

3

Unit overview: The main topics of unit 3 are jobs, family words, places of work, and the present simple ⊕ and ⊗ for persons 'I', 'you', 'they', 'he' and 'she'.

What do you do?

Lesson Aims: Sts are first exposed to present simple via the chunks 'What do you do?' and 'I want to be...' to talk about occupations. They also listen and talk about TV-series characters' jobs.

Lesson 3.1

Function

- Listening to a radio commercial.
- Listening to a TV programme and noticing participants' jobs.
- Asking and answering about jobs.
- Talking about TV-series characters and their jobs.

Language

- Don't miss FABULOUS FAMILIES tonight!
- My name's Tessa. I'm a hairdresser.
- 'What do you do?', 'I'm an engineer'.
- Ross Geller's a university professor.

Vocabulary: TV series, characters. Jobs (cognates: bank cashier, doctor, engineer, police officer, university professor; non-cognates: lawyer, waiter, hairdresser, shop assistant, IT professional). 'What do you do?' is introduced and practised as a chunk / usual question for occupations. Sts are also exposed to 'What does he / she do?' as a chunk.

Grammar: Review indefinite articles *a / an* and chunks 'You're right / wrong', 'I don't know', and 'I'm not sure'.

Warm-up To set the context of famous TV-series characters and their jobs, start off the class with an informal chat about the topic. Ask sts: **Do you like TV series? What's your favourite?** Elicit some programmes from sts and write them on the board, e.g., *Doctor Who, Downton Abbey, Sherlock, Mad Men*. If technology is available, show photos of episodes / characters and ask the group: **Who's your favourite TV character? What does he / she do? / What's his / her job?** Use this opportunity to pre-teach some jobs sts will see in the lesson.

Focus on photos 1-5. Point to the waiter and ask: **What does he do?** Prompt the answer and have sts repeat after you, 'He's a waiter'. Repeat procedures with the rest of the photos. Then, get sts to quickly match jobs f-j to photos 1-5. Paircheck. Classcheck with answers on the board.

f. 3 g. 2 h. 4 i. 5 j. 1

Drill pronunciation of all jobs. Read **World of English** with sts. Drill questions and answers in the box.

1 Vocabulary: Jobs

A Books open. Read the lesson **Song Line** on p. 29 with sts. Elicit the name of the song / band and focus on 'get a job'.

Song line:

♪ Why don't you get a job?
Say no way, say no way, no way. ♪

Song: 'Why don't you get a job?'
Band: The Offspring (USA)
Year: 1998

Point to the first column of words. Ask: **How do you pronounce jobs a-e?** Have sts guess pronunciation of cognates a-e in pairs and ensure they notice the pink letters. Elicit guesses but don't correct them just yet. Tell sts they'll hear a radio commercial about a TV programme and ask them to notice / check pronunciation of a-e. Play 3.1. Replay for chorus repetition of each item.

3.1

- M = man
- M Don't miss FABULOUS FAMILIES! Tonight, the topics are TV-series characters and their jobs. What does your favourite TV character do? Is he or she a bank cashier, a doctor, an engineer, a police officer, a university professor? Tonight at eight o'clock on KYZ TV.

Cultural note North Americans often use the word *college* interchangeably with *university*. In the UK, *college* is a separate type of educational institution, where you can receive vocational training and / or prepare for university.

B Read **Common Mistakes** and **World of English** with the whole class. Sts complete the gaps in A with *a / an*. Paircheck. Classcheck with answers on the board.

a. a b. a c. an d. a e. a f. a g. a h. a i. a j. an

C Point to the picture and ask: **How many people (are there) in team A? What are their names? And how many participants in team B? Names? What do they do?** Tell sts they'll listen to the TV programme and match jobs a-j in A to each of the participants. Play 3.2 twice. Paircheck. Replay 3.2 if necessary. Classcheck with answers on the board.

3.2 Notice the rhyming sounds.

- M = man W = woman
- M Good evening and welcome to FABULOUS FAMILIES. I am Louie Green. And these are tonight's FABULOUS FAMILIES. Hello, everyone, how are you tonight?
- All Good evening. / Hi. / Great. / Fine.
- M Here's team A, The Smiths. Can we have your names, guys? Who are you, and what do you do?

- W1 My name's Tessa. I'm a hairdresser.
M Hah! Tessa, the hairdresser!
- M2 I'm Paul and I'm a shop assistant. And this is my wife, Gloria.
W2 Yes, that's right! And I'm a lawyer.
M What? Gloria, the lawyer?
- M3 Hello, everybody. I'm Fred. I'm a waiter.
M Thank you! What about FABULOUS FAMILY team B, The Andersons? Who are you? What do you do?
- W3 I'm Maria. I'm an engineer.
M Maria, the engineer!
- W3 And this is my husband...
M4 Thank you, Maria, dear. My name's Roger, and I'm a police officer.
- W4 I'm a bank cashier. My name's Sophia.
M No way! Sophia, the cashier too?
- M5 I'm James, and I'm very happy to be here.
M Great, James! And what do you do?
- M5 Oh, sorry! I'm an IT professional.
M Thank you all! And now let's start our quiz with the first question...

Tessa (h) Maria (c) Paul (i) Roger (d) Gloria (f)
Sophia (a) Fred (g) James (j)

Doctor and university professor are not mentioned.

D Play 3.3 and pause after each job. Get sts to repeat full sentences.

3.3

- Ladies and gentlemen of the jury. This is impossible. (She's a lawyer.)
- OK, guys. This is great. Good job! (He's an engineer.)
- One hundred, two hundred, three hundred and fifty-five. Thank you. Have a nice day! (She's a bank cashier.)
- OK. One coffee, one tea and a Coke with lemon. (He's a waiter.)
- W OK, say 'Ah!'
M Aaaagh.
W Thanks. Oh, don't worry, you're OK. (She's a doctor.)
- Mmm-hmm, ooh, no, oooh! There! Beautiful! (He's a hairdresser.)
- W1 Er, this shirt? It's £100. It's beautiful, isn't it?
W2 Have you got it in black? (She's a shop assistant.)
- OK, OK. Good morning, everybody. Today's topic is 'the history of feminism'. (She's a university professor.)
- Yes..., yes..., yes! It works. This new program works! I'm rich! (He's an IT professional.)
- Stop! Stop! Stop that man! Stop! Got you. You horrible man! (She's a police officer.)

1. She's a lawyer.
2. He's an engineer.
3. She's a bank cashier.
4. He's a waiter.
5. She's a doctor.
6. He's a hairdresser.
7. She's a sales assistant.
8. She's a university professor.
9. He's an IT professional.
10. She's a police officer.

E Point to Tessa in **C** and say: **Tessa's a hairdresser.** Point to Paul and elicit the full sentence, 'Paul's a sales assistant.' In

pairs, sts take turns saying what each participant in **C** does. Classcheck by having different sts say a sentence each.

F MAKE IT PERSONAL 1 Write on the board **I'm a teacher** and ask a student: **What about you? What do you do?** Ask sts to complete the sentence about themselves. Remind them to use *a / an* and offer help to sts whose jobs aren't in the lesson. Walk around to monitor spelling.

2 In pairs, sts ask and answer about their own occupations. Refer the class to the model dialogue in speech bubbles. Swap partners and repeat the activity. Monitor closely for accuracy. At the end, ask sts about their partners: **What does he / she do?**

Then, read the **box** with the whole class.

2 Listening

A Point to photos **a-d** and check if sts know the programmes / characters. Elicit what sts know, e.g., ask: **What does Sheldon Cooper do?** Point to options **1-4**. Play 3.4 for sts to listen and match the characters and their jobs. Tell sts that only two photos are mentioned. Paircheck. Replay 3.4 if necessary. Classcheck.

3.4 Notice the intonations of surprise and encouragement.

- M OK, the next topic is television. Here's question one. Ready? In the famous NBC sitcom, *Friends* – do you remember *Friends*? In *Friends*, what's David Schwimmer's occupation? Is he: a) a university professor, b) an actor or c) a lawyer? Yes! Paul?
- M2 He's a university professor.
- M That's absolutely correct! David Schwimmer plays Ross Geller, a university professor at New York University. Question two is about the Fox series *House*. Ready? What's the occupation of actors Lisa Edelstein and Jesse Spencer on *House*? Are they: a) IT professionals, b) doctors or c) engineers? Yes! Fred?
- M5 C! They're engineers!
- M No, they aren't! Yes, Maria?
- W3 They're doctors, obviously!
- M Yes, they are, Maria! The characters are doctors – Dr Lisa Cuddy and Dr Robert Chase. The next question is about...

b. a university professor **d.** doctors

B Play 3.5 and carry out the **drill**.

Transformation drill

Play the model in 3.5 and pause. Say **Messi – football player** and get sts to say 'He's a football player'. Say **Juliana – teacher** and elicit from the whole class, 'She's a teacher'.

Play the rest of 3.5 for drills. Pick one student at a time and have chorus repetition now and then. Replay 3.5 so more sts can participate.

3.5

- T = teacher S = student
T Ross. University professor.
S He's a university professor.

T Cuddy and Chase. Doctor.
 S They're doctors.
 T Obama. Politician.
 S He's a politician.
 T Now you do it. Obama. Politician.

Prompts

Beckham and Messi, football player.
 Anne Hathaway, actress.
 Adele and Madonna, singer.
 Ivo Pitanguy, doctor.
 Maria Sharapova, tennis player.

C Draw sts' attention to photos **a** and **c** in **A**. In pairs, sts take turns to say what the characters in **A** do. Encourage sts to use the chunks in the model. Classcheck.

Sheldon Cooper's a scientist.

Elliot Stabler and Olivia Belson are police officers.

D **MAKE IT PERSONAL** Ask sts to think about their favourite TV or film character. In groups of three or four, sts talk about their favourite characters and their occupations. Monitor closely for accuracy. Classcheck by asking some sts to share information with the whole class. If technology is available, use Google Images or the official website of the TV series sts mentioned.

IDEAL

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 ID Online Portal
 Grammar p. 66

Have you got any brothers and sisters?

Lesson Aims: Sts learn and practise present simple ⊕ ⊖ and ? for persons 'I' and 'you' via the context of asking and answering about family.

Function	Language
Listening to and reading about a TV programme.	HBO's <i>Game of Thrones</i> is a fantasy TV series.
Giving information about a family member.	Antonio's 31 years old and he's married. He's a taxi driver.
Guessing which family member is being described.	Is he your husband? Is he your brother?
Listening to people ask and answer about family.	Do you live alone? Have you got any children?
Asking and answering about family.	'Have you got any brothers or sisters?', 'Yes, I have / No, haven't'.

Vocabulary: Family members (wife, husband, brother, sister, children, father, mother, parents).
Grammar: Present simple: *I, you* ⊕ ⊖ ?. Review verb *be* questions and short answers.

Warm-up Ask the class to stand up. Tell sts they've got three minutes to ask classmates about their jobs. Say:

When we finish, you need to remember the professions of five people. Drill the question 'What do you do?' and answers 'I'm a / an (job)'. If necessary, write and leave them on the board for reference.

Sts mingle and interview as many classmates as possible about what they do. When the time is up, ask sts to sit down. Write this sentence on the board: (*Your name*) is a *teacher*. Ask sts to write similar sentences about five different classmates from what they remember, e.g., 'Julia is a lawyer,' 'Marco is a doctor,' 'Patricia is an engineer,' and so on. Sts paircheck to see what sentences they have in common and correct / help each other. At the end, ask sts to read some of their sentences and check with the whole class if information is correct, e.g.: *Is Julia a lawyer? Is Patricia an engineer?*

3 Reading

A Books closed. Show a picture of a famous family to pre-teach vocabulary, e.g., *The Simpsons*. Point to Homer Simpson and ask *Is Homer married or single?* Start introducing family words, say: *This is Marge. She's his wife.* Point to the children and say: *They've got three children: two daughters (Lisa and Maggie) and a son (Bart).* Additionally, you may also draw your own family tree on the board – or show a personal photo – to exemplify husband / wife, mother / father, son / daughter.

Books open. Point to the **Song Line** on p. 31 and elicit the song title / band. If possible, play a bit of the song in case sts don't remember / know it.

Song line:

*We're a happy family, we're a happy family,
We're a happy family, me, mom and daddy.*

Song: 'We're a Happy Family'
Band: The Ramones (USA)
Year: 1977

Sts look at the family tree and text. Ask: *Do you know this TV programme? What channel is it on?* Play 3.6 for sts to listen and read about the programme. Sts answer questions 1-4.

1. HBO.
2. Politics, war, love and family.
3. Myrcella.
4. Joffrey and Tommen.

B Get sts to read the text again. Draw their attention to the highlighted words. Ask them to read **Common Mistakes**. Elicit the female equivalent to 'husband' and get sts to complete the table with family words from the text. Paircheck. Classcheck.

Woman	Man	Both (Man & Woman)
mother	father	parents
wife	husband	couple
daughter	son	children
sister	brother	siblings

C Point to Cersei Lannister's name on the family tree on p. 30 and the empty box next to it and ask: *Who's her husband?* Get sts to look for the answer in the text. Classcheck. Sts re-read the text to complete the *Game of Thrones* family tree with all the missing names. Paircheck. Classcheck with answers on the board.

	Tywin Lannister		
Tyrian	Jaime	Cersei Lannister	Robert Baratheon
	Joffrey	Tommen	Myrcella

D Play 3.7 for chorus repetition. Replay for individual repetitions. Correct sts on the spot.

3.7

W Mother.	M Son.
W Wife.	M Brother.
W Daughter.	W Parents.
W Sister.	M Couple.
M Father.	W Children.
M Husband.	M Siblings.

E MAKE IT PERSONAL Model the activity. Give information about a relative. Say, e.g.: *(Your mother's name) is 52 years old and she's divorced. She's a doctor.* Ask *Who's this person?* and elicit / prompt 'Is she your sister / mother?' questions. Do the same with another relative. Drill 'Is he / she + your + (family word)?'

In pairs, sts take turns to play roles **A** and **B**, as in the model. Monitor closely for accuracy.

Round off by asking a couple of sts to play the game with the whole class.

4 Grammar: Present simple

Tip Before sts listen, encourage them to predict conversations 1-3 and elicit what they think people are talking about in pictures a-c. Point to **a** and ask: *What's the question?* Do the same with **b-c**.

A Tell the sts they'll hear three conversations. Say: *Listen to conversation 1 and tell me, is this picture a, b or c?* Play 3.8 and pause after 1. Ask: *What's the picture?* Replay in case sts didn't get it. Play the rest of 3.8. Paircheck. Classcheck.

3.8

- 1 M1 Do you live alone?
W1 No, I don't. I live with my mother.
M1 What's her name?
W1 Her name's Anna.
- 2 M2 Have you got a big family?
W2 No, I haven't got any siblings. I'm an only child.
- 3 W3 Have you got any children?
W4 Yes, I have. I've got a son.
W3 What's his name?
W4 His name's Daniel.

a. 1 b. 2 c. 3

B Sts complete the extracts 1-3 with the words given. Paircheck. Play 3.9 to check answers. Replay and pause after each sentence for chorus repetition.

Tip Get sts to act out dialogues in pairs. Swap roles. Monitor closely for pronunciation and intonation. Then, have three pairs role-play a dialogue each to the whole group.

3.9

- 1 A Have you got any children?
B Yes, I have. I've got a son.
- 2 A Do you live alone?
B No, I don't. I live with my mother.
- 3 A Have you got a big family?
B No, I haven't got any siblings. I'm an only child.

1. son 2. live / with 3. family / haven't

C Get sts to read the text *Mystery Man* on their own. Then, ask them to circle the best options in 1-3. Paircheck. Classcheck with answers on the board and clear up any doubts sts might have.

1. His 2. Her 3. Their

D Write the following questions on the board:

Are you married?

Are you from Brazil?

Have you got any children?

Do you live alone?

Elicit / Circle the main verbs in each question and ensure sts notice 'do' and 'have' as auxiliaries.

Write on the board *I'm Brazilian*. Elicit the negative form from sts: 'I'm not Brazilian'. Write *I live alone* and elicit / prompt the negative, 'I don't live alone'.

Point to the two underlined auxiliaries on the board and tell sts to complete the **Grammar** table with 'do' or 'don't'. Paircheck. Classcheck and drill all sentences.

Tip For further practice, tell sts to go to **Grammar** on p. 67.

+	-
I have two brothers. I live with my parents.	I don't have a big family. I don't live alone.
?	✓ Short answers ✗
Have you got siblings?	Yes, I have. No, I haven't.
Do you live alone?	Yes, I do. No, I don't.

E Play 3.10 and carry out the **drill**.

Transformation drill. Play 3.10 up to 'Now you do it', then pause. Say: *Now you do it. Children. Question. Have you got children? Repeat.* Elicit 'Do you have children?'. Play the sentence for sts to check.

Play the rest of the track and at each pause, pick a different student to say the sentence.

3.10

T = teacher S = student

T Children. Question.

T Negative.

S Have you got any children?

S I haven't got any children.

T Affirmative.

T Now you do it. Children.

S I've got children.

Question.

Prompts

Affirmative. Negative. A son. Question. Affirmative.

Negative. A daughter. Question. Affirmative. Negative.

Alone. Question. Affirmative. Negative.

F Elicit the correct answer for 1. Sts match questions 2-6 to the best responses. Paircheck. Classcheck with answers on the board.

Tip Swap partners. In pairs, sts role-play all six questions and answers.

(4) His name's Nando. (6) Yes, I am. (1) Yes, I have. Two brothers and one sister. (3) Yes. I've got a son. (2) Fred, Brian and Sofia. (5) No, I don't. I live with my partner.

G **MAKE IT PERSONAL** Point to the lesson title question and ask the whole class: *Have you got any brothers and sisters?* In pairs, sts take turns to ask and answer about their own families, using questions from **F**. Monitor closely for accuracy. At the end, ask sts to report their partners' answers by asking: *Who has more relatives?*

IDEAL

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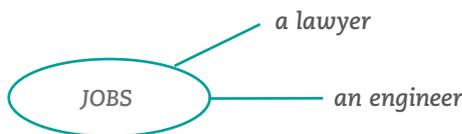
Grammar p. 66

Where do you work?

Lesson Aims: Present simple *Yes / No* and *Wh-* questions are presented and practised through the context of places of work and jobs.

Function	Language
Identifying cognates in places-of-work phrases.	In a hospital. In a restaurant.
Listening to a podcast about people with two jobs.	Do they work from home?
Asking and answering about jobs and places of work.	Do you work in an office? Do you want to be a doctor?
Vocabulary: Prepositions + places of work. Review jobs.	
Grammar: Present simple <i>Yes / No</i> and <i>Wh-</i> questions.	

Warm-up Write **JOBS** on the board. Circle the word. Then draw a line from it and write **a lawyer**. Elicit more occupations from sts and keep a record of their contributions, in the shape of a diagram.



Elicit / Drill pronunciation of all jobs and add vocabulary from lesson 3.1, activity 1A, which sts did not mention, until there are about ten jobs on the board. Have sts briefly ask each other in pairs the questions 'What do you do?' and 'What does your sister / brother / father / mother do?' Leave the questions on the board to help them.

5 Vocabulary: Places of work

A Books closed. Say: *I'm a teacher. I work in a school.* Point to one of the occupations on the board (from the warm-up activity above) and ask: **Where does a doctor work?** Prompt 'In a hospital'.

Books open. Point to the phrases in group 1. Draw sts' attention to the pink letters and encourage them to guess the pronunciation.

Point to photo **a** and the phrases in group 2. Ask: **What's this?** (a city centre). Sts match photos **a-e** to group 2. Paircheck. Classcheck with answers on the board.

- (a) in the city centre (b) in a pharmacy (c) from home
(e) in an office (d) in a travel agent's

B Tell sts they'll hear a podcast. Show them 'in a school' in **A** is numbered as **1**. Sts listen and number expressions in **A** in the order they hear them, **1-9**. Play 3.11 and pause after 'in a restaurant' (number **2**). Pause after every two places, or play 3.11 twice. Paircheck. Replay to check answers. Ask the class: **What's the podcast about? Do you work in one or two places?**

3.11

F Many people haven't got a job. But on today's programme we talk to people who've got not one, but two jobs. Where do they work? In a school and in a restaurant? In a hospital and in a pharmacy? Or in a travel agent's and in a bank or an office? Do they work in the city centre? Do they work from home? Let's hear their stories.

1. in a school
2. in a restaurant
3. in a hospital
4. in a pharmacy
5. in a travel agent's
6. in a bank
7. in an office
8. in a city centre
9. from home

The podcast is about people who have two jobs / work in two different places.

C Focus on **Common Mistakes**. Ask sts to cover the phrases from **A** and, in pairs, try to remember all the places of work. Ensure sts say prepositions / complete phrases. Monitor closely and correct on the spot.

6 Listening

A Explore the webpage. Point to the questions 'Who are they?', 'What do they do?' and 'Where do they work?'. Get sts to answer about Hanna and Victor in pairs. Classcheck.

Tell sts they'll hear an interview with Hanna and Victor. Ask: **What's Hanna's second job? Is she a secretary and a doctor?** Elicit some guesses and then play 3.12. Pause after Hanna says 'shop assistant'. Classcheck and ask sts to complete the information on the webpage. Ask: **What's her favourite job?** Play the rest of her interview and get sts to tick Hanna's preference.

Say: **Now listen to Victor and complete.** Play the interview without pausing. Paircheck. Classcheck with answers on the board.

3.12

- W What do you do, Hanna?
H I've got two jobs. I'm a secretary and a shop assistant.
W A secretary? Do you work in an office?
H Yes, I do. I work in a law office in the city centre. But only in the mornings.
W And where do you work as a shop assistant?
H In a pharmacy – but only in the afternoons.
W Which do you prefer?
H Oh, a shop assistant. It's great.
W What do you do, Victor?
V I'm a web designer. And I'm a waiter too.
W I see. Where do you work as a web designer?
V Well, I'm freelance, and I work from home. It's fabulous!
W And a waiter? Do you work in a restaurant?
V Yes, I work in an Italian restaurant in London. It's a terrible, horrible job!

Hanna: secretary ✓ shop assistant ✓
Victor: freelance web designer ✓ waiter

B Say: *Hanna works at two different places. Victor too. He works at two places.* Point to the phrases in **5A** and ask: *Where do Hanna and Victor work?* Listen and check. Replay **3.12**. Sts tick in **5A** four places-of-work phrases mentioned. Paircheck. Classcheck below in **C**.

in a restaurant (V) in a pharmacy (H) from home (V)
in an office (H)

C Play **3.13** for sts to check answers. Replay and pause after each sentence for chorus repetition.

3.13

H I work in a pharmacy.
H I work in an office.
V I work from home.
V I work in a restaurant.

7 Grammar: Present simple

A Write the gapped question on the board *___ you live alone?* and ask the whole class to complete it.

Point to the **Grammar** table and get sts to complete **1-6**. Paircheck. Play **3.14** to check answers. Classcheck with answers on the board. Replay **3.14** and pause after each question for chorus repetition.

Tip For further practice, ask sts to go to **Grammar** on p. 67.

3.14

1 Do you work from home?
2 Do you want to be a doctor?
3 Do you live here?
4 What do you do?
5 Where do you work?
6 Where do you want to work?

Yes / No questions A-S-I			Wh- questions Q-A-S-I			
A	S	I	Q	A	S	I
1. Do	you	work from home?	4. What	do	you	do?
2. Do	you	want to be a doctor?	5. Where	do	you	work?
3. Do	you	live here?	6. Where	do	you	want to work?

B Read **World of English** with sts. Check if they recognise the **Song Lines** in the box or know other ones with auxiliaries 'do' or 'don't'.

Cultural note 'Do You Really Want to Hurt Me?' is a hit released in the 80s by British band Culture Club, led by singer Boy George. 'Boys Don't Cry' was written by The Cure.

Have sts read the **Song Line** on the top of p. 33. In case they don't know / remember it, tell them who sings it and which year the song was released.

Song line:

You don't have to be rich to be my girl.
You don't have to be cool to rule my world.~

Song: 'Kiss'
Singer: Prince (USA)
Year: 1986

Ask a student question **2** from **A**, and prompt / ask for short answer 'Yes, I do.' or 'No, I don't'. Point to questions **1-6** in **A** and ask sts to match them with the appropriate answers. Paircheck. Classcheck.

In pairs, sts role-play, asking questions from **A** and answering using responses from **B**.

(2) No, I don't. I want to be a lawyer.
(4) I'm a bank cashier.
(6) I want to work from home.
(3) Yes, flat 61.
(1) Yes, I do. I work freelance.
(5) I work in Ventura.

C Play **3.15** and carry out the **drill**.

Transformation drill

Say *Listen to the model* and play **3.15** up to 'Now you do it', then pause. Say: *Now you do it. Work. Question.* Elicit 'Where do you work?' then play the sentence for sts to check.

Play the rest of the track and at each pause, pick a different student to make the question to fit the prompt.

3.15

T = teacher S = student
T Work. Question.
S Where do you work?
T An office.
S I work in an office.
T Work. Question.
S Where do you work?
T A bank.
S I work in a bank.
T Now you do it. Work. Question.

Prompts

the city centre, a school, home, a hospital, a restaurant, a travel agent's

D MAKE IT PERSONAL **1** Read the **box** with sts. Remind them to use *a / an* before nouns, e.g., *a doctor, a teacher*. Ask sts to answer question **1** in the table. For question **2**, ask sts to complete column **A** about themselves, writing ✓ or ✗.

If sts don't have jobs, remind them to consider 'want to' in all questions.

2 In pairs, sts interview each other and write their partners' answers in column **B**.

3.3

3 Classcheck to see if there are any coincidences between pairs. Ask several pairs of sts: *What about you? Where do you (want to) work?*

Extra writing Ask sts to write down a brief introduction to themselves, saying what they do and where they work. If possible, display their sentences on the school / class wall. Provide them with models, e.g.:

'I'm Andrew and I'm married. I'm 34 years old. I live with my wife and two sons in Buenos Aires. I'm an engineer and I work in an office in the city centre.'

'I'm Renata and I'm single. I'm 21 years old. I live with my parents in Bogotá. I want to be a doctor or a nurse. I want to work in a hospital.'

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Grammar p. 66

Where does your mother work?

Lesson Aims: Sts are exposed to present simple third-person + - ? in the context of remembering information from an interview. They also practise third-person by asking and answering about their own family members.

Function	Language
Listening to an interview.	Yes, that's right. I live in Queens.
Asking and answering about the interview.	Where does he live?
Asking and answering about a family member.	What does she do? Has she got any children? She's got a son.

Vocabulary: Review family words and jobs.
Grammar: Present simple third-person + - ? and short answers.

Warm-up Review verb *be* Yes / No questions (he / she). Before class, write on the board 5-7 verb *be* sentences about your family and friends, mixing true and false facts, e.g.:

My brother is from Guadalajara.

My father is a lawyer.

My sister is a fantastic actress.

My best friend is German.

My boss is 85 years old.

In pairs, sts briefly decide if sentences are true or false. Classcheck by having sts ask you Yes / No questions. Say: **Let's check. You ask me questions. I say yes or no. Each correct answer is one point!** Model / Prompt the question if necessary, say **Is your brother from...?** and elicit the complete question from sts. Ensure each question is asked by a different student. Encourage sts to guess the correct information when sentences are false. The pair(s) with the most points are the winners.

8 Listening

A Books open. Point to the photos and ask: **Where is it? Do you know New York City?** Explore the images and check if sts recognise the places. Point to the limo and ask the class: **What type of car is this?** Pre-teach 'limousine' and 'limo'. Focus on the text title and ask: **Is it common to see / be a limo driver?** Say: **It's an unusual job. Not common.**

Say: **Natesh is a limo driver in New York City.** Tell the class they'll listen to an interview with Natesh. Read sentences 1-7 with sts and ask them to mark true or false as they listen. Play 3.16. Paircheck. Replay 3.16. Classcheck with answers on the board.

▶ **3.16** Notice the intonation at the end of each sentence/question.

- W Where are you from, Natesh?
 M I'm from Islamabad, Pakistan.
 W And you live here in New York City, right?
 M Yes, that's right. I live in Queens.
 W Do you live alone?
 M No, no. I live with my parents and my brother Arul.
 W What do your parents do?
 M My parents don't work. They're retired.
 W And your brother? What does your brother do?
 M My brother doesn't have a job. He's... erm... unemployed.

- W Oh. OK. Are you married, Natesh?
 M No, I'm not, but I have a girlfriend. Her name's Reva. She's from India.
 W I see... You're a limo driver, right? Where do you work?
 M I work in the Manhattan area, 13 hours a day.
 W That's a lot, isn't it? And what do you think of your job?
 M Oh, I think it's very interesting! I love my limo!

1. T
2. T
3. F (He lives with his parents and his brother.)
4. T
5. F (He hasn't got a sister.)
6. F (He works 13 hours a day.)
7. T

B Point to question 1 and elicit the answer. Sts order questions 2-8 and match them to answers. Paircheck. Play 3.17 to check answers. Write answers on the board. Replay 3.17 and pause after each question / answer for chorus repetition.

▶ **3.17** Notice the use of auxiliaries with words that are not pronouns.

- 1 M Where's he from?
W He's from Pakistan.
- 2 M Where does he live?
W He lives in New York City.
- 3 M Does he live alone?
W No, he lives with his parents.
- 4 M Has he got a sister?
W No, he hasn't. He's got a brother.
- 5 M Is he married?
W No, but he's got a girlfriend.
- 6 M What does he do?
W He's a limo driver.
- 7 M Where does he work?
W He works in Manhattan.
- 8 M Does he like his job?
W Yes, he does.

▶ See AS 3.17 for the answer.

C Swap partners. Sts cover answers in **A** and **B** and take turns to ask and answer questions **1-8** from **B**.

Tip Monitor for content and fluency at this stage, as sts have just been exposed to third-person -s and are only focusing on the form below in **9A**.

9 Grammar: Present simple – third-person singular

A Get sts to look at the **Song Line** on p. 35 and elicit the name of the song / band. Focus on the line 'How does it feel?'

Song line:

How does it feel? How does it feel?
To be on your own, with no direction home? ↪

Song: 'Like a Rolling Stone'

Singer: Bob Dylan (USA)

Year: 1965

Raise the comparison between *Do* vs *Does*. Write *Where do you live?* on the board and ask: *What about Natesh?* Point to the questions in **8B** and ask: *What's the question (for Natesh)?* (2 – Where does he live?). Do the same for 'Do you live alone?' and question **3**, 'Does he live alone?'

Read **Common Mistakes** with sts. Write *I've got a brother* on the board and invite sts to transform / complete the same sentence with 'He...' ('s got a brother). Repeat procedure with 'I haven't / He hasn't got a sister' and make sure sts notice the -s for third-person singular is only used in affirmative sentences.

Focus on the **Grammar** table. Sts complete it with *does*, *doesn't*, *has*, *hasn't* or -s when appropriate. Paircheck. Classcheck with answers on the board. Drill pronunciation of all sentences as you classcheck them.

+			-		
He	has got a brother.		He	hasn't got a sister.	
She	works in New York City.		She	doesn't work from home.	
	lives with a friend.			doesn't live alone.	
?			✓ Short Answers ✗		
Has	he / she got any sisters?	Yes, he / she	has.	No, he / she	hasn't.
Does	he / she work in an office? / live with a friend?	Yes, he / she	does.	No, he / she	doesn't.
What does he do? Where does he work? Where does she live?			Contractions: doesn't = does not hasn't = has not		

B Play 3.18 and carry out the **drill**.

Transformation drill

Say *Listen to the model* and play 3.18 up to 'Now you do it', then pause. Say: *I live alone. He.* Elicit 'He lives alone' and play the sentence for sts to check.

Play the rest of 3.18 and at each pause, pick a different student to transform the model with the prompt given.

3.18

T = teacher S = student

T I live alone. He.

S He lives alone.

T I've got a brother. She.

S She's got a brother.

T Now you do it. I live alone. He.

Prompts

I work from home. She.

I haven't got a sister. He.

I live with a friend. She.

C **MAKE IT PERSONAL** Ask sts to read **World of English**.

1 Model the activity. Display the page using the **Digital Book for Teachers** or the board and complete an **ID** form about a member of your family. Sts do the same. Walk around to monitor their production.

2 Swap partners. Refer sts to the Lesson Question Title on top of p. 34. Elicit questions sts will need for the activity. Get sts to read the model dialogue in speech bubbles. In pairs, sts interview each other about their chosen relatives. If possible, ask sts to show a photo of their selected family member on their smartphone picture gallery or online, e.g., on Facebook.

Classcheck by asking sts to tell the class about their partner's relative.

IDEAL

Workbook p. 100

ID Online Portal

Grammar p. 66

Do you live near here? / Have you got any children?

Lesson Aims: Sts continue to practise grammar and vocabulary of this unit in the context of meeting new people and responding positively in conversation, using the expressions 'Nice!', 'Really?', 'Right!', 'Cool!', etc.

Function	Language
Reading about listening strategies.	Before you listen, imagine the context.
Listening for specific information.	I'm unemployed at the moment. But I'm a university student.
Saying what you have in common with other people.	Laura is unemployed. I'm not unemployed, I have a job.
Listening to people meeting for the first time.	Do you have a girlfriend?
Exchanging personal information and responding positively.	What does she do? Does she have any children? She has a son.

Vocabulary: Review vocabulary for personal information (marital status, jobs, family). Phrases to respond positively (Right! Cool! Wow!).

Grammar: Review present simple ⊕ ⊖ and ⊙.

Warm-up Books open to **Sounds and Usual Spellings** on p. 80. Focus on vowels. Ask sts to cover the words and look at the pictures only. Point to the tree / three drawing and elicit vocabulary from the whole class. In pairs, sts take turns to point and name pictures in all eleven vowel sounds. Monitor closely for accuracy. Classcheck briefly.

Tip Encourage sts to visit the pronunciation section on ID Portal.

ID Skills: Listening for specific information

A **Books open.** Ask sts to read (**World of English**) and play 3.19 for them to listen. Explore the photo. Ask: **Are they married? Or boyfriend and girlfriend? Friends? Do they work together?** Say: **This is Laura and this is Charlie.** Go over 1-3 with sts and have them predict 1) four questions from Laura and Charlie's conversation, 2) where they are and 3) the relationship between them. Paircheck. Classcheck in **B**.

B Say: **Listen and check** (answers from **A**). Play 3.20. Paircheck. Classcheck.

3.20

W Nice party!
M Yes, it is...
W Hi. My name's Laura.
M Oh, hello. I'm Charlie. Nice to meet you.
W Nice to meet you too. Do you live near here?
M No. I live in the city centre. What about you?
W I live near here.
M What do you do, Laura?
W I'm unemployed at the moment. But I'm a university student.
M I see. What do you study?
W I study Information Technology – IT.
M Oh, that's interesting. I'm an IT professional.

- d – Do you live near here?
h – What do you do?
g – What about you?
i – What do you study?
- a – a party
c – strangers

C Point to the list of words and the photo in **A** and say: **Remember their conversation. Do they say / mention 'beautiful'? What about 'car'?** Have sts tick eight words used by Laura and Charlie from what they remember. Paircheck. Play 3.20 to check answers. Replay if necessary. Classcheck.

Nice, hi, hello, do, unemployed, university, student, interesting.

D Point to **1** and ask: **Who lives in the city centre, Laura or Charlie?** Say: **Listen to the complete conversation and write L for Laura or C for Charlie.** Allow sts 30 seconds to read **1-10** and then play 3.21. Paircheck. Classcheck with answers on the board.

3.21 Notice the sentence stress and weak forms in the questions.

W Nice party!
M Yes, it is...
W Hi. My name's Laura.
M Oh, hello. I'm Charlie. Nice to meet you.
W Nice to meet you too. Do you live near here?
M No. I live in the city centre. What about you?
W I live near here.
M What do you do, Laura?
W I'm unemployed at the moment. But I'm a university student.
M I see. What do you study?
W I study Information Technology – IT.
M Oh, that's interesting. I'm an IT professional.
W Really? Where do you work?
M I work for a bank.
W Cool! Are you married, Charlie?
M No, I...
W Do you live alone? Do you have a girlfriend?
M ... I live with my partner.
W Oh, I see... Well, OK. Great talking to you. Bye!
M Bye...

- C
- L
- L
- L
- C
- C
- C
- C
- L
- L

E Tell sts: **I'm going to play the conversation again. Circle how much you can understand, 50, 60, 80 or 100%.** Play

3.21. Sts circle the percentage that applies to them. Ask sts to go to AS on p. 84 and look for words / parts they didn't get from the listening. Ask: **Which words are difficult to understand?** Check if they share the same difficulties and drill the pronunciation of words or even phrases they couldn't understand while listening to the track.

F MAKE IT PERSONAL Model the activity. Compare yourself to Charlie and Laura and say, e.g.: **Charlie lives in the city centre. I don't live in the city centre. Laura lives near here and I...** Refer sts to the model in the speech bubbles. Swap partners. In pairs, sts take turns to say what they have / don't have in common with Charlie and Laura. Monitor closely for accuracy. Classcheck by having sts talk about their partners, e.g., 'Charlie lives with his partner. Jose lives with his parents.'

ID in Action: *Meeting new people – exchanging personal information*

A Books closed. Write *Places* on the board and elicit vocabulary from the whole class, e.g. 'a hospital,' 'a school,' 'a bank,' 'an office,' 'a pharmacy' (lesson 3.3) or other places sts might know in English, especially cognates such as 'a restaurant' and 'a bar / pub'. Once there are about ten places on the board, ask the group: **Which is a good place to meet / find a partner? When you meet new people, what do you say in English? What questions do you ask?** Elicit as much as possible from sts.

4 – 6 – 2 – 8 – 9 – 3 – 1 – 5 – 10 – 7

Books open. Sts look at the questions and match them to the appropriate answers. Paircheck. Classcheck in **B**.

B Say: **Listen and check.** Play 3.22. Classcheck with answers on the board. Replay 3.22 and pause after each question and answer so sts can repeat in chorus. Monitor closely for intonation.

3.22

- M Do you live near here?
 W No. I live in the city centre.
 W Do you live alone?
 M No, I live with my parents.
 M Have you got any brothers and sisters?
 W Yes, I've got one brother.
 W Have you got any children?
 M Yes, I've got two sons.
 W Have you got a girlfriend?
 M Yes, I have. Her name's Emily.
 W What do you do?
 M I'm an engineer.
 M Where do you study?
 W At LSE.
 W Where does your father work?
 M He's retired.
 W What does your wife do?
 M She's a housewife.
 M How old is your daughter?
 W She's ten.

C Point to the questions in **A** and say: **If a person is married, which questions can you ask? If the person is single, which questions can you ask?** Point to the table and have sts write three questions in each column. Encourage sts to also come up with questions which are not in **A**. Paircheck. Classcheck. Drill pronunciation of some of the questions sts come up with.

Possible answers:

If a person is married, you can ask:

Have you got any children? Where does your wife / husband work? Where does your wife / husband study?

If a person is single, you can ask:

Where do you live? Where do you work?

D Role-play a conversation with a student in front of the whole class. Pretend you are meeting him / her for the first time: introduce yourself, find out if the student is married or single and ask questions (from **A** and **C**). Get the student to ask you a few questions back, to make conversation sound natural. Show interest in his / her answers and ensure you take this opportunity to present some of the phrases in **World of English**, e.g., **Oh, I see. / Cool! / Really? / Nice!** and use **Great talking to you. Bye!** to end the conversation. Encourage the student to use a few simple responses to your answers, e.g., prompt / ask him / her to say 'Nice!' when you say something about yourself.

Get the whole group to look at **World of English**. Play 3.23 for sts to listen and repeat. Demonstrate facial expressions and gestures that could go along with each phrase, so it's more meaningful and memorable for sts. Encourage them to repeat the phrases with the right intonation and a bit of humour, if possible.

Tip When sts go over the phrase 'Here's my number', check if they know the song 'Call Me Maybe' by Carly Rae Jepsen, in which she sings 'But here's my number, so call me maybe...' If time allows, you could even play part of the song / video so sts can sing along, either at this stage or at any time towards the end of the lesson.

E MAKE IT PERSONAL Have sts walk around the classroom and mingle as if they were at a party. If technology is available, let them choose some background music on the Internet. Before sts perform the task, elicit language they'll need for 'meeting new people.' Ask them to use questions from **A** and remind them to respond to their partners' answers with phrases from **World of English**. Monitor without much interference – jot down some of sts' utterances for delayed correction, but ensure you provide them with positive feedback as well, e.g., at the end also tell them what was right / good about their production: **I could hear Erol using 'Really?', 'Nice!' and Mariam said 'Here's my number' to Sarah.**

IDEAL

Workbook p. 101, 117, 118
 ID Online Portal
 Grammar p. 66
 ID Café Video p. 74