

# 4

## On the Job

### Classroom Materials/Extra Practice



CD 1  
Tracks 38–51



Interactive Practice  
Unit 4



Workbook  
Unit 4

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Phrasal verbs
- Negative *yes/no* questions
- Indirect instructions, commands, and requests

#### Pronunciation

- Stress in phrasal verbs
- Weak and strong pronunciation of auxiliary verbs

#### Reading

- Read an employee handbook
- Read an article about reducing workplace injuries
- *Reading Skill*: Recognizing restatements

#### Writing

- Write a memo to a supervisor

#### Life Skills

- Interpret information about employee benefits

### Preview

- Say the unit title. Ask: *What does on the job mean?*
- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: *Where are the people? What's their job? What are they doing?*

### Unit Goals

- Point to the Unit Goals. Have students read the goals silently.
- Tell students they will be studying these goals in Unit 4.
- Say each goal and explain unfamiliar vocabulary as needed. For example: *Supervisor*: a boss or manager; the person who checks an employee's work. *Employee benefits*: things that employees get in addition to their salary, such as health insurance and vacation. *Injury*: physical damage to the body. *Performance review*: A written evaluation of an employee's work. *Memo*: short for memorandum; a short, written communication with information or instructions for employees.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

## Getting Started

5 minutes

### 1 BEFORE YOU LISTEN

#### A CLASS. Sandra Duval is a new teller...

- Have students look at the photo in their books.  
Ask: *Who are the people? How old are they? What is their relationship? What do you think they're talking about?*
- Ask students if they remember their first day at work. How did they feel? How do they think Sandra Duval feels?

**Possible answer:** Sandra probably feels nervous. She may also feel happy and excited.

#### B Read and listen to the words...

- Play CD 1, Track 38. Have students listen and circle the words they know.
- Call on students to define the words and say them in sentences. For example: *Automatically: done by machine, without human effort. Endorse: to write one's name on the back of a check. Firsthand: To see or experience directly, not through a book or another person. Observe: to watch without intervening. Procedure: a way of doing something.*

#### C Listen again and repeat.

- Play Track 38 again. Have students listen and repeat.
- Call on students to say each word. Correct pronunciation as needed.

## Presentation

10 minutes

### 2 LISTEN

#### A Sandra is talking to Robert Stamov...

- Play CD 1, Track 39. Have students listen.
- Have students discuss the questions with a classmate.
- If necessary, play Track 39 again for students to check their answers.
- Call on students to share their answers.

**Answer:** Sandra feels positive about observing Robert. She thinks it will be helpful to observe the bank's procedures before she actually follows them.

## Controlled Practice

10 minutes

#### B Read the statements...

- Have students read the statements silently and predict if they are true or false.
- Play CD 1, Track 40.
- Pair students and have them decide on answers.
- Check answers. Call on students to read each statement and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.

#### C Sandra says "I'm a little nervous..."

- Write *get over it* on the board.
- Have a volunteer answer the questions.

**Answer:** Sandra means that soon she won't be nervous anymore. *Get over it* means to recover (from an illness) or feel better.

- Have other students form sentences about their own experiences, using *get/got over it*.

#### D PAIRS. Sandra asked Robert...

- Pair students and give them a time limit for discussion.
- Call on a volunteer to answer the question. Ask the class: *Does anyone disagree?* or *Does anyone have a different opinion?*

#### Teaching Tip

After a student has expressed an opinion, you can encourage further discussion by asking *Does anyone disagree?* or *Who has a different idea?*

## Presentation

5 minutes

### 3 CONVERSATION

#### Pronunciation Watch

- On the board, write: 1. *Lena put away her clothes.* 2. *Lena put her clothes away.* 3. *Lena put them away.*
- Read the Pronunciation Watch note.
- Read the sentences on the board. Clap on the stressed verbs and nouns (shown in italics). (1. *Lena put away her clothes*; 2. *Lena put her clothes away*; 3. *Lena put them away*)

#### A Listen to the sentences....

- Play CD 1, Track 41. Have students listen.
- Play Track 41 again. Have students listen and repeat.
- Say *Sentence 1*. Point to various students and have them say the words with correct stress. To correct errors, model the correct pronunciation and have the student repeat.
- Repeat for the rest of the sentences.

## Controlled Practice

15 minutes

#### B Read the sentences. Put a dot...

- Do item 1 with the class. Repeat the rule if necessary: Pronouns are not stressed.
- Have students complete the remaining items, working alone or in pairs.
- Play CD 1, Track 42. Have students listen and check their answers.
- Call on students to read the sentences aloud. Correct errors as needed. Write the stressed words in each item on the board.

#### C Sandra is talking to Jason...

- Play CD 1, Track 43. Have students listen and read along silently.
- Optional:* You may want to have above-level students listen with their books closed.
- Check comprehension. Ask: *Is Sandra learning quickly or slowly? What does Sandra need to find out about? When is the meeting? What is it about?*

### 4 PRACTICE

#### A PAIRS. Practice the conversation.

- Form pairs. Have them read the conversation once, then switch roles and practice again.
- Walk around and listen as students are practicing. Take notes on pronunciation errors. Select a few key errors and correct as follows: *T: I heard \_\_\_\_\_. What should it be?* Elicit the correct form. Have the class repeat.
- Ask volunteers to perform their conversation for the class.

## Communicative Practice 15 minutes

#### B MAKE IT PERSONAL. Think about your...

##### STEP 1. GROUPS. What do you expect...

- With the class, read the example. Explain: If you get an orientation to a place, you become familiar with it. For example, you learn the location of the lunchroom, the copy machine, the restrooms, etc.
- Form groups. Have them choose a timekeeper, note taker, and reporter. Give a time limit. As students are talking, walk around and provide help as needed.

##### STEP 2. CLASS. Share your ideas.

- Have each reporter share the group's list with the class. Write all the responses on the board.
- Survey the class. Point to each response on the board and ask: *How many people did this on their first day at a new job?*
- Select a few key pronunciation errors. Say the incorrect pronunciation. Elicit the correct pronunciation and have the class repeat.

#### Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Review the concept of phrasal verbs. On the board, write: *On workdays, I get up at 7 A.M. 2. I eat lunch at 12:30.* Ask: *What's the verb in each sentence?* Elicit *get up* and *eat* and underline them. Explain: *Eat is a regular verb. It is one word. Get up is a phrasal verb. It consists of a verb + a particle. Particles are prepositions or adverbs.*
- Ask students if they know any other phrasal verbs. List them on the board.
- Say: *In this lesson we're going to learn more about phrasal verbs.*

## Presentation

15 minutes

### Phrasal verbs

- Copy the grammar chart onto the board. Read the first Grammar Watch note. Point to the chart and ask: *Which words are particles?* Elicit *out* and *over* and circle them.
- Say: *There are two kinds of phrasal verbs, separable and inseparable.*
- Read the second and third Grammar Watch notes. Point to the sentences in the *Separable phrasal verbs* column of the chart. Read the first two sentences to show that the verb and particle can be separated.
- Point to the first sentence in the *Inseparable phrasal verbs* column. Explain that *get over* is like one word. You cannot put any other words between *get* and *over*.
- Read the fourth note. Point to the last sentence in the *Separable* column. Highlight the word *it*. Then ask: *Can we say fill out it?* (no)
- Point to the last sentence in the *Inseparable* column. Highlight the word *it*. Ask: *Can we say get it over?* (no)
- To reinforce, write the following sentences in a list on the board: 1. *Please turn off the light.* 2. *Please turn the light off.* 3. *Please turn it off.* 4. *Please turn off it.* 5. *Last night I ran into an old friend.* 6. *Last night I ran into him.* 7. *Last night I ran him into.* 8. *Last night I ran a friend into.*
- Pair students. Say: *Some sentences are correct. Some sentences are not correct English. Decide which sentences are incorrect.*
- Optional: Provide a hint. Say: *Three sentences are incorrect. (Sentences 4, 7, and 8 are incorrect.)*

- Check answers. Say the number of each sentence and ask the class: *Is it correct or incorrect?* For the incorrect items, ask the class to explain why they are incorrect.
- Read the fifth note. Ask students if they can think of any other three-word phrasal verbs, for example, *drop out of*, *get out of*, and *look out for*.

### Expansion: Grammar Practice

- Play a game. Write selected phrasal verbs from the lists on pages 282–283 on two sets of index cards, one with verbs and the other with particles.
- Form groups of four or five. Give each group both sets of cards. Have students shuffle the cards. Then have the students in each group make up phrasal verbs by matching the words on the two sets of index cards. Tell them they can use the verbs and particles more than once.
- Give a time limit.
- Have each group write their phrasal verbs on the board. Have students check for correctness, using the list in the Appendix. The group that comes up with the most correct phrasal verbs wins.

## Controlled Practice

20 minutes

1

### PRACTICE

#### Read the conversation. Underline...

- Read Robert's first speaking turn. Ask the class: *What does turn off mean?* Direct students to item 1.
- Have students complete the exercise. Walk around and provide help as needed.
- Check answers. Then go over the list and have the class say if each verb is separable or inseparable. Elicit all possible ways of saying each sentence.

### Expansion: Speaking Practice

- Form cross-ability pairs and have students practice reading the conversation. The pre-level student should read the part of Sandra.
- Remind students about the proper pronunciation of phrasal verbs.
- While students are practicing, walk around and correct errors in pronunciation.
- Have volunteers perform the conversation for the class.

## 2 PRACTICE

### A Unscramble the sentences. Put the words...

- Read the example. Tell students that if a verb is separable, they should write the sentence in two ways. If they are not sure whether a verb is separable or inseparable, they should consult the lists on pages 282–283.
- Have students work alone or in pairs.
- Write the numbers 2 through 5 on the board. Call up students to write the sentences.
- Have other students read the sentences on the board. If there is an error, have students correct it.

### B Circle the object in each sentence. Then...

- Read the example.
- Have students complete the exercise.
- Write the numbers 2 through 5 on the board. Call on students to write the sentences with pronouns on the board.
- Call on students to read the sentences and make corrections as needed.

### Expansion: Writing Practice for 2B

- Have students write two-line dialogues using the phrasal verbs in Exercise 2B. For example, A: *Did you remember to turn off your computer?* B: *Yes, I turned it off.* A: *Can you point out the teacher?* B: *No, I can't point her out. She's not here.*

## Communicative Practice 20 minutes

### Show what you know!

### ROLE PLAY. PAIRS. Role-play this situation....

#### Teaching Tip

While pairs are performing, 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.

- Read the role descriptions.
- Review the meanings of the verbs in the box. Pair students and assign each of them a verb. Have them look up the meaning, if necessary, on pages 282–283 and write a sentence about somebody's first day at work using the verb.
- Have students write their sentences on the board. Read them and make corrections as needed.
- On the board, write A: *What are my job responsibilities?* B: *You need to . . . You have to . . . You should . . .* Tell students they can use these phrases in their dialogues. They can also get ideas by listening again to the conversation on CD 1, Track 40 and by reading again the conversations in Exercise 3C, page 67; and Exercise 1, page 68.
- Suggest that students decide where their conversation will take place (an office, a factory, a restaurant, etc.).
- Model the role play with an above-level student. Play the role of Student B. Include three phrasal verbs from the list.
- Have students write out their dialogues.
- Tell students to practice out loud at least twice.
- Have volunteers role-play for the class.

### MULTILEVEL INSTRUCTION for Show what you know!

**Pre-level** Have students write a short conversation using just one or two phrasal verbs each. Suggest that they use the conversation in Exercise 1, page 68 as a model.

**Above-level** Have each speaker use two to three phrasal verbs in their conversation and write an outline instead of a script.

### Progress Check

Can you . . . communicate with supervisors and co-workers?

Say: *Look at the question at the bottom of the page. Can you communicate with supervisors and co-workers? Write a checkmark in the box.*

### Extra Practice



Interactive Practice



pages 38–39



## Getting Started

5 minutes

1

## READ AN EMPLOYEE HANDBOOK

**A CLASS.** New employees often receive...

- Survey the class. Ask: *How many of you received an employee handbook on your first day at work?*
- Call on students who raised their hands. Ask: *Did you read it? What kind of information did it include?* List students' answers on the board.
- If no one has received an employee handbook, brainstorm with the class on the information that is probably included.

**Answer:** An employee handbook may include any or all of the following information: a welcome statement, history of the company, names of company executives, how to contact the human resources department, hiring policies, orientation for new employees, employee classifications, hours, and schedules, pay policies, benefits, vacations and time off, information about performance reviews, workplace dress code and expected behavior, health and safety issues, drugs and alcohol warnings, antidiscrimination information, information about sexual harassment, procedure for making a complaint, and procedure for terminating employment.

## Presentation

15 minutes

**B** Read part of a company's...

- With the class, do a preliminary survey of the reading. Ask questions about the title and main headings. For example: *Which company does the employee handbook come from?* (ACE Computer Solutions) *What are the four main topics on this page?* (payroll, hours, overtime, and paid time off) *What is PTO?* (paid time off) *Which topics are included in paid time off?* (sick leave, vacation, personal days, and holidays)
- Give students a time limit for reading.
- While students are reading, walk around and provide help as needed.
- Repeat the question in the directions and elicit answers from students. List answers on the board.

**Answer:** The following benefits are probably different for part-time employees: hours, overtime, sick leave, vacation, and personal days.

## Culture Connection

The Family and Medical Leave Act is a law that guarantees employees up to twelve workweeks of unpaid leave during any twelve-month period for the birth and care of a new baby or adopted child or for the care of an immediate family member with a serious medical condition.

## Controlled Practice

20 minutes

## 2 PRACTICE

## A Read the questions. Circle...

- Read the directions.
- Have students complete the exercise. Give a time limit. While they are reading, walk around and provide help as needed.
- Say an item number and have the class call out the letter of the correct answer. Make corrections as needed.

## Communicative Practice

20 minutes

## B GROUPS. Discuss.

- Form cross-ability groups. Have each group choose a timekeeper, a note taker, and a reporter. The note taker should list students' responses to questions 2 and 4.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Go over the questions with the class. Have volunteers share their ideas regarding questions 1 and 3. Have reporters share their group's answers to questions 2 and 4.

**Possible answers:** 1. Ace has very good benefits. It allows ten sick days and ten vacation days for all employees. 2. (See list of typical information in Employee Handbook on page T-70.) 3. because overtime is expensive for the company 4. People take personal days to take care of sick relatives, to get married, to attend family functions such as funerals, to take care of business matters, to be with their children when school is closed or if their babysitter is sick.

## Expansion: Speaking Practice

- Form groups of four to five students. Have them go over each section of the Ace Employee Benefits Overview and compare their benefits with those of Ace. If students do not have a job, they can speak about a previous job they had in the U.S., or they can talk about benefits that are typical for people with their occupation in their home country.

## Progress Check

## Can you . . . interpret information about employee benefits?

Say: *We have practiced interpreting information about employee benefits. Now, look at the question at the bottom of the page. Can you interpret information about employee benefits? Write a checkmark in the box.*

## Extra Practice



Interactive Practice



pages 40–41

## Getting Started

5 minutes

### 1 BEFORE YOU LISTEN

**CLASS.** Look at the picture...

- Ask: *What do you think: Which person is a doctor? Which one is a nurse? How do you know? What do you think they are talking about?*
- Elicit the job duties of full doctors, residents, and nurses and list them on the board.

**Answers:** 1. **Doctors** treat patients, prescribe medications, perform procedures, and supervise residents. **Residents** also treat patients, prescribe medications, and perform procedures, but they do so under the supervision of a full doctor. **Nurses** take care of patients and give them medicine as prescribed by a doctor or resident.

2. A patient's chart contains the patient's medical history, a list of medications the patient is taking, allergies, insurance information, and personal information.

### Culture Connection

Both *full* doctors (in hospitals they are called *attending* physicians) and residents are licensed medical doctors. Residents are doctors who have recently finished medical school and who are still doing on-the-job training in a hospital. An attending physician is one who has finished residency and who has an established medical practice. Attending physicians supervise residents, and they are the ones who have ultimate responsibility for patients.

## Presentation

10 minutes

### 2 LISTEN

**A**  Listen to two conversations...

- Write the following terms on the board: *vital signs* (vitals), *gall bladder*, and *procedure*. Tell students that they will hear these terms in the conversations. Point to each item and ask if anyone knows what they mean. If not, provide the definitions: *vital signs*: a patient's blood pressure, temperature, and pulse; *gall bladder*: the small organ that stores bile from the liver, necessary for the digestion of food; *procedure*: a medical treatment that follows a series of steps, such as an operation.
- Play CD 1, Track 44. Remind students to listen for clues that tell whether the nurse is responsible or not.
- Call on volunteers to say if they think the nurse is responsible or not. Ask them to explain their answer.

**Answer:** She is responsible. She is going to take the vital signs of one patient and help another patient to walk.

## Controlled Practice

10 minutes

**B**  Listen again to the first...

- Have students read the questions silently and predict the answers.
- Play CD 1, Track 44.
- Call on students to answer the questions.

**C**  Read the statements. Listen again...

- Have students read the statements silently and predict if they are true or false.
- Play CD 1, Track 45.
- Pair students and have them compare answers.
- Call on students to read each item and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.



## Presentation

10 minutes

### 3 CONVERSATION

#### Pronunciation Watch

- Write on the board: *They have eaten; You can go now; I couldn't see her; and Did you lock the door?*
- Explain that *have, can, couldn't, and did* are *auxiliary verbs*. (*Auxiliary verbs* support main verbs.)
- Read the Pronunciation Watch note.
- Read the sentences on the board. Except for *couldn't*, these auxiliaries are all *unstressed*.

#### A Listen to the sentences...

- Play CD 1, Track 46. Have students listen.
- Play Track 46 again. Have students repeat.
- Have a student read each item.

## Controlled practice

10 minutes

#### B Listen to the sentences. Circle the words...

- Play CD 1, Track 47. Have students listen and circle.
- Call on students to read the sentences with the correct word. Have the class repeat.

#### Expansion: Pronunciation Practice

- Write *I can swim* and *I can't swim* on the board.
- Say each sentence and clap on the stressed words (*swim* in sentence 1; *can't swim* in 2). Ask: *What's the difference between can and can't?* (*Can* isn't stressed; *can't* is. Also, in connected speech, the vowel in *can* is shortened to schwa; in *can't*, the full vowel is pronounced.) Say the sentences again. Underline *swim* and *can't swim*.
- Write sentences with *can* and *can't* on the board. Say the sentences randomly. Have students say either *can* or *can't* after each sentence.
- Pair students. Have Student A say the sentences and Student B respond *can* or *can't*.

#### C Two nurses are talking at the...

- Define *on call*. *When it is a doctor's turn to work, the doctor is on call or available to be called if needed.*
- Play CD 1, Track 48. Have students listen and read.

### 4 PRACTICE

#### A PAIRS. Practice the conversation.

- Form pairs and have students read the conversation in Exercise 3C. Then have them switch roles and read again.
- Have pairs perform the conversation for the class.

## Communicative Practice 15 minutes

#### B ROLE PLAY. PAIRS. You are co-workers...

#### 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 students.

- Write the following terms on the board and elicit definitions: *Supply closet: the place in a hospital where supplies are stored; bandages: strips of fabric that are wrapped around an injury or wound; in charge of: to be responsible for something; stock (verb): to replace needed supplies.*
- Pair students of similar ability for practice.
- Have volunteers role-play their conversations.

#### MULTILEVEL INSTRUCTION FOR 4B

**Pre-level** Allow students to read both parts before speaking.

**Above-level** Have the speakers suggest two ways to solve the problem.

#### Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Introduce negative *yes/no* questions by asking about information students know. For example, ask: *Isn't [student's name] from Mexico?* If students are confused by the negative contraction, nod your head up and down or shake it side to side to indicate the correct answer and have students say *yes* or *no*. Expand, for example: say: *Yes, she is* or *No, he isn't*.
- Write two questions and two responses—one affirmative and one negative—on the board. Say: *In this lesson we'll learn how to use negative yes/no questions.*

## Presentation

15 minutes

### Negative yes/no questions

- Copy the grammar chart onto the board. Circle the negative auxiliaries in the questions. Read the questions and answers.
- Read the first Grammar Watch note. Elicit the negative forms of all the auxiliaries in the note; for example, *T: Do, Ss: Don't. T: Can, Ss: Can't. T: Did, Ss: Didn't*, etc.
- Say: *Now let's talk about the meaning of negative yes/no questions.* Point to the first example in the grammar chart. Ask: *What does the speaker believe? Did the nurse take Mr. Cordova's vital signs or not?* (yes) Point to the second example and ask: *What does the speaker believe? Have they tried to take her down the hall or not?* (yes) Read the second Grammar Watch note.
- Read the third note. Point again to the first example and the answer. Ask: *What does No, she didn't mean?* (The speaker in the question assumed something that wasn't true. In fact, the nurse didn't take Mr. Cordova's vital signs.) Point to the second example and ask: *What does Yes, they have mean?* (The speaker in the question assumed correctly. They have taken her down the hall.)

### Language Note

- Tell students that negative *yes/no* questions have two other meanings. On the board, write: 1. *Don't you like it?* and 2. *Aren't you ready yet?*
- Bring a funny item of clothing or accessory (for example, a hat or huge sunglasses) to class. Put on the item. When students begin to smile or laugh, point to sentence 1 and, in a surprised tone of voice ask: *What's the matter? Don't you like it?* Repeat the question and say: *I asked a negative yes/no question. Why? How did I feel?* (surprised).
- Say: *[female student's name] and [male student's name] are going to a movie together. [female student's name] is getting annoyed because [male student's name] isn't ready, and they're going to be late. She says: Aren't you ready yet? Ask: How does the woman feel?* (annoyed, impatient, angry) Say: *That's right. We use negative yes/no questions to show that we are angry, impatient, or annoyed.*

## Controlled Practice

20 minutes

1

### PRACTICE

#### A Match the questions...

- Do item 1 with the class. Read the question. Have the class read the answer. Ask: *Why does the first speaker say didn't? What does the speaker believe?* (that the second speaker trained to be a cashier) *Was the first speaker correct?* (no)
- Tell students to complete the exercise alone or in pairs. Walk around and provide help as needed.
- Have students compare answers.
- Call on pairs of students to read the questions and answers. Write the answers on the board.
- *Optional:* You may want to call on students to say what the speaker believes in each question before completing the exercise.

#### B Unscramble the questions. Put...

- Do item 1 with the class.
- Have students complete the exercise. Walk around and provide help as needed.
- Have students compare answers.
- Call on students to write answers on the board. Have other students say if they are correct.

## 2

## PRACTICE

**A Write negative questions. Use...**

- Do the first item with the class.
- Tell students to complete the exercise alone or in pairs. Walk around and provide help as needed.
- Have students compare answers.
- Call on students to write the questions on the board. Have other students say if they are correct.

**B Read each response. Then write...**

- Look at item 1 with the class. Instruct students to read the answer first, then write a question starting with a negative auxiliary. Remind students that a negative *yes/no* question can have either a positive or a negative answer.
- Have students complete the remaining items.
- Call students up to the board to write the questions. Have the class correct as needed.

- Do a model role play with an above-level student. Play the role of Student A. Imagine a situation in which Student B tells Student A about a problem he or she has doing one of the things listed. For example, Student B hasn't had time yet to watch the training video.
- Form cross-ability pairs. Instruct students to choose one of the items in the box, and then create a scenario to match.
- Have students practice their role plays at least twice. While they are practicing, walk around and provide help as needed.
- Have pairs perform their role plays for the class. Take note of errors with negative *yes/no* questions.
- Go over the errors you noted. Say the incorrect form; have the class make the correction.

**MULTILEVEL INSTRUCTION for****Show what you know!**

**Cross-ability** Have the above-level student play the role of Student A. Have the pre-level student play the role of Student B.

**Communicative Practice** 20 minutes**Show what you know!****ROLE PLAY. PAIRS. Role-play a conversation...****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 students.

- Have the class practice forming negative *yes/no* questions, using the items in the box. For example, *Haven't you gotten your building pass? Haven't you watched the training video?*
- Read the role descriptions. Explain that Student A is an experienced employee, and Student B is a new employee.

**Progress Check****Can you . . . check your understanding of a situation at work?**

Say: *We have practiced checking our understanding of a situation at work. Now, look at the question at the bottom of the page. Can you check your understanding of a situation at work? Write a checkmark in the box.*

**Extra Practice**

Interactive Practice



pages 42–43

## Getting Started

5 minutes

## Presentation

20 minutes

## 1 BEFORE YOU READ

**A CLASS.** A company's *fulfillment center*...

- Write *fulfill* on the board. Say the word in a sentence, for example *I asked the school secretary for a new printer cartridge, and I hope she will fulfill my request.* Elicit the meaning (*to carry out a request*).
- Read the directions and ask students to repeat the definition of *fulfillment center*. Ask if anyone has ever worked at such a place.
- Call on students to answer the question and list their answers on the board.

**Possible answers:** You can injure your back lifting heavy objects. You can be injured by articles that fall off the shelves. You can be injured using machinery.

**Language Note**

In a company, the *fulfillment process* includes all the steps involved in fulfilling a customer's order, for example: warehousing, finding the item ordered, packaging it, and shipping it. In companies that do e-commerce, the process also includes maintaining online inventories, processing new accounts, and maintaining databases of customers.

**B CLASS.** Adjustable computer screens...

- Define *adjustable* (*able to be adjusted*). Ask: *Are your desks adjustable? Is there anything you use every day that is adjustable? (car seats, baby strollers, headsets for mp3 players, etc.)*
- Read the directions. Write *ergonomic* on the board.
- Call on students to share their ideas. Use them to build a definition of *ergonomics*.

**Answer:** *Ergonomics* is the study of how the design of equipment affects how well people can use it and do their work. Equipment that is *ergonomic* allows a person to work comfortably and to avoid injury while working.

**Language Note**

*Ergonomics* comes from the Greek word *ergon*, meaning *work*, and *-nemein* meaning *manage*. The word was coined in 1950.

## 2 READ



## Listen and read the article. What is...

- Have students look at the photograph. Ask questions to establish context. For example: *Who are the people? Where are they? What are they doing? What is WPWS?*
- Read the title out loud. Ask the class what they think the article is about. Write their predictions.
- Note: Do not preteach the boldfaced items. They will be taught in Exercise 4.
- Play CD 1, Track 49. Ask students to listen and read along with the article.
- When students have finished reading, point to the predictions on the board and ask: *Were your predictions correct? What is the main idea?*

**Answer:** The article is about avoiding workplace injuries.

**Expansion: Speaking Practice**

- Explain *carpal tunnel syndrome* and *tendinitis*. Point to the underside of your wrist and say: *Carpal tunnel syndrome is a medical condition in which a person gets a lot of pain or weakness in the wrist.* Next, explain that tendons are structures that connect muscles to bones. For example, there are tendons in your fingers, and a large tendon (the Achilles tendon) in your heel. Point to these areas and say: *Tendinitis is inflammation or pain in a tendon.*
- Ask students: *What jobs or activities can cause carpal tunnel syndrome or tendinitis? Is this a problem in your job? Have you ever had either of these conditions? What did you do about it?*

## Controlled Practice

20 minutes

3

### CHECK YOUR UNDERSTANDING

#### A Complete the sentences. Circle...

- Read item 1. Tell students to read rapidly to find answer (d). Remind them not to read every word. Have them hold up their books and point to the place where they found the answer.
- Have students complete the remaining items.
- Check answers. Call on students to read the sentences and say the correct answers.

#### Reading Skill: Recognizing Restatements

- Read the Reading Skill. Explain that writers often repeat important information, using different words. Good readers are able to distinguish between a restatement and new information and read more quickly or slowly, as needed.
- Point out two sentences in the first paragraph: *All of us here at We Pack, We Ship must be careful at work. We are all at risk of suffering from work-related injuries.*

#### B Read the Reading Skill. Then match...

- Demonstrate that sentence b is a restatement of sentence 1. Write sentence 1 on the board like this: *The first / improvements / were made / in the office.* Have students compare sentence 1 with sentence b. Ask: *Which word in sentence b is similar to the first? (began) Which phrase is similar to improvements? (changes to make work conditions better)* Explain: *A restatement expresses the same basic concepts as the original sentence, although it is different from it.*
- Have students complete items 2 and 3 and compare answers with a partner.
- Check answers. If students have difficulty, divide sentences 2 and 3 into concepts and match each concept with similar information in sentences c and a respectively.

4

### WORD WORK

#### Find the boldfaced words...

- Remind students that *guessing from context* means reading a word or phrase in a sentence or paragraph and using the information surrounding the unknown word or phrase to guess what it means.
- Do item 1 with the class. Have students reread the sentence with the phrase *at risk*. Tell students to substitute the phrases *in danger*, *protected from*, and *afraid* and choose the one that makes sense in the sentence.
- Have students do the remaining items alone or in pairs.
- Have volunteers say the answers and explain how they guessed the meaning. Make corrections as needed.

## Communicative Practice

15 minutes

### Show what you know!

#### GROUPS. Make a list...

- Have students reread the last paragraph of the article, which gives general ideas about what the workshops will include. If students need help with the task, instruct them to think of specific examples of tools, equipment, and activities for avoiding or treating specific medical conditions or problems. Elicit one example from the class and write it on the board. Ask students to say how the example could possibly reduce RSIs.
- Form cross-ability groups. Have them select a timekeeper, a note taker, and a reporter. Give a time limit for discussion.
- While students are talking, walk around and provide help as needed.
- Have each group's reporter share the group's list.

### Extra Practice



Interactive Practice



pages 44–45



## Getting Started

5 minutes

## 1 BEFORE YOU LISTEN

**CLASS.** Many companies give their employees...

- Have students look at the blank Employee Performance Review sheet from Best Bakers. Ask questions to assess students' experience with performance reviews. For example: *What is this form? What is a performance review? Who gives the review? Who gets it? How often? Have you ever had one?*
- Define the following terms as needed: *exceed: go beyond or above; meet: satisfy or do what is required; quota: the minimum number or amount that is required; punctual: on time.*
- Read and discuss the questions with the class.

**Possible answers:** 1. Performance reviews are important because they give employees feedback about their job performance and ways they can improve. 2. Performance reviews are especially important for new employees because there is so much new to learn and because both employers and employees need to know early on if an employee is suitable for the job.

## Presentation

15 minutes

## 2 LISTEN

**A**  Dennis Mack is a supervisor...

- Have the class look at the photo on page 79. Ask: *Where are Dennis and Helena? (in an office) What are they talking about? (They're probably talking about her performance review.)*
- Play CD 1, Track 50. Play it again if necessary.
- Call on a volunteer to answer the question. Ask the class: *Is that correct?* or *Do you agree?*

**Answer:** Helena needs improvement in following safety procedures.

## Controlled Practice

20 minutes

**B**  Listen again. Circle the numbers...

- Have students read the review form and predict the answers.
- Play CD 1, Track 50. Have students circle the numbers on the form as they listen.

**C PAIRS.** Compare your answers.

- As a follow-up, say each item in the performance review and have the class call out the number. Play all or part of the recording again, as needed.

## Expansion: Speaking Practice

- Form cross-ability pairs and have them do a two-minute role play in which Helena tells a friend about her good performance review. The higher-level partner should play the role of Helena and should summarize the evaluation, including the item in which Helena needs improvement. The lower-level partner should play the role of the friend.

## 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 students.



## 3

## CONVERSATION



Listen and read this part...

- Play CD 1, Track 51. Have students listen and read silently.

## 4

## PRACTICE

**A PAIRS.** Practice the conversation.

- Form cross-ability pairs and have students read the conversation in Exercise 3. Tell them to take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation for the class.

## Communicative Practice

20 minutes

**B ROLE PLAY. PAIRS.** Role-play this situation. Use...

## 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 students.

- Model the activity with an above-level student. Play the role of the supervisor.
- Form cross-ability pairs.
- Give a time limit for speaking. Walk around and provide help as needed.
- Have volunteers role-play their interview for the class.

## MULTILEVEL INSTRUCTION for 4B

**Cross-ability** Have pre-level students play the role of the employee. Have above-level students play the role of the supervisor.

## Expansion: Speaking Practice

- Have the same pairs do another role play. This time, the supervisor gives a very different review: The parts of the job that were good before will be bad, and vice versa.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Give the class a simple command, for example, *Stand up*. Ask: *What did I tell you to do?* (You told us to stand up.) Next, ask: *What did I say to do?* (You said to stand up.) Finally, ask: *What did I ask you to do?* (You asked us to stand up.) Write all three sentences on the board.
- Say: *These sentences are examples of indirect instructions, commands, and requests.*

## Presentation

15 minutes

## Indirect instructions, commands, and requests

- Copy the sentences from the grammar chart onto the board. Point to the sentences in the left-hand column. Say: *These are direct statements. Somebody said these exact words, so we use quotation marks.* Write a pair of quotation marks on the board.
- Read the first Grammar Watch note. Ask: *Which four reporting verbs are used in the grammar chart?* Elicit these verbs and write them on the board: *say, tell, ask, and require.*
- Add the verbs *advise, instruct, order, and warn* to the four verbs already on the board. Point to the third example sentence (*Please don't wear jewelry . . .*) and have students form an indirect statement using each verb. (*The boss advised us / instructed us / ordered us / warned us not to wear . . .*)
- Read the sentences in indirect speech. Then ask: *What comes after each reporting verb?* (*say + infinitive, tell / ask / require + object + infinitive*). To reinforce, read the first Grammar Watch note.
- Tell students to notice how possessive pronouns change when we switch from direct to indirect speech. Point to the second statement in direct speech, and say to a student: *Leave your earrings and rings at home.* Then turn to the class and say: *Change the sentence to indirect speech with a possessive pronoun. What did I tell her?* (You told her to leave her earrings and rings at home.) Then address the same student and ask: *What did I tell you?* (You told me to leave my earrings and rings . . .)
- Demonstrate with another example from the chart. Say to a student: *Wear shoes that will protect your feet.* Then turn to the class and say: *What did I ask him to do?* (You asked him to wear shoes that will protect his feet.) Repeat with a group of students, telling them to wear shoes, and ask: *What did I ask them to do?* (You asked them to wear shoes that will protect their feet.)

## Language Note

The verb *warn* is usually used in the negative to talk about something with dangerous or unwanted consequences, for example, *The teacher warned us not to cheat on the test.*

## Expansion: Grammar Practice

- On the board, write the verbs *say, tell, and ask*. Point to one verb and give the class a command, for example, *Open your books*. Have the class use the verb you are pointing to and respond with indirect speech, for example: *The teacher told us to open our books* or *The teacher said to open our books* or *The teacher asked us to open our books*.
- After giving the class several commands, call on an above-level student to give the commands.
- Turn the activity into a game. Have all students stand up. Direct the command to one student, for example, *Stand on one foot*. The student must respond by carrying out the command and by stating the correct indirect statement. For example, the student will stand on one foot and say, *The teacher told me to stand on one foot*. If the student makes a mistake, he or she must sit down. Continue playing until just one student is standing.

## Controlled Practice

20 minutes

1

## PRACTICE

## Read the statements about performance...

- Read the example with the class. Pantomime a circle in the air and say: *Ask is the reporting verb.* Pantomime underlining something and say: *to speed up is an indirect request.*
- Have students complete the exercise alone or in pairs.
- While students are working, walk around and provide help as needed.
- Select students to come to the board, copy the sentences, and circle and underline the appropriate words and phrases.
- Confirm answers by asking the class: *Is this correct?* Correct errors as needed.

## 2 PRACTICE

## Felix attended classes on office...

- Read the first procedure in the list of e-mail procedures. Ask: *What is the implied subject of this sentence?* (you). Then have students look at the corresponding item in the exercise below. Ask: *What happened to the pronoun you? How did it change? Why?* (It changed to *us* because Felix is reporting on what the instructor said.)
- Read the second procedure and do item 2 with the class. Provide help as needed. Write the answers on the board.
- Have students continue working alone or in pairs. Give a time limit. Walk around and provide help as needed.
- Check answers. Have students write sentences 3 to 7 on the board. Have other students read the sentences and say if they are correct. If there is an error, elicit corrections from the class.

## Communicative Practice 20 minutes

## Show what you know!

## PAIRS. Give instructions for a simple...

- Model the activity. Give the class instructions for how to check voice mail. Write the following steps on the board: 1. *Press the Play button on the answering machine.* 2. *Listen to the messages.* 3. *Press the Delete button to erase the messages after you hear them.*

## STEP 1. Student A: Write...

- Have the class model Step 1 by writing the steps to complete the procedure.

## STEP 2. PAIRS. Student A: Read...

- Have an above-level student model Step 2 by reading the instructions to the class, using indirect speech. For example, *[teacher's name] said to press the Play button . . . Then, [he or she] said to listen to the messages. Finally, [he or she] told us to press the Delete button . . .*
- Have the class write the instructions, using indirect speech.

## STEP 3. CLASS. Student B: Describe...

- Have a student model Step 3 by describing the procedure, using indirect speech.
- Pair students of similar ability. Tell them to repeat Steps 1–3.
- Encourage students to use a variety of reporting verbs. Write the following verbs on the board: *say, tell, ask, require, instruct, order, advise, and warn.*
- Walk around and provide help as needed.
- Call on several students to describe the procedures they heard.

MULTILEVEL INSTRUCTION for  
Show what you know!

**Pre-level** Have students write directions for a simple process involving just three or four steps, such as how to mail a package, answer the phone, open up the office or business in the morning, or close up the office at night.

**Above-level** Have students describe a process with more steps and harder vocabulary, such as how to use a copy machine, order new office equipment, set up a meeting, or check inventory.

## Progress Check

## Can you . . . follow work-related instructions?

Say: *We have practiced following work-related instructions. Now, look at the question at the bottom of the page. Can you follow work-related instructions? Write a checkmark in the box.*

## Extra Practice



Interactive Practice



pages 46–47

## Getting Started

5 minutes

## 1 BEFORE YOU WRITE

**A CLASS.** Have you ever written...

- Write *memo* on the board. Ask the class: *What is a memo?* Elicit the meaning or explain: A memo (*short for memorandum*) is a written communication from one person to other persons in an organization.
- Call on various students to answer the questions and share their experiences.

**B GROUPS.** Why is it important...

- Form groups and have them choose a reporter.
- Give a time limit for discussion.
- Have reporters share the group's answer to the question.

**Answer:** Supervisors are usually very busy, so they don't have time to read long memos.

**Writing Tip: Composing Memos**

- Read the Writing Tip out loud. Point out that the purpose of the memo is explicitly stated in the first paragraph of the memo.
- Have students find the two lists in the memo. Ask students what information is presented in each list. (*reasons for late deliveries, solutions to the problem*)

## Presentation

15 minutes

**C Read the writing model. What problem...**

- Have students look at the model. Ask questions to help them find key information in the memo. Ask: *Who is the memo written to?* (Henry Avalos, Warehouse Manager) *Who is it from?* (Lev Shepel, Delivery Associate) *When was it written?* (June 17, 2010) *What does re mean?* (about) *What is the memo about?* (It's about improving delivery times.)
- Have students read the memo. Instruct them not to worry about unfamiliar vocabulary but rather to read in order to find the answers to the questions.
- Go over the answers to the questions.

**Answer:** The problem is late furniture deliveries. Lev proposes two solutions.

- Direct students' attention to the organization of the memo. On the board, write: *purpose, problem and causes, solutions, and conclusion*. Say each part and have students point to the paragraph that discusses each topic.

**D PAIRS.** Answer the questions.

- Check that students know what GPS means. Explain: GPS *means* global positioning system. *It helps you to know where you are when you're driving.* Find out how many students have a GPS in their cars and how often they use it.
- Form pairs and have them answer the questions. Give a time limit.
- Check answers. Have students read the part of the memo that helped them to answer each question.

**Answers:** 1. He is worried about getting a negative performance review. 2. GPS can help drivers get around traffic jams and avoid construction delays. 3. He wants his supervisor to allow him to present his ideas at the next staff meeting.

**Expansion: Speaking Practice**

- Have a higher-level student play the role of Lev Shepel. The other students are Lev's co-workers. Everyone is at the staff meeting where Lev is presenting his suggestions. Lev presents the problem, the causes, and his solutions. Other students ask questions.

**E Another driver at Ilea Furniture...**

- Form pairs and have them discuss the answer to the question. Give a time limit.
- Call on students to share their ideas.

**Answer:** Lev's subject is more specific. It hints at the problem (slow furniture delivery times) and Lev's purpose (to suggest ways to solve the problem).

## Controlled Practice

20 minutes

## 2 THINKING ON PAPER

**A BRAINSTORM.** Think about problems...

- Guide students to brainstorm about problems at their workplaces. List the problems on the board.
- If students don't have jobs, tell them to think about their last job, write about an imaginary job, or sit with a student who has a job now.
- Group students and have them share their lists. Encourage them to add ideas to their lists based on their conversation with their classmates.

**B Choose one of your problems. Plan...**

- Tell students to look at the list they created in Exercise A and choose one problem to write their memo about.
- Have students brainstorm about the reasons and solutions for the problem. (It is not necessary to have three reasons and three solutions for each problem, but items should be bulleted.) Remind students to list ideas in phrases, not complete sentences.
- Pair students and have them share their ideas.

## Communicative Practice

20 minutes

## 3 WRITE

**Write a memo about the most important...**

- Read the items in the checklist in Exercise 4. After each item, ask: *Did Lev Shepel do this in the writing model?* Tell students to use these questions, the model, and their lists from Exercise 2B to guide their writing.
- Have students write in class. Walk around and provide help as needed.

## 4 CHECK YOUR WRITING

- Have students read their memos and check off the questions in the checklist.
- Collect the memos and correct them. Return papers to their writers and have students write a final draft.

**Teaching Tip**

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

**Teaching Tip**

You may wish to experiment with having students read and comment on one another's writing (peer editing). If you and your students are comfortable with this idea, make copies of the checklist in Exercise 4 and give one to each student. Collect students' memos and redistribute them. Instruct students to read the memo they received and check off the items in the checklist to the best of their ability. You may also wish to instruct them to write a positive or encouraging comment to the writer at the bottom of the checklist. Have students return memos and checklists to the writers. Give writers time to rewrite their memos or make corrections based on the comments of their peers.

**Expansion: Writing Practice**

- Use errors from students' papers to review capitalization, punctuation, and spelling. Copy sentences with errors onto a handout or overhead transparency. (You may or may not wish to underline the part of the sentence containing an error.) Pair or group students and have them correct the errors. Then check items with the whole class.

**Extra Practice**

Interactive Practice



page 48



**1 REVIEW**

Turn to page 248 for the Grammar Review.

**2 ACT IT OUT**

**STEP 1. CLASS.** Review the conversation on...

- Play CD 1, Track 40. If necessary, direct students to the Audio Script on page 287.

**STEP 2. ROLE PLAY. PAIRS.** Role-play this situation.

**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 students.

- Have students look at the photo. Ask: *What is the man looking at? How does he feel?*
- Read the role descriptions.
- With the class, compose the two opening lines of the role play and write them on the board. For example: A: *Hi \_\_\_\_\_ [student name]. Do you have time to answer some questions for me? I need more information about employee benefits.* B: *No problem! What do you want to know?*
- Similarly, with the class, compose the two closing lines of the role play and write them on the board.
- Model a role play with an above-level student. Play the role of Student B.
- Pair students of similar ability.
- Tell students to practice out loud at least twice.
- Have volunteers role-play for the class.

**MULTILEVEL INSTRUCTION for 2**

**Pre-level** Have students talk about one or two benefits only, for example, overtime and sick leave. Allow them to write out or take notes on their dialogue and use the script to practice several times before performing without it.

**Above-level** Have Student B talk about a mistake that he or she made concerning benefits when he or she first started working at the company.

**3 READ AND REACT**

**STEP 1. GROUPS.** Read about Ariana's problem.

- Read the directions while students follow along.

**STEP 2. GROUPS.** What is Ariana's problem?...

- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Tell students to use indirect speech (*I advise her to speak to her manager*, etc.)
- Have the reporter from each group share the group's solutions. List them on the board.
- Have the class vote on the best solution.

**Expansion: Speaking Practice**

- Pair students and have them role-play a conversation between Ariana and a friend. Ariana tells the friend her problem, and the friend suggests solutions, using the ideas discussed in Step 2.

**4 CONNECT**

Turn to page 258 for the Planning for Learning Activity and page 266 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 65.**

Ask students to turn to page 65 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.



**Go to the CD-ROM for more practice.**

If your students need more practice with the vocabulary, grammar, and competencies in Unit 4, encourage them to review the activities on the CD-ROM.