

Unit 2 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		SSD Unit 2 Vocabulary 1
	2 Word Power		SSD Unit 2 Vocabulary 2 ARC Jobs
	3 Speaking		
	4 Conversation		SSD Unit 2 Speaking 1
	5 Grammar Focus	TSS Unit 2 Vocabulary Worksheet TSS Unit 2 Listening Worksheet TSS Unit 2 Extra Worksheet	SB Unit 2 Grammar Plus focus 1 SSD Unit 2 Grammar 1–2 ARC Work and workplaces ARC Simple present Wh-questions and statements
	6 Writing		WB Unit 2 exercises 1–6
CYCLE 2	7 Conversation		SSD Unit 2 Speaking 2
	8 Pronunciation		
	9 Grammar Focus	TSS Unit 2 Grammar Worksheet	SB Unit 2 Grammar Plus focus 2 SSD Unit 2 Grammar 3 ARC Time expressions 1–2
	10 Listening		
	11 Interchange 2	TSS Unit 2 Writing Worksheet	
	12 Reading	TSS Unit 2 Project Worksheet VID Unit 2 VRB Unit 2	SSD Unit 2 Reading 1–2 SSD Unit 2 Listening 1–3 SSD Unit 2 Video 1–3 WB Unit 2 exercises 7–12
With or instead of the following SB section		You can also use these materials for assessment	
Units 1–2 Progress Check		ASSESSMENT CD Units 1–2 Oral Quiz ASSESSMENT CD Units 1–2 Written Quiz	

Key

ARC: Arcade
VID: Video DVD

SB: Student's Book
VRB: Video Resource Book

SSD: Self-study DVD-ROM
WB: Workbook

TSS: Teacher Support Site

My Plan for Unit 2

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

2

What do you do?

1

SNAPSHOT

Top Six Student Part-Time Jobs in the United States



usher



tutor



team assistant



caregiver



server



fitness instructor

Source: www.snagajob.com

Which jobs are easy? Which are difficult? Why?
What's your opinion? Are these good jobs for students?
What are some other student jobs?

2

WORD POWER

A Complete the word map with jobs from the list.

- ✓ accountant
- ✓ cashier
- ✓ chef
- ✓ dancer
- ✓ flight attendant
- musician
- pilot
- receptionist
- server
- singer
- tour guide
- website designer

Office work

accountant

.....

.....

.....

Travel industry

flight attendant

.....

.....

.....



Food service

cashier

.....

.....

.....

Entertainment business

dancer

.....

.....

.....

B Add two more jobs to each category. Then compare with a partner.

What do you do?

Cycle 1, Exercises 1–6

In Unit 2, students discuss work and school. In Cycle 1, they ask and answer questions about different types of jobs using the simple present. In Cycle 2, they talk about routines and daily schedules using time expressions.

1 SNAPSHOT

Learning Objective: talk about part-time jobs

- Books closed. Introduce the topic of jobs. Ask: “Do you have a job? What is it? Do your parents have jobs? What do they do?”
- List three jobs from the Snapshot on the board. Ss give their opinion on the best job. (Answers will vary.)
- Books open. Ss compare their ideas with the Snapshot.
- Elicit or explain any new vocabulary

Vocabulary

part-time job: a job for only a few hours or days a week
usher: a person who takes tickets and helps people to their seats
tutor: a person who teaches private lessons
team assistant: a person who provides support to a team
caregiver: a person who cares for someone who is sick or disabled
server: a person who serves food
fitness instructor: a person who leads exercise classes

- Explain the task. Encourage Ss to give reasons for their opinions.
- Ss complete the task in small groups. Go around the class and give help as needed.

2 WORD POWER

Learning Objectives: learn vocabulary for different jobs; learn ways to categorize jobs

A

- Ask Ss to look through the vocabulary list. Elicit or explain any new words. Model the pronunciation of new words.

TIP If you don't have enough time to explain new words in class, ask Ss to look them up in a dictionary before class.

- Ss complete the word map individually or in pairs.
- While Ss are working, draw the word map on the board. Ask different Ss to come up and write their answers in the correct category. Go over answers with the class.

TIP To provide variety, check answers in different ways. For example, write each answer on a separate card. Ss post the cards on the board in the correct category.

B

- Present and model the task. Ss write two more jobs for each category. Then they compare with a partner.
- Ask different Ss to add their ideas to the board. Go over answers with the class.

Answers

Office work

accountant
receptionist
website designer
secretary
sales manager

Travel industry

flight attendant
pilot
tour guide
travel agent
hotel manager

(Note: Additional examples are italicized.)

Food service

cashier
chef
server
dishwasher
host/hostess

Entertainment business

dancer
musician
singer
actor/actress
disc jockey

- ❏ To review jobs, play the game **Simon Says** – download it from the website. For example, if Simon says “Be a singer,” Ss act out the job.

3

SPEAKING

Learning Objective: talk about jobs and workplaces

A

- Brainstorm workplaces with the class. Write ideas on the board.
- Ss look at the pictures and describe each person's job (e.g., She's a *salesperson*). If Ss have difficulty, focus their attention on column A.
- Option:** Ss test each other in pairs. To model, ask: "What's number 1?"
- Explain the task. Ss match the information in columns A, B, and C. Point out that column A lists jobs, column B lists things people do in their jobs, and column C lists prepositional phrases with workplaces. Read the example.
- Ss complete the task individually or in pairs.
- Go around the class and give help as needed.
- Write the first answer on the board. Then ask different Ss to write answers on the board. Go over the answers as a class.

B Pair work

- Write these words on the board:

She's	She	She works
He's	He	He works
- Read the description of a salesperson's job aloud. Then ask a S to describe a chef's job using the words on the board.
- Ss complete the task in pairs. Go around the class and give help as needed.

Answers

She's a salesperson. She sells clothes. She works in a department store.
 He's a chef. He cooks food. He works in a restaurant.
 He's a mechanic. He fixes cars. He works in a garage.
 He's a carpenter. He builds houses. He works for a construction company.
 He's a reporter. He writes stories. He works for a newspaper.
 She's a nurse. She cares for patients. She works in a hospital.

4

CONVERSATION

Learning Objectives: practice a conversation about jobs; see simple present Wh-questions and statements in context

A [CD 1, Track 11]

- Set the scene. Jason and Andrea are talking about their jobs. Tell Ss to cover the text. Focus their attention on the pictures. Ask: "Who is Jason? What does he do? Who is Andrea? What does she do?" Encourage Ss to guess.

TIP Give Ss (or ask Ss to bring) small cards to cover the text. That way, they can see the picture but not the text. Ask Ss to keep their cards for future classes.

- Play the audio program. Ss listen to check their guesses.
- Write these focus questions on the board:
True or false?
 - Andrea loves her job.
 - Andrea takes people on tours to Asia.
 - Jason has a full-time job.
- Books closed (or text covered). Play the audio program again. Then check answers to the focus questions. (Answers: 1. true 2. false 3. false)
- Books open (or uncover the text). Play the conversation line by line, giving Ss time to repeat it.
- Ss practice the conversation in pairs.

- For a new way to practice this Conversation, try the **Substitution Dialog** – download it from the website. Have Ss replace the underlined words:

A: What do you do, Andrea?

B: I'm a guide. I take people on tours. And what do you do, Jason?

A: I'm a cashier. I work in a restaurant.

B [CD 1, Track 12]

- Read the two focus questions aloud. Then play the second part of the audio program. Elicit answers from the class.

AudioScript

Andrea What do you do, exactly? Do you make hamburgers?

Jason No, I don't. I'm a cashier. I just take orders.

Andrea And what's it like there? Do you like your job?

Jason Sure. It's fun. And I get free hamburgers, too!

Answers

He takes orders. He likes his job because it's fun. He gets free hamburgers, too.

3

SPEAKING *Work and workplaces*

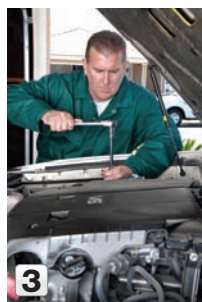
A Look at the pictures. Match the information in columns A, B, and C.



1



2



3



4



5



6

A

a salesperson

a chef

a mechanic

a carpenter

a reporter

a nurse

B

builds houses

cares for patients

writes stories

cooks food

fixes cars

sells clothes

C

in a restaurant

for a construction company

in a hospital

in a garage

in a department store

for a newspaper

B PAIR WORK Take turns describing each person's job.

A: She's a salesperson. She sells clothes. She works in a department store.

B: And he's a chef. He ...

4

CONVERSATION *Where do you work?*

A Listen and practice.

Jason: Where do you work, Andrea?

Andrea: I work at Thomas Cook Travel.

Jason: Oh, really? What do you do there?

Andrea: I'm a guide. I take people on tours to countries in South America, like Peru.

Jason: How interesting!

Andrea: Yeah, it's a great job. I really love it.

And what do you do?

Jason: Oh, I'm a student. I have a part-time job, too.

Andrea: Where do you work?

Jason: In a fast-food restaurant.

Andrea: Which restaurant?

Jason: Hamburger Heaven.

B Listen to the rest of the conversation.

What does Jason do, exactly? How does he like his job?



Simple present Wh-questions and statements

What do you do?**Where do you work?****Where do you go to school?****What does Andrea do?****Where does she work?****How does she like it?**I'm a student. I **have** a part-time job, too.I **work** at Hamburger Heaven.I **go** to the University of Texas.She's a guide. She **takes** people on tours.She **works** at Thomas Cook Travel.She **loves** it.**I/You**

work

take

study

teach

do

go

have

He/She

works

takes

studies

teaches

does

goes

has

A Complete these conversations. Then practice with a partner.

- A: What *do* you *do* ?

B: I'm a full-time student. I study the violin.

A: And *do* you *go* to school?

B: I *go* to the New York School of Music.

A: Wow! *do* you like your classes?

B: I *love* them a lot.
- A: What *do* Tanya *do*?

B: She's a teacher. She *teaches* an art class at a school in Denver.

A: And what about Ryan? Where *does* he *work*?

B: He *works* for a big computer company in San Francisco.

A: *How* *does* he *do*, exactly?

B: He's a website designer. He *designs* fantastic websites.



B PAIR WORK What do you know about these jobs?
Complete the chart. Then write sentences about each job.

A reporter	A flight attendant	A teacher
works for a newspaper
interviews people
writes stories

A reporter works for a newspaper, interviews people, and writes stories.

C PAIR WORK Ask your partner questions like these about work and school. Take notes to use in Exercise 6.

What do you do?

Where do you live?

Do you go to school?


Do you have a job?

How do you like ... ?

What's your favorite ... ?

5 GRAMMAR FOCUS

Learning Objective: practice simple present
Wh-questions and statements

 [CD 1, Track 13]

Simple present statements

- Books closed. Write these sentences on the board, allowing space between lines:
I'm a guide.
I work at Thomas Cook Travel.
I take people on tours.
I love my job.
- Books open. Ask: "Who said this?" (Answer: Andrea)
Ask Ss to describe her job. Write the new version below the original:
She's a guide.
She works at Thomas Cook Travel.
She takes people on tours.
She loves her job.
- Point out that the verbs for *he*, *she*, and *it* end in -s.
- Option:** Repeat the activity with sentences about Jason.

TIP Write the letter s on a card. Every time Ss forget to use the final -s, hold up the card. Write the word *does* on a separate card for the same purpose.

- Focus Ss' attention on the third column in the Grammar Focus box. Point out the spelling changes that occur with *he/she*.

Simple present Wh-questions

- Draw a chart with five columns on the board. Number the columns from 1 to 5.
 - Focus Ss' attention on the Conversation on page 9. Ask Ss to find two questions with the word *do* in part A. Then read the two questions about Jason in part B. Write them in the chart:
- | 1 | 2 | 3 | 4 | 5 |
|-------|------|-------|-------|----------|
| Where | do | you | work, | Andrea? |
| What | do | you | do | there? |
| What | does | Jason | do, | exactly? |
| How | does | he | like | his job? |
- Focus Ss' attention on the questions in the chart and in the Grammar Focus box. Elicit the rule for forming Wh-questions in the simple present:
Wh- + *do/does* + subject + verb
 - Ask Ss the questions in the Grammar Focus box. Ss use their own information for the first three questions.
 - Play the audio program. Ss listen and repeat.

A

- Ss complete the task individually. Then they compare answers with a partner.

TIP To build Ss' confidence, have them compare answers in pairs or groups before you check answers as a class.

- Go over answers with the class. Then Ss practice the conversations in pairs.

Answers

- A: What **do** you **do**?
B: I'm a full-time student. I study the violin.
A: And **where** do you **go** to school?
B: I **go** to the New York School of Music.
A: Wow! **How** do you like your classes?
B: I **like** them a lot.
- A: What **does** Tanya do?
B: She's a teacher. She **teaches** an art class at a school in Denver.
A: And what about Ryan? Where **does** he work?
B: He **works** for a big computer company in San Francisco.
A: **What** does he do, exactly?
B: He's a website designer. He **designs** fantastic websites.

B Pair work

- Explain the task. While Ss complete the task in pairs, copy the chart on the board.
- Ask different Ss to write their answers in the chart on the board.

Possible answers

A reporter	A flight attendant	A teacher
works for a newspaper	works for an airline	works in a school
interviews people	assists passengers	teaches classes
writes stories	serves drinks	helps students

C Pair work

- Model the task. Ask a S a few of the questions, and take notes on the board.
- Ss complete the task in pairs. Go around the class and check for use of the simple present.

6

WRITING

Learning Objective: write a biography using the simple present

A

- Tell Ss to read the model biography silently. Explain any new vocabulary. Point out that the biography does not have the person's name.
- Ss write their biographies. Go around the class and give help as needed.
- **Option:** Ss write the biographies for homework.

Cycle 2, Exercises 7–12

7

CONVERSATION

Learning Objectives: practice a conversation about daily schedules; see time expressions in context

A [CD 1, Track 14]

- Point out the title and the picture. Ask: "What is this conversation about?" Elicit ideas.
- Books closed (or text covered). Ask: "What does Allie do?" Play the audio program. Ss listen for the answer. (Answer: She's a chef.)
- Write these questions on the board:
 1. What time does Allie get home at night?
 2. Where does she work?
- Play the audio program again. Ss listen for the answers. (Answers: 1. at midnight 2. at the Pink Elephant)
- Books open. Play the audio program again. Ss read the conversation silently. Then they practice in pairs.
- **Option:** To review the simple present, ask Ss to describe Allie's daily routine from memory.

8

PRONUNCIATION

Learning Objective: notice and use correct syllable stress

A [CD 1, Track 16]

- Explain that some syllables have more stress. Read the examples, clapping on the stressed syllable.
- Play the audio program. Ss clap on stressed syllables.

B Class activity

- Collect the biographies and number them. Then pass them around the class. Ss make a numbered list and write their guesses next to each number.
- Elicit Ss' guesses about each biography.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

B [CD 1, Track 15]

- Read the two focus questions.
- Play the audio program. Elicit answers from the class.

AudioScript

Allie And what about you, Kevin? What's your day like?

Kevin Well, right now I'm in school, so I just have a part-time job. But I'm pretty busy. I get up at 6:00 on weekdays. I have class from 7:00 to 9:00, and then I come here to the gym. I work from 11:00 to 2:00. Then I have classes in the afternoon.

Allie So where do you work?

Kevin At the Hungry Student restaurant, near the university. I'm a dishwasher.

Allie Really? Say, do you want to work at the Pink Elephant?

Answers

Kevin gets up around 6:00. He starts work at 11:00.

B [CD 1, Track 17]

- Ss complete the chart individually.
- Play the audio program. Ss listen and check their answers. Go over answers with the class.

Answers

- dancer, server, tutor
- salesperson, carpenter, caregiver
- accountant, musician, reporter

6

WRITING *A biography*

A Use your notes from Exercise 5 to write a biography of your partner. Don't use your partner's name. Use *he* or *she* instead.

My partner is a student. She lives near the university. She studies fashion design at the Fashion Institute. Her favorite class is History of Design. She has a part-time job in a clothing store. She loves her job and . . .



B CLASS ACTIVITY Pass your biographies around the class. Guess who each biography is about.

7

CONVERSATION *I start work at five.*

A Listen and practice.

Kevin: So, do you usually come to the gym in the morning?

Allie: Yeah, I do. I usually come here at 10:00.

Kevin: Really? What time do you go to work?

Allie: Oh, I work in the afternoon. I start work at five.

Kevin: Wow, that's late. When do you get home at night?

Allie: I usually get home at midnight.

Kevin: Midnight? That *is* late. What do you do, exactly?

Allie: I'm a chef. I work at the Pink Elephant.

Kevin: That's my favorite restaurant! By the way, I'm Kevin. . .



B Listen to the rest of the conversation. What time does Kevin get up? start work?

8

PRONUNCIATION *Syllable stress*

A Listen and practice. Notice which syllable has the main stress.

dancer

salesperson

accountant

.....
.....

.....
.....

.....
.....

B Which stress pattern do these words have? Add them to the columns in part A. Then listen and check.

carpenter caregiver musician reporter server tutor

Time expressions

I get up	at 6:00	in the morning	on weekdays.
I go to bed	around ten	in the evening	on weeknights.
I leave work	early	in the afternoon	on weekends.
I get home	late	at night	on Fridays.
I stay up	until midnight	on Saturdays.	
I exercise	before noon	on Saturdays.	
I wake up	after noon	on Sundays.	

Expressing clock time

6:00
six
six o'clock
6:00 A.M. = 6:00 in the morning
6:00 P.M. = 6:00 in the evening

A Circle the correct words.

- I get up **(at)** / **until** six **at** / **on** weekdays.
- I have lunch **at** / **early** 11:30 **in** / **on** Mondays.
- I have a little snack **in** / **around** 10:00 **in** / **at** night.
- In** / **On** Fridays, I leave school **early** / **before**.
- I stay up **before** / **until** 1:00 A.M. **in** / **on** weekends.
- I sleep **until** / **around** noon **in** / **on** Sundays.

B Rewrite the sentences in part A so that they are true for you. Then compare with a partner.

C PAIRWORK Take turns asking and answering these questions.

- Which days do you get up early? late?
- What's something you do before 8:00 in the morning?
- What's something you do on Saturday evenings?
- What do you do only on Sundays?



10

LISTENING Daily schedules

A Listen to Greg, Megan, and Lori talk about their daily schedules. Complete the chart.

	Job	Gets up at ...	Gets home at ...	Goes to bed at ...
Greg	mechanic			
Megan		7:00 a.m.		
Lori				

B CLASS ACTIVITY Who do you think has the best daily schedule? Why?

11

INTERCHANGE 2 Common ground

Find out about your classmates' schedules. Go to Interchange 2 on page 115.

9

GRAMMAR FOCUS

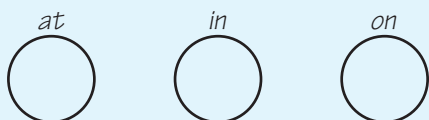
Learning Objective: practice time expressions such as prepositions of time and adverbs of time



[CD 1, Track 18]

Prepositions of time: at/in/on + time

- Draw these prepositions and three large circles on the board:



- Focus Ss' attention on the Grammar Focus box. Ask: "What words follow *at*, *in*, and *on*?" Different Ss write the words inside the circles on the board.
- Elicit or explain the rules:
at + times of day; *night*
in + parts of day (except *night*)
on + days of the week



For more practice with prepositions of time, play **Run For It!** – download it from the website.

Adverbs of time

- Elicit or explain the meanings of *early*, *late*, *around*, *until*, *before*, and *after*. Then play the audio program.

A

- Ss complete the task individually or in pairs.
- Go around the class and give help as needed. Go over answers with the class.

Answers

- I get up **at** six **on** weekdays.
- I have lunch **at** 11:30 **on** Mondays.
- I have a little snack **around** 10:00 **at** night.
- On** Fridays, I leave school **early**.
- I stay up **until** 1:00 **on** weekends.
- I sleep **until** noon **on** Sundays.

B

- Model the task. Rewrite one or two sentences on the board so that they are true for you.
- Ss work individually. Then they go over their answers in pairs.

C Pair work

- Model the task. First, Ss ask you the questions. Then Ss complete the task in pairs.

10

LISTENING

Learning Objective: develop skills in listening for specific information



[CD 1, Track 19]

- Set the scene. Then play the audio program, stopping after each person talks about his or her schedule. Ss complete the chart individually.
- Play the audio program again.
- Go over answers with the class.

AudioScript

Megan What do you do, Greg?

Greg I'm a mechanic.

Megan Oh, yeah? So, what are your work hours like?

Greg They're OK. I work in the mornings and afternoons.

I get up around 6:00 A.M., and I work from 7:00 A.M.

until 3:00 P.M. I get home pretty early, about 4:00 P.M.

I go to bed at 10:00. And what do you do, Megan?

Megan Well, I'm a receptionist. It's a regular nine-to-five office job, so I get up at 7:00 A.M. and get home around 6:00 P.M. That's OK, though, because I like to go out

at night. I go to bed around midnight on weekdays.

Greg What about you, Lori?

Lori Well, my hours are a bit different – I'm a nurse. I start work at 11:00 at night. I work until 7:00 A.M.

Megan Wow! So what time do you get up?

Lori I get home at 8:00 and go to bed at about 8:30. And I sleep until 4:00 P.M.

Greg And what do you do in the evenings?

Lori Oh, you know. I have dinner, watch TV, see friends.

It's a great schedule for me.

Answers

	Job	Gets up at ...	Gets home at ...	Goes to bed at ...
Greg	mechanic	6 A.M.	4 P.M.	10 P.M.
Megan	receptionist	7 A.M.	6 P.M.	midnight
Lori	nurse	4 P.M.	8 A.M.	8:30 A.M.

B Class activity

- Elicit Ss' responses. Then take a class vote.

11

INTERCHANGE 2

See page T-115 for teaching notes.

12 READING

Learning Objectives: read and discuss an article about jobs; develop skills in reading for specific information

TIP To help Ss focus on the task, tell them not to worry about words they don't understand. Encourage them to keep reading when they see new words.

- Set the scene. A high school student, college student, and new parent need jobs. Ask: "Why do they need jobs?" Elicit ideas and write them on the board.
- Focus Ss' attention on the pictures. Tell Ss to cover the profiles. Ask: "Who's in high school? in college? a new parent?" Encourage Ss to guess.
- Set a time limit of one minute. Ss scan the three profiles quickly to check their guesses. (Answers: Julia is in college. Denise is a new parent. Eddie is in high school.)

A

- Explain the task. Tell Ss to guess the meanings of any new words.
- Ss read the article and complete the task. Go over answers with the class.

Answers

1. To save money: Denise
2. To pay for college: Julia
3. To go out on the weekend: Eddie
4. To buy a house: Denise

- Elicit or explain any new vocabulary.

Vocabulary

experience: the work a person did in the past
save: to keep for later
take care of: care for
type: to write on a computer
allowance: money parents give children to spend
earn: to receive money for work

B Pair work

- Ask Ss to read the article again. Tell them to take notes about each person's schedules and experience.
- ! For a new way to teach this Reading, try **Jigsaw Learning** – download it from the website.
- Go over the ads with Ss. Then explain the task. Ask: "What is Julia's schedule like? What experience does she have? What jobs are good for her? Why?" Elicit ideas from the class.
- Ss choose jobs for Julia, Denise, and Eddie in pairs. Make sure Ss explain why.

Possible answers

Julia has a difficult schedule. She needs a flexible job or an evening job. English tutor and receptionist are good jobs for her.

Denise needs to work at home because she has a baby. She can type and has a computer. Online salesperson is the best job for her.

Eddie can work afternoons, evenings, and weekends. Chef and server are good jobs for him.

- For more practice with daily routines, play **True or False?** – download it from the website. Have Ss prepare sentences about what they do every day.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

Why do you need a job?

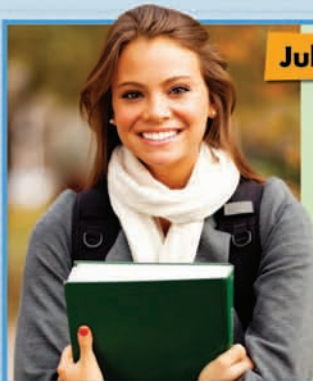
Scan the profiles. Who is in high school? Who is in college? Who is a new parent?

These people need jobs. Read about their schedules, experience, and why they need a job.



Eddie Chen

I'm 16 now, and my parents don't give me an allowance anymore. I want to earn some money because I like to go out with my friends on the weekend. I go to school at 8:00 and get home around 4:30. My parents own a restaurant, so I know a little about restaurant work.



Julia Brown

I study French and want to be a teacher someday. I have classes all day on Monday, Tuesday, and Thursday, and on Wednesday and Friday afternoons. I usually study on weekends. I need a job because college is really expensive! I don't have any experience, but I'm a fast learner.



Denise Parker

My husband is an accountant and makes good money, but we don't save very much. We live in a small apartment, and we have a new baby. We want to save money to buy a house. I take care of the baby, so I need a job I can do at home. I can type well, and I have a new computer.

A Read the article. Why do these people need jobs? Check (✓) the correct boxes.

	Julia	Denise	Eddie
1. To save money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To pay for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To go out on the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To buy a house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B PAIR WORK Choose the best job for each person. Explain why.

Chef

French and Italian cooking
Weekends only

Server

Evenings only
Experience a plus

English Tutor

Flexible work hours
\$10 an hour

Receptionist

Mornings and afternoons
No experience necessary

Caregiver

Work with children
Earn great money

Online Salesperson

Work at home
Earn up to \$20 an hour

Units 1–2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Make an introduction and use basic greeting expressions (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show I didn't understand and ask for repetition (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about myself and other people (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about work (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about habits and routines (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 ROLE PLAY *Introductions*

A PAIR WORK You are talking to someone at school. Have a conversation.

- A: Hi. How are you?
 B: ...
 A: By the way, my name is ...
 B: I'm sorry. What's your name again?
 A: ...
 B: I'm Are you a student here?
 A: ... And how about you?
 B: ...
 A: Oh, really? And where are you from?



B GROUP WORK Join another pair.
 Introduce your partner.

2 SPEAKING *Interview*

Write questions for these answers. Then use the questions to interview a classmate.

- | | | |
|-----------------|---|---------------------------------------|
| 1. What's | ? | My name is Keiko Kawakami. |
| 2. | ? | I'm from Osaka, Japan. |
| 3. | ? | Yes, my classes are very interesting. |
| 4. | ? | My favorite class is English. |
| 5. | ? | No, my teacher isn't American. |
| 6. | ? | My classmates are very nice. |
| 7. | ? | My best friend is Maria. |

Units 1–2 Progress check

SELF-ASSESSMENT

Learning Objectives: *reflect on one's learning; identify areas that need improvement*

- Ask: “What did you learn in Units 1 and 2?” Elicit Ss’ answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: “What do you need to practice?” Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 ROLE PLAY

Learning Objectives: *assess one's ability to make an introduction and use basic greeting and leave-taking expressions; assess one's ability to ask for repetition for clarification*

A Pair work

- Read the instructions aloud and focus Ss’ attention on the picture. Explain that Ss should pretend they don’t know their partners in this role play.
- Model the role play with a S. Explain how to use the conversation cues.
- Ss role-play the conversation in pairs. Encourage Ss to use appropriate body language and gestures, add

follow-up questions, and ask for clarification where appropriate.

- **Option:** Ss introduce themselves without referring to the example conversation.

B Group work

- Each pair joins another pair. Ss introduce their partners to the other pair and ask follow-up questions.

TIP If you don’t have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.

2 SPEAKING

Learning Objective: *assess one's ability to ask and answer questions about myself and other people*

- Explain the task and model the first question. Ss should consider if the questions are Wh- or yes/no questions.
- Ss work individually to write the seven questions. Point out that there may be more than one correct question for each answer.
- Go over Ss’ questions with the class.

Possible answers

1. What’s your name?
2. Where are you from?
3. Are your classes interesting?
4. What’s your favorite class?
5. Is your teacher American?
6. What are your classmates like?
7. Who is your best friend?

- Ss work in pairs. They take turns using the questions to interview each other. Encourage Ss to add follow-up questions.
- **Option:** Each S uses the questions to interview another S.

3 SPEAKING

Learning Objective: assess one's ability to ask and answer questions about work

A

- Explain the task. Then elicit things a receptionist does and write them on the board.
- Ss complete the task individually or in pairs.

4 LISTENING

Learning Objectives: assess one's ability to understand descriptions of work and school; assess one's ability to ask and answer questions about work

A [CD 1, Track 20]

- Set the scene. James and Lindsey are talking about work and school at a party.
- Play the audio program once or twice. Ss listen and complete the chart.

AudioScript

James [doorbell rings] Hey, Nick. How are you?
 Nick I'm great, James. Welcome to my house. Oh, James, this is my friend Lindsey.
 James Hi, Lindsey. It's nice to meet you.
 Lindsey Nice to meet you, too, James.
 Nick [doorbell rings again] Excuse me.
 Lindsey So how do you know Nick?
 James Oh, we work in the same office.
 Lindsey Really? What do you do?
 James I'm a website designer.
 Lindsey That's exciting! Where do you work?
 James At Central Computers.
 Lindsey Central Computers, huh? How do you like your job?
 James It's OK. I work late a lot. I usually finish at 10:30 and get home at 11:00.

B Group work

- Ss compare their lists in small groups. Encourage Ss to ask Wh-questions about the jobs (e.g., *What does a receptionist do? Where does a receptionist work?*).
- Go around the class and check Ss' use of the simple present.

Lindsey That is late!
 James Yeah. After work, I usually go to bed right away.
 What about you? What do you do?
 Lindsey Oh, I'm a student. I study dance.
 James Wow! Now *that's* exciting! Where do you study?
 Lindsey At New York Dance.
 James How do you like your classes?
 Lindsey I love them. I dance all day long. It's wonderful.
 James What do you do after school?
 Lindsey I have a part-time job. I work in an office.
 James Where is the office?
 Lindsey Actually, I work in your office! At Central Computers.
 James You do? Well, stop by and say hello sometime.
 Lindsey OK.

Answers

James	Lindsey
website designer	dance student
Central Computers	New York Dance
OK	loves them
goes to bed	works in an office

B Pair work

- Explain the task. Ss take turns asking and answering the questions in part A.

5 SURVEY

Learning Objective: assess one's ability to ask and answer questions about habits and routines

A

- Elicit or explain the meaning of a *perfect day*. Model the task by having a S ask you the questions.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ss complete the task individually.

B Pair work

- Ss take turns describing their perfect day in pairs. Encourage Ss to ask follow-up questions.

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

3 **SPEAKING** *What a job!*

A What do you know about these jobs? List three things each person does.

receptionist



takes messages
.....
.....
.....

tour guide



.....
.....
.....

cashier



.....
.....
.....

teacher



.....
.....
.....

B GROUP WORK Compare your lists. Take turns asking about the jobs.

4 **LISTENING** *Work and school*

A Listen to James and Lindsey talk at a party. Complete the chart.

	James	Lindsey
What do you do?
Where do you work/study?
How do you like your job/classes?
What do you do after work/school?

B PAIR WORK Practice the questions in part A. Answer with your own information.

5 **SURVEY** *My perfect day*

A Imagine your perfect day. Complete the chart with your own answers.

What time do you get up?

What do you do after you get up?

Where do you go?

What do you do in the evening?

When do you go to bed?



B PAIR WORK Talk about your perfect day. Answer any questions.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?