On the Job

Classroom Materials/Extra Practice CD₃ Workbook Interactive Practice Tracks 1-11 Unit 9 Unit 9

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- One/Ones
- Verb + object + infinitive
- Reported speech: commands and requests with tell/ask

Pronunciation

• Stress and intonation to show importance

- Read an article about working the late shift
- Read safety instructions
- Reading Skill: Skimming

Writing

• Write a paragraph describing a job

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Ask: Looking at the picture, what do you think the title means?
- Write on the board: *On the job = working; at work*
- Set the context of the unit. Ask questions about the picture: What do you see? Where are the people? What are they doing? Who do you think the man behind the woman is?
- Read the preview question aloud.
- Ask volunteers to share answers. You can help students explain their ideas by writing their information on the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 9.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain clarification: Comes from the verb clarify, which means to make sure you understand something. Explain *expectations* on the job: What our supervisors, our company or our customers want from us. Explain hazards: dangers; dangerous things. Explain follow instructions: do what is asked. You may want to write these terms on the board.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Community Building

Ask: Who is working now? Ask for a show of hands. Ask: *Have you ever had problems* understanding something at work? Have volunteers talk about some problems with communicating or not understanding something at work. Helping students share real-life communication problems helps create a supportive classroom environment.

10 minutes

10 minutes

1

WHAT DO YOU KNOW?

- Set the context of the lesson. Write on the board: working with others teaching others something learning something from another worker
- Point to the words. Say: Give examples of jobs where you would have to do these things. When might you have to work with others? In what job might you have to teach coworkers something, or learn something from a coworker?
- Call on volunteers to answer. You can model correct English by restating what the student said and having the student or the class repeat.
- Say: Talk to a classmate about the pictures. What is happening in each picture? Are the workers doing any of the activities from the board?
- Call on volunteers to describe a picture where the workers are doing one of the activities from the board.
- State the lesson objective: We're learning words that relate to on-the-job skills.

Culture Connection

Emotional and social work skills, called *soft skills*, have become very important in the business world. Businesses realize that how their employees interact with customers is important to the success of their business.

Presentation

10 minutes

A Look at the pictures...

- Call on volunteers to say what they think the phrases mean. Ask them for explanations or examples for each phrase.
- Say each phrase and have students repeat.

B Listen to the phrases....

• Play CD 3, Track 1. Students listen.

Controlled Practice

• Play Track 1 again. Students repeat.

GROUPS. What are the people...

- Tell students to use the phrases to describe as many pictures as possible.
- Call on volunteers to describe the pictures.

Expansion: Writing Practice for 1C

- Form pairs. Say: *Use the new vocabulary and write about the pictures.*
- Point to picture 1. Write on the board: *The man is giving the woman feedback.* OR *The man is giving the woman instructions.*
- Remind students that more than one answer is sometimes possible.
- Call on volunteers to write sentences on the board.

Learning Strategy: Give examples

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the job skills. For example, write: *be responsible for something*. Ask students to call out a job that requires that skill. Write a job on the back of the card.
- Walk around and help students write the phrases and example sentences.
- Say: You can remember new vocabulary when you give examples of the word. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

If you are using ziplock bags, remind students to review their vocabulary cards when they have time. Tell them to remove the words they have mastered and continue to review the words they are learning.

Controlled Practice

10 minutes

Communicative Practice 20 minutes



PRACTICE

Community Building

During group discussions, encourage students to think of examples when talking about their beliefs. Write on the board: I think I'm good at being part of a team. For example, when I worked at a restaurant, I had to work with the cooks and the waitresses. We worked really well together.

WORD PLAY. Look at the job skills...

- Tell students to underline any words they are not sure of as they complete the task.
- Form pairs. Have students talk about the words they underlined. Walk around and provide help as necessary. You may want to write words and definitions or example sentences on the board.
- Check comprehension. Ask the class: Who is good at training other employees? Can you give an example? Who is good at giving someone instructions? Can you give an example?

Teaching Tip

An effective way to get students to practice different skills is to have them rotate tasks. For one group discussion, Student A: Watch the time. Student B: Write the group's ideas on a piece of paper. Student C: Tell the class your group's ideas. Student D: Ask questions of everyone to be sure everyone participates. Student E: Encourage everyone to use English. For the next group discussion, have students switch roles.

Show what you know!

STEP 1. GROUPS. Talk about your best...

- Say: Think about the job skills you have. If you don't work now, think about the skills you use at home and at school.
- As groups talk about their job skills, walk around and provide help as necessary.
- To review this activity, ask each group to say one or two skills they discussed in their group.

STEP 2. PROBLEM-SOLVE. What are your...

- Say: You're going to talk about the problems you have on the job and the job skills that you need to improve. If you don't work now, imagine what problems you might have.
- As groups talk about their problems and job skills they need to improve, walk around and provide help as necessary.
- To review this activity, have each group write three problems on the board and three job skills that need to be improved.
- Call on volunteers to say how these job skills might be improved.

MULTILEVEL INSTRUCTION

Cross-ability Form cross-ability pairs within the group. Have the above-level student encourage and help the pre-level student to express his or her ideas. Tell the pre-level to ask the above-level student for help.

Extra Practice Interactive Practice pages 98–99

10 minutes

Presentation

5 minutes



BEFORE YOU LISTEN

A GROUPS. What can you do if...

- Write on the board: *Ask for clarification = make* sure you understand something.
- Say: Sometimes an employer tells us to do something and we don't understand. What can we do?
- Walk around and help as necessary.
- To review, ask a volunteer from each group to write the group's answers on the board. Review the answers with the class.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students write down one thing they can do if they don't understand an employer's instructions.

Above-level Have students write down three things they can do if they don't understand an employer's instructions.

B Look at the words...

- Read the vocabulary and the definitions aloud.
- Tell students to think of times or places when these words might be used.
- Call on volunteers to say when or where the words might be used. Write on the board. (Answers might include: inventory—in a store or business when you have to count everything you have; quantity—in a store when you have to say how many or how much of something you have on the shelves; supplies—in a hospital; vendor talking about a person or company that you buy something from.)
- Have students copy the words and examples from the board into their notebooks.

Teaching Tip

Give students time to make cards for their ziplock bags from the words in Exercise 1B.

LISTEN

A Listen. Margo is training...

- Have students read the directions.
- Ask: Who are the people in the photo? What is happening?
- Play CD 3, Track 2. Then ask the class: *Does Jason* understand everything? How do you know?
- Say: Let's listen to the conversation again.

Controlled Practice 15 minutes

B Listen again. Write...

- Have students read the statements silently.
- Play CD 3, Track 3. Have students compare answers.
- Then play Track 3 again. Review the answers by asking volunteers to write true or false on the board.
- Tell students they are going to listen again so they can correct the false statements. Tell students to raise a hand and say Stop! when they hear the correct information.
- Play Track 3 again. Stop the audio when you see a hand. Ask the student to say what he or she heard. Repeat the information. Ask: *Is that correct?*
- Say the correct information and have students correct the false statements. Call on students to say the new statements.
- Play Track 3 again to confirm the answers.

Expansion: Writing Practice for 2B

• Have students correct the false statements by writing new ones. Call on volunteers to write the new statements on the board. Have students copy the sentences into their notebooks.

Lesson 2 Ask for clarification

Presentation

15 minutes

CONVERSATION



A Listen to the conversation....

- Have students read the Pronunciation Watch.
- Read the sentences to the class. Exaggerate the last word slightly. Ask: Where is the stress? (on the last word) Why is the stress there? (because it shows what we're talking about)
- Play CD 3, Track 4 while students read along.
- Play Track 4 again. Have students repeat.

Expansion: Pronunciation Practice for 3A

• Have above-level students write three or four substitution dialogues on the board. Do one example. Write: A: Please give me the shirt. *B:* Which shirt? This one? A: No, that one. The yellow one. Draw a dot over the stressed words. Have pairs practice the dialogues from the board.

Controlled Practice 10 minutes



B Listen and read...

- Ask: Who is having this conversation? (Margo and Jason) Ask: Who are they? (the people in the photo)
- Write on the board: *How does Jason ask for* clarification? Encourage students to cover the conversation in their books.
- Play CD 3, Track 5. Call on students to say what Jason does to get clarification. (He asks lots of questions.)
- Then play Track 5 again. Have students listen and read silently.

Teaching Tip

Miming or having students mime actions helps with comprehension. Working with an abovelevel student, have the student read the role of Margo slowly. As the student reads, mime the actions. For example, point to the counter to check the cups and paper towels. Mime checking in the cabinet and drawers. Draw an inventory sheet on the board to show item and box. Mime filling out the inventory sheet.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have above-level students role-play Margo. Have pre-level students role-play Jason.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make up...

- Form groups of Student As and Student Bs. Let the As talk about what questions they might have.
- Let the Bs read and talk together to be sure they have answers to any questions Students A might
- Pair a Student A with a Student B.
- Walk around and help as needed.
- Call on students to role-play their conversation for the class.

Extra Practice



5 minutes

- Write a variation of the dialogue from page 168 on the board:
 - A: Please give me the shirt.
 - B: Which one? (This) one?
 - A: No, (that) one. The yellow one.
- Write a variation of this dialogue using the plural on the board:
 - A: Please give me the shirts.
 - B: Which ones? (These) on the table?
 - A: No, those. The ones on the bed.
- Point out that we use *one*, *this*, and *that* for singular; we use *ones*, *these*, and *those* for plural.
- State the lesson objective: We are going to learn about using one and ones while we ask for clarification.

Presentation

10 minutes

One/Ones

- Ask students to read the dialogue in the first chart. Say: *This is a dialogue about one box.* Read the dialogue and have the class repeat.
- Ask students to read the dialogue in the second chart. Say: *This is a dialogue about more than one box*. Read the dialogue and have the class repeat.
- Call on an above-level student to read the Grammar Watch. Point to the grammar charts to show the corresponding information.
- Form pairs. Have students read the two dialogues in the boxes. Tell them to alternate reading A and B.

Controlled Practice

15 minutes

PRACTICE

A Read the conversation...

- Read the conversation for content first. Write on the board: What is the customer looking for? Does she buy what she wants?
- Ask volunteers for answers. (She's looking for a cell phone. Yes, she buys a phone.)
- Have students compare answers.
- Write the answers on the board. Have students check their answers.

Expansion: Reading Practice for 1A

• Have pairs practice reading the conversation. Have them alternate the parts they read.

B Complete the conversation...

- Read the conversation for content first. Write on the board: *What kind of a store is this?* (electronics) *What does the manager want the clerk to do?* (display some DVD players)
- Then have students complete the task. Remind them to decide if the words are singular or plural.
- Have students compare answers.
- To review, read the correct conversation and have students check their answers. Then have pairs practice the conversation.

Lesson 3 Ask for clarification

Controlled Practice

15 minutes

Communicative Practice 15 minutes

PRACTICE

A Cross out the underlined words...

- Read item 1 before the word was crossed out. Then read item 1 with the word crossed out and changed. Tell students to be careful of singular and plural.
- Have students compare answers.
- Call on volunteers to write the new sentences on the board.
- Review the sentences with the class. Make necessary corrections.

B Read these sentences....

- Read the sentences for content first. Write on the board: Who is talking? (a clerk) Where does this person work? (a pharmacy in Atlanta) What is he or *she talking about?* (batteries)
- Then have students complete the task. Remind them to think about whether the words are singular or plural.
- Have students compare answers.
- Go around the room. One student reads a sentence, the next student says if the sentence is correct or incorrect, and the next student says why.
- To review, read the correct sentences aloud to the class.

Culture Connection

An important work skill is the ability to ask for clarification. Employers often say, *If you* don't understand, ask! Ask students what might happen if they don't ask for clarification when they don't understand something.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

Show what you know!

- Write on the board: aisle. Make sure students understand what this word means and how to pronounce it.
- Have students write their conversations so you can check for accuracy.
- Walk around and help as needed.
- Call on students to role-play their conversations for the class.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students choose one singular item and one plural item to talk about.

Above-level Students add one more singular item and one more plural item to talk about.

Progress Check

Can you . . . ask for clarification?

Ask students to review some of the language used to ask for clarification. Make a list on the board. (Answers might include: How do I do that? What do I do next? Which ones? Which one?) Ask students: Can you check this goal?

Extra Practice Interactive Practice pages 100-101

Talk about health in the workplace

Getting Started

5 minutes

Presentation

20 minutes



BEFORE YOU READ

Skim the article....

- Ask students to read the Reading Skill box silently. Say: Think about what we look at when we skim an article.
- Using a transparency or holding up the book, point to the title of the lesson, the title of the article, the first and last lines of the article, and the bulleted points.
- Have students answer the question with a partner. Call on volunteers to say what they think the article will be about and why they think that.
- State the lesson objective: We are going to talk *about health in the workplace.*

READ



Listen and read...

- Write on the board: *shift* = *schedule at work*.
- Tell students they are going to listen to and read information about staying healthy while working irregular or nighttime shifts. Ask students to think about the questions on the board.
- Play CD 3, Track 6. Students listen and read silently.
- Check comprehension. Ask: What is Jack's *problem?* (He works at night and doesn't sleep in the daytime.) What advice does the article give? (get at least seven hours of sleep, be careful what you eat and drink, spend time with your family) *How* did Jack change his situation? (A relative takes care of his son; his wife changed her hours.)
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

- Form pairs. Tell students they are going to read paragraph by paragraph, then talk to their partners.
- Tell students to read a paragraph silently. Their partner does the same thing. When one student is finished, have him or her close the book and wait for the other.
- · When both students have read the paragraph and closed their books, have them say one or two things they remember. Tell them to use their own words. They can check their information before moving on to the next paragraph.
- To review, have students close their books. Read a paragraph aloud. Call on volunteers to say one thing they remember. Do this with the whole article.

Lesson 4 Talk about health in the workplace

Controlled Practice

20 minutes

Show what you know!

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about questions they don't understand. Give students the opportunity to talk to each other as they complete exercises.

CHECK YOUR UNDERSTANDING

A Read the article again....

- Review what students know about finding the main idea. (Even though a statement is true, it might not be the main idea; the main idea is the big picture or the main purpose of the article.)
- Tell students that another way of finding the main idea is to look at the beginning *and* the end.
- Call on a student to say the main idea. Review why: *a* is true, but is not the whole idea; *b* is true but is not the whole idea. The main idea in this article includes there being something you can do about this problem.

B Write T (true) or F (false)....

- Tell students to look at the article on page 172 to help them decide if a sentence is true or false.
- Tell students to point to the paragraph in the article that shows the answer.

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list of the boldfaced words on the board.
- Have students read the story again. Ask them to pay attention to the sentences with these words.
- To review, ask volunteers to read the words and their definitions aloud. Make any necessary corrections.

Expansion: Writing Practice for 4

• Form groups. Give each group one vocabulary word. Have the group write a sentence on the board using their word. Make any necessary corrections.

PROBLEM-SOLVE, GROUPS, Discuss...

Communicative Practice

• Write a T-chart on the board:

Situations that can cause stress or harm What can you do?

15 minutes

- Form groups. Ask students to think about situations they or others have had at work.
- Call on a student from each group to write one problem and one solution in the chart on the board.
- To review this exercise, have a class discussion on whether or not the solutions offered would help.

MULTILEVEL INSTRUCTION for Show what you know!

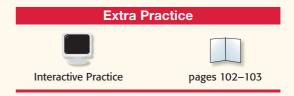
Pre-level Students write one problem situation and one solution.

Above-level Students write as many problem situations and solutions as they can.

Progress Check

Can you . . . talk about health in the workplace?

Ask the class to identify some health risks in the workplace. Ask the class to identify some solutions to these health risks. Make a list on the board. Ask students: Can you check this goal?



4 minutes

Controlled Practice

10 minutes



BEFORE YOU WRITE

Teaching Tip

To help organize group discussions, give students time to write their ideas and what they want to say. You can brainstorm with the class and write ideas on the board.

GROUPS. Talk about a job...

- Call on a student to read the words in the box.
 Have students read the paragraph and underline the words from the box.
- Then have students discuss. Walk around and help as needed.
- State the lesson objective: We are going to write a paragraph about a job.

MULTILEVEL INSTRUCTION for 1

Pre-level Have students talk about two good things and two bad things about a job.

Above-level Have students talk about as many good and bad things about a job they can think of.

Presentation

10 minutes

- Write on the board: What is good about the job? What is bad about the job?
- Tell students you are going to read them a paragraph about a job. Tell them to think about the questions on the board while you're reading.
- Read aloud the paragraph about the supermarket job.
- Call on volunteers to write answers to the questions on the board.
- To review, have students open their books to page 174. Have students read the paragraph silently.
- Have students add or correct ideas on the board.

2 WRITE

Write a paragraph...

- Walk around and help students as needed.
- Check to be sure they are writing both good points and bad points about the job.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.

Expansion: Reading Practice for 3

 After pairs have checked each other's papers and made any necessary corrections, have them read their paragraphs aloud to their partners.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice



Talk about expectations on the job

Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

CLASS. What do employers expect...

- Say: *Imagine that you are the boss. You have a new* employee coming in today. What do you think he or she should do? How do you think he or she will act? Call on some students to share their ideas.
- Ask: What do you think is most important at a job?
- Call on students to share their answers.

Culture Connection

You can let students know that in the United States, it is important to know what your employer expects of you. You may want to talk about how to find this out. Tell students they can ask questions before they are hired. Remind students that asking for clarification before a problem arises is important.

Presentation

10 minutes



LISTEN



A Listen. Carl works...

- Call on a student to read the directions aloud. Ask: What are we listening for? (Do Carl and his boss have a good relationship? How do we know?)
- Play CD 3, Track 7 twice. Call on students to answer the questions.

B Read the questions. Then listen...

- Students read the statements before listening.
- Play CD 3, Track 7.
- Ask: Who are the men? (Carl, Tony, another employee and Bill, the boss)
- Play Track 7 again. Review the answers.

G Read the questions....

- If more than a day passes between doing Exercises 2B and 2C, have students retell Carl's story to their partner.
- Have students answer the questions before listening to the CD again.
- Call on volunteers to answer the questions.
- To review, play CD 3, Track 7.

Communicative Practice 10 minutes

Culture Connection

The United States can be an informal culture. Many people may prefer to be called by their first names: bosses, teachers and professors, pastors, doctors, and dentists.

D MAKE IT PERSONAL. GROUPS. Discuss...

- Call on a volunteer from each group to say what the students in that group are most comfortable
- Ask: How might you ask for clarification about what your boss wants to be called?
- Call on volunteers talk about their group's ideas.

MULTILEVEL INSTRUCTION for 2D

Cross ability Assign an above-level student the role of making sure all students have the opportunity to express their opinions, ideas and experiences.

Extra Practice



Talk about expectations on the job

Getting Started

5 minutes

Controlled Practice

15 minutes

- Write on the board: Verb + infinitive: I need to finish cleaning the kitchen. Verb + object + infinitive: I need you to finish cleaning the kitchen.
- Ask volunteers to read the sentences and say what the difference in meaning is.
- Ask the class to give one more example for each group. Choose a good example without an object and write it in the correct column on the board. Change it to include an object and write it in the correct column on the board.
- Point out that a verb plus an infinitive means the subject is doing the action.

Presentation

10 minutes

Verb + **Object** + **Infinitive**

- Call on a volunteer to read the sentences in the grammar box.
- Stop after each sentence and reinforce the information. Ask: *Who is going to do the action?*
- Then have students read the information in the Grammar Watch.
- To review, say: Let's review what we now know. What is the difference between saying I want to do something and I want him to do something? (Answers should include: I am doing the action in the first sentence. He is going to do the action in the second sentence.)

PRACTICE

A Read the conversation....

- Tell students they are going to read a brief conversation between a boss and an employee two times.
- Have them read the conversation first to answer: Who is Fei Yen? Who is John? Why do you think John wants to make a phone call?
- Have students read the conversation again and complete the task.
- Walk around and help as necessary.
- Call on volunteers to read a sentence and say if it's true or false.

Expansion: Grammar Practice for 1A

• Students change the false sentences to be true. Have them write the true sentences on the board. Review with the class.

B Complete the conversation....

- Tell students they are going to read a conversation between two employees.
- Complete the first item with the class. Elicit ideas from students. Show them how to cross out the words they use. Then call on a student to read the sentence
- To review, have students compare answers with a classmate. Then call on two students to read the conversation. Make any necessary corrections by writing the answers on the board.
- Form pairs. Have students practice the completed conversation.

Talk about expectations on the job

Presentation

5 minutes

Communicative Practice 15 minutes

Language Note

When using a verb + an object + an infinitive, we can use a noun or a pronoun as the object. For example, we can say *The teachers expect* the students *to be on time* OR *The teachers expect* them *to be on time*. The pronoun rule applies: You can use a pronoun when you already know the noun you're referring to.

- Write on the board: I have to be on time for my class. I have to keep attendance records for my class. Ask: What does my school district expect of me?
- Elicit answers from the class. Write correct answers on the board: The school district expects you to be on time for your class. The school district expects you to keep attendance records.
- Ask: What does your boss or spouse or child expect of you?
- Call on volunteers to say sentences. Write the sentences on the board.

Controlled Practice

10 minutes



PRACTICE

Read the complaints...

- Tell students they are going to read the conversation for context first. Ask: Who are these people? What are they talking about?
- Then have students read the conversation again and write the answers.
- To review, have students write completed sentences on the board. Make any necessary corrections.

Expansion: Reading Practice for 2

• Form pairs. Have students practice reading the complaints aloud.

Show what you know!

PROBLEM-SOLVE, GROUPS, Discuss the situations....

- Review the topic. Ask: What are the expectations in item 1? What are the expectations in item 2? You may want to write the ideas on the board.
- Set a time limit for groups to talk. Walk around and help as needed.
- Then ask two groups to join each other and share their advice.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students work in pairs to complete the task. When it's time to change, have them work with another pre-level pair.

Above-level Tell students to add a couple of expectations. When it's time to change, have them work with another above-level group.

Progress Check

Can you . . . talk about expectations on the job?

Ask the class to identify some expectations that employers have. Make a list on the board. Ask the class to identify some expectations that employees have. Make a list on the board. Ask students: *Can you check this goal?*



Identify safety hazards at work

Getting Started

5 minutes

- Write on the board: *safety hazards* = *dangerous things at work*.
- Say: What safety hazards might you see at different workplaces? Have students talk in pairs or small groups.
- Walk around and help as necessary.
- Call on volunteers to say one or two safety hazards.
- State the lesson objective: We're going to read about safety hazards and safety rules.

Presentation

10 minutes



READ SAFETY INSTRUCTIONS

CLASS. Read the safety poster....

- Read the information aloud from the yellow sticky note. Tell students *display* means to put something up where everyone can read it.
- Have students read the poster silently.
- Then read each bulleted point aloud. Have students repeat.
- Ask volunteers to write on the board words they don't understand. Review these words with the class. Give examples or brief definitions. Use the board.

Culture Connection

In 1970, Congress enacted the Occupational Safety and Health Act (OSH Act) to provide working men and women with safe and healthful working conditions. The act established the U.S. Occupational Safety and Health Administration (OSHA) and authorized it to issue and enforce workplace safety and health standards.

Controlled Practice

15 minutes

2 PRACTICE

A PAIRS. What is the main idea...

- Remind students that the main idea is the main or most important point of a piece of writing.
- Have students choose their answers.
- Review each answer choice with the class. Say:
 Does the poster want people to b) put away all equipment? (No; it doesn't say that anywhere on the poster.)
- Say: The poster wants workers to a) be careful of machinery, but is that all it says? (No. It also says to wear non-slip shoes, to clean up, etc.)
- Say: So, the final letter, c, is the best answer. The purpose of the poster is to prevent accidents and injuries.

B Answer the questions....

- Have students compare answers.
- Call on students to write the answers on the board.
- To review, have students read the statements and explain why they are true or false. Make any necessary corrections.

Expansion: Reading Practice for 1

• Form pairs. Have students alternate reading the safety tips aloud.

Identify safety hazards at work

Controlled Practice

15 minutes

Communicative Practice 15 minutes

3

IDENTIFY SAFETY HAZARDS

A PAIRS. Match the danger...

- Call on students to read the dangers. Give brief definitions or examples of any words students don't know
- Call on pairs to read the danger and the matching potential accident.

MULTILEVEL INSTRUCTION for 3A

Cross-ability Above-level students help pre-level students understand the vocabulary.

B CLASS. Talk about the safety signs....

- Call on a student to read the instructions and another student to read the signs.
- Say: Let's write sentences about what might happen if you're not careful.
- Write the text of sign 1 on the board: *Watch your step. You might fall if you're not careful.*
- Give students a few minutes to write sentences in their notebooks, and then call on them to say a sentence. Write their sentences on the board, making corrections as necessary.

GROUPS. Look at the workplaces...

- Write the workplace categories in columns on the board.
- Encourage each student to take notes for each workplace.
- Call on volunteers to write their group's ideas under the headings on the board.
- Discuss each workplace with the class.

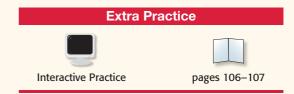
Expansion: Speaking Practice for 3C

• In groups, have students talk about what safety rules should be followed for the workplace hazards.

Progress Check

Can you . . . identify safety hazards at work?

Ask the class to identify some safety hazards they might find in various workplaces. If more than one class session has elapsed since you did Exercise 3B, write these hazards on the board. Ask students: *Can you check this goal?*



Respond appropriately to correction

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

Community Building

Your students will be interested to know that you may have had similar experiences. You may want to start off discussions by telling a funny, embarrassing, or sensitive story about yourself. For example, tell a story about a time when you made a mistake at work. Students will learn something about you and might feel more comfortable sharing their own stories.

Have you ever made a mistake...

- Share a story of your own.
- Form pairs. Have students answer the questions.
- Call on one or two volunteers to share a brief story.

Presentation

10 minutes



LISTEN



A Listen. Margo, the office manager...

- Tell students to look at the picture. Ask: *Do you* remember these two people from pages 168 and 169? Who are they? What are their jobs?
- Say: You're going to listen to Margo talking to Jason about a problem. What is it? Tell students the problem has two parts: 1) the copy machine next to Mr. Ruiz's office is not working, and 2) Jason is supposed to check all the machines in the morning when he comes in.
- Play CD 3, Track 8. Ask students to raise their hands if they know the problem.
- If a majority of students do not raise their hands, play Track 8 again. Then call on a student to say the problem.
- Review the answer with the class. Play Track 8 again for students to confirm the answer.

B Read the statements....

- Have students read the statements first.
- Play CD 3, Track 8. Then have students compare answers.
- Call on students to read the statements and say if they are true or false.
- Play Track 8 again to confirm the answers.

Expansion: Writing Practice for 2B

 Have students change the false statements to true. Call on students to write the new statements on the

PAIRS. Discuss your opinion....

- Say: There are good superviors and bad supervisors, and good employees and bad employees. What do you think about Margo and Jason?
- If students need to listen to the conversation again for this task, play CD 3, Track 8.
- To review, have pairs sit with another pair and compare opinions.
- Call on a few pairs to share their ideas.

Respond appropriately to correction

Teaching Tip

Remember to review what you covered in the previous class before you begin a new exercise. Ask questions about conversations, vocabulary, or grammar points. This helps students review as well as prepare for the next lesson.

Controlled Practice

15 minutes



CONVERSATION



A Listen and read...

- Play CD 3, Track 9. Have students listen and read.
- Play Track 9 again. Pause the CD after each line and have students repeat.

PRACTICE

A PAIRS. Practice the conversation.

- Students take turns playing Margo and Jason.
- Call on pairs to role-play their conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE-PLAY. PAIRS. Make conversations...

- Have each pair write down their situations and apologies.
- Walk around and help as needed.
- Be sure students alternate roles.
- Call on students to perform their role plays for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students choose one situation for both of them. They can alternate roles. **Above-level** Have students choose different situations. They can also write conversations for good supervisors and employees and bad supervisors and employees.

Extra Practice



5 minutes

Controlled Practice

15 minutes

- Write two columns on the board: *Direct Speech* and *Reported Speech*
- Under *Direct Speech* write, using quotations, "*Please close your books*."
- Under Reported Speech, write: Our teacher told us to . . .
- Elicit the rest of the sentence from the class. Help them by asking: *The teacher told who?* (us) *The teacher told us what?* (to close our books)
- State the lesson objective: We're going to learn about reported speech and following instructions.

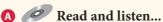
Presentation

10 minutes

Reported speech: commands and requests with tell/ask

- Have students read the Grammar Watch silently. Point out that in reported speech there is a verb plus an object plus an infinitive. Ask students to circle this in the Grammar Watch.
- Tell students to imagine that you are the manager. Read the direct speech from the box.
- Call on students to read the reported speech for each command you read.
- Ask students to say the verb plus the object plus the infinitive and circle it.
- Answer any questions.

PRACTICE



- Play CD 3, Track 10. Students listen and read.
- Call on a student to read the three answer choices.
- Play Track 10 again.
- Call on a student to say the correct answer.

B Unscramble the sentences....

- Write numbers 1 through 6 on the board.
- Do item 1 with the class. Remind students to pay attention to the difference between a subject pronoun and an object pronoun. Remind students to cross off the words they use. Write sentence 1 on the board.
- Walk around and help as needed.
- Have students write sentences on the board. Make corrections as necessary.

Lesson 10 Follow instructions

Controlled Practice

10 minutes

Communicative Practice 20 minutes



PRACTICE

Language Note

Quotation marks identify exact words that someone said.

Read the questions...

- Write on the board: "Restock the batteries."
- Ask: These exact words came from who? (Mr. Lan) Who was he talking to? (Alex)
- Read the answer for item 1.
- Have students compare answers with a classmate.
- Call on students to say the new statements. Write what the students say on the board. Make corrections as necessary.

Community Building

It's important for students to draw from their own experience when role-playing or discussing. Write on the board:

A: I know about this workplace. I had a job in a hospital once.

B: Oh, you did? What are some common instructions for a hospital?

Show what you know!

STEP 1. GROUPS OF 3. Choose a workplace...

- Have groups make a list of some workplaces they know about.
- Have each group say one or two places they can talk about.

STEP 2. ROLE PLAY....

- Give students time to write down some ideas in their notebooks.
- Walk around and help as needed.
- Ask Student As and Bs to read Student Cs' sentences and be sure they are correct.

STEP 3. Student C: Report to the class....

• Call on Student Cs to report back to the class.

MULTILEVEL INSTRUCTION

Cross-ability Have on-level students role-play the manager. Have pre-level students role-play the employee. Have above-level students be Students C and report to the class.

Progress Check

Can you . . . follow instructions?

Ask the class to identify some instructions they might hear in a workplace. Tell them to use reported speech. For example: In a hospital, a supervisor might tell me to wear a mask when I am around patients. Write some sentences on the board. Ask students: Can you check this goal?





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 253 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: *The conversation is about*
- Play CD 3, Track 10.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Role-play the situation...

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What is the problem?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. GROUPS. Read about Maya....

- Have students read the problem silently.
- Check comprehension. Ask: Who is Maya? What is her problem?

STEP 2. GROUPS. Discuss. What is the problem...

- Tell students to summarize, without reading, the problems Maya is having.
- Have groups complete the task.
- Call on a student from each group to say one thing he or she would tell Maya.

4

CONNECT

For general teaching notes about the Self-evaluation Activities, go to page T-xi. For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 165 (the first page of Unit 9). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 9, encourage them to review the activities on the CD-ROM.

Extra Practice



Interactive Practice