

## UNIT

## 1

## Names and Occupations

## LESSON 1

## GOAL

Tell a classmate your occupation

## COMMUNICATION GOALS

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

## VOCABULARY BOOSTER

More occupations • p. 125

DIGITAL  
FLASH  
CARDS

- 1  1:14 **VOCABULARY** • **Occupations** Read and listen. Then listen again and repeat.



1 a teacher



2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

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

- 3 **GRAMMAR** • Verb be: singular statements / Contractions

## 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.Articles **a** / **an**a teacher  
an actor

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

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

**5 PAIR WORK** Point to the people on page 4. 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.



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

**NOW YOU CAN** Tell a classmate your occupation

**1** ▶ 1:15 **CONVERSATION MODEL** Read and listen.

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

**2** ▶ 1:16 **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 ▶ 1:17 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.

3 We ..... doctors.

5 We ..... managers.

2 She ..... not a pilot.

4 They ..... not scientists.

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

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

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

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

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, she **is**. No, she's **not**.  
Yes, we **are**. No, we're **not**.  
Yes, they **are**. No, they'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.

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

- A: Are they Abby and Jonah?  
B: Yes, .....
- A: ..... Hanna a scientist?  
B: No, she'..... a doctor.
- A: ..... you Rachel and Philip?  
B: No, we'..... Judith and Jack.
- A: ..... a chef?  
B: Yes, I .....
- A: ..... he Evan?  
B: No, ..... not. He'..... Michael.
- 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. ”

## NOW YOU CAN Identify your classmates

### 1 ▶ 1:18 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 ▶ 1:19 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.





- 1 ▶ 1:20 **VOCABULARY** • *The alphabet* Read and listen. Then listen again and repeat.



- 2 ▶ 1:21 **LISTENING COMPREHENSION** Listen. Circle the letter you hear.

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

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



- 4 ▶ 1:22 **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 ▶ 1:23 **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 | 3 name   | 5 partners |
| 2 letter     | 4 France | 6 alphabet |

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

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

**9** ▶ 1:24 **PRONUNCIATION • Syllables** Read and listen. Then listen again and repeat.

| 1 syllable | 2 syllables | 3 syllables     | 4 syllables           |
|------------|-------------|-----------------|-----------------------|
| chef       | bank • er   | ar • chi • tect | pho • tog • ra • pher |

**10** ▶ 1:25 **PAIR WORK** First, take turns saying each word. Write the number of syllables. Then listen to check your work.

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

**NOW YOU CAN** Spell names

**1** ▶ 1:26 **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** ▶ 1:27 **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 ▶ 1:28 **LISTENING COMPREHENSION** Listen to the conversations. Write the number of each conversation in the correct box.



- 2 ▶ 1:29 **LISTENING COMPREHENSION** Listen to the conversations. Complete the information.

|        |            |
|--------|------------|
| NAME   | OCCUPATION |
| Porter |            |

Available for charters

John

**PILOT**

Licensed Insured

john@airtaxi.com

**World Language Institute**

Lorraine Clare 1-800-555-6788

English

- 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.

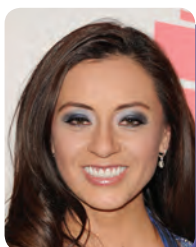
|             |
|-------------|
| NAME:       |
| OCCUPATION: |

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.



Idris Elba  
actor



Paulina Aguirre  
singer



Zheng Jie  
athlete



Mario Vargas Llosa  
writer

- |  |   |   |
|--|---|---|
| 1 Is Idris Elba an actor or a singer?<br><u>He's an actor.</u> | 3 Is Zheng Jie a teacher?<br>.....                          | 5 Is Mario Vargas Llosa an actor?<br>.....      |
| 2 Is Paulina Aguirre a singer?<br>.....                        | 4 Are Zheng Jie and Mario Vargas Llosa scientists?<br>..... | 6 Is Zheng Jie an athlete or a writer?<br>..... |

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

1 "Hi. I'm Art Potter."

**YOU** .....

2 "Are you a teacher?"

**YOU** .....

3 "What do you do?"

**YOU** .....

4 "Thank you."

**YOU** .....

## GRAMMAR BOOSTER

Unit 1 review • p. 135

For additional language practice ...

TOP NOTCH POP • Lyrics p. 150  
"What Do You Do?"

DIGITAL SONG

DIGITAL KARAOKE



Sample Material



Rose

**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. 146  
Guidance for this writing exercise



John

Ben

Matt

Tim

Martin

Marie

Ann

Emily

**NOW I CAN**

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