

## Unit aims

In Unit 2, students learn about:

- Saying where you're from
- Reflecting and reaching
- Describing readiness
- Describing schedules
- Viewpoints: Working hours
- In business: Describe your workday

The aims for each class can be written on the board to orient students to the unit content and aims.

## Getting started

Begin this unit by reviewing some of the key terms students learnt in Unit 1. Before class, draw a large business card on the board and fill it in with an imaginary person's contact information.

For example:



As students come into class, tell them to copy the business card on the board into their notebooks. When all students have done this, give the class the following instructions one at a time: *Circle the area code. Draw a star next to the country code. Underline the postcode. Draw an X next to the logo.* Ask students to compare notebooks to check their answers. Then mark the correct answers on the card on the board. Finally, ask students to take turns reading the information on the card aloud to review numbers and email addresses.

**Listen and practise:** Saying where you're from pp12–13

### Vocabulary and expressions

introduce  
chemicals  
manufacturing  
pipe  
Service Engineer  
Tour Guide

1

- Read the instructions aloud. Ask students to discuss the photo in pairs.
- Ask individual students to tell you what they think the people are doing and saying. Elicit that they are having a business meeting, and that one person is introducing another. Try to elicit one or two phrases that each person might say in this situation, for example, *This is ...*; X: *Nice to meet you.*; X: *Nice to meet you, too.*, etc.

2  1.08

- Read the instructions and the answer choices aloud. Then play the audio.
- Ask students to compare answers in pairs. Then go over the answers with the class.

**Answers**

a T    b T

3  1.08

- Before you play the audio, ask students to read the conversation silently and predict the missing words. Elicit ideas from several students.
- Read the instructions aloud. Then play the audio once or twice as needed, and ask students to complete the conversation.
- Ask students to compare answers with a partner. Then go over the answers with the class.

**Answers**

let me introduce, this is, are you from, How about you

- Students may enjoy practising the reduced pronunciation of *Nice to meet you.* (/nɪs tə mi: tʃu:/) and *How about you?* (/hau bau tʃu:/.). Explain that in conversation, English speakers often blend sounds together. Teach students the reduced forms, and ask them to repeat after you. Tell them to use the reduced forms when they practise the conversation.

- Put students into groups of three to practise the conversation. Review the pronunciation of the people's names and explain any unfamiliar vocabulary. Walk around the class as students work, listening in and offering help as needed. Remind students to change roles.
- Once students are familiar with the conversation, ask them to stand up and practise. Review the appropriate timing for Beth and May to shake hands (when they say *Nice to meet you.*), and encourage students to look up and make eye contact with their partner when they say their lines.
- For additional practice, change the groups and ask students to practise the conversation several times.

#### 4

- Ask students to stay in groups of three. Read the instructions aloud. Then go over the pronunciation of the names, locations and companies. Answer any questions students have about the vocabulary.
- Ask students to practise the conversation. Remind them to change roles and to shake hands.
- For additional practice, hand out a blank name badge sticker to each student. Tell students to think about the business card they created in Unit 1. Ask students to write the employee's name, company, job title and city / country onto the name badge. Tell students to put on their badges. Then ask them to walk around the class and introduce at least three pairs of classmates to one another using the information on their name badges. If students need extra support, write the conversation from Exercise 3 on the board before they start.

#### 5 1.09

- Read the instructions and the answer choices aloud. Elicit a few guesses from students.
- Play the audio and ask students to check their guesses. Then go over the answers with the class.

##### Answer

**a** Is this your first trip to our office?

- Take a moment to go over the answer choices with students. Elicit (or explain) that the question *How old are you?* is inappropriate because English speakers do not generally ask about age. *What do you do?* does not make sense because Beth's job title (Designer) has already been introduced.
- If time allows, you may want to spend some time discussing appropriate and inappropriate conversation topics when meeting someone for the first time. Elicit or explain that the question *How old are you?* is considered too personal for a first time meeting and may offend some people. Try to elicit other examples of appropriate and inappropriate topics or questions, for example:

*inappropriate: How old are you? How much money do you earn? Are you married? Do you have any children?*

*appropriate: Where did you grow up? How long have you been with the company? Do you travel a lot for business?*

## Conversation strategy:

### Reflecting and reacting

#### pp13–14

### Vocabulary and expressions

*musical instrument*

#### 1

- Before students begin Exercise 1, write the following conversation on the board:

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

**B:** *I'm a student.*

- Ask two students to read the dialogue aloud. Then ask the class, *What could speaker B say to continue the conversation?* Elicit the reflecting questions. Then ask students to look at the table in Exercise 1.
- Ask students to practise the conversation on the board, adding the reflecting questions. Explain that reflecting is important for keeping a conversation going and showing the other person that you are interested in them.

- You can also ask students to practise the reduced pronunciation of the questions: /wat ə bau tʃu:/, /hau bau tʃu:/, /ən tʃu:/.

#### 2 1.10

- Read the instructions aloud. Then play the audio once or twice, and ask students to write the reflecting questions.
- Ask students to compare answers in pairs. Then go over the answers with the whole class.

##### Answers

**a** How about you?

**b** And you?

**c** What about you?

**d** How about you?

#### 3

- Read the instructions aloud. Then read the model conversation aloud with a student.
- Put students with a partner to practise asking the questions. Walk around the class as students work, listening in and offering help as needed. Encourage students to use each of the reflecting questions.
- Once students are familiar with the conversation and the questions, you can ask them to walk around the classroom and ask the questions to as many classmates as they can. Make sure students are using the reflecting questions.

## Extension activity

**Question swap:** This activity gives students a chance to find out information about their classmates as well as to practise the reflecting strategy. Ask each student to write one question on a small strip of paper. Give some examples on the board to help students with ideas:

*Where are you from?*

*How many brothers and sisters do you have?*

*Do you have any pets?*

*What did you do last weekend?*

*What clubs do you belong to?*

Then ask students to walk around the room, asking and answering their questions and using the reflecting questions. When they finish the conversation with one partner, students should swap questions before moving on to the next partner.

### 4 1.11

- Ask students to look at the expressions in the table. Elicit which expressions are used to convey surprise, interest, or sympathy (feeling bad for someone). Give the class some prompts and have them use the reactions in the table. For example, make a worried or sad face and say, *I can't believe it. I failed my English test.* Then ask students to respond using one of the sympathy reactions from the table.
- Tell students they are going to listen to and repeat the expressions in the table. Explain that it's important to have the correct tone (surprised, interested or sympathetic) when using the expressions. Model the difference by reading a few of the expressions in a monotone voice, and then again with the correct intonation. You can also model appropriate facial expressions and gestures to express the emotions and encourage students to use them in their reactions.
- Play the audio once or twice. Tell students to match the intonation of the speakers on the audio.
- For additional practice, you can do some individual repetition drills. This works best if done at a fairly quick pace. Say one of the expressions with the appropriate intonation and point to an individual student to repeat it. Then say another expression, point to another student, and so on.

### 5

- Read the instructions aloud. Then give students time to read the statements. Go over any unfamiliar vocabulary.
- Put students into pairs to practise reading and reacting. Walk around the class as students work, making sure students are using the correct intonation.
- To finish, ask pairs of students to perform their conversations for the class. Remind students to use the appropriate intonation, and encourage them to use gestures and facial expressions.

## Describing routines p14

### Vocabulary and expressions

typical

#### 1 1.12

- Ask students to think of a typical day in their lives. Ask, *What are some of the things you do on a typical day?* Give students time to think about their daily schedules. Ask them to share their answers with a partner. Then elicit and write students' responses on the board. Then ask individual students how often they do the activities on the board. If students need help, refer them to the expressions in the box.
- Read the instructions aloud. Then play the audio once or twice, and ask students to complete the table.
- Ask students to compare answers with a partner. Then go over the answers with the whole class.

#### Answers

a every day

b once a week

c every day

d most days

e some days

f every day

#### 2

- Put students with a partner and ask them to practise talking about their own routines. Refer them to the activities on the board if they need ideas. Remind them to use the reflecting questions.

### Talk business p14



#### 1

- Put students into pairs and assign them the roles of Students A and B. Ask them to turn to the appropriate Student's Book pages (Student A: page 85; Student B: page 97).
- Explain that students will conduct a survey about how often people use English in their jobs. For lower-level classes, read the questions in the *Useful language* box aloud, and ask students to repeat them after you.
- Give students a few minutes to read the survey. Explain any unfamiliar vocabulary. Tell them they first need to ask, *Do you ...?* in order to find out whether their partner does the activity. Then, if their partner answers *yes*, they should ask *How often do you ...?*
- Ask Students A to begin asking questions. Remind students not to show each other the information in their books. Walk around the class as students work, offering help as needed.
- If some pairs finish early, ask them to interview each other about how often they use English in their own lives, for example, how often they write or read emails, talk on the phone, write papers, read news articles, or give reports in English.



2

- Ask Students B to begin asking questions. Walk around the class as students work, making sure students do not show each other their books.

3

- Ask students to compare books to check their answers.
- This is a good time to assess students' grasp of how to describe routines. Ask for several volunteers to describe their typical day at school, at work, or at their part-time job. Check that students can use frequency expressions.

**Answers**

See Student's Book.

## Describing schedules p15

### Vocabulary and expressions

*head office*

*ties*

*inspect*

*factory site*

1

- Tell students to look at the table. Ask individual students to read the information in the table aloud. Then ask for volunteers to come up with one more example for each preposition.

2

- Read the instructions aloud. Ask students to work alone or with a partner to complete the sentences with the correct prepositions. Walk around the class as students work, offering help as needed.
- Ask students to check their answers in pairs. Then ask for volunteers to write the answers on the board. Go over the answers with the class, making any necessary corrections to the answers on the board.

**Answers**

**a** at      **b** From, to      **c** In      **d** in  
**e** from, to      **f** in      **g** in      **h** On

- For additional practice, ask students questions about their schedules, and ask them to answer with the appropriate prepositions. For example, you can ask: *When do you have English class? When is your birthday? When is your summer holiday? What time does this class finish?*

### Language notes

- Note the difference between the expressions *on Friday* and *on Fridays*. The former refers to something that will happen on this coming Friday, and the latter refers to an ongoing event which happens every Friday.
- With seasons, it is acceptable to omit the definite

article *the*, as shown in the example in the Student's Book: *in spring*. However, it is also acceptable to say *in the spring*.

### Culture notes

- Information represented on schedules may differ depending on the culture. For example, Europeans usually represent dates with the day before the month: 10/7 = July 10. However, in North America, the month comes first: 10/7 = October 7.
- In addition, some countries use the 24-hour clock system (13:00, 14:00, etc.) for schedules while others use the 12-hour system, indicating day or evening with *am* or *pm*.

3  1.13

- Give students time to read the information in the schedule. Answer any questions students have about the vocabulary, and ask a few questions to orient them to the schedule. For example, you can ask: *What cities will Hiro Makino visit? What are some of the things he will do during his trip?*
- Play the audio once or twice and ask students to complete the schedule. Then ask for volunteers to take turns describing the schedule, inserting the information they wrote.

**Answers**

15/3	12:05pm	Shanghai–New York (arrive <b>7:00pm</b> )
16/3	<b>8:00am</b> – <b>4:00pm</b>	Inspect Factory Site
16/3	<b>7:50pm</b>	New York–Dallas
17/3	9:00am – 10:30am	Texas Oil: Presentation
17/3	<b>1:15pm</b>	Dallas–SF
17/3	5:00pm – <b>6:30pm</b>	SF Office: interview Lindsey Cole
17/3	<b>7:00pm</b>	Dinner: Dieter Muller (SF Manager)
18/3	<b>1:30pm</b>	SF–Shanghai (arrive 19/3 9:40pm)

- If students need more practice with the prepositions, you can write more sentences like the ones in Exercise 2 on the board, and ask them to work in pairs to fill in the prepositions.

4

- Read the instructions aloud. Give students time to write their sentences. Tell them that the activity will work best if they write a mix of true and false sentences. Walk around the class as students work, offering help as needed.
- Put students with a partner and ask them to take turns sharing their sentences. Encourage students to correct any false sentences.

# Photocopiable activity

pp84–85

## Jen's schedule

- 1 Prepare one copy of the *Jen's schedule* photocopiables on pages 84–85 for every two students.
- 2 Ask students to work with a partner. Hand out Student A and Student B schedules.
- 3 Explain that students must ask about Jen's schedule and complete the missing information.
- 4 Review the prepositions used with various time expressions.

**on** Wednesday / 18<sup>th</sup> May

**in** the morning / afternoon

**at** 2:00 / noon

**from** 1:00 **to** 3:00

- 5 Write the conversation on the board for students to follow:

**A:** *What's Jen doing on/at/in/from \_\_\_\_\_ to \_\_\_\_\_?*

**B:** *She has a \_\_\_\_\_.*

- 6 Give students time to complete the schedules. When they finish, ask for volunteers to describe Jen's schedule for the class.

- Put students into groups to discuss their answers. Model the conversation with a few students to help groups get started. Encourage students to give reasons for their answers.
- To finish, you can take a class poll to find out the top five most important features in a job, for example, enjoyable work, a flexible schedule, enough holiday, fun co-workers, etc. Then ask the class to brainstorm types of jobs that might have those features.
- Ask students to complete the information about the Viewpoints characters for this unit on pages 4–5.

### Answers

Maggie Kirk, Australia

## In business: Describe your workday p17

### Scenario

Read the scenario aloud and deal with any questions the students have about the task.

### Activity

1

- Read the instructions aloud. Ask some questions to help give students ideas, for example.  
*Do you have regular hours (9–5) or are the hours flexible?*  
*How many hours a day do you work?*  
*How many days a week do you work?*  
*Where do you work? A school? A theatre? An office? From home? A laboratory? A factory?*  
*Do you attend a lot of meetings, give presentations or visit customers?*  
*When and how often can you take breaks for meals or coffee?*

2

- Ask students to complete the table with information about their working day. Walk around the class as students work, offering help as needed.

3

- Model the task by describing your own workday, or another one that you create. Then ask students to present their schedules to the class. Alternatively, you can ask them to present their schedules to a partner or in small groups. To enhance the practice, ask students to roleplay the employee they created in Unit 1, and explain their schedule in the first person: *I'm Jean Picard. I usually start work at 8:30 ...*
- To finish, lead a class discussion about the various aspects of the workday schedules students present. Ask students to share any aspects they think are especially positive or negative, and ask them to say why.

## Viewpoints: Working hours

p16

1

- Before students begin this lesson, give them time to check words in the *Look it Up* section on page 122 of their Student's Books.
- Read the instructions aloud and give students time to read the passages. While students are reading, draw the following chart on the board. Ask them to help you complete the chart after they finish reading.

	Maggie	Soo-hyun	Michel
working hours per week			
holidays per year			

- Ask students to discuss the questions with a partner or in groups, or lead a whole-class discussion. Alternatively, ask students to work individually to write the answers. Ask students which of the three schedules they would most like to have, and why.

2 & 3

- Read the instructions and the job features aloud. Then give students time to rank the items.