

# Names and Occupations

## LESSON

## 1

## 1



## Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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## V Vocabulary Flash Card Player

- First listening: Have students study the words as they listen.
- Second listening: Have students repeat the words chorally.

Option: **VOCABULARY BOOSTER** (+5–10 minutes)

### Language and culture

- **From the Longman Corpus:** It is becoming increasingly common, in both spoken and written English, to use *actor* rather than *actress* to refer to females. However, *actress* is used about three times more often for girls and women.

## 2 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Model the activity. Say the name of an occupation and have all students point to the corresponding photo. Move around the room to check their responses.
- If some pairs finish the activity quickly, have them reverse the activity. Student A covers the words and points to a picture, and Student B says the occupation.

## 3 Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the affirmative statements and have students study the examples.
- Say *I am a teacher*. Indicate a student and say *You are a student*. Point to photo 5 in Exercise 1 and say *He is an athlete*. Point to photo 8 and say *She is a banker*.
- Write the following on the board and have students repeat each one chorally:  
*I am    you are    he is    she is*
- Direct attention to the contractions and have students study the examples.

- Show students how to form the contraction. On the board, erase the letter *a* in *am* and write an apostrophe (') where the *a* was to help students see that *I am = I'm* and that the apostrophe replaces the missing letter.
- Invite volunteers to the board to write the contractions for *you are*, *he is*, and *she is*. (*you're*, *he's*, *she's*.)
- Have students repeat the contractions chorally. Make a pulling gesture with your hands to indicate the length of the vowel in *he's* and *she's*.
- Direct attention to the negative statements and have students study the examples.
- Write on the board *I am a singer*. Point to yourself and say *I am not a singer*. Write the word *not* after *am* on the board: *I am not a singer*.
- Show students that *not* is placed after the verb *be*.
- Call attention to the two negative contracted forms. Have students repeat them chorally.
- Direct attention to the box on the right with articles.
- Write on the board:  
vowels: *a, e, i, o, u*  
consonants: *b, d, f, g, h, j, k, l, m, ... (etc.)*
- Direct students' attention to the way that *a* and *an* are presented in Exercise 1. Ask them to say the occupations that begin with vowel sounds in Exercise 1. (architect, actor, athlete, artist) Say the rule *Use an before a vowel*.
- Ask students to say the occupations beginning with consonant sounds. (teacher, student, musician, banker, singer, flight attendant) Say the rule *Use a before a consonant*.
- You may want to write the two rules on the board.

Option: (+5 minutes) For additional practice, write on the board *I am a teacher. He is a singer. She is an actor*. Ask students to make contractions. (*I'm, He's, She's*) Then have them make all possible negative forms. (*I am not / I'm not, He is not / He's not / He isn't, She is not / She's not / She isn't*)

### Language and culture

- The rule for *a / an* is based on sound, not on spelling. In some English words, the initial letter *h* is not pronounced; for example, *hour*, so we say *an hour*. Also, sometimes the initial *u* in English words is pronounced as a consonant sound, */y/*; for example, *university*. In that case we say *a university*.



Inductive Grammar Charts

#### 4 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Review the answers. Then have students repeat the correct sentences chorally.

*Option: (+5 minutes)* For more practice, have students do a pair work activity with Exercise 1 on page 12. Student A says an occupation from Exercise 1 without the article. Student B says the occupation with the correct article.

*Option: (+5 minutes)* For a challenge, write on the board eight occupations from the Unit 1 Vocabulary Booster, page 12. Ask students to add the correct article for each word.

#### 5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- In pairs, Student A points to the photos, covering the word for each occupation. Student B names the occupation. Then they switch roles.

*Option: (+5 minutes)* Have students do the same activity with the Vocabulary Booster photos on page 12.

#### 6 Vocabulary / grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point to the first picture and say *Orlando Bloom*. Then review the example. Have students repeat chorally.
- Model the pronunciation of the other three celebrities.
- Point out that you can use any of the occupation words to write a negative statement; for example, *He's not a teacher. He's not a doctor.*
- Review answers by calling on three volunteers to write their sentences on the board. Review the sentences and the contractions with the class.

##### Language and culture

**Orlando Bloom** is an English actor. He is known for his roles in *The Lord of the Rings* series and *The Pirates of the Caribbean* series.

**Luis Miguel** is a famous pop singer from Mexico. He has won five Grammy Awards and four Latin Grammy Awards.

**Joo Yeon Sir** is an accomplished musician from South Korea. She plays the violin and has won many competitions around the world.

**Marta** is a famous football player from Brazil. She has been named FIFA Athlete of the Year five times in a row and was on two Olympic silver medal football teams.



Extra Grammar Exercises

#### NOW YOU CAN

Tell a classmate your occupation



#### 1 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use And you? to show interest in another person.

- Write the following questions on the board. Have students repeat each question chorally using falling intonation.

*What do you do? = What's your job? = What's your occupation?*

- Write on the board:

*The man is a \_\_\_\_\_. The woman is an \_\_\_\_\_.*

- After students read and listen, ask for the answers. (banker, architect.)

##### Language and culture

- From the Longman Corpus: In spoken English *What do you do?* is more common than *What's your occupation?*



#### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What do you do?*
  - stress the second do in *What do you do?*
  - use rising intonation and stress you in *And you?*

#### 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To support students in this activity, brainstorm all the occupation words they know. Write a list on the board.
- Model the conversation with a more confident student. Play Role B. Then model the conversation with another student. Play Role A.
- Be sure to reinforce the use of the conversation strategy. Have a student ask you *What do you do?* Answer *I'm an English teacher. And you?*
- To provide feedback, move around the room and listen in as students practice. Encourage students to use the correct rhythm and intonation.



Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask a few students *What does your partner do?* Students can say, for example, *He's an actor. She's a student.*

#### EXTRAS

Workbook or MyEnglishLab



SPEAKING ACTIVITIES: UNIT 1, ACTIVITY 1

## 1



## Vocabulary

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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## V Vocabulary Flash Card Player

- First listening: Have students point to each sentence as they listen.
- Second listening: Have students repeat the sentences chorally. Then call on individual students to say different sentences. For example:

T: [Name], three.      T: [Name], eight.  
S: She's a manager.      S: He's a pilot.

*Option: (+5 minutes)* If you haven't already introduced the occupations in the Unit 1 Vocabulary Booster, page 51, you may want to do so now. Ask students to listen and study the words. Then ask them to repeat the words chorally.



## Learning Strategies

## 2 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the singular and plural nouns and have students study the examples.
- Write the words that follow on the board. Point out the spelling pattern: plural nouns are usually formed by adding *-s*.  
2 scientists    3 pilots    5 doctors
- If you have used the Vocabulary Booster, you can demonstrate another spelling pattern. Write *secretary* on the board. Erase the *-y*. Then write/add *-i* and then write/add *-es*. The word on the board is now *secretaries*.
- Direct attention to the affirmative statements. Point out that the plural form of *be* is *are*. Have students repeat each sentence chorally.
- Ask students to study the contracted forms.
- Direct attention to the negative statements on the right and have students study the examples.
- To check comprehension, write on the board *I am a pilot. We are pilots.*
- Ask students to make the sentences negative. (*I am not a pilot. We are not pilots.*)
- Emphasize that *not* is placed after the verb in both singular and plural statements.
- Call attention to the negative contracted forms. Have students repeat them chorally.

*Option: (+5 minutes)* To provide additional practice with contractions, say statements using the full negative form. Have students say the two corresponding contracted forms. For example:

*We are not artists. (We're not artists. We aren't artists.)*  
*They are not bankers. (They're not bankers. They aren't bankers.)*  
*You are not chefs. (You're not chefs. You aren't chefs.)*

*Option: (+10 minutes)* For a challenge, play the game *Charades*. Ask individual students to use mime—facial expressions, movement, and gestures—to show an occupation in the pictures. The class guesses which one it is. Model the first one; for example, mime holding a camera to your eye and moving your finger as if you were taking pictures. Students say *You're a photographer*.

## Language and culture

- Point out that *you are* can be singular or plural. Indicate one student and say *You are a student*. Then indicate the entire class and say *You are students*.
- Contractions are often used in spoken English. In written English, especially in business and other formal contexts, full forms are preferred.



## Inductive Grammar Charts

## 3 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Do the first item together with the class. Point out that students can use the full (uncontracted) form or the contracted form for each item.
- Review the answers by having students write them on the board and having the class check them.

*Option: (+2 minutes)* For extra practice, have students repeat each correct sentence chorally.

## 4 Vocabulary / grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Do the first item together with the class.
- Review the answers by calling on individual students to read their sentences aloud. Make necessary corrections.

*Option: (+10 minutes)* To provide more practice with the verb *be*, do a substitution drill. Say a sentence, give a prompt, and have individual students complete the sentence. For example:

Teacher:	Student:
<i>I'm a banker. He . . .</i>	<i>He is / He's a banker.</i>
<i>You're a pilot. They . . .</i>	<i>They are / They're pilots.</i>
<i>We're not teachers. She . . .</i>	<i>She is not / She's not a teacher.</i>
<i>They're not scientists. I . . .</i>	<i>I am not / I'm not a scientist.</i>

Make sure students use the prompt, either the singular form with *a / an* or the plural form, and the correct form of *be*.



## Extra Grammar Exercises

## 5 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the *yes / no* questions in the Grammar box and have students study the examples.
- Demonstrate how to form *yes / no* questions. Write the following statements on the board and change them into questions. Show that the subject and *be* invert (change places) and *are* and *is* move to the beginning.  
*You are Lisa.* → *Are you Lisa?*  
*He is a manager.* → *Is he a manager?*
- Point out that *yes / no* questions are answered with short answers. Long or full answers are unnatural.
- Have students look at the Be careful! box. Point out that affirmative short answers do not get contracted and the words *Yes* and *No* are followed by a comma.
- Ask questions and have students give you short answers. [*Joe*], *are you a manager?* (Yes, I am. / No, I'm not.) *Is [Anna] an engineer?* (Yes, she is. / No, she's not.)
- Indicate a group of students in front of you and ask them *Are you doctors?* (Yes, we are. / No, we're not.) Indicate a group of students and ask the class *Are they scientists?* (Yes, they are. / No, they're not.)
- You may want to model the intonation (the melody) of *yes / no* questions and short answers. The voice goes up at the end of *yes / no* questions and falls (goes down) at the end of the short answers. Write the following examples on the board:

*Are you Laura?* Yes, I *am*. / No, I'm *not*.

- Have students chorally repeat the questions and short answers in the box.

**Option: (+5 minutes)** To extend the activity, have students form groups of four and take turns asking *yes / no* questions using the occupations on pages 12 and 14. Write the following model conversation on the board.

*Is he / she a \_\_\_? Yes, he / she is.*

*No, he's not. He's a / an [occupation].*

### Inductive Grammar Charts

## 6 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Read the example aloud with a student volunteer.
- Review answers and make necessary corrections.

### Extra Grammar Exercises

## 7 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students role-play the corrected conversations. Encourage students to use the correct intonation.

- Have students switch roles.

## 8 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have several pairs perform their conversations in front of the class.

### **NOW YOU CAN** Identify your classmates

### 1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use Excuse me to initiate a conversation.

- After students read and listen, point to the picture and then point to the woman in the blue sweater and ask these questions: *Is she Marie?* (No, she's not.) *Is she Laura?* (Yes, she is.) *Where is Marie?* (She's over there.) Encourage students to use contractions.

### 2 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Are you Marie?*
  - put stress on That's in *That's Marie*.

### 3 Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Move around the room and listen in on student conversations. Encourage students to use the correct rhythm and intonation.
- If students are unsure about each other's names, have them wear name tags in large print during this activity.
- If students know each other's names well, write each student's name on a card and distribute the cards to students randomly. As students practice their conversations, have them ask for the person on the card. The partner in the conversation must reply by gesturing to the correct student.

### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students stand up and find a new partner and then practice the conversation again.

### **EXTRAS**

Workbook or MyEnglishLab

### SPEAKING ACTIVITIES: UNIT 1, ACTIVITY 2

## 1



## Vocabulary

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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## V Vocabulary Flash Card Player

- Have students point to each letter as they hear its name. Then they listen and repeat.

## Language and culture

- In American English, the letter z is pronounced /zi/. In British English, it is pronounced /zed/.

*Option: (+5 minutes)* Write a few students' names on the board and ask the class to say the letters in each name.

## 2



## Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students listen and circle their answers. Then have them listen again and check their answers.
- Ask students which letter pairs were difficult and have students practice choral repetition of those pairs.

## AUDIOSCRIPT

1 A 2 B 3 N 4 O 5 Z 6 C 7 F 8 X 9 V 10 J 11 N 12 K  
13 D 14 H 15 E

## 3 Pair work

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- Student A says a letter and Student B points to it. Then they switch roles.
- If your students are ready, present the following: *I'm sorry. Could you repeat that?*

## 4



## Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students listen, have them read the answer choices. Point out that the pronunciation of the names in items 1, 2 and 3 is the same.
- To review answers, call on individual students to spell the name they circled.

## AUDIOSCRIPT

## CONVERSATION 1

**M:** Hi. I'm Leonard Greene.  
**F:** Green. G-R-E-E-N?  
**M:** No. G-R-E-E-N-E.  
**F:** Thank you, Mr. Greene.

## CONVERSATION 2

**M:** Your name, please?  
**F:** Sure. I'm Karen Leigh.  
**M:** Is that L-E-E?  
**F:** No. It's L-E-I-G-H.

## CONVERSATION 3

**F:** Hello. I'm Katharine Kane.  
**M:** Excuse me?  
**F:** Katharine Kane.  
**M:** Is that Katharine with a C?

**F:** No, with a K. And an A in the middle.  
**M:** Could you spell that, please?  
**F:** Sure! K-A-T-H-A-R-I-N-E.

## 5



## Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students listen and write each name as they hear it spelled. Remind students that the first letter of a name uses a capital letter.

## AUDIOSCRIPT

## CONVERSATION 1

**F:** My name's Sarah.  
**M:** Sarah? Is that S-A-R-A-H?  
**F:** Yes, that's right. Thanks.

## CONVERSATION 2

**M:** How do you spell Cherie?  
**F:** C-H-E-R-I-E.  
**M:** Excuse me. Did you say S-H-E-R-I-E?  
**F:** No. It's C-H-E-R-I-E.  
**M:** Oh, sorry.  
**F:** No problem.

## CONVERSATION 3

**F1:** Ms. Browne?  
**F2:** Yes.  
**F1:** Is that Brown with an E or without an E?  
**F2:** With. B-R-O-W-N-E.  
**F1:** Thanks.

## 6 Grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students study the examples of proper and common nouns.
- Point to the blue capital letters in the examples in the box and say *These are capital letters*. Point to the blue lowercase letters and say *These are lowercase letters*.
- To check comprehension, write the following on the board:  
*bob smith artist paris Photographer*  
Ask volunteers to make corrections where necessary.  
(Bob Smith, artist, Paris, photographer)

*Option: (+5 minutes)* For further practice, have students write a proper noun that is an example of a country, a city, a man, a woman, a restaurant, an actor, a singer, an athlete, a musician (or print out the graphic organizer).



## Graphic Organizers; Inductive Grammar Charts

## Language and culture

- A common noun names a class or group of people, places, or things. A proper noun names a particular individual within that class.
- Articles and prepositions in a proper name are not capitalized; for example, the United States of America.



## 7 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Model the activity. Write on the board:  
*morning Marie Florida musician*
- Ask *Is morning a common noun or a proper noun?* (A common noun.) Then underline it. Continue with the others, underlining common nouns and circling proper nouns.

Option: (+2 minutes) Have students identify proper nouns in the Conversation Model on page 15.

## 8 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Model the first two items with the class. Have students compare their answers. Write the corrected proper nouns on the board (3 Sarah Browne, and 5 Canada).

### ★ Extra Grammar Exercises

Option: (+5–10 minutes) As an alternative, write sentences on the board using the vocabulary of this unit and have students come up and capitalize the proper nouns.

## 9 Pronunciation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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### 🎧 Pronunciation Coach Video

- First listening: Have students listen and read. Then illustrate by saying the words and clapping or tapping out the number of syllables.
- Second listening: Have the class clap or tap out the syllables as they repeat the words chorally.

### 🖨️ Pronunciation Activities

## 10 Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Play the first item. Ask students how many syllables they hear in the word *teacher* (2). Review answers by having students say each word and then the number of syllables.

Option: (+5 minutes) Draw the following graphic organizer on the board (without the words) or print it out. Form pairs. Ask students to write at least two words in each column. Tell students they can find words anywhere in the book.

1 Syllable	2 Syllables	3 Syllables	4 Syllables
<i>chef</i>	<i>teacher</i>	<i>Canada</i>	<i>photographer</i>

### 🖨️ Graphic Organizers

## NOW YOU CAN Spell names

## 1 Conversation model

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use Excuse me? to indicate you haven't heard or didn't understand.
- Use Thanks! to acknowledge someone's complying with a request.

- Write the following questions on the board:  
*What is his name? How do you spell that?*
- After students read and listen, ask for the answers.

### Language and culture

- From the Longman Corpus: Native speakers of English use *Hi* much more frequently than *Hello*.

## 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Excuse me?*
  - use falling intonation for *How do you spell that?*
  - pronounce each letter separately as they spell.

## 3 Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
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### 🎥 Conversation Activator Video

**DON'T STOP!** Extend the conversation. Write on the board:  
*What do you do? I'm a \_\_\_\_.* Review words for occupations.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Model the conversation with a more confident student. Play Role A. Prompt students to extend the conversation by asking the question *What do you do?*
- Be sure to reinforce the use of the conversation strategies.

### 🖨️ Conversation Activator Video Script; Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Encourage students to introduce themselves with other names.

## EXTRAS

Workbook or MyEnglishLab

🖨️ Speaking Activities: Unit 1, Activity 3

## 1 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students listen, have them look at the pictures and identify the occupations in each one.
- First listening: Have students listen and write the number of each conversation in the box.
- Second listening: Have students listen to confirm their answers.

<b>AUDIOSCRIPT</b>	
CONVERSATION 1 <b>M:</b> Are they flight attendants? <b>F:</b> Yes, they are.	CONVERSATION 3 <b>M1:</b> Is Marianne a scientist? <b>M2:</b> No way! She's a chef.
CONVERSATION 2 <b>M:</b> So, what do you do? <b>F:</b> Me? I'm a photographer. <b>M:</b> A photographer? That's great! <b>F:</b> Yes, it is.	CONVERSATION 4 <b>F:</b> What do you do? <b>M:</b> Us? We're scientists. <b>F:</b> You're scientists? Really? <b>M:</b> Yes, we are.

## 2 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students listen, direct attention to the cards. Point to the empty space on each card. Demonstrate writing something into the empty space; for example, copy the first card on the board. Point to the empty space and say *occupation*. Write *banker* in the blank.
- First listening: Have students listen and write the information.
- Second listening: Have students confirm their answers.
- To review answers, ask students to compare their information with a partner. Then write the answers on the board and have students check their spelling.

<b>AUDIOSCRIPT</b>	
CONVERSATION 1 <b>F:</b> Are you Alan Porter? <b>M:</b> Yes, I am. <b>F:</b> Could you spell that, please? <b>M:</b> Sure. It's A-L-A-N. Porter is P-O-R-T-E-R. <b>F:</b> Thanks. And what's your occupation? <b>M:</b> I'm a singer.	
CONVERSATION 2 <b>M:</b> Hello. I'm John Davidson. <b>F:</b> Davidson. How do you spell Davidson? <b>M:</b> D-A-V-I-D-S-O-N. <b>F:</b> Thanks. And what do you do? <b>M:</b> I'm a pilot.	
CONVERSATION 3 <b>M:</b> Excuse me. Are you the English teacher? <b>F:</b> Yes, I am. I'm Lorraine Clare. <b>M:</b> Nice to meet you, Ms. Clare. I'm Paul Sato. <b>F:</b> It's a pleasure to meet you, Mr. Sato.	

## 3 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- As a class, think of names of celebrities. Write some of students' suggestions on the board so they have a model of the correct spelling.

## 4 Vocabulary / grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students look at the pictures of the celebrities. Model the pronunciation of each celebrity's name.
- Have students answer the questions individually and then compare answers with a partner.

### Language and culture

**Idris Elba** is a British television and film actor. He has won the Golden Globe Best Actor award, and has been nominated for many other awards for his work.

**Paulina Aguirre** is an Ecuadorian singer and songwriter who has won many awards. She often duets with other famous Latin American singers on her pop hits.

**Zheng Jie** is a Chinese tennis player. She has won four WTA singles titles and twelve doubles titles. She is one of the most successful tennis players to come from China.

**Mario Vargas Llosa** is considered one of the world's greatest writers. He is from Peru and won the 2010 Nobel Prize in Literature. Some of his more famous works are *The Time of the Hero* (1963) and *Aunt Julia and the Scriptwriter* (1977).

## 5 Personal responses

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students work individually to complete the conversations with their own information.

*Option: (+5 minutes)* To extend the activity, pair students. Have each pair choose one conversation and perform it in front of the class.

*Option: **GRAMMAR BOOSTER** (+25 minutes)*



**Flagship Pop Song Video and Karaoke Video**

## Digital Games

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

### Point

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Hold up your book and point to the person identified in the example. Have students repeat the sentence *She's an artist*.
- Students take turns identifying the occupations of the people in the picture. Encourage students to use complete sentences. They should not form questions.

**FYI:** It's not possible to determine the occupation of every person in the picture. Accept any reasonable answer.

**Option:** (+5 minutes) For a different approach, hold up the book and point to various people. Ask *What is his / her occupation?* Students say, for example, *He is an architect*.

### Pair work 1

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Role-play the example with a more confident student.
- In pairs, students write *yes / no* questions and then ask and answer their questions with another pair.
- Encourage students to add follow-up information; for example, **A:** *Is he a pilot?* **B:** *No, he's not. He's an architect. The pilot is (right) over there.*

#### Possible responses . . . \*

**A:** Is Marie a pilot? **B:** Yes, she is. **A:** Are Tim and Martin architects? **B:** No, they aren't. Tim is a banker. Martin is a musician. **A:** Is he Ben? **B:** Yes, he is. **A:** Are you Emily? **B:** No, I'm not. Emily is over there.

### Pair work 2

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- With a more confident student, model the conversation prompted in the book. For example:  
Ann: *Hi. I'm Ann.*  
Emily: *Hi, Ann. I'm Emily.*  
Ann: *Nice to meet you, Emily.*  
Emily: *Nice to meet you, too.*
- Pair work. Students choose different people and situations in the picture and create conversations.
- Encourage students to ask as many types of questions as they can. They should also pay attention to their rhythm and intonation.

**Option:** (+5 minutes) For a challenge, have pairs role-play one of their conversations for the class. Have students listen and guess which people in the picture their classmates are presenting.

#### Possible responses . . .

##### (Reception desk/hotel manager and artist)

**A:** Hello. I'm [Rose]. **B:** Excuse me? **A:** [Rose Peters].

**B:** How do you spell that? **A:** [R-O-S-E P-E-T-E-R-S].

**B:** Thanks. **A:** You're welcome.

##### (Two men talking on the left)

**A:** Is that Ben? **B:** No. That's Tim. That's Ben. **A:** Where?

**B:** Right over there. **A:** Thank you. **B:** You're welcome.

##### (Two men and one woman talking in the center)

**A:** What do you do Marie? **B:** I'm a pilot. **A:** Excuse me? **B:** I'm a pilot. And you? **A:** I'm a banker. What do you do, Martin? **C:** I'm a musician.

##### (Two women shaking hands)

**A:** Hi. / Hello. / Good morning. / Good afternoon. / Good evening. I'm Ann. **B:** Hi, Ann. I'm Emily. **A:** Nice to meet you. / Glad to meet you. / It's a pleasure to meet you, Emily.

**B:** Nice to meet you (too). **A:** What do you do, Emily? **B:** I'm a / an [occupation]. And you? **A:** I'm a / an [occupation].

## Writing

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students work individually to write at least four sentences about the people in the picture.
- Have students read their sentences to a partner.
- Collect the sentences to make necessary corrections.



### Writing Process Worksheets

#### Option: Oral Progress Assessment

Use the illustration on page 19 for an oral test.

- Tell the student that you're going to say different occupations and that the student should point to the correct picture; for example, *She's a pilot. He's a businessman. She's an artist.*
- Ask the student to choose a situation and start a conversation. For example, for the two women shaking hands: **S:** *Hi. I'm [Ann Post]. Nice to meet you.* **T:** *Hi. I'm [Emily Brown]. Nice to meet you, too.* **S:** *Are you a banker?*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



### Oral Progress Assessment Charts

**Option:** **WRITING BOOSTER** (Structured support for preparing writing)

## EXTRAS

#### Additional printable resources on the ActiveTeach:

- Assessment
- Flagship Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides