

12

The World of Work

Classroom Materials/Extra Practice



CD 3
Tracks 49–60



Transparencies 12.1–12.6
Vocabulary Cards Unit 12



MCA
Unit 12



Workbook
Unit 12



Interactive Practice
Unit 12

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Expressions of necessity: *must / have to*
- Expressions of prohibition: *must not / can't*
- Information questions with *Who*
- Information questions with *What / Which / When / Where*
- *Can / Could* to ask permission

Pronunciation

- Rising intonation in *Yes / No* questions
- Falling intonation in statements and *Wh*-questions

Reading

- Read a FAQ about the Social Security program
- *Reading Skill*: Think about what you know

Writing

- Write about your responsibilities
- Write about your life after you retire

Life Skills Writing

- Complete a vacation request form

Preview

- Set the context of the unit by asking questions about work (for example, *Do you work? Where do you work? What are your job duties? What are your hours?*).
- Hold up page 225 or show Transparency 12.1. Read the unit title and ask the class to repeat.
- As needed, explain: The world of work *means all about work*.
- Say: *Look at the picture*. Ask the Preview questions: *Where is the woman?* (at work) *What is she doing?* (clocking in / out) As needed, explain: *When you clock in, you record the time you arrived at work. When you clock out, you record the time you left work.*

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:
 - Policies*: similar to procedures or rules; the way things are done at a particular place
 - Pay stub*: a piece of paper that's attached to your paycheck; it shows how much money you earned and how much money was taken out for taxes, insurance, etc. (Show the art on page 232.)
 - Cover your hours*: to work for you when you can't come to work
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

Getting Started

10 minutes

1 WHAT DO YOU KNOW?

A CLASS. Look at the pictures. What are the people...

- Show Transparency 12.2 or hold up the book. Tell students to cover the list of words on page 227.
- Say: *Look at the pictures. What are the people doing? Which job responsibilities do you know? Elicit a job responsibility (for example, Number 7 is wash hands.).*
- Students call out answers. Help students pronounce job responsibilities if they have difficulty.
- If students call out an incorrect job responsibility, change the student's answer into a question for the class (for example, *Number 9 is wear a uniform?*). If nobody can identify the correct job responsibility, tell students they will now listen to a CD and practice the job responsibilities vocabulary.

Presentation

5 minutes

B  Look at the pictures and listen. Listen...

- Read the directions. Play CD 3, Track 49. Pause after number 12 (*store the equipment*).
- Tell students to look at picture 5. Explain: Work as a team *means work together to do a job*.
- Tell students to look at pictures 11 and 12. Explain: Maintain the equipment *means take care of the equipment*. Store the equipment *means put the equipment away properly*.
- To check comprehension, say each job responsibility in random order and ask students to point to the appropriate picture.
- Resume playing Track 49. Students listen and repeat.

Controlled Practice

20 minutes

2 PRACTICE

A PAIRS. What are the job responsibilities for...

- Read the directions.
- Say the jobs from the box and ask the class to repeat.

- Ask: *Do you remember these jobs from Unit 8? Ask: Who receives shipments and unloads materials? (a warehouse worker) Who installs computer hardware and helps with computer problems? (a computer system administrator) Who takes care of patients and records patient information? (a nurse assistant) Who assists customers and sometimes stocks shelves? (a sales assistant) Point out that sales assistant is the same as sales associate.*
- Ask: *What are other responsibilities of these jobs? Ask two students to read the example.*
- Pair students. On the board, write: *What are the responsibilities of a _____? Say: Student A, ask about the responsibilities of a job from the box. Student B, say at least two job responsibilities from the list on page 227. Then switch roles.*
- Walk around and help as needed. Tell students that there is more than one correct answer. Encourage students to guess if they're not sure about the responsibilities of a job. Remind students to switch roles.
- Write each job from the box as a heading on the board. Ask the class: *What are the responsibilities of a computer system administrator? List students' ideas on the board (for example: maintain the equipment, ask questions, work as a team). Repeat with the other jobs from the box.*

B WORD PLAY. GROUPS OF 3. Look at...

- Read the directions.
- Say: *Look at the example. Wear a uniform is a job responsibility in the category Wear the right clothing. What's another job responsibility in this category? (wear latex gloves / wear safety gear)*
- Form groups of 3. Ask: *What's a job responsibility in the category Follow health and safety rules? Tell groups to talk about job responsibilities for each category and to choose one to write in the chart.*
- List the categories on the board. Ask one student from each group to write the group's answers to the right of each category on the board. Tell the students to write only answers that are not already on the board.
- Read the categories and job responsibilities on the board. Talk about how the job responsibilities fit into the categories (for example, say: *A uniform is clothing, so wear a uniform can go in the Wear the right clothing category.*).

Learning Strategy: Learn words that go together

- Provide each student with six index cards or tell students to cut up notebook paper into six pieces.
- Read the directions.
- Walk around as students work. If misspellings occur, tell them to check the list on page 227.
- Say: *You can remember new vocabulary when you write words that go together.* Remind students to use this strategy to remember other new vocabulary.

Communicative Practice 15 minutes**Show what you know!****STEP 1.** Look at the list of job responsibilities. Think...

- Read the directions.
- Model the activity. List the responsibilities for your job on the board (for example, *Teacher: follow directions, ask questions, work as a team*).
- Tell students to think about the job they have now or a job they want. Tell them to look at the list of job responsibilities and circle the responsibilities for their job.
- Tell students to write the job title and list the responsibilities.

STEP 2. PAIRS. Tell your partner about the job and...

- Read the directions.
- Model the activity. Tell the class about your job. Point to the job title and responsibilities on the board. Say: *I am a teacher. Teachers have to follow directions, ask questions, and work as a team.*
- Write on the board: *I want to be a _____.* Ask an above-level student to tell the class about a job he or she wants and the responsibilities.
- Pair students. Tell them to take turns describing their job's responsibilities.
- To wrap up, ask a few students to tell the class about the job his or her partner has or wants.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability The higher-level student describes the job he or she wants first. Then, as needed, the higher-level student can prompt the lower-level student by asking questions, for example, *Do cooks have to wear a uniform?*

Extra Practice

Interactive Practice



pages 134–135

Getting Started

10 minutes

1 BEFORE YOU LISTEN

A CLASS. Look at the picture of a customer and...

- Read the directions. Say: *Point to the customer. Point to the employee.* Ask: *Where are they?* (at the Greenville Hotel)
- Ask: *What is the employee doing wrong?* Elicit students' ideas and write them on the board. (Possible answers: He's eating. He's drinking. He's talking on the phone and not helping the customer. He isn't wearing the right clothing. He isn't helping the customer.)

Teaching Tip

If you notice that students are not using the present continuous, do a mini-review by prompting students to rephrase responses in the present continuous. For example, if a student says *He has food*, write *He's* on the board and elicit *eating*.

B CLASS. What other things are employees...

- Say: *Employees are usually not allowed to eat, drink, talk on the phone, wear shorts or wild clothing, or not pay attention to customers.*
- Ask: *What other things are employees usually not allowed to do at work?* Elicit students' ideas and list them on the board (for example, *chew gum, smoke, text, wear too much jewelry, arrive late, use alcohol or drugs*).


Presentation

20 minutes

2 LISTEN

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 307 as they listen to the conversations.


A  Listen to the Michelle Rivera...

- Read the directions.
- Tell students to look at the picture and point to Michelle. Ask: *Who is Michelle talking to?* (new employees) *What kind of meeting is this?* (an orientation) *What is an orientation?* (a meeting for new employees) Say: *At an orientation, new employees learn about company policies, or what they are expected to do and what they are not allowed to do.*
- Tell students to read the directions and answer choices silently.
- Play CD 3, Track 50. Students listen and check the boxes of topics they hear.
- Students compare answers with a partner.
- Ask: *What does Michelle talk about?* Call on students to say the answers.
- Write *dress code* on the board. Ask: *Which of the four answers has the same meaning as dress code?* (wearing the right clothing) Tell students to write *dress code* next to *wearing the right clothing*.

B  Listen again. Complete the sentences....


- Read the directions.
- Tell students to read the sentences silently.
- Play Track 50 again. Students listen and write the answers.
- Play Track 50 again to aid comprehension. Students compare answers with a partner. Tell them to take turns reading the sentences.
- Call on students to read the sentences. Write the answers on the board. Tell students to check their spelling.
- Ask: *What's an ID badge?* Tell students to point to Michelle Rivera's ID badge in the picture. Tell students to look at the picture in Before You Listen. Ask: *Is the employee wearing his ID badge?* (No.) *Do you wear an ID badge at your job?*
- *Optional:* Say: *Housekeeping and food service are two departments at the Greenville Hotel. What department does Michelle Rivera work in?* Play the beginning of Track 50 again. Tell students to listen for her department. Repeat the question. Elicit and write on the board: *human resources*. Explain: *Human resources is the department in a company that deals with employing, training, and helping people. Most people call it H.R.*

3 CONVERSATION

A  Listen to the questions. Then listen...

- Read the Pronunciation Watch note and the directions.
- Tell students to look at the questions. Ask (with rising intonation): *Are they all Yes / No questions?* (Yes.) Say: *Listen for the voice to go up at the end of each question. Then practice making your voice go up at the end of each question.*
- Play CD 3, Track 51. Students listen.
- Resume playing Track 51. Students listen and repeat.

Controlled Practice 15 minutes

B  Monica is a new employee at...

- Read the directions. Ask: *Who's Monica?* (a new employee at the Greenville Hotel)
- Tell students to read the conversation silently and underline the *Yes / No* questions.
- Ask: *Which questions did you underline?* Write *Can I ask you a question?* and *Am I allowed to wear sneakers?* on the board and mark the intonation with an arrow as in Exercise 3A. Tell students to mark the sentences in their books. Say the questions and ask the class to repeat.
- *Optional:* Point out that *What do you want to know?* is an information question and has different intonation / pronunciation.
- Play CD 3, Track 52. Students listen and repeat.
- Ask: *Are employees at the Greenville Hotel allowed to wear sneakers?* (No.) *What do they have to wear?* (black shoes) Say: *Look at the picture in Exercise 1A on page 228 again. Is the employee wearing black shoes?* (No.) *What is he wearing?* (sneakers)

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Walk around and pay particular attention to students' intonation in the *Yes / No* questions.
- Read the directions.
- Tell students to look at the information in the boxes. Say each phrase and ask the class to repeat.

- Copy the conversation onto the board with blanks. Read it and when you come to a blank, fill in a student's name or information from the same row in the boxes. As you fill in each blank, say the color of the answer space and point to the same-color phrase you choose from the boxes.
- Ask the student whose name you used and another on-level student to practice the conversation.
- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Walk around and check that A uses rising intonation in the *Yes / No* questions.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice 15 minutes

B ROLE PLAY. PAIRS. Make your own...

- Read the directions. Write: *Am I allowed to _____?* and *No, you aren't. You have to _____.* as headings on the board. As a class, brainstorm pairs of phrases to complete the sentences and write them on the board (for example, *wear shorts / wear pants, drink in the warehouse / drink in the break room, leave early / talk to a manager*).
- Pair students and tell them to practice the conversation in Exercise 4A with the information on the board or their own information.
- Walk around and check that pairs substitute information correctly and that A uses rising intonation in the *Yes / No* questions.
- Call on pairs to perform for the class.

EXPANSION: Speaking Practice for 4B

- Pair students.
- Say: *What are you not allowed to do at your job? Tell your partner. If you don't work, talk about what a family member's not allowed to do at work.*
- Call on several students to say something their partner (or their partner's family member) is not allowed to do at their job.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: We're going to study *must*, *have to*, *must not*, and *can't*. In the conversation on page 229, Michelle used this grammar.
- Play CD 3, Track 52. Students listen. Write on the board: *You have to wear black shoes*. Underline *have to wear*.

Presentation

10 minutes

Expressions of necessity: *must* / *have to*

- Copy the top grammar chart onto the board or show Transparency 12.3 and cover the exercise.
- Read the first two sentences in the top chart. On the board, write: *have to wear = must wear*. Say: *These two sentences have the same meaning: You need to wear black shoes.*
- Read the first and third sentences in the top chart. On the board, write: *have / has to + base form of a verb*.
- Read the second and fourth sentences in the top chart. On the board, write: *must + base form of a verb*. Explain: *Must does not change, and we don't use to after must.*
- Read all of the sentences in the top chart and tell the class to repeat.
- Read the Grammar Watch note and ask the class to read along silently. Underline *He has to wear black shoes* in the top chart. Ask the class to make it into a question. Elicit and write on the board: *Does he have to wear black shoes?*

Expressions of prohibition: *must not* / *can't*

- Copy the bottom grammar chart onto the board or show Transparency 12.3 and cover the exercise.
- Read the two sentences in the bottom chart and tell the class to repeat. Say: *These two sentences have the same meaning: Don't wear sneakers.*
- On the board, write: *must not / can't + base form of a verb*.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

1 PRACTICE

Complete the conversations. Use *must*, *must not*...

- Read the directions and the example. Ask: *What is another possible answer? (must go) How do we know to use the verb go? Underline Are you going in A's line.*
- Students compare answers with a partner by reading the conversations. Remind students that there is more than one correct answer.
- There are two possible answers for each item. Elicit both answers by calling on two pairs to read each conversation. For each item, write both possible answers on the board.
- *Optional:* Call on pairs to perform the completed conversations for the class.

2 PRACTICE

A READ. Read the information. Answer the questions.

- Ask students to read the information silently and write answers to the questions.
- Read the information out loud. Ask the class the questions and elicit answers.

B Complete the statements about Jack's...

- Tell students to look at the information again. Say: *Jack is an employee. What are his responsibilities?* Read the directions.
- Write the example on the board. Point out that *have to* changes to *has to* because *Jack* is the subject. Ask: *How do we know to use the verb be?* Tell students to circle *Be* in the first reminder in the list *Your Duties as an Employee*. Ask: *What is another possible answer? (must be)*
- Remind students to use verbs from *Your Duties as an Employee*. Say: *There is more than one correct answer.*

C PAIRS. Compare your answers.

- Pair students. Students compare answers by taking turns reading the sentences.
- Say: *If you both have the same answer, talk about the other possible answer. Write the other possible answer to the right of each sentence.*
- Call on students to read the sentences. Elicit both possible answers for each item.

Communicative Practice 20 minutes

Show what you know!

STEP 1. NETWORK. Are you an employee...

- Read the directions.
- Ask for a show of hands as you ask the questions from the directions: *Are you an employee? A student? A parent?*

- Designate an area of the classroom for employees, students, and parents to meet. If groups are very disproportionate, switch students who are members of more than one group to the smaller groups.

STEP 2. SAME GROUPS. What responsibilities...

- Read the directions.
- Tell all students to take out one sheet of paper. Provide groups with tape.
- Tell groups to think of responsibilities and form sentences with *have to* or *can't*. Say: *Ask one group member to write each sentence in large print on their sheet of paper. Ask two other group members to check the sentence. Then tape the sheet of paper on the wall for the whole group to see.*
- Remind groups to write and post at least five sentences.

STEP 3. CLASS. Write three lists of responsibilities...

- On the board, write the headings: *Your Duties as an Employee*, *Your Duties as a Student*, and *Your Duties as a Parent*.
- Read the directions.
- Ask two students from each group to collect the sheets of paper and copy the responsibilities onto the board.
- Call on two different students from each group to take turns reading their group's sentences.
- Ask the class: *Which group has the most responsibilities: employees, students, or parents?* Count the sentences and circle the answer.

Progress Check

Can you . . . talk about responsibilities?

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

Extra Practice



Interactive Practice



pages 112–113



pages 136–137

Lesson 4 Read a pay stub

Getting Started

5 minutes

- Ask: *Do you work? When you get your paycheck, do you look at the pay stub?* (Explain as needed: *The pay stub is the piece of paper that's attached to your paycheck.*) *What information is on your pay stub?* (how much money you earned and how much money was taken out for taxes, insurance, etc.)

Presentation

15 minutes

1 READ A PAY STUB

A PAIRS. Look at Frank's pay stub. How much...

- Write *deductions* on the board. Tell students to look at the pay stub and find the definition for deductions. Ask: *What are deductions?* (money taken out [of your paycheck] to pay for taxes and insurance)
- Read the directions.
- Pair students. Tell them to read the pay stub and circle the answers to the two questions.
- Ask: *How much money did Frank earn?* (\$400) Say: *\$400 is his gross pay, the amount of money he earns before deductions.*
- Ask: *How much money did Frank get?* (\$296.80) Say: *\$296.80 is his net pay, the amount of money he gets after deductions. Net pay is also called take-home pay.*
- Ask: *How much money was taken out of Frank's paycheck?* (\$103.20) *What did this money pay for?* (federal tax, state tax, Social Security, Medicare, and State Disability Insurance)

B Look at Frank's pay stub again. Match...

- Read the directions.
- Say the deductions and ask the class to repeat. Do the same for the definitions. Explain that someone who is *disabled* has a physical or mental condition that can make it difficult for him or her to work.
- Students compare answers with a partner.
- Say the deductions and call on students to read the definitions.
- Tell students to close their books. Say the definitions in random order and tell students to call out the deductions.

Controlled Practice

25 minutes

C Look at Frank's pay stub again. Correct...

- Tell students to look at Frank's pay stub again. Say: *Point to the pay date.* Ask the class: *What is the meaning of pay period?* (days you worked for this paycheck) *What is the meaning of rate of pay?* (amount of money you get per hour)
- Read the directions. Write the example on the board. Ask: *Why is the answer one week?* (because the pay period is 10/17–10/23: seven days)
- Students compare answers with a partner.
- Call on students to read the corrected sentences.

Teaching Tip

Encourage students to keep a personal dictionary with English words and definitions in their notebooks. When definitions are provided (as pay stub terms and kinds of deductions are here), they can copy the words and definitions into their notebooks.

Culture Connection

- Ask: *What is Social Security?* (money for older people not working now) *What is Medicare?* (money for health care for older people)
- Say: *Social Security and Medicare are employment taxes collected by the U.S. government.* Ask: *Are they state or federal programs?* (federal)
- Explain: *Social Security and Medicare are social insurance programs. Social Security provides money for retired people, disabled people, and the children of workers who die. Medicare provides health insurance coverage to people who are 65 years old and over.*
- Ask: *Do older people receive money and health care from the government in your home country? Is money deducted from people's paychecks to pay for these programs?*

2

PRACTICE

A Read Alex's pay stub. Answer the questions.

- Read the directions and note. Ask: *When do you get overtime pay?* (when you work more than 40 hours a week) *Do you get paid more or less for overtime?* (more)
- Read the example. Tell students to highlight or underline the pay period on Alex's pay stub. Ask: *How many weeks of work is this?* (two weeks)
- Tell students to refer back to the explanations of Frank's pay stub on page 232 as needed.

B PAIRS. Check your answers.

- Students compare answers with a partner. Tell them to take turns asking and answering the questions.
- Read the questions and call on students to say the answers.
- Ask additional questions: *How many deductions were taken out of Alex's paycheck?* (four) *How much did Alex pay the U.S. government in taxes?* (\$114) *What are the other deductions on Alex's pay stub?* (state tax, Social Security, and Medicare)
- Explain: *Social Security and Medicare taxes are employment taxes collected by the U.S. government. FICA, or Federal Insurance Contributions Act, is the law that requires employees and employers to pay Social Security and Medicare taxes.*

Communicative Practice 15 minutes

C PAIRS. Look at the pay stub in Exercise A. Look...

- Read the note about overtime pay again. On the board, write: *overtime = 1.5 x regular rate of pay.*
- Tell students to look back at Frank's pay stub on page 232. Ask the class to calculate Frank's overtime pay rate. Elicit and write on the board: $1.5 \times \$10.00 = \$15.00.$
- Read the directions.
- Tell students to circle Alex's overtime earnings (\$180.00). Ask: *How many overtime hours did Alex work?* (10 hours)
- Pair students and tell them to calculate Alex's overtime pay rate. Tell them to show two different ways to calculate it.
- Ask two students to show how to calculate Alex's overtime pay rate on the board: $\$180/10 = \18.00 per hour; $1.5 \times \$12.00 = \18.00 per hour.
- *Optional:* Tell students to calculate their own overtime rate of pay.

Progress Check

Can you . . . read a pay stub?

Say: *We have practiced reading pay stubs. Now, look at the question at the bottom of the page. Can you read pay stubs?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 114–115



pages 138–139

Getting Started

10 minutes

1 BEFORE YOU LISTEN

A READ. Look at the picture. Read the information...

- Tell students to look at the picture. Ask: *Where are the people?* (at a music store) Say: *Point to the employee. Point to the customers. How does the employee look?* (stressed, tired, upset) *How do the customers look?* (angry, impatient, annoyed)
- Read the directions. Tell students to read the information silently.
- Ask: *Who is the employee in the picture?* (Ron) *What is his position?* (manager) *Who is Jim?* (one of Ron's employees)
- Tell students to read the questions and underline the answers in the paragraph.
- Ask the questions and elicit answers.

B GROUPS OF 3. What should employees do if...

- Ask the class: *When does Jim call to say he can't work his shift?* (an hour before his shift starts)
- Read the directions. Form groups of 3. Tell groups to assign a recorder, listener, and reporter.
- Tell groups to brainstorm and reporters to list their group's ideas (for example, *call as soon as they know they will miss work, ask another employee to work their shift, trade shifts with another employee, find another solution for a personal situation to avoid missing work*).
- Ask: *What should employees do if they are going to miss work?* Call on the reporter from each group to say one idea. To avoid repetition, tell the listeners to look at the group's list and make checkmarks next to ideas other groups say.

Presentation

20 minutes

2 LISTEN

A CLASS. Luis and Rachel are co-workers. Look...

- Read the directions. Direct students to look at the picture. Say: *Point to Luis. Point to Rachel.* Ask: *Are they wearing uniforms?* (Yes.) *What do you think their job is?* (nurse assistants)


- Ask: *What are they talking about?*
- Elicit students' guesses and list them on the board.
- Tell students to look at the schedule behind Luis and Rachel. Ask the class: *When is Luis working?* (on Monday from 9:30 to 2:00 and on Tuesday from 2:00 to 9:00) *When is Rachel working?* (on Tuesday from 6:00 to 9:00)

B  Listen to the conversation. Was your...


- Read the directions.
- Play CD 3, Track 53.
- Ask: *What are they talking about?* Read the guesses on the board. Elicit and circle the best answer. (trading shifts)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 307 as they listen to the conversation.


C  Listen again. Answer the questions.

- Read the directions.
- Tell students to read the questions silently. Ask: *What's a favor?* (something that you do for someone in order to help them)
- Play Track 53 again. Students listen and answer the questions.
- Students compare answers with a partner. Tell them to take turns reading the questions and answers.
- Read the questions and call on students to answer.
- Say: *Rachel will cover Luis's hours on Monday.* Tell students to write this change on the schedule in the picture.

D  Listen to the whole conversation....

- Read the directions. Tell students to read the question and answer choices silently.
- Play CD 3, Track 54. Students listen and answer the questions.
- Read the question and answer choices. Ask students to raise their hands for their answer.
- *Optional:* Ask: *Do you ever ask co-workers to cover your hours? Do you ever cover hours for your co-workers? Who do you like to work with?*

3 CONVERSATION

A  Listen to the sentences. Then listen...

- Read the Pronunciation Watch note.
- *Optional:* Ask: *What kind of intonation do Yes / No questions have?* (rising intonation) *What kind of intonation do information questions and statements have?* (falling intonation)
- Tell students to look at the sentences. Say: *Point to the information questions. Point to the statements.*
- Write the sentences on the board and mark the intonation. For each sentence, ask: *What's the most important word in the sentence?* (*up, start, study, 9:30*)
- Read the directions. Say: *Listen for the voice to jump up on the most important word in each sentence and then go down at the end of each sentence.*
- Play CD 3, Track 55. Students listen.
- Resume playing Track 55. Students listen and repeat.

Controlled Practice 15 minutes

B  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 234.
- Tell students to read the conversation silently, find the *Yes / No* questions, and mark the rising intonation. (*Can I ask you a favor? Can you take my shift for me?*) Tell them to find the information questions and mark the falling intonation (*What is it? What's up? What time do you start?*)
- On the board, write these statements: *I'm on the schedule for Monday, but I can't come in. I have to study for a test.* Mark the falling intonation and ask the class to repeat. Tell students to mark the intonation in the conversation.
- Read the directions. Play CD 3, Track 56. As students repeat, listen carefully for the correct intonation.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Write the red questions on the board. Ask: *Rising or falling intonation?* Mark the falling intonation. Say the questions and ask the class to repeat.
- Say the blue phrases and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board with blanks. Read it and use the name of an on-level student in the first blank. When you come to the second blank, ask what color it is. Point to the box that's the same color and fill in the blank with the first item in the box.
- Ask the student whose name you used and another on-level student to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two above-level students to make up a new conversation in front of the class.
- Tell pairs to take turns playing A and B. Tell them to use their names and the information in the boxes to fill in the blanks.
- Walk around and check students' intonation.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

Communicative Practice 15 minutes

B **ROLE PLAY. PAIRS.** Make your own...

- Read the directions.
- Brainstorm and write on the board different reasons for missing work. Begin each reason with the base form of a verb (for example, *go to my daughter's parent-teacher conference, go to the doctor, study for a test, stay home and wait for the plumber*). If possible, draw a blue box around the list.
- Pair students and tell them to practice the conversation, using information on the board or their own information.
- Walk around and remind students to switch roles. Check that students are using correct intonation.
- Call on pairs to perform for the class.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study information questions with Who. In the conversation you listened to in Exercise 2D on page 234, Rachel used this grammar.*
- Play CD 3, Track 54. Students listen. Write on the board: *By the way, who's working that day?* Underline *who's working*.

Presentation

10 minutes

Information questions with *Who*

- Copy the grammar charts onto the board or show Transparency 12.4 and cover the exercise.
- Tell students to look at the answers in the right charts. Point to each answer and ask: *Who?* Underline: *Luis and I, Mary, your supervisor, and Jeff.* Point to the underlined people in the first two answers and say: *They are subjects.* Point to the underlined people in the last two answers and say: *They are objects.* Label subjects and objects on the board.
- Tell students to look at the questions. Read the questions in the bottom left chart. Say: *When who is the object of the question, use normal question word order.* Write on the board: *Who + does, do, or did + subject + base form of verb.*
- Read the first two questions. Say: *When who is the subject of the question, don't use does, do, or did. Don't change the verb, except to make third-person plural verbs singular.* Write on the board: *Who + verb.* Then write: *Luis works on Mondays. → Who works on Mondays? / Luis and I work on Mondays → Who works on Mondays.*
- Read the first item in the Grammar Watch note. Then read the questions and answers in the top grammar charts and ask the class to repeat.
- Read the second item in the Grammar Watch note. Then read the questions and answers in the bottom grammar charts and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

1 PRACTICE

A Put the words in order. Write questions. Capitalize...

- Read the directions.
- Tell students to read the Grammar Watch note again and underline *Who + a verb* and *Who + a helping verb + a subject + a verb*.
- Write the example on the board. Point to *Who* and *needs* in the answer and say: *Who + a verb.*
- Tell students to find items in the exercise that have *do* and to mark those sentences *Object*. Tell them to review the grammar charts as they do the exercise.
- Walk around and spot-check for capitalization. Remind students to use question marks. If students have difficulty, suggest that they cross out the words as they use them.
- Students compare answers with a partner. Tell them to take turns reading the questions.
- Call on students to read the questions.

EXPANSION: Grammar Practice for 1A

- Tell pairs to write answers to the questions in Exercise 1A. Tell them to use classmates' names (for example, *Sergio needs extra hours. Ask Minh about sick time.*).
- Call on pairs to read questions and answers.

B Write questions with *Who* to ask for...

- Read the directions. Write item 1 on the board and point to the answer. Ask: *Why is the answer Who needs a favor? (because Bill is the subject) Ask two students to read the example.*
- Say: *Before you write a question, look at the underlined information in B's response. Decide if it's the subject or the object.* Read the Grammar Watch note again.
- Students compare answers with a partner by reading the conversations. Walk around and spot-check for capitalization and question marks.
- Call on pairs to read the conversations. Write the questions on the board. Discuss any errors.

Presentation

5 minutes

Information questions with *What / Which / When / Where*

- Copy the grammar charts onto the board or show Transparency 12.4 and cover the exercise.
- Read the questions and answers in the charts and ask the class to repeat.
- Tell students to look back at the Grammar Watch note on page 236. Ask the class: *Which pattern do these questions follow?* On the board, write: *question word + a helping verb + a subject + a verb.* Ask: *What are the helping verbs?* List *does, do,* and *did* under *a helping verb.* Ask: *What form of the verb do you use?* Write *base form* under *a verb.*
- Tell students to close their books. On the board, write: *Which days, Where, and What time.* Say: *at 3:00 P.M., the break room, Thursday and Friday* and ask the class to call out the question word(s).
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

2 PRACTICE

Complete the conversations. Write information...

- Read the directions. Tell students to underline the question words in the directions.
- Ask two students to read the example. Repeat the question. Point to *question word + a helping verb + a subject + a verb* on the board. Ask the class: *What are the question words? What's the helping verb? What's the subject? What's the verb?* As students answer, write each word or phrase from the question under its corresponding label.
- Tell students to first look at the responses and decide *what time, which, or where.*
- Walk around and spot-check for capitalization and question marks.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class. Write the questions on the board. Discuss any errors.

Communicative Practice

15 minutes

Show what you know!

GROUPS OF 3. Look at the work schedule. Student...

- Form groups of 3.
- Read the directions. Ask: *What does Student A do?* (chooses one employee) *Does Student A tell the group which employee?* (No.) *What do Students B and C do?* (guess the employee) *How?* (They ask questions with *What, Which,* and *When.*)
- Ask a group to read the example. Ask: *Who can it be?* (Ivan, Marco, or Will)
- Tell students to look at the work schedule. Brainstorm other questions students can ask and write them on the board (for example, *Which days does he have off? What time does he get breaks? What time does he finish work?*).
- Tell Students B and C to take turns asking Student A questions.

MULTILEVEL INSTRUCTION

Pre-level Direct students to use the questions on the board when they play B and C. Point out that all the employees are men, so they don't need to make any changes to the questions.

Above-level Direct students not to look at the questions on the board when they play B or C.

EXPANSION: Speaking Practice

- Tell pairs to choose two employees with different hours from the work schedule and to role-play asking their partner to cover their hours.

Progress Check

Can you . . . ask about work schedules?

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

Extra Practice



Interactive Practice



pages 116–117



pages 140–141

Getting Started

10 minutes

Presentation

20 minutes

1 BEFORE YOU READ

A READ. PAIRS. Look at the pictures. Read about...

- Read the directions.
- Pair students and tell them to read about Fran and Al silently. Tell them to underline the reasons why they stopped working.
- Read the sentences about Fran and Al. Ask: *How old is Fran?* (70 years old) *Why did Fran stop working?* (She retired.) *What happened to Al?* (He was in an accident.) *Why did he stop working?* (He is disabled.)
- Say: *When you stop working because of your age, you . . . Elicit retire* from the class. Say: *Someone who can't work because of an injury is . . . Elicit disabled* from the class. Say *retired* and *disabled* and ask the class to repeat.

B CLASS. Social Security is a government program...

- Read the Reading Skill note and the directions.
- Tell students to look back at Exercise 1B on page 232. Ask: *What is Social Security?* (money for older people not working now)
- Draw a K-W-L chart (a three-column chart with the headings *Know*, *Want to know*, and *Learned*). Under *Know*, list: *government program* and *money for older people not working now*. Ask: *What else do you know about Social Security?* Add students' ideas to the list under *Know* (for example, *a federal / U.S. government program, a deduction from your paycheck, for retired people*).
- Point to the second column in the chart and ask: *What do you want to know about Social Security?* Elicit a couple of questions and write them in the chart (for example, *How old do you have to be to get Social Security? Do you have to pay Social Security? Do you have to be a U.S. citizen to get Social Security?*).

2 READ



Read and listen to the FAQ...

- Tell the class to look at the reading. Ask: *Where can you find this information?* (online) *What is the title?* (Social Security FAQ)
- Tell students to look at the directions. Ask: *What is FAQ?* (Frequently Asked Questions) Explain: *Frequently Asked Questions is a list of questions that many people ask about a particular topic and their answers.*
- Tell students to look at the reading. Ask: *What are the Frequently Asked Questions about Social Security?* (*What is Social Security? How did Social Security start? How does Social Security work? How much do people pay?* etc.) Tell students to look at the K-W-L chart on the board. Ask: *Are any of these questions the same as the questions on our chart?*
- Play CD 3, Track 57. Students listen and read along silently.
- Read your class's questions in the *Want to know* column of the chart on the board. Play Track 57 again. Pause the CD after each question and answer and ask if any answers were given to the questions in the chart. Write answers under *Learned* on the chart. Ask: *What else did you learn?* For each question and answer in the reading, write one thing students learned on the chart.
- Tell students to take turns reading the information under *Learned* in the chart to a partner.

Controlled Practice

20 minutes

Communicative Practice

10 minutes

3

CHECK YOUR UNDERSTANDING

A Read the FAQ again. Read the statements. Circle...

- Read the directions.
- Students compare answers with a partner.
- Read the statements and call on students to say the answers. For false items, call on another student to read the question and answer from the FAQ that gives the correct information (2. Every retired person in the U.S. does not get Social Security benefits. 3. You have to work a total of ten years to get Social Security benefits. 4. U.S. citizens and noncitizens can get Society Security benefits. 5. Everyone does not get the same Social Security payment.)

B PAIRS. Look at the boldfaced questions in...

- Tell students to read the Social Security FAQ again silently.
- Pair students. Read the directions. Say: *Student A, ask your partner the boldfaced questions from the Social Security FAQ. Student B, close your book and answer the questions in your own words. Look at the chart on the board if you need help.*
- Model the activity. Ask a higher-level student: *What is Social Security?* If the student gives incorrect information, change the student's answer into a question (for example, *Social Security is for people 65 and older?*).
- Walk around and help as needed. Continue to model how to change incorrect information into a question.

MULTILEVEL INSTRUCTION FOR 3B

Cross-ability Direct the lower-level student to ask the questions first. When it's the lower-level student's turn to answer the questions, direct the higher-level student to ask more specific questions as needed to prompt his or her partner (for example, *Is it a U.S. government program or a state program? What age do you have to be?*).

Show what you know!

Culture Connection

- Ask: *How old do you have to be to get Social Security? (62 years old) Explain: You can get some Social Security benefits at 62, but to get full benefits you have to be 67.*
- Ask: *What is the retirement age in your home country? What age do you have to be to receive retirement benefits?*
- Say: *In the U.S., older people live on Social Security and also other money they have saved for retirement. There are many types of retirement plans. They allow workers to save money for retirement and pay less in taxes now. The two most popular types of retirement plans are 401Ks and IRAs. You contribute money to a 401K plan through your employer. IRA stands for Individual Retirement Account. You can go in to any bank to open an IRA.*
- Ask: *How do people save for retirement in your home country?*

PRE-WRITING. PAIRS. Someday you will retire...

- Read the directions. Ask: *What age do you want to retire at? What year will that be?*
- Ask: *Are you saving for your retirement? Do you have any retirement accounts? Are there any deductions from your paycheck for retirement? What money will you live on when you retire?*
- Model the activity. Say, for example, *I will retire in 2030. I have a 401K. When I'm 62, I'll get Social Security.*
- Pair students. Tell partners to ask each other the questions.

WRITE. Write about your life when you are retired...

Turn to page 273 and ask students to complete the activities. See page T-xii for general notes about Writing activities.

Extra Practice



Interactive Practice



pages 142–143

Getting Started

5 minutes

1 BEFORE YOU LISTEN

CLASS. Look at some reasons that people change...

- Say: *Look at some reasons that people change their work schedules.* Say the reasons and ask the class to repeat.
- Ask: *What are some other reasons that people change their work schedules?* Write students' ideas on the board (for example, *I want to work part-time / full-time. My child-care situation changed. I want to be home with my children after school. I need to get a ride with another employee.*).
- *Optional:* Ask: *Have you ever asked to change your work schedule? What was the reason?*

Presentation

10 minutes

2 LISTEN

A CLASS. Look at the picture of Linda and Ron....

- Read the directions. Ask: *What's their relationship?*
- Write the answer choices on the board and read them.
- Call on students to guess. They will listen for the answer in Exercise B.

B  Listen to Linda and Ron's...

- Read the directions. Play CD 3, Track 58.
- Circle the correct answer on the board. Ask: *Was your guess correct?*
- Ask: *Who is the employee? (Linda) Who is the manager? (Ron)*

Controlled Practice


10 minutes

C  Listen again. Answer the questions.

- Read the directions.
- Tell students to read the questions silently.
- Play Track 58 again. Students listen and write answers to the questions.
- Walk around as students listen. If students have incomplete or incorrect answers, play Track 58 again.
- Read the questions and call on students to say the answers. Write the answers on the board.

Teaching Tip

Remember that if students need additional support, they can read the Audio Script on page 307 as they listen.

D  Listen to the whole conversation....

- Read the directions.
- Play CD 3, Track 59. Students listen.
- Read the question again. Call on a student to say the answer.
- *Optional:* Ask: *Why is Linda taking business classes? (because she wants to be a manager) What kinds of classes would help you get a better job?*

Presentation

5 minutes

3

CONVERSATION

**Listen and repeat the conversation.**

- Note: This conversation is the same one students heard in Exercise 2A on page 240.
- Read the directions. Play CD 3, Track 60. Students listen and repeat.

Controlled Practice

15 minutes

4

PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with an on-level student's name or information from the top row in the boxes. As you fill in each blank, say the color of the answer space and point to the same-color word or phrase you choose from the boxes.
- Ask the two students whose names you used to read the conversation in front of the class.
- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice

15 minutes

B ROLE PLAY. PAIRS. Make your own...

- Read the directions.
- Review the reasons for asking for a schedule change in Exercise 1 on page 240. Say the reasons and ask the class to repeat. Review the additional reasons the class brainstormed on the board. Say the reasons and ask the class to repeat.
- Say: *Pretend you need to ask for a schedule change at work. On the board, write: When do you work now? Why do you need to change your schedule? What schedule do you want to change to?* (If possible, write the first question in blue, the second in green, and the third in red.) Tell students to write down their answers.
- Model the activity. Write your own answers to the questions on the board. Play Student A and role-play a conversation with an above-level student. Substitute your answers into the conversation in Exercise 4A. At B's blue blank, prompt the student to use your first answer.
- Pair students and tell them to practice the conversation, substituting the information they wrote into the conversation.
- Walk around and remind students to switch roles.
- Call on pairs to perform for the class.

5

LIFE SKILLS WRITING

Turn to page 267 and ask students to complete the vacation request form. See page T-xii for general notes about Life Skills Writing activities.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study ways to use Can / Could to ask permission. In the conversation on page 241, Linda used this grammar.*
- Play CD 3, Track 60. Students listen. Write on the board: *Can I speak to you for a minute?* and *Could I change to evenings?* Underline *Can . . . speak* and *Could . . . change*.

Presentation

5 minutes

Can / Could to ask permission

- Copy the grammar charts onto the board or show Transparency 12.5 and cover the exercise.
- Read the Grammar Watch note.
- On the board, write: *Can I speak to you?* and *Could I speak to you?* Ask: *Which one is more formal? (Could I speak to you?) Which one would you use probably use with your manager? (Could I speak to you?) Which one would you probably use with a co-worker? (Can I speak to you?)* Point to the answer *Yes, you can* and ask: *Which one is this an answer for? (both)*
- Read the questions and answers in the charts and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

PRACTICE

A Complete the conversations. Write questions with...

- Read the directions and the example. Ask: *What is the other possible question? (Could I take a break now?)* Point out that both *Can I take a break now?* and *Could I take a break now?* are correct.
- *Optional:* Tell students to look at the responses. Say: *If it sounds like a manager, use Could. If it sounds like a co-worker, use Can.*
- Students compare answers with a partner by reading the conversations.
- Call on two pairs to read each conversation, one with *Can* and one with *Could*.

Communicative Practice

10 minutes

B PAIRS. Student A, ask for permission to do...

- Read the directions.
- Say: *Look at the first idea in the box. What question can Student A ask?* On the board, write:
A: *Can / Could I use your dictionary?*
B:
- Tell students to study the grammar charts and Exercise A. Ask: *How can Student B answer?* List ideas on the board (for example, *Sure. Of course. Yes, you can. No problem. I'm sorry, but you can't. Go ahead.*). Say the responses and ask the class to repeat.
- Pair students. Tell students to take out their supplies so their partner can see what they have.
- Walk around and check that students form questions with *Can / Could* correctly.
- Call on pairs to perform for the class.

EXPANSION: Grammar Practice for B

- Write the following list of people on the board: *a manager, a co-worker, a police officer, a waiter or waitress, your child's teacher, a doctor, a sales associate, a family member, your teacher, a celebrity.*
- Pair students. Say: *Copy the list of people. Ask each person for permission to do something. Write a question with Can or Could.*
- Tell students to change partners and compare their questions.

Extra Practice



Interactive Practice



pages 118–119



pages 144–145

1

GRAMMAR

A Complete the conversation. Use *can*, *can't*, *could*...

- Read the directions. Tell students to refer back to the grammar charts on page 230 (Expressions of necessity: *must / have to*) and page 242 (*Can / Could* to ask permission) as needed.
- Tell student to read the Safety Reminder.
- Students compare answers with a partner by reading the conversation.
- Call on a pair to read the conversation. Where *can* and *could* are both correct, elicit the alternate answer from the class.

B Complete the conversations. Write information...

- Read the directions.
- Tell students to refer back to the grammar charts on page 236 (Information questions with *Who*) and page 237 (Information questions with *What / Which / When / Where*) as needed as they fill in the blanks.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations for the class. Discuss any errors.

CD-ROM Practice

Go to the CD-ROM for more practice.

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

Extra Practice

pages 120–121

2 ACT IT OUT
STEP 1. CLASS. Review the Lesson 2 conversation...

- Tell students to review the conversation in Exercise 3B on page 229.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 3, Track 52. Students listen.
- As needed, play Track 52 again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. Student A, you are...

- Read the directions and the guidelines for A and B.
- Pair students. Tell A: *Ask if you are allowed to do something and if you have to do something.* Tell B to answer with what employees *must do, have to do, must not do, or can't do.*
- Walk around and observe partners interacting. Check pairs' use of expressions of necessity and prohibition.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3 READ AND REACT
STEP 1. Read about Ivan'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, *What is Ivan's job? When did Ivan start? What does Ivan need? What did the new employees get? Why is Ivan upset?*).

STEP 2. PAIRS. What is Ivan's problem? What can...

- Ask: *What is Ivan's problem?* (The new employees get a lot of overtime hours, but Ivan almost never gets overtime.). *What can he do?*
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Ivan.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think he can offer to cover other employees' hours. This is a good idea.*).
- Now tell students to think of one new idea not in the list (for example, *He can apply for a job in another department.*) 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 students if they think it is a good idea, too (*Do you think this is a good idea? Why or why not?*).

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Sit with students, say each idea in the list, and ask students to explain why they like or don't like each solution, for example, for idea 1, A: *I like this idea. Maybe the boss doesn't know that Ivan wants more hours.*

Above-level Pairs discuss the problems with each idea (for example, A: *He can't get a second job because commuting to two jobs is hard.*)

4 CONNECT

Turn to page 255 for the Goal-setting Activity and page 285 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 225.

Ask students to turn to page 225 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.