

## Summary of Lesson Plan

### ► Vocabulary (Student pages 12-13)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_



### Vocabulary (Student pages 12-13)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

**Content:** common occupations; the articles *a* and *an*

#### Procedure:

#### A. Listen.

- Write the word *occupations* on the board. Say the word and have students repeat. Then write *a teacher* and *a student* below it. Point to yourself and say *a teacher*. Point to a student and say *a student*. Hold up the *Picture dictionary* page and point to the illustrations of a teacher (7) and a student (8).
- For additional illustrations of these occupations, refer students to page 13. For *electrician*, you can also point to a light switch or an electric outlet and mime fixing it. For *housekeeper*, you can mimic cleaning or vacuuming.

#### B. Listen again and repeat.

**Option:** For additional pronunciation practice, choose any words on page 12 that students have difficulty pronouncing. Say each word and have the class repeat. Say one of the words and point to a student. Ask the student to repeat. Quickly say the word again, point to another student, and have the student repeat. Maintaining a fast pace enables students to hear the words numerous times, making the correct pronunciation more memorable. Continue this procedure with other students until pronunciation improves.

#### How to say it

These yellow language notes are used as needed to provide students with any additional information they need to complete the exercise.

- To introduce the concept that article selection depends on the initial sound of the word, write *teacher* and *electrician* in two columns on the board. Underline the initial letter *t* in *teacher* and pronounce the *t* sound. Write the article *a* before it. Say *a teacher*. Then underline the initial letter *e* in *electrician* and say the *e* sound (as it is pronounced in *electrician*). Write the article *an* before it. Say *an electrician*, pausing a moment on the final *-n* sound to link *an* and *electrician*.
- Ask students for the other occupation on page 12 that uses *an*. Write on the board *engineer*. Underline the initial letter *e* in *engineer* and pronounce the *e* sound. Write the article *an* before it. Say *an engineer*, making sure students hear the linking.
- Read the occupations in the *How to say it* note or play the cassette. Students listen and repeat.

#### C. Now listen and point to the pictures.

**Option:** After completing Exercises A through C, use the vocabulary builder flashcards provided in the Teacher's Resource Binder for reinforcement. Photocopy a set of flashcards for each student and have students quiz each other in small groups.

**Challenge:** Create large vocabulary flashcards to present additional occupations. Cut out pictures of other common occupations from magazines, including some that begin with a vowel sound. Mount these pictures on stiff paper to preserve them for future classes. For more occupations, refer students to the *Supplementary word list* for Unit 10 on page 143.

#### Tapescript

a teacher, a mechanic, a bus driver, a cashier,  
an engineer

#### If your students are ready . . .

**Language notes:** The article *a* is used before nouns that begin with a consonant sound. The article *an* is used before words that begin with a vowel sound. Note that some words contain an initial vowel letter but do not begin with an initial vowel sound; for example, *a uniform*.

*Homemakers* care for their own home and family, whereas *housekeepers* are employees paid to clean the homes and businesses of others. Note that the gender-neutral term *homemaker* is now preferred to the older term *housewife*, which some feel is sexist and demeaning.

**Workbook Link: Exercises 1, 2**



## Summary of Lesson Plan

- ▶ **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 10 minutes
- ▶ **REVIEW/WARMUP**  
**Do it yourself! (Student page 13)**  
Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_
- ▶ **PRESENTATION**  
**Practical conversations**  
**(Student pages 14-15)**  
Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

### ▶ Do it yourself! (Student page 13)

Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

- ▶ Model the activity by writing on the board *Your occupation: \_\_\_\_\_*. Point to yourself and write on the line *a teacher*.
- ▶ Have students write their own occupation. Circulate to offer help as needed. Check that students use the articles *a* or *an*. Students may need to use a bilingual dictionary to identify their occupation. Students without another occupation can write *a student*.
- ▶ Have several volunteers write their occupations on the board.

#### If your students are ready ...

**Language note:** It is helpful for students to learn to recognize and understand the word *occupation* since they will see it on many forms they have to complete. Students may be more familiar with the word *job*, which is more casual and more common in spoken English.

**Culture / Civics note:** Students from some cultures may be surprised to see women pictured in traditionally male occupations. (Note the electrician on page 12 and the engineer, mechanic, and plumber on page 13.) In the United States and Canada, women are protected by law against discrimination in the workplace. Nevertheless, women continue to face cultural and traditional barriers in some occupations.



## Practical conversations (Student pages 14-15)

Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

### Models 1 and 2

**Content:** clarifying identity; making introductions; greeting others

#### Procedure:

#### A. Listen and read.

**Option:** After students listen to the conversation, ask questions about the identity of the people in the picture: *What's his name? What's her name?*

#### B. Listen again and repeat.

- ▶ Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Correct where necessary, helping students to pronounce the language clearly.

#### Greetings

- ▶ Read the greetings in the *Greetings* note or play the cassette. Students listen and repeat.

#### C. Pair work ...

- ▶ Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use their own names.

**Option:** Have students circulate around the classroom, introducing themselves to at least three people. Encourage students to make eye contact and shake hands. Circulate to offer help as needed.

(continued on p. 4)

### Model 3

**Content:** asking and answering questions about national origin

**Procedure:**

#### 🔊 A–B.

- ▶ Introduce the conversation by asking each student *Where are you from?* Write students' answers on the board.

**Option:** For more countries and nationalities, see the *Supplementary word list* for Unit 1 on page 141. Students may need to fill in their own country and nationality, as well as those of some of their classmates.

**Option:** For a multinational class, bring in a large world map. Distribute colored thumbtacks and ask students to mark where they are from on the map. Write on the board *I'm from \_\_\_\_\_*. Point to your country and say *I'm from \_\_\_\_\_*. In turn, have students point to their country on the map and say *I'm from \_\_\_\_\_*.

**Challenge:** Play Object Toss to brainstorm the names of countries. Bring a small, soft ball or another small, soft object to class. Say the name of a country and then toss the object to a student. The student must say the name of a different country and then toss the object to another student. The game continues until students' vocabulary is exhausted.

#### C. Pair work ...

- ▶ Model the activity with a more advanced student. Play the role of Student B to show that students should use their own countries.

### Model 4

**Content:** asking and answering questions about occupation; expressing sympathy; offering encouragement

**Procedure:**

#### 🔊 A. Listen and read.

- ▶ Review occupations by writing on the board *Your occupation: \_\_\_\_\_*. Point to yourself and write *a teacher*.
- ▶ Write the question *What do you do?* on the board. Say the sentence several times and have students repeat. Write *I'm a teacher*. Point to yourself, say this sentence several times, and have students repeat. Ask several students *What do you do?* Write their answers on the board.

#### 🔊 B. Listen again and repeat.

- ▶ *Unemployed* and *right now* are new vocabulary that should be understandable from context. After playing the cassette, check comprehension by writing the words *unemployed* and *right now* on the board. Use a newspaper classified section to help students understand that *unemployed* means "not working now." Convey the meaning of *right now* by pointing at a watch and writing the current time on the board.

**Option:** Have students practice the conversation in pairs. To more realistically involve students in the conversation, insist that they maintain eye contact with their partner while speaking. Students look at the conversation in the Student's Book and then look up at their partner and say their line. Students who forget their line can look down at their textbook anytime but must always make eye contact with their partner when speaking. Students change roles to play both parts.

**Challenge:** After students have become familiar with the conversation, divide the class into groups of three or four. Two students in each group become actors. These students must close their books and play roles A and B. The remaining students become coaches. These students keep their books open and provide lines to the "actors" if they forget or make mistakes. Students change roles several times to play all parts.

#### C. Pair work ...

- ▶ If any students are unemployed, suggest that they can say *I'm a student right now*.
- ▶ Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use their own occupations.

#### If your students are ready ...

**Culture / Civics note:** It is acceptable here to ask about a person's job, but it is very impolite to ask how much money someone earns.

**Workbook Link:** Exercises 3, 4

## Summary of Lesson Plan

### ► PROGRESS CHECK

Check assigned **Workbook** pages  
Suggested teaching time: 10 minutes

### ► REVIEW/WARMUP

**Do it yourself! (Student page 15)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Practical grammar (Student pages 16-17)**  
Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

## ► Do it yourself! (Student page 15)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

**Content:** using critical thinking skills to classify information

### Procedure:

- *Complete* is a new word. Demonstrate the task by drawing a chart on the board with the headings *Name*, *From*, and *Occupation* as shown on page 15. Have students look at the picture of Maria. As a class, fill in the chart on the board with Maria's information.
- Write on the board *What's your name? Where are you from? What do you do?* Say each question several times and have students repeat. Have volunteers ask you these questions. After each answer, write your information below Maria's on the board.
- Have students interview each other and write the answers. Circulate to offer help as needed.
- Have the class complete the chart on the board for each person in the class.

**Option:** Encourage students to use the language for checking the spelling of a name on page 6 in the Welcome unit. For example, while completing the chart, students could say *Mexico. Is that M-E-X-I-C-O?*



## Practical grammar (Student pages 16-17)

Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

This section offers more practice with unit vocabulary and social language while presenting the grammatical structure that permits students to broaden their use of this new language.

## The verb be

**Content:** singular forms of the present tense of the verb *be*; contractions

### Procedure:

- To illustrate that subject pronouns represent people, write your first name on the board. Below this, in one column, write *I*, *you*, *he*, and *she*. Point to your name, point to yourself, and say your name. Point to the pronoun *I*, point to yourself, and say *I*. Point to the pronoun *you*, point to a student, and say *you*. Continue in this manner for the pronouns *he* and *she*.
- To model the three forms of *be*, point to yourself and say *I am a teacher*. Circle the pronoun *I* on the board and after this write *am a teacher*. Point to a student and say *You are a student*. Circle the pronoun *you* on the board and after this write *are a student*. Continue in this manner with the pronouns *he* and *she*. Say each of the sentences on the board and have students repeat several times.

## A. Complete the sentences ...

- Read item 1 out loud: *Yuri is from Russia*. Ask a volunteer to read out loud the correct sentence for item 2. Students complete the exercise individually.
- Have students check their answers with a partner. When all students have completed the exercise, have volunteers read the correct sentences out loud.

**Option:** To reinforce the links between pronouns and the verb *be*, write on the board *am a student*, *are a student*, *is a student*. Say the pronoun *I*, point to the words *am a student*, and then say *I am a student*. Say the pronoun *you*, and elicit from the class a complete sentence using the words on the board. Continue the drill by calling out the pronouns *I*, *you*, *he*, *she*, and student names. Have the class or individual students say the complete sentences.

(continued on p. 6)

## Lesson Plan, Unit 1: Practical grammar (for Student pages 16-17)–continued

### Contractions

- Write on the board *I am = I'm*. Circle the contracted part 'm. Write on the board *You are = \_\_\_\_\_*, *He is = \_\_\_\_\_*, *She is = \_\_\_\_\_*, *Marta is = \_\_\_\_\_*. Have volunteers write the contracted form on each line. Say each contracted form and its corresponding full form in the *Contractions* note or play the cassette. Students listen and repeat.

**Option:** To reinforce contractions, say each full form in the *Contractions* note and ask the class to say the corresponding contracted form; for example, say *I am* and have the class say *I'm*. Next, say each contracted form and have students say the full form. Select several students and give either a contracted or full form. The students must give the opposite. Divide the class into small groups. Each group continues, with alternating students leading the drill.

#### Workbook Link: Exercise 5

### B. Write about the pictures ...

- Have students look at the pictures. Ask about each picture *What does she do?* or *What does he do?* Write the answers to items 1 and 2 on the board. Underline the initial capital letters and circle the final periods.
- Students write their answers individually. Circulate and check for capitalization and punctuation.
- Ask for volunteers to write items 3 and 4 on the board.

#### If your students are ready ...

**Language note:** Contracted forms like *I'm* are more casual and are commonly used in spoken English, whereas full forms like *I am* are more formal and are common in written English.

#### Workbook Link: Exercise 6

### Questions and short answers with be

**Content:** questions and short answers using the present tense; the singular form of the verb *be*; negative contractions

#### Procedure:

- To present *yes / no* questions with *be*, write across the board *You are a cook. You are from Mexico*. Below this, write the questions *Are you a cook?* and *Are you from Mexico?* Use arrows to show the inversion of the subject and verb. Contrast the end punctuation by circling the question mark or period in each sentence.

- Say *You are a cook* and *You are from Mexico*. Have students repeat several times. Say *Are you a cook?* and *Are you from Mexico?* with a natural rising intonation and have students repeat several times. Use arrows to indicate that *yes / no* questions have a rising intonation.

### Contractions

- Write on the board *Yes, I am.* / *No, I'm not.* Have students repeat several times. To illustrate that short answers with *yes* are not contracted, write on the board *Yes, I'm.* Then cross it out. To present negative contractions, write on the board *No, I am not.* Circle the *am* and the 'm to indicate that the apostrophe takes the place of the missing letter. Say each line in the *Contractions* note or play the cassette. Students listen and repeat.
- Write on the board *Is he a teacher?* Point to a male student and ask the class *Is he a teacher?* Elicit the answer and write on the board *No, he isn't.* Write on the board *Am I a teacher?* Point to yourself and ask *Am I a teacher?* Elicit the answer and write on the board *Yes, you are.* Continue pointing and asking *yes / no* questions with *be*: *Are you a student?* *Is (student's name) a teacher?* *Is she a student?*

### C. Complete each conversation ...

- Working individually, students circle the letter to complete each conversation. Check answers by having the class practice the conversations in pairs. Circulate to offer help as needed.

**Option:** As a class, do a chain activity. Start at one end of the classroom. The first student asks the second student in the chain a *yes / no* question with *be*; for example, *Are you from Mexico?* or *Are you a cook?* The second student responds with a short answer and then asks the third student a different question. Continue until every student has had a turn.

**Challenge:** Introduce the negative contractions *isn't* and *aren't*. Expand the exercise with new questions and use *isn't* and *aren't* in the answer choices; for example, A: *Am I a housekeeper?* B: *No, he isn't.* / *No, you aren't.* Complete the exercise on the board as a class.

#### Workbook Link: Exercises 7, 8

## Summary of Lesson Plan

- ▶ **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 15 minutes
- ▶ **REVIEW/WARMUP**  
**Do it yourself! (Student page 17)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_
- ▶ **PRESENTATION**  
**Authentic practice 1 (Student pages 18-19)**  
Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

### ▶ Do it yourself! (Student page 17)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### A. Pair work ...

- ▶ As a warm-up, have students brainstorm a list of occupations in small groups. Have students in each group write as many occupations as they can on a sheet of paper. Review answers by having volunteers write the occupations on the board.
- ▶ Write on the board *Is he an electrician?* Under this, write *No, he's a manager.* Remind students of the end punctuation by circling the question mark and period. Model the task by pointing to the man wearing the blue suit in the picture and asking *Is he an electrician?* Elicit the correct answer from the class: *No, he's a manager.* Point to the man writing on the clipboard in the picture and ask *Is he from Mexico?* Elicit the correct answer from the class: *Yes, he is.* Say the two questions and answers and have students repeat.
- ▶ In pairs, students follow the model by asking and answering questions about the picture. Circulate to offer help as needed.

**Challenge:** Ask *yes / no* questions about students in the class; for example, *Is (Carlos) from Mexico? Is (Emily) a manager? Is she (Emily)?* Students answer as a class. Have students continue to ask and answer *yes / no* questions in small groups.

#### Your students can say ...

**A:** Is he / she an electrician / a bus driver / from Mexico / Paco? **B:** Yes, he is. / No, she isn't. / No, he's a manager.

#### B. Personalization ...

- ▶ Model the activity by telling the class about yourself. Write on the board and say *I'm a teacher. I'm from (place of origin).*
- ▶ Divide the class into pairs. Students tell their partner about themselves.

#### Workbook Link: Exercise 9



### Authentic practice 1 (Student pages 18-19)

Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

In this section students practice responding to authentic models of spoken and written English with the limited language they know. These activities build students' confidence and skill in coping successfully with the language of the real world. Note that the **YOU** role never contains new language; it is composed exclusively of language students have produced in prior exercises. Because the non-student roles contain language that is unfamiliar yet comprehensible to students, these exercises imitate a real-world situation and build students' confidence when they are faced with unknown language.

#### Procedure:

#### 🎧 A. Listen and read.

- ▶ Focus students' attention on the conversation by pointing to the picture and asking *What does he do? Is he unemployed?* Write the word *clerk* on the board. Use the picture to illustrate that a clerk works in an office.
- ▶ Read the conversation out loud or play the cassette. With books open, students listen and read.

**Note:** The *Clerk* role contains the following new language: *May I help you? fill out this form, with a K?* In addition, language learned in previous exercises has been slightly modified; for example, *And are you from Parkville?* is similar to *Where are you from?* on page 14; *And what's your occupation?* is a variation of *What do you do?* on page 15.

(continued on p. 8)

## Lesson Plan, Unit 1: Authentic practice 1 (for Student pages 18-19)–continued

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task. Because the aim of including this unknown language is to build students' confidence in real-world situations, avoid giving explanations of nonessential new language in the *Authentic practice* sections unless students ask.

**Option:** To check comprehension, write the following questions on the board: *What's her name? What's her occupation? Where is she from?* Point to the woman in the picture and ask the questions. Read the conversation out loud or play the cassette. Have students listen to the conversation and answer the questions.

### **B. Listen to the clerk. Read your part.**

- Read the *Clerk* role in Exercise A out loud or play the cassette. Have students read the **YOU** role out loud as a class.

**Challenge:** After practicing with books open, students listen with books closed and say the **YOU** role out loud.

### **C. Listen and read. Choose ...**

- Model the task by writing the question and the two answer choices for item 1 on the board. Ask *May I help you, please?* Elicit the correct response from the class. Demonstrate that students must circle the letter of the correct answer by circling *b* on the board.
- Check answers by reading the next two items out loud and eliciting the correct response.
- Students may question the use of the article *an* with the consonant *R* in item 2. Remind students that it is the first sound of the word that determines article selection. Because the letter *R* is pronounced with an initial vowel sound, it is preceded by the article *an*.

### Workbook Link: Exercise 10

### **D. Listen. Choose your response ...**

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise. In addition to building students' confidence, multiple exposures to this language will make it more comprehensible outside the classroom.

### Tapescript

1. Where are you from?
2. What do you do?
3. Are you unemployed?

### If your students are ready ...

**Culture / Civics note:** The title *Ms.* is used to address a woman whose marital status is unknown. Note that the clerk in Exercise A uses *Ms.* when speaking to Kathy Carter. The title *Ms.* is common in the workplace, where marital status is regarded as private information. Here it is illegal for an employer to ask potential employees their marital status.

### Workbook Link: Exercise 11

## Listening comprehension

### Procedure:

### **A. Look at the forms. Listen ...**

- With books open, students look at the forms and listen to the conversations.

**Note:** Although these forms contain new language (*employment application, date, nationality, course*), it is not essential for students to know this language to complete the task.

**Option:** To illustrate the word *form*, bring in commonly used forms to class, such as a school enrollment form or a job application.

(continued on p. 9)

**Lesson Plan, Unit 1: Authentic practice 1 (for Student pages 18-19)–continued**

**B. Now listen again ...**

- Copy the Central Hotel form on the board. Read Conversation 1 out loud again or play the cassette. On the board, circle the words *Last Name* and ask *What's her last name?* Circle *First Name* and ask *What's her first name?* Circle *Occupation* and ask *What's her occupation?* Elicit answers from students. Demonstrate the task by writing *housekeeper* on the line.
- Read Conversations 2 and 3 out loud or play the cassette. Have students complete the forms.

**Option:** Point out that students should print information on forms so that it can be clearly read by others. Demonstrate the difference between printed and cursive characters on the board.

**Challenge:** Point out the word *Nationality* on form 3. Write on the board:

<u>name</u>	<u>from</u>	<u>nationality</u>
Ivan	Russia	Russian

Fill in the chart on the board with your own information. Say *I'm from (your country). I'm (your nationality). My country is (your country). My nationality is (your nationality).* Ask a student *Where are you from?* Write the answer on the board and say *(Maria) is from (Mexico). She is (Mexican).* Have the class fill in the chart for each class member. Refer students to the *Supplementary word list* for Unit 1 on page 141 for a list of more countries and nationalities.

**Tapescript**

**Conversation 1**

**Man:** May I help you?  
**Cara:** Yes, thank you. I'm Cara Dumont. I'm a housekeeper.  
**Man:** Yes, Ms. Dumont. Could you please fill out this form for me?  
**Cara:** Of course.

**Conversation 2**

**Carlos:** Excuse me.  
**Woman:** Yes. Can I help you?  
**Carlos:** I hope so. My name's Carlos Lobo. I'm a plumber.  
**Woman:** Do you have this form?  
**Carlos:** No ... Thank you.  
**Woman:** Please fill it out and give it to me.  
**Carlos:** No problem.

**Conversation 3**

**Woman:** Are you the new student?  
**Ivan:** Yes, I am.  
**Woman:** What's your name?  
**Ivan:** Ivan Tatan.  
**Woman:** Could you please spell Tatan?  
**Ivan:** Sure. That's T-A-T-A-N.  
**Woman:** T-A-T-A-N. Thanks. And what's your nationality?  
**Ivan:** Excuse me?  
**Woman:** Where are you from, Mr. Tatan?  
**Ivan:** Russia.  
**Woman:** Thanks. Your classroom is number 5.

**Workbook Link: Exercises 12, 13**

**Your notes**

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## Summary of Lesson Plan

### ► PROGRESS CHECK

**Workbook** pages not assigned for Lesson Four.

### ► REVIEW/WARMUP

**Do it yourself! (Student page 19)**

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Authentic practice 2 (Student pages 20-21)**

Suggested teaching time: 35 minutes

Your actual teaching time: \_\_\_\_\_

### ► REVIEW

**Do it yourself! (A plan-ahead project) (Student page 21)**

Suggested teaching time: 15 minutes

Your actual teaching time: \_\_\_\_\_

## ► Do it yourself! (Student page 19)

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

### Procedure:

#### A. Write your own response ...

- Model the activity. Copy the first speech balloon, the **YOU** balloon, and the answer line on the board. Read the question out loud. Point to the **YOU** balloon to elicit a response from the class and write it on the line.
- Students write their own response individually.
- In pairs, students read their conversations out loud and then change roles to practice both parts.

#### B. Discussion ...

- Model the discussion by talking about a class member or co-worker.



## Authentic practice 2 (Student pages 20-21)

Suggested teaching time: 35 minutes

Your actual teaching time: \_\_\_\_\_

**Note:** For the plan-ahead project on page 21, students should bring a picture of themselves to class.

This section offers students a real-world reading and writing rehearsal intended to build their confidence as well as their ability to understand and use authentic documents that they will encounter in their own lives.

### Reading

**Content:** reading and understanding an employee list containing names and occupations; plural nouns with -s; classifying information

### Procedure:

#### A. Look at the list of workers.

- Check that students understand that a hotel is a place where people pay to stay for a short time. Have volunteers name some hotels in your area.
- Write on the board *Cruz, Pilar*. Next to this, write *driver*. Ask the class *What is her first name? What is her last name? What's her occupation?* Elicit the correct answers from the class. Point to the Bedford Hotel employee list. Ask similar questions about the other employees.

**Challenge:** To demonstrate that lists are often alphabetical, have the class alphabetize a list of student names on the board by last name. Write on the board *class list*. Below this, write your last name, first name. Have students write their names on the board in this manner. As a class, alphabetize the student names on the board. Refer students to page 5 for help with the alphabet.

(continued on p. 11)

## Lesson Plan, Unit 1: Authentic practice 2 (for Student pages 20-21)–continued

### B. Check yes or no.

- Write *Metz, Paul* on the board. Write on the board and say *He is a housekeeper*. Draw two boxes after this sentence, labeled *yes* and *no*. Elicit the correct answer from the class and check the *no* box.
- Read items 1 and 2 out loud. Working individually, students check *yes* or *no*.
- If students ask the meaning of the word *hospital*, refer them to the illustration on page 24 and the photo on page 62.

### How to say it

- To demonstrate the formation of plurals, write 1 and 2+ in two columns on the board. Below these, write *a student* and *students*, respectively. Say the words or play the cassette. Have students repeat several times. Note that all the occupations in Unit 1 form the plural with an *-s*. Irregular forms will be pointed out as needed. Plurals are more fully covered in Unit 2.

### C. Critical thinking ...

- Write the word *cooks* on the board. Point to the Bedford Hotel employee list. Read the name and title of each of the three cooks listed. Count each cook out loud. Write the number 3 before the word *cooks* on the board.
- Students work individually and check answers with a partner.

### D. Collaborative activity ...

- Model the activity. Copy the chart in Exercise D on the board. Ask a student *What do you do?* Write the student's occupation on the board followed by a number 1 in the *Number of students* column.

- Divide the class into small groups. Each group makes a chart of its members on a piece of paper. Circulate to offer help as needed.
- Have a student volunteer collect the charts from each group and tally the class information on the board.

#### If your students are ready ...

**Language note:** Most nouns are made plural by adding *-s*. However, if the noun ends in *-s*, *-x*, *-z*, *-ch*, or *-sh*, and an extra syllable is required to pronounce the plural, *-es* is added. If the noun ends in *-y* preceded by a consonant, the *-y* is changed to *-i* and *-es* is added.

#### Workbook Link: Exercises 14, 15

### Reading and writing

#### Procedure:

#### A. Look at the picture ...

- Write the word *new* on the board. Give an example of a new student in your class, or refer students to illustration 18 on page 24.
- Write questions 1 and 2 on the board. Circle the question marks. Point to the photo and ask both questions. Have students write the answers.
- Circulate to give help as needed.

**Option:** Have students write full-sentence answers.

#### B. Now read the article ...

- Students read the article on their own and answer the questions by writing *yes* or *no* on the line.

**Challenge:** Ask more *yes / no* questions about the article: *Does Tania speak Spanish? Is Tania Spanish? Does she speak English? Is she a hospital manager?*

#### Workbook Link: Exercises 16, 17





► **Do it yourself!** (Student page 23)

These open-ended activities at the end of each unit offer students the opportunity to apply the language they've learned in this unit and in previous units. Students use the words they know to say as much as they can about the picture.

**Procedure:**

**1. Point. Say the occupations.**

- Hold up the picture and point to the bus driver. Write on the board and say *a bus driver*. Have students repeat. Point to another person in the picture. Elicit responses from the class.
- Divide the class into pairs. One student points to an occupation and the other student names the occupation. Students then change roles.

**Option: Find the occupation.** Do the activity in reverse. One student says an occupation and the other points to the appropriate person in the picture.

**Your students can say ...**

a plumber, a manager, a housekeeper, a clerk

**2. Point. Ask questions.**

- Point to the bus driver again. Write on the board and ask *Is he a student?* Have students repeat. Elicit a response from the class.
- In pairs, students point and ask questions about the picture.

**Option: Question prompts.** Write on the board: *A bus driver? An electrician? A plumber? A housekeeper? Paco? Unemployed? From Mexico City?* Students use these words as prompt for questions.

**Your students can say ...**

Is he an electrician? Is he Paco? Is he from Mexico City? Is she unemployed right now?

**3. Create conversations for the people.**

- Point to the clerk at the computer and the job applicant handing her a clipboard. Write on the board *A: What do you do? B: I'm a cashier*. Model this conversation with a more advanced student. Play the role of the clerk (A). Demonstrate that students should continue the conversation by asking *What's your name?* After the student playing the applicant role (B) responds, elicit further questions and responses from the class.
- Students continue to role-play in pairs, creating conversations for people in the picture. Circulate to offer help as needed.

**Option: Guessing game.** Have volunteers act out one of their conversations in front of the class. Have students listen and guess which people in the picture are being portrayed.

**Option: Writing activity.** Have students write their conversations in dialogue form. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

**Your students can say ...**

(The clerk at the computer and the first applicant)  
**A:** What's your name? **B:** (Lee.) **A:** Is that your first name? **B:** Yes, it is. **A:** Where are you from? **B:** I'm from (Mexico City). **A:** What's your address? **B:** (16 Main Street.) **A:** Is that (16) or (60)? **B:** (16.) **A:** Thanks. **B:** You're welcome.

(The man and woman shaking hands)  
**A:** Are you (Miguel)? **B:** Yes, I am. **A:** Oh, hi. Good to meet you. I'm (Emily). **B:** Good to meet you too.

(continued on p. 15)

