

UNIT

1

Names and Occupations

Sample Materials

© Pearson

2024

COMMUNICATION GOALS

- 1 Tell a classmate your occupation.
- 2 Identify your classmates.
- 3 Spell names.

KEY VOCABULARY

- Occupations
- The alphabet

KEY GRAMMAR

- Verb be
- Common errors
- Subject pronouns
- Articles a / an
- Nouns

1


VOCABULARY • Occupations Read and listen. Then listen again and repeat.

2 PAIR WORK Say the name of an occupation. Your partner points (👉) to the picture.

3 GRAMMAR • Verb be: Singular statements / Contractions.

 Articles **a / an**
 a teacher an actor

Affirmative statements / Contractions

 I **am** Ann. / I'**m** Ann.

 You **are** an architect. / You'**re** an architect.

 He **is** a teacher. / He'**s** a teacher.

 She **is** a singer. / She'**s** a singer.

Negative statements / Contractions

 I **am not** Jen. / I'**m not** Jen.

 You **are not** an artist. / You'**re not** an artist. / You **aren't** an artist.

 He **is not** a student. / He'**s not** a student. / He **isn't** a student.

 She **is not** a banker. / She'**s not** a banker. / She **isn't** a banker.

4 GRAMMAR PRACTICE Write the article a or an for each occupation.

- | | |
|--------------------------|--------------------------|
| 1 I'm architect. | 4 He is musician. |
| 2 She's student. | 5 She is singer. |
| 3 He's not banker. | 6 I'm not athlete. |

5 PAIR WORK Point to the people on page 12. Say *He's* or *She's*

“ He's a teacher. ”

“ She's a flight attendant. ”

6 VOCABULARY / GRAMMAR PRACTICE Read the names and occupations. Write affirmative and negative statements.

- Orlando Bloom *is an actor. He's not a singer.*
- Luis Miguel
- Joo Yeon Sir
- Marta



NOW YOU CAN

Tell a classmate your occupation

1 **CONVERSATION MODE** Read and listen.

- A: What do you do?
B: I'm an architect. And you?
A: I'm a banker.

2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use your own occupations.

- A: What do you do?
B: I'm And you?
A: I'm

4 CHANGE PARTNERS Tell another classmate your occupation.



1 VOCABULARY • More occupations Read and listen. Then listen again and repeat.



1 She's a chef.



2 He's a writer.



3 She's a manager.



4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

2 GRAMMAR • Singular and plural nouns / Be: plural statements

Singular nouns

a chef

an athlete

Plural nouns

2 chefs

3 athletes

Affirmative statements / Contractions

We **are** photographers. / We're photographers.You **are** scientists. / You're scientists.They **are** writers. / They're writers.

Negative statements / Contractions

We **are not** chefs. / We're not chefs. / We aren't chefs.You **are not** pilots. / You're not pilots. / You aren't pilots.They **are not** artists. / They're not artists. / They aren't artists.

Subject pronouns

Singular

I
you
he
she

Plural

we
you
they

3 GRAMMAR PRACTICE Complete each statement with a singular or plural form of be.

1 I a writer.

2 She not a pilot.

3 We doctors.

4 They not scientists.

5 We managers.

4 VOCABULARY / GRAMMAR PRACTICE Circle the correct word or words to complete each statement.

1 I am (an artist / artists / artist).

2 We are (a flight attendant / flight attendants / flight attendant).

3 She is (banker / a banker / bankers).

4 They are (a writer / writers / writer).

5 GRAMMAR • Be: yes / no questions and short answers



Yes / No questions

Are you

Is he an architect?

Is Tanya

Are you

Are they musicians?

Are Ted and Jane

Short answers

Yes, I am.

No, I'm not.

Yes, he is.

No, he's not.

Yes, we are.

No, we're not.

BE CAREFUL!

Yes, I am.

NOT

Yes, I'm.

Yes, she is.

NOT

Yes, she's.

Yes, we are.

NOT

Yes, we're.

NOW YOU CAN

Identify your classmates

1 17 CONVERSATION MODEL Read and listen.

A: Excuse me. Are you Marie?

B: No, I'm not. I'm Laura. That's Marie.

A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

2 18 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.

A: Excuse me. Are you ?

B: No, I'm not. I'm That's

A: Where?

B: Right over there.

A: Thank you.

B: You're welcome.

4 CHANGE PARTNERS Identify other classmates.

6 GRAMMAR PRACTICE Complete the conversations. Use contractions when possible.

1 A: Are they Abby and Jonah?

B: Yes,

2 A: Hanna a scientist?

B: No, she's a doctor.

3 A: you Rachel and Philip?

B: No, we' Judith and Jack.

4 A: a chef?

B: Yes, I

5 A: he Evan?

B: No, not. He' Michael.

6 A: Tim an actor?

B: No, he' a teacher.


7 PAIR WORK Practice the conversations from Exercise 6.

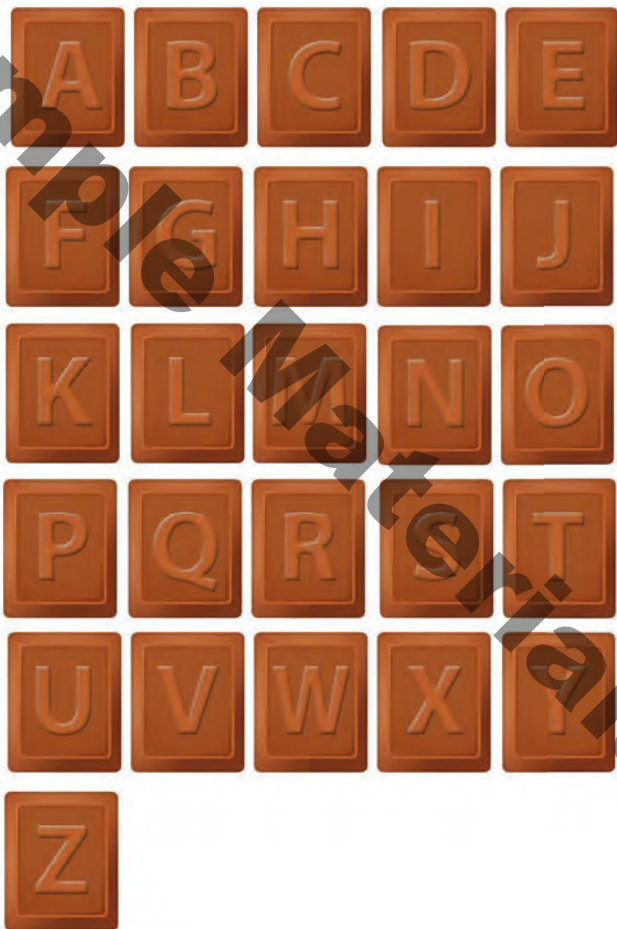
8 PAIR WORK Ask your partner two questions. Answer your partner's questions.


“ Are you an artist? ”

“ Yes, I am. ”



- 1  **VOCABULARY • The alphabet** Read and listen. Then listen again and repeat.




- 2  **LISTENING COMPREHENSION** Listen. Circle the letter you hear.

- | | | | | | | | | |
|---|---|---|----|---|---|----|---|---|
| 1 | A | K | 6 | T | C | 11 | L | N |
| 2 | B | E | 7 | F | X | 12 | K | J |
| 3 | M | N | 8 | X | S | 13 | D | G |
| 4 | U | O | 9 | Z | V | 14 | H | K |
| 5 | B | Z | 10 | J | G | 15 | P | E |

- 3 **PAIR WORK** Read 10 letters aloud to your partner. Point to the letters you hear.



- 4  **LISTENING COMPREHENSION** Listen. Circle the correct spelling. Then spell each name aloud.

1	Green	Greene	Grin
2	Leigh	Lee	Li
3	Katharine	Katherine	Catharine

- 5  **LISTENING COMPREHENSION** Listen to the conversations. Write the names.

- 1
2
3

- 6 **GRAMMAR • Proper nouns and common nouns**

Proper nouns

The names of people and places are proper nouns. Use a capital letter to begin a proper noun.

Melanie Pepper New Delhi
Nicaragua

Common nouns

Other nouns are common nouns. Use a lowercase letter to begin a common noun.

morning doctor student

Capital letters

A B C
Lowercase
letters
a b c

7 GRAMMAR PRACTICE Circle the proper nouns.
Underline the common nouns.

- | | |
|--------------|------------|
| 1 Mary Chase | 4 France |
| 2 letter | 5 partners |
| 3 name | 6 alphabet |

8 GRAMMAR PRACTICE Check ☒ the common nouns. Capitalize the proper nouns.

- | | |
|---|------------------------------------|
| <input type="checkbox"/> 1 <u>M</u> arie | <input type="checkbox"/> 5 canada |
| <input checked="" type="checkbox"/> 2 partner | <input type="checkbox"/> 6 noun |
| <input type="checkbox"/> 3 sarah browne | <input type="checkbox"/> 7 letter |
| <input type="checkbox"/> 4 teacher | <input type="checkbox"/> 8 grammar |

9 PRONUNCIATION • Syllables Read and listen. Then listen again and repeat.

- | | |
|------------|-------------|
| 1 syllable | 2 syllables |
| chef | bank • er |

- | | |
|-----------------|-----------------------|
| 3 syllables | 4 syllables |
| ar • chi • tect | pho • tog • ra • pher |

10 PAIR WORK First, take turns saying each word. Write the number of syllables. Then listen to check your work.

- | | |
|--------------------|--------------------|
| 1 teacher | 4 alphabet |
| 2 students | 5 occupation |
| 3 vocabulary | 6 they're |

NOW YOU CAN

Spell names

1 CONVERSATION MODEL Read and listen.

- A: Hello. I'm John Bello.
B: Excuse me?
A: John Bello.
B: How do you spell that?
A: B-E-L-L-O.
B: Thanks!

2 RHYTHM AND INTONATION
Listen again and repeat. Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR
With a partner, personalize the conversation. Use real names. Then change roles.


- A: Hello. I'm
B: Excuse me?
A:
B: How do you spell that?
A:
B: Thanks!

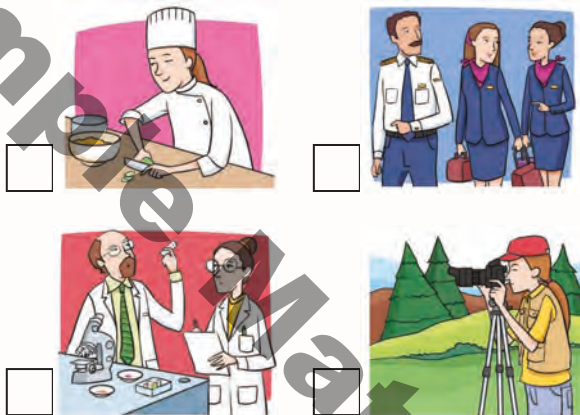
DON'T STOP!
Ask about occupations:
What do you do?

4 CHANGE PARTNERS
Personalize the conversation again.



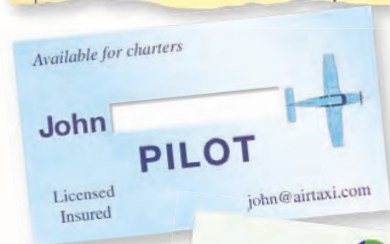
EXTENSION

- 1  **LISTENING COMPREHENSION** Listen to the conversations. Write the number of each conversation in the correct box.



- 2  **LISTENING COMPREHENSION** Listen to the conversations. Complete the information.

NAME	OCCUPATION
Porter	

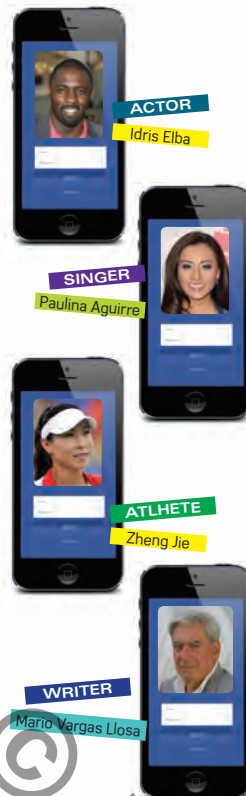


- 3 **PAIR WORK** Choose a famous person. Write that person's information on the form. Then play the role of that person and introduce "yourself" to your partner.

NAME:	
OCCUPATION:	

“ Hi. I'm [Bradley Cooper].
I'm [an actor]. And you? ”

- 4 **VOCABULARY / GRAMMAR PRACTICE** Answer the questions about four famous people. Use subject pronouns and contractions.



- Is Idris Elba an actor or a singer?
He's an actor.
- Is Paulina Aguirre a singer?
.....
- Is Zheng Jie a teacher?
.....
- Are Zheng Jie and Mario Vargas Llosa scientists?
.....
- Is Mario Vargas Llosa an actor?
.....
- Is Zheng Jie an athlete or a writer?
.....

- 5 **PERSONAL RESPONSES** Write responses with real information.

- "Hi. I'm Art Potter."
YOU
- "Are you a teacher?"
YOU
- "What do you do?"
YOU
- "Thank you."
YOU

FOR ADDITIONAL LANGUAGE PRACTICE...

🎵 **FLAGSHIP POP** • Lyrics p. 60
"What do You Do?"

GRAMMAR BOOSTER p. 54
Unit 1 review

REVIEW

POINT NAME the **occupations** in the pictures. For example:

She's an artist.

PAIR WORK

1 Ask and answer questions about the people. For example:

Is John a photographer? Yes, he is.

2 Create conversations for the people. For example:

Hi. I'm ____.

WRITING Write affirmative and negative statements about the people in the picture. For example:

Rose is an artist. She's not an architect.

WRITING BOOSTER p. 58
Guidance for this writing exercise

Sample Materials



✓ NOW I CAN

- ☐ Tell a classmate my occupation.
- ☐ Identify my classmates.
- ☐ Spell names.