

10

Safety First

Classroom Materials/Extra Practice



CD 2
Tracks 39–49



Interactive Practice
Unit 10



Workbook
Unit 10

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- *Make / have / let / get + Verb*
- Reflexive pronouns
- *Could you / I . . . ? / Why don't you / I . . . ? / Would you mind . . . ?*

Pronunciation

- Auxiliary verbs
- The letter *o*

Reading

- Talk about workplace safety
- *Reading Skill:* Looking for words that signal time order

Writing

- Write about ways to improve workplace safety

Life Skills

- Interpret and complete an accident report

Preview

- Say the unit title and have students look at the picture. Ask: *What do you think this unit will be about?*
- Ask the preview questions. You can also ask: *What is happening in the photo? What safety measures do you see? Do you think this is a safe workplace?*

Unit Goals

- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 10.
- Say each goal and explain unfamiliar vocabulary as needed for example, *progress report: an oral or written report from an employee to a manager or a worker to a customer detailing the progress of a project so far; accident report: a report concerning the details of an accident occurring at work or on a job site; promotion: the elevation of a worker from a lower-level position to a higher-level one.*
- 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.*

Lesson 1 Give a progress report

Getting Started

5 minutes

1 BEFORE YOU LISTEN

A GROUPS. Which things are most important...

- Form groups. Have them choose a timekeeper, a note taker, and a reporter to write down the group's ideas.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's list. Write the responses on the board.

B When people or companies need...

- Have students look at the photo and answer the question. Ask students to say what they see in the picture that supports their guess.

Culture Connection

A contractor's job is to manage a building project. Besides hiring the workers, the contractor is also responsible for obtaining permits and meeting all the legal requirements of the project. Contractors must be licensed and they must have insurance. Subcontractors are independent workers who are hired by the contractor to work on a specific project. They can have specific skills, such as carpentry or plumbing. Subcontractors are also required to be licensed and insured.

Presentation

10 minutes

2 LISTEN

A Sam is a contractor. He is talking to...

- Have students look at the photo. Ask: *Which man is the contractor, and which one is the subcontractor? Where are they?*
- Remind students to listen specifically for the answer to the question in the Student Book. It is not necessary to understand every word.
- Play CD 2, Track 39.
- Have students compare answers with a classmate.
- Call on a volunteer to answer the question.

Controlled Practice

10 minutes

B Read the statements. Then listen...

- Read item 1 with the class.
- Have students read the questions and predict the answers.
- Play Track 39 again. Have students answer the questions.
- Call on students to read the questions and answers. If an answer is false, have students correct it.
- If students have difficulty answering a question, play the corresponding part of the recording again.

C GROUPS. Sam is upset because Oleg...

- Briefly review the structure and meaning of the past modal *could have* + past participle. Say: *Could have is used to talk about possibility in the past.*
- Form groups. Have them choose a timekeeper, a note taker, and a reporter to write down the group's ideas.
- Give a time limit. While students are talking, walk around and provide help as needed.
- To wrap up, have the reporter from each group share the group's ideas. Have them use *could have* + past participle.


Expansion: Speaking Practice for 2C

- Discuss the following questions with the class: *Have you ever done any building or remodeling on your home? If so, who did the work for you? Was the work completed on time? If not, what caused the delay?*

Presentation

10 minutes

3 CONVERSATION

A  Sam is doing work...

- Define terms as needed, for example, *supplier: the company or business that sells a particular product, such as sinks; back order: an order or part of an order of goods waiting to be filled because it is not currently available.*
- Play CD 2, Track 40. Students listen and read silently.
- *Optional:* You may want to have above-level students listen with their books closed.
- Check comprehension. Ask: *What is the name of the building manager? What is the name of Sam's subcontractor? What is the problem? Why can't Sam use a different supplier?*

Controlled Practice

10 minutes

B PAIRS. Practice the conversation.

- Form cross-ability pairs and have students 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.

MULTILEVEL INSTRUCTION for 3B

Cross-ability Have the lower-level student read the part of Jan.

Communicative Practice

15 minutes

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

- Read the role descriptions.
- Discuss the situation with the class. Have them decide when the remodel was supposed to be finished; how many bathrooms the subcontractor has finished; how far behind he is; and when he now expects to finish the job.
- Model the role play with an above-level student. Play the role of Student A. Have Student B begin the conversation. For example: B: *Hello, [name]? This is [name]. Listen, I'm calling because I need a progress report on the bathroom remodeling. My tenants are getting upset . . .*
- Have students write out their dialogues if necessary. Walk around and provide help as needed.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role-play for the class.

D MAKE IT PERSONAL. GROUPS. Talk about...

- Ask the class: *What are some ways that employers pressure employees to work faster?* List students' ideas on the board.
- Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Call on volunteers to share their answers.

Extra Practice



Interactive Practice

Getting Started

10 minutes

- Ask for a student volunteer to help you demonstrate the grammar.
- Hand the student a mop or a broom and tell the student to clean the floor (or a similar task). In a voice that makes it clear you are pretending, say: *You have to clean this floor before you go out.* Pause and then say: *The parent made the teenager clean the floor.* Write *make* on the board.
- Have the student pretend to cut your hair. Say: *I didn't cut my own hair. I had [name] do it.* Write *have* on the board.
- Offer the student your textbook (or another object). Say: *Would you like to borrow my book?* Hand the book to the student. Then say: *I let [name] borrow my book.* Write *let* on the board.
- Finally, ask the student to perform a classroom task such as erasing the board. Say: *Could you please erase the board for me? I don't have time.* After the student does it, say: *I got [name] to erase the board.* Write *get* on the board.
- Point to the four verbs on the board. Tell the class: *We'll learn about these verbs in this lesson.*

- Read the third sentence and the third Grammar Watch note. Say: *Let means allow or permit.*
- Read the fourth example and the fourth Grammar Watch note. Say: *Get means persuade.*

Language Note

The four verbs *make*, *have*, *let*, and *get* are often called *causative* verbs. In all sentences with these verbs, the subject causes (by means of force, permission, or persuasion) the object to perform some kind of action.

Expansion: Grammar Practice

- Repeat the mini-role plays from Getting Started. As you perform each action, say each sentence with a verb. Emphasize the verbs as shown.
- Have students respond with *make*, *have*, *let*, or *get*, as follows: 1. T: *I required [name] to sweep the floor.* Ss: *You made [name] sweep the floor.* 2. T: *I paid [name] to cut my hair.* Ss: *You had [name] cut your hair.* 3. T: *I allowed [name] to borrow my book.* Ss: *You let [name] borrow your book.* 4. T: *I persuaded [name] to erase the board.* Ss: *You got [name] to erase the board.*

Presentation

20 minutes

Make / have / let / get + Verb

- Copy the sentences from the grammar chart onto the board. Divide each sentence into two parts: the first noun + verb, and the second noun + verb. Point and explain: *The subject of the sentence is the doer of the first verb. The object of the sentence is the doer of the second verb. In all the sentences, the subject causes (makes, has, lets, gets) the object to do something.*
- Have students look at all the examples. Ask: *What do you notice about get?* (It's followed by object + infinitive, whereas *make*, *have*, and *let* are followed by object + base form.)
- Read the first sentence and the first Grammar Watch note. Explain that with *make*, the subject requires, forces, or compels the object to perform an action. The object has no choice.
- Read the second sentence and the second Grammar Watch note. Say: *We often use have to talk about services or tasks that other people do for us.* Provide other examples.

Controlled Practice

15 minutes

1 PRACTICE

- A** Read the first sentence. Then underline...
 - Read the first sentence out loud. Ask: *Who drove the forklift?*
 - Have students do the exercise.
 - Check answers.
- B** Complete the instructions for supermarket...
 - Have students look at the photo. Ask: *What is the woman doing?*
 - Read the first sentence.
 - Have students complete the exercise.
 - Check answers. Have students paraphrase sentences to show comprehension. For example, *get your bagger to . . .* means *persuade the bagger to . . .*

2

PRACTICE

A Read what each person said. Then state...

- Define *foreperson* as a worker who is in charge of other workers.
- Read the example. Tell students to watch out for similar pronoun shifts in the other items in the exercise.
- Write the following on the board: *Supervisor: You can take an extra fifteen minutes for lunch today. → The supervisor let . . .*
- Have students complete the sentence *The supervisor let us (the employees) take an extra fifteen minutes for lunch today.* Point out the shift in person from *you* to *us* or *employees* when the sentence is transformed from the supervisor's exact words to a report of what the supervisor said.
- Have students work alone or in pairs.
- Check answers. Have students write the sentences on the board. Have other students read the sentences and make corrections as needed.

B Rewrite the new sentences on notepaper...

- Clarify the task. The object nouns are the nouns following the first verb. Put another way, they are the performers of the second action.
- Do the first item with the class as an example: *The supervisor had them turn off their machines at night.*
- Have students complete the activity in pairs.
- Check answers.

Communicative Practice 15 minutes

Show what you know!

STEP 1. GROUPS. What things has an...

- Read the list of items. Instruct students to place a checkmark next to the items that their employer (present or past) asked or allowed them to do.
- Form groups. Instruct students to explain, describe, or elaborate on each item that they checked.

MULTILEVEL INSTRUCTION for STEP 1

Pre-level Have students speak only about the items on the list.

Above-level Have students add items to those on the list, including something that their employer got them to do, for example, *work overtime* or *work on a weekend*.

STEP 2. PAIRS. Do any of these issues pose...

- Pair students and have them discuss the issue they chose.
- While students are talking, walk around and provide help as needed.
- Have volunteers tell the class about their problems. Have the class discuss solutions, for example, *quit the job*, *speak to the boss*, *write a letter to the company president*, and *try to repair the problem*.

Progress Check**Can you . . . talk about work requirements?**

Say: *We have practiced talking about work requirements. Now, look at the question at the bottom of the page. Can you talk about work requirements? Write a checkmark in the box.*

Extra Practice

Interactive Practice



pages 110–111

Getting Started

5 minutes

1 BEFORE YOU READ

CLASS. Look at the pictures. Where...

- Hold up your book, point to each picture, and ask: *What is this?* (emergency exit, sprinkler system, and fire extinguisher)
- Have students say where these items are located in your classroom or school.
- Have volunteers answer the questions.

Presentation

15 minutes

2 READ

Read and listen. What did the...

- Note: Do not pre-teach the boldfaced vocabulary. The items are practiced in Exercise 4.
- Have students look at the photo. Ask: *What do you see? When do you think the photo was taken? Why do you think it was taken?*
- Have students read silently without using dictionaries.
- Give a time limit, but allow more time to read if necessary.
- When time is up, call on volunteers to answer the question. Have them read the sentence in which the answer is found. Hint: The article does not use the word *realize*. Students should look for other words (*learn, aware*) to find the answer.
- As a final step, play CD 2, Track 41 as students read and listen.

Expansion: Reading Practice

- In Unit 9, students learned the concept of unity—that a paragraph should have one main idea. Pair students. Assign each pair one paragraph from the reading. Instruct them to find the main idea of the paragraph.
- Call on students to say the main idea of each paragraph in their own words. Take notes on the main ideas in the form of an outline on the board.

Teaching Tip

Having students outline the main ideas of a reading text helps them to see the global organization of the text.

Controlled Practice

20 minutes

3 CHECK YOUR UNDERSTANDING

Reading Skill: Looking for Words that Signal Time Order

- Read the Reading Skill.
- Have students skim the article again and highlight the dates and time expressions that show time order.

A Read the Reading Skill. Then read...

- Tell students to look at the words they highlighted as they do the exercise.
- Check answers.

B PAIRS. Discuss.

- Pair students and have them answer as many questions as possible.
- Share answers with the whole class. Have students share what they know about worker unions and OSHA.

Culture Connection

OSHA, the Occupational Safety and Health Administration, is part of the U.S. Department of Labor. It was created in 1970 for the purpose of preventing workplace injuries. The agency oversees a wide range of regulations pertaining to, for example, the use of protective equipment (such as hard hats), permissible levels of hazardous materials, the use of guards on moving machine parts, air quality in work spaces, procedures for handling contagious materials (such as viruses), and more.

4 WORD WORK

Find the boldfaced words in the article...

- Say the words and have students repeat.
- Form cross-ability pairs. Have students find the words and use the context to define them. Then have them do the exercise.
- Call on students to say the answers. Have students say the clues that helped them figure out the meaning of each word.

MULTILEVEL INSTRUCTION for 4

Cross-ability Have pre-level students find the words and read the sentences in which they appear. Then have above-level students help them guess what the words mean and do the exercise.

Communicative Practice

20 minutes

Show what you know!**STEP 1. Are working conditions safe...**

- Ask the class to name a job that is still dangerous today, for example, *coal miner*.
- Have students think of other dangerous jobs and write them down.

STEP 2. GROUPS. Share your lists. What can...

- Form groups.
- Have students take turns talking about the items on their list. Instruct them to explain why the jobs they listed are dangerous and then to figure out what can be done to minimize the danger.

Expansion: Reading Practice for Show what you know!

- Have students do an Internet search for *most dangerous jobs*. For example, according to MSN Money, the most dangerous job in America—measured in terms of number of fatalities—is a timber cutter.
- Have them print out the lists they find. In class, have them compare the Internet lists with their own lists.
- Go over the items on one of the Internet lists and find out if any students have performed any of those jobs.

Extra Practice

Interactive Practice



pages 112–113

Getting Started

5 minutes

1

BEFORE YOU LISTEN

CLASS. What is this machine? What...

- Students may not know the term *printing press*. Write it on the board. Have students answer the questions. You can also ask: *Where can you find a machine like this? What is it used for? How does it work? What is the man wearing on his ears? Why do you think he's wearing them?*

Presentation

5 minutes

2

LISTEN

A  Asad works on a printing...

- Have students look at the photos. Ask: *Who is the man? Where is he? What problem might he be having?*
- Tell students to read the question. Then have them look at the photo again. Tell them to predict the answer.
- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 42.
- Call on a volunteer to answer the question. Ask students: *Was your prediction about the conversation correct?*

Controlled Practice

15 minutes

B



Read the statements. Then listen...

- Do item 1 with the class.
- Have students read the remaining statements silently and predict whether they are true or false. Define terms as needed, for example, *jewelry: accessories such as necklace, bracelet, etc.; manual: a book of instructions*.
- Play Track 42 again.
- Have students complete the exercise alone or in pairs.
- Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
- If students have difficulty answering a question, play the corresponding part of the recording again.

C



Listen again. How does Asad...

- Instruct students to listen for three steps in the safety check.
- Play Track 42 again.
- Check the answers to the first question.

Answer: Asad makes sure the guards are all on the machine. He makes sure not to be wearing long sleeves or jewelry. He keeps his hands a safe distance from the rollers.

- With the class, discuss the second question.

Presentation

10 minutes

3 CONVERSATION

Pronunciation Watch

- On the board, write the following phrases. 1. *stand up*, 2. *ask Allan*, 3. *pick apples*, and 4. *give advice*
- Say each phrase. Say to students that final consonants join clearly to words beginning with vowels. Draw a linking curve from the *d* to the *u* in the first example, and repeat the phrase *stand up*. Draw a linking curve from the *k* to the *A* as you repeat the second phrase. Draw a linking curve from the *k* to the *a* in the third phrase, as you repeat it. Cross out the *e* in *give*, then draw a linking curve from the *v* to the *a* in the fourth phrase as you repeat it.
- Read the Pronunciation Watch note.
- Read the sentences again and have students repeat.

A  Listen to the sentences. Then listen...

- Play CD 2, Track 43. Have students listen.
- Play Track 43 again. Have students listen and repeat.

Controlled Practice

15 minutes

B  Read the sentences. Draw a line...

- Do item 1 with the class.
- Play CD 2, Track 44. Have students do the remaining items.
- Play Track 44 again. Check answers.

C Asad and Claudia are continuing...

- Play CD 2, Track 45. Have students listen and read silently.
- *Optional:* Have above-level students listen with their books closed.
- Check comprehension. Ask: *What happened to Luis? What is Claudia going to do?*

4 PRACTICE

A PAIRS. Practice the conversation.

- Form cross-ability pairs.
- Walk around and listen as students are practicing. Listen to make sure students are linking end consonants with beginning vowels correctly.
- Go over pronunciation errors as needed. Say: *I heard _____.* *What's the correct pronunciation?*
- Ask volunteers to perform the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Have students read the role of Claudia.

Above-level Have students read the role of Asad.

Communicative Practice

10 minutes

B MAKE IT PERSONAL. GROUPS. Discuss.

- Answer the questions yourself. Tell students about your experience.
- Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Call on volunteers to share their answers with the whole class.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Tell a story about the first time you did something by yourself in a foreign country for example, go to the post office, use a pay phone, or ride a bus. Start by saying *I want to tell you about the first time I _____ by myself.* Tell what you did and how you felt.
- Call on volunteers to tell similar stories about their experiences in the U.S. After each anecdote, write on the board: *[name] [verb] by herself/himself.*
- Say: *Myself, himself, and herself are called reflexive pronouns. In this lesson we'll learn how we use these pronouns.*

Presentation

20 minutes

Reflexive pronouns

- Copy the grammar chart onto the board. Read the sentences. Have students repeat.
- Read the first and second Grammar Watch notes. In the examples, circle each subject and each reflexive pronoun. Point out that they refer to the same person, for example, *I* and *myself*.
- Do a quick drill. Erase the reflexive pronouns. Read the subject pronouns and have students respond with the reflexive pronoun.
- Read the third note, which deals with the meaning of reflexive pronouns. To reinforce, ask questions and have students respond with a reflexive. Then have the class restate the response. For example:
A: *[name,] did [name] help you with your homework?* B: *No, I did it by myself.* Ss: *She did it by herself.* A: *[name,] did someone drive you to class?* B: *No, I drove myself.* Ss: *She drove herself (to class.)*
- Write the following on the board: *Johanna drove Kurt to class.* Ask: *Can we use a reflexive in this sentence? (no) Why? (because the subject and object are different people)*

Expansion: Grammar Practice

- Select verbs from the list on page 284 and write them on slips of paper. Give one slip to each student. Tell students to create a sentence using the verb and a reflexive pronoun, for example, *I told myself to do a safety check before operating the equipment.*
- Have students stand up and mingle. As they meet a classmate, they should say the sentence they created and listen to their classmates' sentence. Then they should switch slips of paper, and each student should create a new sentence using the new verb. Remind students to use subjects other than *I* in some of their sentences.
- Have students mingle and switch papers as many times as time permits.
- At the end, collect all the slips. Call out each verb and have a volunteer say a sentence with it.

Controlled Practice

15 minutes

1 PRACTICE

Read what a nurse's aide wrote about her first day...

- Read the passage. Define words as needed, for example, *bandage: a covering for a wound; latex: material used for making gloves.*
- Read the example with the class.
- Have students do the exercise.
- Check answers. Have students say which words they circled and underlined.

2

PRACTICE

A Complete the conversations. Circle...

- Remind students that we can only use the reflexive when the subject and object are the same person.
- Read item 1 with the class.
- Have students complete the exercise and compare answers with a partner.
- Check answers.
- Have students read the items in pairs. Call on volunteers to read them for the class.

B Complete the sentences with the correct...

- Read item 1 with the class.
- Have students do the exercise and compare answers with a partner.
- Check answers.

Communicative Practice 20 minutes**Show what you know!****STEP 1. Answer the questions.**

- Model answering each question with information about yourself.
- Have students take notes on their answers. While students are working, walk around and provide help as needed.

STEP 2. GROUPS. Ask one another the...

- Form small multilevel groups.
- Instruct students to ask and answer the questions in a circular fashion. For example, Student A reads the first question and Student B answers; Student B reads the second question and Student C answers; etc.
- If possible, students should explain their answers, not answer just *yes* or *no*.
- While students are talking, walk around and provide help as needed.

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Have students ask and answer the questions in the book. Tell them they may give short answers if they are unable to explain.

Above-level When the group has finished answering all the questions in the book, have students ask two or three additional questions using reflexives.

Progress Check**Can you . . . talk about preventing accidents at work?**

Say: *We have practiced talking about preventing accidents at work. Now, look at the question at the bottom of the page. Can you talk about preventing accidents at work? Write a checkmark in the box.*

Extra Practice

Interactive Practice



pages 114–115

Getting Started

10 minutes

- Explain that in case of an accident at most workplaces, workers will be required to fill out an accident report form for insurance purposes.
- If you have ever had to fill out such a form, tell the class about your experience.
- Ask the class if anyone has ever had to fill out such a form. Have them tell the class about their experience.

Presentation

15 minutes

1**READ AN ACCIDENT REPORT****When people have an accident at work...**

- Have students read the accident report.
- Call on a student to answer the question.
- Ask additional comprehension questions. For example, *Which part of his body did Charles injure? How many days of work did he miss? Did he use safety equipment?*

MULTILEVEL INSTRUCTION for 1

Cross-ability Have the above-level student help the pre-level student with vocabulary as they read the form together.

Expansion: Speaking Practice for 1

- According to the accident report, Charles fell 35 feet backwards, yet he only sprained his back and missed three days of work. Discuss: 1. *What kind of injury would you expect in the case of a person falling 35 feet?* 2. *Why wasn't Charles injured any worse?* 3. *Have you ever witnessed a similar accident?*

Controlled Practice

15 minutes

2 PRACTICE

A Read the report again. Then answer...

- Have students answer the questions in complete sentences.

B PAIRS. Compare your answers.

- Have students compare answers with a partner. If partners have different answers, they should look back at the report together and determine which answer is correct.

Expansion: Writing Practice for 2A

- Write the numbers 1 through 8 on the board. Call up students to write their answers on the board.
- Have other students read the sentences and state if they are correct.
- Correct errors as needed.

Communicative Practice

20 minutes

C GROUPS. Discuss.

- Form groups. If possible, make sure at least one person in each group is employed.
- Have groups choose a timekeeper.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, call on students who work to explain the procedures that are followed at their job in case of an injury.

Community Building

Have students who work bring in sample blank accident report forms from their job and share them with the class.

D MAKE IT PERSONAL. Imagine that you...

- With the class, brainstorm some accidents that could happen at work. List them on the board.
- Have students choose one of the accidents on the board or use their own idea and fill in the report form.

Expansion: Speaking Practice for D

- Put students in groups. Have them share their accident reports and answer their classmates' questions. Encourage students to use their imagination when talking about their accidents.
- Call on volunteers to tell the class about their "accidents."

Progress Check

Can you . . . interpret and complete an accident report?

Say: *We have practiced interpreting and completing an accident report. Now, look at the question at the bottom of the page. Can you interpret and complete an accident report? Write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 116–117

Getting Started

10 minutes

1 BEFORE YOU LISTEN

GROUPS. What are reasons that a manager...

- Write the words *raise* and *promotion* on the board. Ask students to define them and share their experiences. For example, you can ask: *Who got a raise or promotion recently?*
- Form groups. Have them select a timekeeper, a note taker, and a reporter to write down the group's reasons.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's list.

Presentation

5 minutes

2 LISTEN

A  Lisa works at Parcel Movers,...

- Make sure students understand *package delivery service*. (FedEx, UPS, etc.)
- Play CD 2, Track 46. Have students listen for the answers to the questions.
- Call on students to answer the questions. Play the recording again if necessary.

Controlled Practice

5 minutes

B  Read the sentences. Then listen...

- Have students read the questions and predict the answers before listening.
- Define a *sorter* as *a person who divides items (like packages) into similar categories*. For example, packages might be sorted according to ZIP code.
- Play Track 46 again.
- Have students do the exercise.
- Call on students to give the answers.

Communicative Practice

10 minutes

C **GROUPS.** Think about the reasons Lisa...

- With the class, review the reasons why Lisa was promoted. (*She's efficient, accurate, helpful, safe, and conscientious.*) Play CD 2, Track 46 again if necessary.
- Form groups. Give a time limit for discussion. While students are talking, walk around the room and provide help as needed.
- Have volunteers answer the questions.

Expansion: Speaking Practice for 2C

- Have students tell about a person at their work who was recently promoted. Ask students why they think that person was chosen. If necessary, prompt students by asking questions that use the same vocabulary as the conversation. For example, *Is [the person who was promoted] efficient/conscientious/helpful? Does he or she follow safety procedures? Do other workers respect this person?*

Presentation

10 minutes


3 CONVERSATION

Pronunciation Watch

- Write the following sentence on the board. Underline the letter *o* in each word: *The job was done two weeks ago.*
- Instruct students to listen to the sentence and answer the question: *Are the o sounds pronounced the same or differently?* (differently) Read the sentence slowly several times.
- Say the words *job*, *done*, and *ago* in isolation. Exaggerate the vowels. Have students repeat.
- Read the Pronunciation Watch note.

Language Note


The words *no*, *ago*, and *promoted* have a long, rounded *o*, /ou/, sound. In the words *job*, *not*, and *operate*, the *o* is transcribed as /ɑ/. Finally, in the words *other*, *done*, and *company*, the *o* is pronounced /ʌ/.

A  Listen to the words. Notice...

- Play CD 2, Track 47. Have students listen.
- Play Track 47 again. Have students listen and repeat.

Controlled Practice

10 minutes

B  Listen to the words. Notice...

- Copy the chart from Exercise A onto the board.
- Read the word *only*. Ask the class: *Does it sound like no, job, or other?* [no] Write it in the first column on the chart.
- Play CD 2, Track 48. Have students do the exercise.
- Check answers. Say each word. Have students hold up one finger if it belongs in column 1, two fingers if it goes in column 2, and three fingers if it goes in column 3.

C  Kay and Luis are talking about their...

- Explain difficult vocabulary as needed.
- Play CD 2, Track 49. Have students listen and read silently.
- Check comprehension. Ask: *How long has Kay been working at the company? Is she a good employee? What is the problem? What does Luis suggest?*

4 PRACTICE

A PAIRS. Practice the conversation.

- Form pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Take notes on errors in the pronunciation of words with *o*.
- Review the pronunciation errors in your notes. Have the class repeat the correct form.
- Ask volunteers to perform the conversation.

Expansion: Speaking Practice for 4A

- Have students role-play a conversation between Kay and her manager. To begin, Kay should knock on her manager's door and ask if the manager has time to talk to her. Then she should repeat the things she told Luis: how long she's been with the company and her good work habits. The manager should reply, either explaining why Kay hasn't received a promotion or agreeing that Kay deserves one and will get it soon.
- Pair above-level students with lower-level students. The above-level student should play the part of the manager.

Communicative Practice 10 minutes

B PROBLEM-SOLVING. GROUPS. Kay...

- Form groups. Have them select a timekeeper, a note taker, and a reporter.
- Give a time limit for the discussion.
- Have reporters share their groups' ideas.

Extra Practice



Interactive Practice

Getting Started

10 minutes

- On the board, write a two-column chart with the headings *Questions* and *Answers*. In the *Questions* column, list *Could you . . . ?* and *Could I . . . ?*
- Ask questions that will elicit both positive and negative responses. For example, ask a student *Could I use your pencil?*
- Next, ask questions that will most likely elicit negative responses. These can be humorous. For example: *Could you buy me a flat-screen TV?*
- Next, write the phrases *Why don't you . . .* and *Why don't I . . .* in the *Questions* column. Ask the class: *Who has a problem?* Call on a student to state a (nonserious) problem. Respond with *Why don't you . . .* Ask another student to name a problem. Offer to help with *Why don't I . . .*
- Point to the chart and say: *We'll learn about these questions and responses in this lesson.*

Presentation

20 minutes

Could you/I...? / Why don't you/I...?...

- Read the first example in the Grammar chart. Say: *Could I is a polite way of asking for permission.* Give another example.
- Read the second example. Explain: *Could you is a polite way of asking somebody to do something.* Give another example.
- Read the affirmative and negative answers for the questions with *Could you/I*. Explain: *These are polite ways of saying yes or no to requests.*
- Read the sentence with *Why don't you*. Explain: *We use Why don't you to give a suggestion or advice.* Point to the responses and say: *These are polite ways of agreeing or disagreeing with a suggestion.*
- Read the sentence with *Why don't I*. Explain: *This is a polite way of offering to help somebody.* Point to the responses and say: *These are polite ways of accepting or turning down an offer.*
- Finally, read the sentence with *Would you mind*. Say: *Would you mind is a way of asking for something. It's followed by a gerund.* Point to the responses. Say: *Not at all means you agree to help. I'm sorry means you can't help.*
- Read all the Grammar Watch notes.

Language Note

Students are often confused by *Would you mind* because the response is counter intuitive; that is, a *no* answer means that the person agrees, and a *yes* answer means the person refuses!

Expansion: Grammar Practice

- Make a set of *yes/no* cards, one card for each student. Write *yes* on half of the cards and *no* on the other half. Shuffle the cards and place them on your desk.
- Divide the class into five groups. Each student in group 1 will write a request with *Could I* on a strip of paper. Each student in group 2 will write a request with *Could you*, each student in group 3 will write a suggestion with *Why don't you*, and so on.
- Collect all the strips and put them into a container.
- Call students up to the front of the room one by one. Each student will draw a strip out of the container and hand it to you. You will read the question on the strip. The student takes a *yes/no* card from the top of the deck and responds.
- For example, suppose a student draws a strip which says *Could I borrow \$100?* and the student draws a card that says *yes*. An appropriate reply would be *Sure you can, Yes, of course, or No problem.*

Controlled Practice

10 minutes

1 PRACTICE

A Match the requests or suggestions...

- Read the requests and suggestions. Have students match the request or suggestion with the correct response. Do item 1 as an example.
- Have students complete the exercise. Make sure students understand they should ignore the boxes following the questions until they do Exercise 1B.
- Check answers.
- Pair students and have them take turns reading the questions and responding appropriately.

B Look at Exercise 1A again. Is each question...

- Do item 1 with the class as an example.
- Have students identify the meaning of each question.
- Check answers.

2 PRACTICE

Complete the questions with the correct...

- Read the expressions in the box.
- Do item 1 with the class as an example. Remind students that some items have more than one correct answer.
- Have students complete the exercise in pairs.
- Check answers.
- Form pairs and have them read the dialogues. Then have them switch roles and read again.
- Call on one pair to read each item out loud.

Communicative Practice 20 minutes

Show what you know!

ROLE PLAY. PAIRS. Role-play these situations.

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 one of two of the situations with an above-level student. For example: A: *Excuse me, Bob. I forgot my glasses. Could I borrow yours?*
B: *No problem* or *Sorry, I'm using them now.*
- Form cross-ability pairs.
- Have students alternate making requests, suggestions, or offers and responding. Remind them to use the target grammar.
- After pairs have practiced all the items, have different pairs perform each situation for the class.

MULTILEVEL INSTRUCTION
for ROLE PLAY

Cross-ability Have the higher-level student initiate the request or suggestion. Have the lower-level student respond.

Progress Check

Can you . . . make requests, suggestions, and offers at work?

Say: *We have practiced making requests, suggestions, and offers at work. Now, look at the question at the bottom of the page. Can you make requests, suggestions, and offers at work? Write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 118–119

Getting Started

10 minutes

1 BEFORE YOU WRITE

A GROUPS. Sometimes workers have good...

- Read the question aloud. Elicit one suggestion from the whole class, for example, the workplace could have a suggestion box.
- Put students in groups. Have them choose a timekeeper, a note taker, and a reporter.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. Make a list on the board.

Presentation

15 minutes

B Read the writing model. What is...

- Read the model out loud as students read silently.
- Tell students to read the paragraph again and underline the information that answers the questions.
- Call on students to answer the questions.

C PAIRS. Answer the questions.

- Pair students and have them answer the questions.
- Go over the questions and answers with the whole class.

Answers:

1. Order clerks are sitting too long in front of computers.
2. They experience eye strain, headaches, backaches, and other health problems.
3. Workers should get up and stretch every thirty minutes, they should sit two feet from the computer monitor, and the company should provide online workshops to inform workers how to stay safe.

MULTILEVEL INSTRUCTION for 1C

Cross-ability For question 1, have above-level students help pre-level students to identify not only the problem for the workers (*workers have health problems*) but also the resulting problem for the company (*workers make mistakes or take time off from work*).

Writing Tip: Identifying Problem, Cause, and Solution

- Read the Writing Tip.
- Ask: *In the writing model, are the three topics in the same paragraph, or is each one in a separate paragraph? (separate) How does the writer conclude the letter? (with the advantages of his suggestion)*

D Read the writing model again. Underline...

- Review the steps in the Writing Tip if necessary.
- Pair students and have them follow the directions.
- Go over the answers with the class.

Expansion: Writing Practice for 1D

- Write the following questions on the board:
 1. *What do you think of Lorenzo's proposed solution?*
 2. *Can you think of other solutions?*
- Have students discuss the questions in pairs.

Controlled Practice

15 minutes

2 THINKING ON PAPER**A BRAINSTORM. Think about potential...**

- With the class, define each word in the box. Have students define or demonstrate the terms. If possible, have them use the words in sentences. Allow students to translate or use a dictionary.
- Have each student write down one or more potential hazards in his or her workplace, home, or school.
- Have them compare notes with a partner.
- Alternately, have the class brainstorm together. Write students' ideas on the board.

B Choose one of the safety issues...

- Copy the graphic organizer on the board and do a model brainstorm with the class. For example, falls are a potential problem at your school because the entryway gets slippery after it rains.
- Elicit solutions from the students and write them on the graphic organizer. For example, the school could install nonslip carpeting in the entry area; an overhang could be installed outside the building so that students could remove their wet coats outside; and the entryway could be paved with nonslip stone or cement.
- Have students think of solutions to the hazard they picked in Exercise A and write possible solutions on the graphic organizer.

MULTILEVEL INSTRUCTION

Pre-level Have students think of one problem and one possible solution.

Above-level Have students think of one problem and several possible solutions. Have them write about the advantages and disadvantages of each solution and choose the best one.

Communicative Practice 20 minutes**3 WRITE****Write an e-mail to a supervisor about an idea...**

- Read the directions. Remind students to write the problem, cause, and solution(s) in separate paragraphs. Also remind them to write a concluding sentence.
- Review letter format.
- Encourage the students to use polite expressions for making requests, suggestions, and offers.
- Have students write in class.

4 CHECK YOUR WRITING

- Have students read their paragraphs and check the questions in the checklist. Alternately, have them revise their paragraphs according to the items.

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.

Extra Practice

Interactive Practice



page 120

1 REVIEW

Turn to page 254 for the Grammar Review.

2 ACT IT OUT

STEP 1. Review the conversation.

- Replay the conversation from page 198 (CD 2, Track 46).

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.

- Read the role descriptions.
- Model the role play with an above-level student. Play the role of Student B. You can begin the conversation like this: *Could you come into my office for a minute, [name]? There's something I want to discuss with you.*
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice at least twice.
- Have volunteers role-play for the class.

MULTILEVEL INSTRUCTION for 2

Pre-level Have students play the role of Student A. Give them the responses to use for their conversation, but give them out of order: *I try my best. / Oh, wow! That's great! / Thank you. I'm really excited to have this opportunity. / Oh, sure. / Is everything OK? / Oh, thanks! Great. / Thank you. / Well, safety is important. / Thanks. We're all part of a team.* Tell them to use these as responses. They should practice reading the script several times. Then they should try to role-play without reading.

Above-level Have students practice without notes. Tell Student B to give three reasons why he or she is promoting Student A.

3 READ AND REACT

STEP 1. Read the problem.

- Read the paragraph while students follow along silently.
- Have students restate the two accidents.

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

- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Give a time limit for discussion. Walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. Write all the ideas on the board.

Expansion: Speaking Practice for STEP 2

- Ask students if they have had a safety problem at their workplace. Ask them how they dealt with it.

4 CONNECT

Turn to page 261 for the Self-Evaluation Activity and page 272 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check

Which goals can you check off? Go back to page 185.

Ask students to turn to page 185 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 students need more practice with the vocabulary, grammar, and competencies in Unit 10, encourage them to review the activities on the CD-ROM.