

3

Jobs

am/are/is – negatives and questions

Address, phone number • Social expressions

Personal information

Introduction to the unit

The title of Unit 3 is 'Personal information' and the main aim of the unit is to allow students to exchange *more information about themselves*. This includes job, age, address, phone number, and whether students are married or not. The grammar of the verb *to be* is recycled and extended to include the *we* form, negatives, *wh-* and *Yes/No* questions and short answers. In terms of skills, students get practice in listening and speaking, and reading and speaking.

The lexical set of jobs is presented and the *Everyday English* syllabus is extended to include social expressions.

Language aims

Grammar – *am/are/is* The verb *to be* is recycled and extended to include the subject pronoun *we* in the negative and positive, negative forms *'m not, isn't*, questions with question words including *How old* and *Who, Yes/No* questions and short answers.

Possessive adjectives *My, your, his, and her* are reviewed from Units 1 and 2.

Vocabulary A set of common jobs is presented and there is an opportunity to extend this set with students' own jobs.

Everyday English This section focuses on social expressions including greetings at different parts of the day (*Good morning, etc.*) and key situational language like *Pardon?, Sorry, etc.*

Workbook The lexical set of jobs is recycled.

The forms of *to be* are fully reviewed with exercises on the negative, questions, and short answers.

Students are given extra practice in listening and reading.

There is an exercise on word stress.

The social expressions from *Everyday English* are reviewed.

Notes on the unit

STARTER (SB p18)

NOTE

In this section, students are asked to give their own job. If you have a multilingual group or you don't speak the students' own language, ask them to look up the name of their job in a dictionary before the lesson. Briefly check the pronunciation with the students so that they are prepared for exercise 2.

- 1 This section introduces some job vocabulary and practises the question *What's your job?* Students will already be familiar with *doctor* and *teacher* from the Reading in Unit 2, so use these as examples to demonstrate the activity.

If you think students might know some of the jobs, put them in pairs and ask them to match any jobs they know and guess the others. Then check answers with the class. If you think students won't know any of the vocabulary or won't want to guess the answers, then do the matching activity as a whole-class exercise.

Answers and tapescript

- 1 a teacher
- 2 a taxi driver
- 3 a police officer
- 4 a businessman
- 5 a doctor
- 6 a shop assistant
- 7 a nurse
- 8 a student

T 3.1 Play the recording and get students to listen and repeat the words, first chorally and then individually. Concentrate on correct pronunciation and word stress. Make sure students don't get confused by the spelling of *nurse* and *businessman* and pronounce the *u* incorrectly:

nurse /nɜːs/
businessman /'bɪznɪsmən/

- 2 Focus attention on the speech bubbles. Write the sentences up on the board and circle the *a* in each answer to emphasize that we use an article before jobs. Drill the question and answers chorally and individually. Quickly check if students have jobs which are different from those in the Student's Book. If students want to use a job beginning with a vowel, e.g. *engineer*, point out they will have to use *an* – *I'm an engineer*.

WHAT'S HER JOB? (SB p18)

Negatives – *isn't*

- 1 **T 3.2** Briefly review *his* and *her* by pointing to a man and a woman in the Starter pictures and eliciting *What's his job?* and *What's her job?* Play the recording, pausing at the end of each line and getting the students to repeat chorally and individually. Make sure students include the article *a* each time. Students practise talking about the people in the pictures in open and then in closed pairs. Monitor and check for correct intonation and use of *his/her* and *a*.

SUGGESTION

If you think students need more practice, you can use flashcards of the same jobs that appear in the Student's Book. Get students to ask and answer *What's his/her job?* in pairs, swapping the flashcards as they finish with them.

- 2 Point to the teacher in the Student's Book and say *He isn't a student. He's a teacher*. Shake your head as you say the negative sentence to make the meaning clear. Point to the doctor and say *She isn't a nurse. She's a doctor*.

GRAMMAR SPOT

Focus attention on the negative sentence and what the contracted form is in full. Make sure students understand that the sentence is negative. Ask students to circle the negative forms in exercise 2.

T 3.3 Play the recording, pausing at the end of each line and getting the students to repeat chorally and individually. Make sure students can reproduce the negative form correctly and that they include the article *a* each time.

Write the following cues on the board to demonstrate the activity:

Number 2 He / shop assistant ✗ / taxi driver ✓
Number 3 She / teacher ✗ / police officer ✓

Get students to give the above sentences in full (*He isn't a shop assistant. He's a taxi driver* and *She isn't a teacher. She's a police officer*). Students then continue talking about the pictures in closed pairs. Monitor and check for correct intonation, pronunciation of *isn't*, and use of *a*.

SUGGESTION

If you think students need more practice with *is/isn't*, you can get them to produce sentences with information about each other. You can talk about jobs and also review the language from Unit 2, e.g.
Ana isn't a student. She's a teacher.
Juan isn't a teacher. He's a doctor.
Yoshi isn't from Tokyo. He's from Osaka.
Her name isn't Helen. It's Elena.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 1–3 These exercises review jobs, the questions *What's his/her job?*, and *is/isn't*.

Questions and short answers

- 3 Focus attention on the website file details. Read through the information with the class. Check comprehension of *address*, *phone number*, and *age* and drill the pronunciation of these words. Remind students of *married* from the Reading in Unit 2.
- 4 Focus attention on the example in number 1. Put students into pairs to complete the questions and answers. Note that students will have to generate the question *Where's she from?* for the *Country* category on the website file. This question should not be a problem for them, as they have already practised it several times. The question *How old is she?* is also new and is given in full so that students can familiarize themselves with it before they practise it. The short answer *No, she isn't* is included in this exercise. Again, students will be able to

generate the question (*Is she married?*) for this answer, and *Yes/No* questions and short answers are covered in the following exercise. (With a weaker group, you could complete the questions and answers with the whole class first and use the 'Listen and check' phase for repetition.)

T 3.4 Play the recording, pausing after each question and answer and get students to check their answers.

Answers and transcript

- 1 What's her name? Amy Roberts.
- 2 Where's she from? England.
- 3 What's her address? 18, Market Street, Manchester.
- 4 What's her phone number? 0161 929 5837.
- 5 How old is she? She's twenty.
- 6 What's her job? She's a student.
- 7 Is she married? No, she isn't.

Play the recording again and get students to repeat all the questions and answers. Do this chorally and individually. Point out that in English we give our phone numbers using single figures 0–9, and that 0 is pronounced 'oh'.

Get students to ask and answer about Amy, working in open and then closed pairs.

SUGGESTION

For further practice, cut out a picture of a man from a magazine (or draw one on the board) and provide similar ID information about him. Students then practise asking and answering the questions with *he/him*.

GRAMMAR SPOT

Focus attention on the questions and short answers. Make sure students understand that we don't repeat the key word from the question in the short answer. Ask students to circle the short answer in exercise 4.

- 5 *Yes/No* questions and short answers, which appeared in exercise 4, are covered in full here.

T 3.5 Focus attention on the speech bubbles. Ask students to read and listen. Play the recording through once. Play the recording again, pausing at the end of each line and getting the students to repeat as a class. Check for accurate reproduction of the rising intonation on the question and falling intonation on the answer:

Is Amy from America? No, she isn't.

Focus on the question cues in number 1 and demonstrate the first question and answer exchange with a confident student – *Is she from London? No, she isn't*. Students continue to ask and answer about the other cities in question 1, working in open pairs. Students

continue asking and answering the other questions in closed pairs. Monitor and check for correct intonation and correct use of short answers.

Answers

- | | |
|-------------------------|----------------|
| 1 Is she from London? | No, she isn't. |
| Is she from Liverpool? | No, she isn't. |
| Is she from Manchester? | Yes, she is. |
| 2 Is she 16? | No, she isn't. |
| Is she 18? | No, she isn't. |
| Is she 20? | Yes, she is. |
| 3 Is she a teacher? | No, she isn't. |
| Is she a nurse? | No, she isn't. |
| Is she a student? | Yes, she is. |
| 4 Is she married? | No, she isn't. |

- 6 This exercise practises the positive and negative forms in sentences. Focus attention on the two examples in number 1. Students complete the sentences with the information about Amy. Get students to check their answers in pairs before checking with the whole class.

Answers

- 2 Her phone number **isn't** 0171 929 5837. It's 0161 929 5837.
- 3 She **isn't** 18. She's 20.
- 4 She **isn't** married.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercise 4 An identity card exercise to practise personal information.

Exercise 5 A third person question formation exercise.

Exercise 6 An exercise to practise third person short answers.

WHAT'S YOUR JOB? (SB p20)

Negatives and short answers

- 1 *Yes/No* questions in the second person and short answers in the first person are presented here. Focus attention on the information about Jeff. Give students time to read it through.

T 3.6 Play the recording through once and ask students just to listen. Play the recording again and get students to complete as many questions and answers as they can while they listen. Get them to compare their answers in pairs and help each other to complete the conversation, using the information about Jeff.

Play the recording again and get students to check their answers and/or complete any they missed. Check the answers with the whole class.

Answers and tapescript

A Is your name Jeff?

J Yes, it is.

A Are you from England, Jeff?

J No, I'm not from England. I'm from Houston, Texas.

A Are you a police officer?

J Yes, I am.

A Are you 23?

J No, I'm not. I'm 25.

A Are you married?

J Yes, I am.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercise 7 This exercise provides practice of first person short answers.

Exercise 8 A second person question formation exercise.

Exercise 9 This exercise provides practice of first person answers to questions with question words.

PRACTICE (SB p21)

Listening and speaking

- 1 Focus attention on the photos of Giovanni and Diana. Get students to read through the information in the table so that they know what they have to listen for. Explain that they are going to hear two conversations, one with Giovanni and one with Diana. These are a little longer than in previous units, but reassure students that they only need to complete the information in the table and they don't have to understand every word.

T 3.7 Ask students to listen for the country Giovanni is from. Check the answer (*Italy*). Play the first eight lines of conversation 1 and then pause. Play the recording again from the beginning and get students to complete the information about Giovanni. Pause before moving on to conversation 2.

Play conversation 2 through once and get students to complete the information about Diana. Get students to compare their answers in pairs. Play the conversations again, pausing after conversation 1 and get students to complete/check their answers.

Check the answers with the whole class.

Answers

Name	Giovanni Tomba	Diana Black
Country	Italy	the United States
City/Town	Rome	New York
Phone number	06 944 8139	212 463 9145
Age	23	29
Job	Taxi driver	Shop assistant
Married?	No	Yes

T 3.7

- 1 I Good morning.
G Hello.
I What's your name, please?
G My name's Giovanni Tomba.
I Thank you. And where are you from, Giovanni?
G I'm from Rome, in Italy.
I Thank you. And your telephone number, please?
G 06 944 8139.
I How old are you, Giovanni?
G I'm twenty-three.
I And... what's your job?

GRAMMAR SPOT

- 1 Focus attention on the negative sentence and what the contracted form is in full. Make sure students understand that the sentence is negative. Ask students to circle the negative forms in exercise 1.
- 2 Focus attention on the short answers. Make sure students understand that we use the full form in the third person affirmative – *Yes, it is*, not **it's*, and that we cannot say *I *amn't* for the first person negative. Ask students to circle the short answers in exercise 1.
- Read Grammar Reference 3.1 on p122 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 2 This is a 'Listen and answer' exercise where students reply to your questions. Focus attention on the speech bubbles. Ask the question to a number of students and elicit true short answers *Yes, I am* or *No, I'm not*. Drill the pronunciation of the short answers. Then ask the students further questions to generate a range of true short answers. These can include:

Name: Are you (Yoshi)?

Country: Are you from (Spain)?

City: Are you from (Rio)?

Job: Are you a (teacher)?

Age: Are you (28)?

Married: Are you married?

- 3 In this exercise students mingle and ask each other *Yes/No* questions. Focus attention on the speech bubbles and get students to ask and answer in open pairs. It's a good idea to give students time to prepare their questions before they mingle, especially with a weaker group. Get students to write five questions using the questions in the book as a model and substituting information where possible.

Get students to stand up and do the activity. Monitor and check for correct intonation and use of short answers.

- G I'm a taxi driver.
 I And ... are you married?
 G No, I'm not.
 I Thank you very much.
- 2 I Hello.
 D Hello.
 I What's your name, please?
 D Diana Black.
 I And where are you from?
 D From New York.
 I Ah! So you're from the United States.
 D Yes, I am.
 I What's your phone number?
 D 212 463 9145.
 I Thank you. How old are you?
 D I'm twenty-nine.
 I What's your job, Miss Black?
 D I'm a shop assistant.
 I And are you married?
 D Yes, I am.
 I That's fine. Thank you very much.

- 2 Demonstrate the activity by asking a confident student the first question. Students continue asking and answering in closed pairs. Monitor and check. If students have problems with intonation or with the short answers, drill the questions and answers across the class and get students to repeat.

Check the answers with the whole class.

Answers

- No, he isn't. Yes, she is.
 No, he isn't. No, she isn't.
 Yes, it is. Yes, she is.

SUGGESTION

If students need further practice, get them to ask and answer more *Yes/No* questions with the information about Giovanni and Diana, e.g.

- Is Giovanni from Italy?
 Is Diana from Chicago?
 Is he a teacher?
 Is he 23?
 Is her phone number 212 463 9145?
 Is she a shop assistant?
 Is he married?
 Is she married?

Talking about you

- 3 Focus attention on the example. Tell students they need a question word, e.g. *Where, What*, in all the questions except number 6. Get students to complete the questions in pairs. Check the answers with the whole class.

Answers

- 1 What's your name?
- 2 Where are you from?
- 3 What's your phone number?
- 4 How old are you?
- 5 What's your job?
- 6 Are you married?

Check the pronunciation of the questions. Make sure students know to use falling intonation on the *Wh*-questions and rising intonation on the *Yes/No* question (number 6). Divide the class into groups of three and get students to interview each other, using the questions. Get students to write down information about one student to use in exercise 4.

- 4 Get students to use the information they found in exercise 3 to write a short description. This can be done in class time or for homework.

SUGGESTION

If you want to give students further practice in exchanging personal information, photocopy the role cards on TB p107. There are four cards for female students and four for male students, so photocopy the appropriate number of cards for the gender balance in your class.

Give out the role cards to the students, telling them this is their new identity. If necessary, review the questions students will need before they start the pairwork. Divide the class into pairs and get them to ask and answer the questions and note down the answers. Pair students with a different partner and get students to describe their first partner in order to review *he/she, his/her*.

If you want students to have more written practice, get them to use the information to write a description as in exercise 4 above.

Check it

- 5 Focus attention on the first pair of sentences as an example. Remind students of the convention of ticking (✓) to indicate that something is correct. Students continue working individually to choose the correct sentence.

Get students to check their answers in pairs before checking with the whole class.

Answers

- 1 Her name's Janelle.
- 2 She's a teacher.
- 3 Are you from Spain?
- 4 His phone number is 796542.

- 5 How old is she?
- 6 She isn't married.
- 7 Are you married? Yes, I am.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercise 13 This provides further listening practice.

Exercise 14 This provides further practice of third person short answers.

READING AND SPEAKING (SB p22)

A pop group

- 1 Check comprehension of the title 'A pop group' by asking students to give names of groups they know. Focus attention on the photo and make sure students understand that it shows a pop group called *4 x 4* (said 'four by four'). Pre-teach/check *on tour*, *great*, and *who*? The text also introduces the subject pronoun *we* and the preposition *at*. Students should understand these from context, but be prepared to explain if necessary. Ask students to read the text through fairly quickly.
- 2 Elicit the answer to number 1 (*is 4 x 4*). Students complete the rest of the sentences, working in pairs. Check the answers with the whole class.

Answers

- 1 The name of the group is **4 x 4**.
- 2 **Melanie Ryan is from Australia.**
- 3 **Cath and George Walters are from England.**
- 4 **Yves Lacoste is from France.**
- 5 **'We're on tour in the United States.'**

- 3 **T 3.8** Get students to read the questions through before they listen. If necessary, review numbers 11–30 to help students when picking out the ages of the characters. Play the first eight lines of the conversation and elicit the answer to question 1 (*Melanie is 22*). Play the rest of the conversation and get students to listen for the answers to 2 and 3. If necessary, refer them back to the text so that they can remember the names of the characters. Play the recording through again and get students to check/complete their answers. Check the answers with the whole class.

Answers

- 1 **Melanie is 22.**
- 2 **Cath is 21 and George is 20.**
- 3 **Yves is 19.**
- 4 **Melanie is married. Yves, Cath, and George aren't married.**

T 3.8

- I** Hi!
- All** Hi!
- I** Now you're Melanie, yes?
- M** That's right.
- I** And you're from Australia.
- M** Uh huh.
- I** How old are you, Melanie?
- M** I'm 22.
- I** And Cath and George. You're from the United States, yeah?
- G** No, no. We aren't from the United States. We're from England.
- I** England. Sorry. How old are you both?
- C** I'm 21 and George is 20.
- Y** And I'm 19.
- I** Thanks. Now, who's married in *4 x 4*?
- Y** Well, I'm not married.
- C and G** We aren't married!
- I** Melanie, are you married?
- M** Yes, I am!
- I** Well, thank you, *4 x 4*. Welcome to New York!
- All** It's great here. Thanks!

GRAMMAR SPOT

Check students understand *we* by gesturing to yourself and another student. Focus attention on the affirmative sentence and the contracted form *We're*. Make sure students understand what the contracted form is in full. Ask students to circle the examples of *we're* in the reading text.

Focus attention on the negative sentence and the contracted form *aren't*. Make sure students understand what the contracted form is in full and that the sentence is negative. Ask students to circle the examples of *aren't* in the reading text.

Refer students to Grammar Reference 3.2 on p122.

- 4 Tell students they are going to invent a pop group. Focus attention on the questions in exercise 4. Check students understand *Where are you now?* by asking the same question about the classroom situation. Divide the class into groups of four. Try to get a mixture of males and females in each group. Give students time to invent their imaginary identities and write down the details. Demonstrate the questions and answers with a confident group. For the answer to *What are your names?* encourage students to use *I'm ...* and *This is ...* to avoid the need for *our*, which is presented in Unit 4. Then get the groups to ask and answer about their pop groups. Monitor and check. Get one or two groups to describe themselves to the rest of the class.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercise 15 This provides further reading practice.

EVERYDAY ENGLISH (SB p23)

Social expressions

- 1 Focus attention on the gapped conversations and the expressions in the box. Focus attention on conversation 1 and elicit the second part of the answer (*Good morning, Mr Brown.*) Students continue completing the conversations in pairs, using the pictures to help.

Answers and tapescript

- Good morning.**
Good morning, Mr Brown.
- Good afternoon. The Grand Hotel.**
Good afternoon.
- Good evening, madam.**
Good evening.
- Good night.**
Good night, Peter. Sleep well.
- Goodbye.**
Goodbye. Have a good journey!

T 3.9 Play the recording and get students to check their answers. Students then practise the conversations in open and then in closed pairs.

NOTE

Exercise 2 contains examples of the Present Simple (*I don't know* and *I don't understand*). At this stage, it's best to treat these as useful expressions rather than explain the grammar behind the use of Present Simple. This will be covered in Units 5 and 6.

- 2 **T 3.10** Focus attention on the first photo and on the gapped conversation. Play the first conversation on tape as an example and elicit the answer (*I don't know*). Play the rest of the recording, pausing at the end of each conversation. Students complete their answers using the words given.
If necessary, play the recording again to allow students to check/complete their answers before checking with the whole class.

Answers and tapescript

- A** What's this in English?
B I don't know.
A It's a dictionary.
- C** *Hogy hívnak?*
M I don't understand. Sorry.
C What's your name?
M My name's Manuel. I'm from Spain.
- A** The homework is on page . . . of the Workbook.
B Pardon?
A The homework is on page *thirty* of the Workbook.
B Thank you.

- 3 If necessary, play the recording again and get the students to repeat. Students then practise the conversations in open and closed pairs.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 16–18 These exercises review and consolidate the social expressions from the *Everyday English* section.

Don't forget!

Workbook Unit 3

Exercise 10 In this exercise students translate sentences containing the main grammar points presented in the unit.

Exercises 11 and 12 Word stress exercises.

Word list

Ask the students to turn to p129 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Stop and check 1 for Units 1–3 (TB p130).