Practice 10 minutes

Show what you know!

PAIRS. Talk about it. What are your job skills?...

- Pair students. Ask: *What are your job skills?* Write their answers on the board (*I can . . .*).
- Ask: *What jobs can you do now?* Write their answers on the board (*I can be a . . .*).
- Ask: *What job do you want in five years?* Write their answers on the board (*I want to be a . . .*).
- Walk around and sit with pairs. Check that students are taking turns asking and answering.

MULTILEVEL INSTRUCTION

Pre-level Tell students to refer back to previous lessons in this unit if they need help identifying jobs they can do now or want in the future.

Above-level Ask pairs to discuss at least three job skills they have now and three jobs they can do now, and to explain why they want a particular job in five years.

Extra Practice

Interactive Practice

pages 16–17

page 23

Lesson 8 Talk about where you work

Getting Started 10 minutes

1 BEFORE YOU LISTEN

CLASS. Look at the picture. For some jobs,...

- Explain: *A uniform is special clothing that you must wear to do a job.* Hold up the book and point to the security guard's uniform.
- Read the directions. If students have difficulty coming up with jobs, tell the class to turn back to pages 26–27. For each job picture, ask: *Does this job have a uniform?*

Expansion: Speaking and Vocabulary Practice for 1

- Ask students if they wear a uniform for a job they have now or have had in the past.
- If possible, ask students to sketch a picture of their uniform in their notebooks and write the job below it. Students who have never held such a job can make one up, draw its uniform, and label it.
- Students compare drawings with a partner and state the job (for example, A: *I'm a cook.* B: *That's interesting. I'm a sales assistant.*).
- Walk around and look at students' drawings. If possible, display the drawings.

Presentation 15 minutes

2 LISTEN

A Look at Miriam's uniform. What is her job?

- Ask students to look at the uniform and guess Miriam's job (*a nurse*).
- Call on a few students to say their guesses. Write them on the board.

B Look at the picture. Dora is at a party....

- Read the directions.
- Ask: *Who is Miriam?* Point to Miriam (the woman in orange). Say: *What is Miriam talking about?* (her job)

Listen to the conversation. Was your answer...

- Play CD 1, Track 46. Students listen.
- Circle the correct answer on the board. Ask: *Was your guess correct?*

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 281 as they listen to the conversations.

C Listen again. Where does Miriam work?

- Ask students to look at the pictures. For each, ask: *What place is this?* (a. a hospital; b. a school)
- Read the directions. Play Track 46 again.
- Ask: *Where does Miriam work?* (at a school)

D Listen to the whole conversation....

- Ask students to read the sentences and answer choices silently.
- Read the directions. Play CD 1, Track 47.
- Students compare answers with a partner.
- Say each sentence and call on students to complete it (for example, T: *Pierre is a . . .* Ss: *student.*).

E CLASS. Read and discuss.

- Read the directions and the question.
- Ask students to raise their hands if they think Miriam is right. Then ask them to raise their hands if they think Pierre is right.
- Call on students to explain their choice (for example, S: *A student isn't a job because you don't get paid.*).

Expansion: Graphic Organizer Practice for 2E

- On the board, create a two-column chart with the following headings: *Student = job* and *Student = not a job*. Call on students to give you reasons to support either position and write them in the appropriate column (for example, *Student = job: difficult, lots of time*; *Student = not a job: no pay, no boss*). Ask students to copy the chart into their notebooks.

Lesson 8 Talk about where you work

3 CONVERSATION

Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2B on page 40.
- Play CD 1, Track 48. Students listen and read along silently.
- Resume playing Track 48. Students listen and repeat.

Controlled Practice 15 minutes

4 PRACTICE

A PAIRS. Practice the conversation. Then make...

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, point to each picture and ask students to say both the job and the place. As needed, explain unfamiliar vocabulary (for example, a construction site: *a place where people make buildings*). Ask students for examples of these places near school or in their neighborhoods.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the first picture. (*a carpenter* and *a construction site*).
- Ask a pair of on-level students to practice the conversation in front of the class. Remind students to say both a job and its workplace.
- Tell pairs to take turns playing each role and to use the information from a picture to fill in the blanks.
- Walk around and check that students are clearly pronouncing the jobs and workplaces.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability The higher-level partner plays B a few times to model how to select vocabulary.

Expansion: Vocabulary Practice for 4A

- Pair students and ask them to turn back to the jobs on pages 26–27 and, in their notebooks, to write a workplace for as many jobs listed there as they can.
- Then students take turns calling out a workplace and the job(s) at that place (for example, A: *A hospital.* B: *A nurse. A doctor.*).

Communicative Practice 20 minutes

B MAKE IT PERSONAL. PAIRS. Make your own...

- Read the directions. With a student, practice the example conversation.
- Pair students and tell them to take turns playing A and B. Say: *You can change the words in the conversation. Just make sure you talk about each other's jobs and where you work.*
- Tell students to stand, mingle, and practice with other partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Allow students to stick fairly closely to the example conversation, but tell them to substitute new job and workplace information.

Above-level Tell students to use expressions not in the conversation. Practice such expressions with them (for example, A: *So, where do you work?* B: *Oh, I work at a school. I'm a teacher's aide.* A: *Oh, really? Wow, that's great.*).

C NETWORK. Find classmates with the same job...

- Read the directions.
- Ask students to stand and mingle. Tell students to ask one another: *What do you do?*
- When students form their groups, remind them to ask one another: *Where do you work?*
- To wrap up, call on students to say their jobs and to identify other students with the same or similar job (for example, *I'm a cashier. Lucia also works at a store. She's a cashier, too.*).

Extra Practice

Interactive Practice

pages 19–20

Lesson 9 Talk about where you work

Getting Started 5 minutes

- Say: *We're going to study the simple present of* work *and* live. *In the conversation on page 41, Miriam used this grammar.*
- Play CD 1, Track 48. Students listen. Write on the board: *I work at a school.* Underline *I work*.

Presentation 5 minutes

Simple present affirmative: *Work* and *live*

- Copy the grammar charts onto the board or show the charts on Transparency 2.5 and cover the exercise.
- Point to the subject pronoun in each sentence (*I*, *you*, *we*, *they*, *he*, *she*) and circle it. Say each subject and ask the class to repeat.
- As needed, review what each subject pronoun refers to by pointing to yourself and students.
- Point to and underline the verb in each sentence (*work*, *live*; *works*, *lives*). Explain: Work *and* live *are verbs. Nouns are things. Verbs are actions.*
- Say sentences from the left chart. The class repeats.
- Do the same with the right chart. Ask, *When do we add* -s *to the verb?* (with *he*, *she*, or the name of one person)
- Read the Grammar Watch note. Circle *works* and *lives* in the chart. Write: *He works at a hospital.* Make the *-s* very large for emphasis. Read the sentence and ask the class to repeat. Say: *With* he, she, it, *and singular names like* George *or* Miriam, *add an* -s *to the verb.*
- Write several new sentences with a variety of subjects, but leave the verb out (for example, *John _____ at a hospital*). Say, *work or works? (live or lives?).* Ask students to fill in the blank.
- If you are using the transparency, do the exercise with the class.

Controlled Practice 10 minutes

PRACTICE

A Alex is talking about himself and some friends....

- Read the directions and the example. Ask: *Why do we underline* works? (because the subject is *He*) Ask: *Who is in the picture?* (George) *Where does he work?* (at a store)
- Say: *Look back at the grammar charts for help.*
- Call on students to write the completed sentences on the board. Correct as needed.

B Look at the ID cards. Complete the sentences....

- Ask students to look at the pictures of the ID cards.
- Ask: *Is Helen Lam the same subject as* you, I, they, *or* she? (*she*) As needed, review the *be* grammar chart on page 14.
- Read the directions. Students compare answers with a partner.
- Call on students to read the completed sentences.

Expansion: Speaking and Vocabulary Practice for B

- On the board, make a list of jobs and workplaces. Call on students to identify jobs and workplaces for the list.
- Pair students and ask them to copy the information into their notebooks and to draw lines to match jobs to workplaces. Some jobs may have more than one workplace (for example, *security guards*).
- Call on pairs to say sentences about jobs and workplaces (*Accountants work in offices. Security guards can work in offices, too.*).

Communicative Practice 10 minutes

C GROUPS OF 5. Play the Memory Game. Talk...

- On the board, write two true statements about yourself: *I'm a teacher. I work at a school.*
- Ask four students to join you in front of the class. Play the game with them to model for the class.
- Form groups of 5.
- Walk around and check that students are able to recall their partners' information. As needed, sit with groups and provide model answers.
- To wrap up, play the game as a class or divide the class in two and tell each half to replay the game.

Extra Practice

Interactive Practice

pages 24–25

REVIEW Show what you know!

1 GRAMMAR

Complete the conversation. Use the words in the box.

- Read the directions. Say the words in the box, omitting the duplicates, and ask the class to repeat.
- Read the example.
- Tell students to refer back to the grammar charts on pages 30 (*a/an*), 31 (singular and plural nouns), 36 (*be*), and 42 (simple present) as needed.
- Remind students to cross out each item they use in the box.
- Walk around and check students' word choice and spelling.
- To check answers, call on a pair of students to perform for the class. Correct as needed.
- *Optional:* Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

2 WRITING

STEP 1. Read the information about Helena Peres....

- Read the directions. Tell students to look at the information about Helena Peres. Call on a student to read it.
- Tell students to write complete sentences, making sure to end with a period.
- Walk around and check that students' writing is accurate and complete.
- Call on three individual students to write one complete sentence on the board (choose students whose writing is correct). If there are mistakes on the board, ask the class to call out corrections as you fix the sentence(s).

STEP 2. Answer the questions about yourself....

- Read the directions and questions. Model the answers by talking about yourself (*I'm a teacher. I work . . .*). Call on a few students to say answers to the questions. Write their responses on the board as a model.
- Walk around and check that students are writing in complete sentences with proper punctuation and capitalization.
- Students compare answers with a partner.
- Call on a few students to read their answers.

Expansion: Writing and Speaking Practice for STEP 2

- Ask students to interview three other classmates by asking the questions in Step 2.
- *Optional:* Interviewers can write down their partner's responses and then read them to the class when called on.

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 2, 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.

Extra Practice

pages 20–21

EXPAND Show what you know!

3 ACT IT OUT

STEP 1. **Listen to the conversation.**

- Play CD 1, Track 49. Students listen.
- As needed, play Track 49 again to aid comprehension.

STEP 2. PAIRS. **You are at school. Student A,...**

- Read the directions. With two above-level students, practice introducing the two students to each other. Then ask one of the students to introduce you to the other student.
- As needed, ask the class to review the introductions conversation on pages 28–29.
- Form groups of 3 and assign roles.
- Walk around and observe students interacting. Check that one student is introducing the other two and that the two who were introduced continue to talk about what they do and where they work.
- Call on all groups to perform for the class. While groups are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each group finishes, discuss the strengths and weaknesses of each performance either in front of the class or privately.

4 READ AND REACT

STEP 1. **Read about Karine's problem.**

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh-* questions to check comprehension (for example, *Where does Karine live? What does she do? When does she work? Does she take English classes? When? Where? What is Karine's problem?*).

STEP 2. PAIRS. **Talk about Karine's problem....**

- Pair students. Read the directions and the question.
- Read the ideas in the box. Give pairs a couple of minutes to discuss possible solutions for Karine.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the box (for example, S: *I think she can find another English class because there are many classes.*).
- Now tell students to think of one new idea not in the list (for example, *She can find a new job.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask: *Do you think this is a good idea? Why or why not?*

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Students work in groups of 4 to come up with an idea.

Above-level Ask pairs to write at least three new solutions.

5 CONNECT

Turn to page 246 for the Goal-setting Activity and page 266 for the Team Project. See pages Txi–Txii for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 25.

Ask students to turn to page 25 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.