

UNIT 2 WHAT DO YOU DO?

The expression *What do you do?* is the question to ask what someone's job is. It is a short version of *What do you do for a living?*

Unit plan

Unit opener	(SB p. 20)	20 min.
Vocabulary: occupations	(SB p. 22)	25 min.
Pronunciation: two-syllable nouns	(SB p. 23)	15 min.
Grammar: articles	(SB p. 23)	40 min.
Vocabulary: family members	(SB p. 24)	25 min.
Listening: for specific information	(SB p. 24)	30 min.
Reading: a celebrity biography	(SB p. 25)	30 min.
Writing: understanding the mechanics	(SB p. 25)	30 min.
Grammar: possession	(SB p. 26)	40 min.
Speaking: talking about family	(SB p. 27)	20 min.
LifeSkills: categorising (Work and Career)	(SB p. 28)	45 min.
• optional downloadable LifeSkills lesson (Self and Society)		45 min.
• optional downloadable LifeSkills lesson (Study and Learning)		45 min.
Language wrap-up	(SB p. 30)	15 min.
Speaking workshop: talking about family	(SB p. 31)	20 min.
Video and downloadable video worksheet		45 min.

Common European Framework: unit map

	Competence developed	CEF Reference (A1)
Vocabulary	can talk about occupations	Table 1; Table 2; Section 4.4.3.1, Section 6.4.7.1
	can talk about family members	Table 1; Table 2; Section 4.4.1.1, Section 6.4.7.1
Pronunciation	can correctly stress occupations	Section 5.2.1.4
Grammar	can use definite, indefinite and zero articles	Table 1; Table 2;
	can use and understand possessive nouns	Sections 5.2.1.2, 6.4.7.7, 6.4.7.8
Listening	can anticipate and listen for specific information	Table 1; Table 2; Section 4.4.2.1
Reading	can understand and respond to a simple biography	Table 1; Table 2; Section 4.4.3.1
Writing	can use correct punctuation	Table 2; Section 4.4.1.2; Sections 5.2.1.5, 6.4.7.10
Speaking	can talk about family members and their occupations	Table 1; Table 2; Section 4.4.1.1

Unit opener (p. 20)

Lead-in

Ask the students to look at the photo. Ask them to think about these questions: *What is the woman doing? How old is she? Where is she? What is her job?*

To get your students to think about the two skills being developed in this unit, ask them to look at the questions in the cogs.

Listening: for specific information

Ask the students what personal information people give when they give information about themselves. Elicit examples such as name, date of birth, nationality, home town, likes and dislikes, etc.

Writing: understanding the mechanics

Write a capital 'A' and a small 'a' on the board. Elicit the term *capital letter*. Ask students what words begin with capital letters in their language. Elicit examples, e.g. names, names of countries, names of cities. **Highlight** any differences between their language and English, e.g. in English, words for languages begin with a capital, e.g. *Spanish, Polish, Russian*.

To get your students to think about the two skills being practised in this unit, ask the following questions:

Reading: a celebrity biography

Ask the students if they are interested in the lives of famous people (e.g. where and when they were born). Ask them to look through the unit and find out which famous people they will read about in this unit.

Speaking: talking about family

Ask the students to stand up and walk around the class asking the question *How many brothers and sisters have you got?* When they find someone who has the same number of brothers and sisters as they have, they should ask how old they are.

Refer the students to the **LifeSkills** panel. Tell them that the topic of this unit's LifeSkills section is *Categorising*. Play a game of 'Categories'. One person names a category of things (e.g. *objects beginning with 'c'; animals; countries*). One by one in order round the class, everyone then has to name something in that category (e.g. *chair, coffee*). If a student can't think of a word in that category, they are out of the game. The last person in the game is the winner.

A

- **Highlight** the unit title question and the fact that we use this question to ask what someone's job is. We do not normally say *What's your job?*, *What's your profession?*, or *What's your occupation?* We use the word *occupation* in official forms to ask this question.
- Ask the students to identify the three famous people in the pictures (*John Travolta, Woody Allen, Beyoncé*). Write the celebrities' names on the board.
- Ask the students to work individually to match the people to their main occupations. Note that the

students probably know Beyoncé as both a singer and an actress. Remind them that they should choose the main occupation.

- Ask the students to compare their answers in pairs. Then check the answers with the class. Encourage the students to make full sentences when giving their answers (e.g. *Beyoncé is a singer; Woody Allen is a film director*).

Answers

1 C 2 A 3 B

B

- Tell the students that all of the three people have another occupation or activity that they do. Ask them to guess what these occupations could be (e.g. *Maybe Beyoncé is an artist*). Listen to their suggestions and write any new occupations on the board (e.g. *doctor, teacher, writer*).
- Put the students into pairs to do the exercise. You may need to check the students' understanding of *clothing designer*. You could either use an explanation (someone who has ideas for new or different clothes) or give some famous examples of clothing designers (*Yves Saint. Laurent, Jean Paul Gaultier*, etc). Then, when the students finish, check the answers with the class.

Answers

Beyoncé – clothing designer Woody Allen – musician
John Travolta – pilot

Extra: occupations

Cut out pictures from magazines (or download them from the internet) of people with different professions, e.g. footballer, doctor, teacher, police officer, etc. Write the corresponding occupations on pieces of paper and have the students work together to match them to the pictures. To extend this exercise, you could also play it as a team memory game. Place the pictures and the occupations face down on a table and ask teams to come up and take turns to find matching pairs. The team that finds the most matching pairs wins.

Vocabulary: occupations (p. 22)

Lead-in

Elicit any occupations that the students already know and write them on the board. The students will probably know some cognates, such as *student, doctor, computer programmer*, as well as basic terms, such as *teacher*.

Culture note

The English word *professor* is a false friend in some languages – in English a *professor* works in a university department and does not work in a secondary school. People who work in schools are called *teachers*.

A

- Draw the students' attention to the photos and the list of occupations.
- Ask the students to work individually to match the occupations to the correct photo. Make sure the students use the gaps 1–10, and not the boxes within each photo.
- Ask the students to compare their answers in pairs. Then check the answers with the class.
- Do some choral repetition of the occupations.
- Remind the students that some of the words might be cognates or loan words, but emphasise that while they may recognise the meaning of the word, they need to pay close attention to its pronunciation in English, as it's likely to be different.

Answers

2 E teacher	5 B police officer	8 C engineer
3 I actor	6 A soldier	9 J lawyer
4 H firefighter	7 F doctor	10 D writer

B

- Check that the students understand the word *dangerous*. Give an example of a dangerous activity (e.g. driving very fast, touching electric wires). Check that they understand the idea of ranking items from 1 to 10 (in this case from 1 for very dangerous to 10 for not dangerous) by asking them to name a profession they think is very dangerous (1) and one they think is not dangerous at all (10).
- Ask the students to do the exercise individually. Make sure they write the numbers in the red boxes only.
- Circulate, checking the students' progress while they are working and dealing with any questions they might have.

C

- Focus on the use of *I agree* when you have the same opinion as another person and *I disagree* when you have a different opinion. Point out that the stress in both cases is on the last syllable: *I agree*, *I disagree*. Ask the students to repeat each phrase chorally with the correct stress. Encourage them to use these phrases when comparing their choices.
- Ask one or two pairs of students to model the task, e.g. A: *My number four is a teacher. Being a teacher is dangerous.* B: *I disagree. (I don't think it's dangerous.)*
- Ask the students to work in pairs. Circulate while they are talking. Remind them to use English and the phrases *I agree / I disagree*.
- When the students have compared their choices, elicit some ideas from the class.
- Take a class vote to find out the students' opinions on the top three most dangerous jobs.

D

- Tell the students that now they are going to give their opinions on the most (and least) interesting jobs. Make sure the students understand that this time they should write the numbers in the blue boxes next to each picture.
- Give the students time to complete the task individually. When they finish, elicit some of their ideas. Find out which occupations they think are very interesting (1) and which they think are not interesting at all (10).
- Encourage the students to give reasons why they think the jobs are interesting or not interesting, e.g. *A taxi driver meets lots of people.* To wrap up, ask the class to give their opinions of other jobs they think are interesting.

Extra: occupations race

Put the students into teams. Tell them that they will have two minutes to think of as many jobs in English as they can. After one minute, have the groups share their lists. Teams get one point for each original word (a word not appearing in another team's list). The team with the most points wins.

▶ Workbook p. 10, Section 1

Pronunciation: two-syllable nouns (p. 23)

Lead-in

Write the words *English* and *student* on the board. Ask the students how many syllables each word has (one simple way to do this is to ask them to hum each word, as this clearly shows how many syllables there are). Ask the students to repeat the words chorally and ask them whether the stress is on the first or the second syllable in each word.

A 07

- See the Student's Book page for the **audioscript**.
- Play the recording once and ask the students to just listen with their books closed. Then ask them to tell you which syllable is stressed in each word (the first in all cases).
- Ask the students to open their books and draw their attention to the way the words are broken into two syllables. Then play the recording again, and ask the students to repeat the words with the correct stress. Emphasise that the stress is on the first syllable.
- Note that many learners find the pronunciation of *lawyer* /'lɔːjə/ challenging. You may need to ask the students to repeat this word several times until they can say it comfortably.

Answers

(doctor), (teacher), (lawyer)

B 08

- See the Student's Book page for the **audioscript**.
- Before you ask the students to work in pairs, give them time to practise saying the words individually.

- Put the students into pairs and have them take turns saying the words. Encourage them to listen to their partner's pronunciation for them to compare with their versions.
- When the students finish, play the recording, then ask them to repeat the words chorally and individually.

Answers

singer, driver, writer, actor, soldier, dancer

Grammar: articles (p. 23)

Lead-in

Ask the students *What do I do?* They may say without stressing *a*, *You are teacher*. If they say this, say, *I'm a teacher*, and tell them that in English, unlike many other languages, we use the indefinite article before occupations. Check articles by gesturing to a book and the board by saying *a book* (indefinite), *the board* (definite).

A

- Give the students time to read the texts individually. Then elicit the people's jobs from the class. Ask *What does Ed do?* and get the students to answer with full sentences (e.g. *Ed's/He's a lawyer*).
- Ask individual students *What do you do?* and ask them to respond, making sure they use the indefinite article (e.g. *I'm a doctor, I'm a student*, etc).

Answers

Ed is a lawyer. Carol is a singer.
John is a pianist. John and Carol are musicians.

NOTICE!

- Check students understand the terms *verb*, *adjective* and *noun*. Write an example of each on the board, e.g. *big*, *student* and *speak*. Ask students to match the words with the correct grammatical terms.
- Ask them to circle examples of *a*, *an* and *the* in the text.
- Ask them to read the question and choose the correct answer. Check the answer with the class.

Answer

c

B

Form

- Ask the students to look at the table and give you an example of each type of article from the text in Ex. A (zero: musicians; indefinite: a law firm; definite: the government).

Function

- Ask the students to read the statements and reflect on them carefully. Remind them that they can refer to the text in Ex. A to find the answers. Check them with the class.

- **Highlight** that the indefinite article *a* is usually pronounced with the schwa sound /ə/.

Answers

1 a 2 a 3 b 4 b 5 b

C

- Draw the students' attention to the **What's right?** box. Ask them to identify the error. (*My mother is teacher* is the incorrect sentence.) Emphasise that with occupations, we always use *a* or *an* in English.
- Remind the students that when they see a noun in the plural form (with an *-s*), it will never have the indefinite article *a/an*.
- Ask the students to do this exercise individually. Circulate while the students are working and give help as necessary. When the students finish, ask them to compare answers in pairs. Check them with the class.
- To wrap up, ask the students to repeat the correct sentences, first chorally and then individually, focusing on the stress of the two-syllable words.

Answers

1 a 2 – 3 an 4 The 5 – 6 a 7 the 8 the

Extra: grammar practice

Write the following prompts on the board: 1 *He / student* 2 *They / doctors* 3 *she / teacher?* 4 *you / singer?* 5 *He / inspector*. Ask students to work in pairs and write full sentences from the prompts using the correct form of *be* and the correct articles. Invite students to write their sentences on the board.

Answers

- 1 He's a student. 4 Are you a singer?
2 They are doctors. 5 He's an inspector.
3 Is she a teacher?

D

- Elicit the question we use to ask about someone's job, *What does he/she do?* and write it on the board.
- Elicit the affirmative forms of the verb *be* and encourage the students to use them correctly in this exercise. Remind them of the negative form if they need to disagree with their partner.
- Hold up the Student's Book and point to a photo on p. 22 to use as an example. Ask individual students, *What does he/she do?* Elicit the answers *He's a/an ...; She's a/an ...*
- Point to the picture of the actors and write on the board *What _____ do?* Ask the students to tell you the missing words in the question (*do, they*). Elicit the answer *They're actors* from the class.
- Ask the students to ask and answer the questions about the remaining photos in pairs. Circulate and correct any errors with articles. Check the answers with the class.

Vocabulary: family members

(p. 24)

Lead-in

Ask the students what words they know for family members. They will probably already know some words from songs and also through cognates (e.g. *mother*, *father*, *parents*). Write the words on the board and ask the students to repeat them. Point out that the stress is on the first syllable in these words.

A

- Ask the students to work individually and decide what jobs the five people do.
- Encourage them to compare their answers in pairs. Then check the answers with the class.
- Prompt the students to answer with full sentences and make sure that they remember to use the indefinite article before the job.

Answers

James is a police officer. Cathy is a teacher.
Sarah is a doctor. Robert is a taxi driver.
Will is a firefighter.

B 09

- Ask the students to work in pairs and predict which words in the box could match the people in the picture.

Culture note

In the UK, *mum* is an informal way of saying *mother*. In American English, *mom* is used. In both varieties of English, *dad* is an informal way of saying *father* and *grandad* an informal way of saying *grandfather*. The informal term for *grandmother* is *grandma* or, in the UK, *granny*.

- Tell the students to listen to the recording and find out if their guesses are correct. Play the recording once. Check progress and play the recording again if necessary. Check the answers with the class.

Audioscript

Hi. I'm Sarah. I'm a doctor. Will is my brother. He's a firefighter. Here is Cathy. She's my mum. She's a teacher. This is my dad, Robert. He's a taxi driver. Cathy and Robert are my parents. His mum is Rose. She's my grandma. And Brian is my grandad. That's my family! And here is James. He's a police officer. He's my boyfriend.

Answers

1 boyfriend 3 mum 5 dad 7 grandad
2 brother 4 parents 6 grandma

C 10

- Before you play the recording, ask the students to work in pairs to match the words. Make sure the students understand that they should match the family words that go together (point out the example *parents – children*) and not look for words that mean the same thing.
- Play the recording so that the students can check their predictions. Check the answers with the class.

Audioscript

- 1 Cathy and Robert are my parents. Will and I are their children.
- 2 Will is my brother. I'm his sister.
- 3 Cathy's my mum and Robert is my dad. I am their daughter and Will is their son.
- 4 James is my boyfriend. I am his girlfriend.
- 5 Rose and Brian are my grandparents. Will and I are their grandchildren.
- 6 Robert is my dad. Cathy is his wife. Robert is her husband.

Answers

2 a 3 f 4 b 5 c 6 e

▶ Workbook p. 11, Section 3

Listening: for specific information (p. 24)

Lead-in

Ask the students to read the information in the skills panel. Emphasise that before we listen, it is important to know what we are listening for. This is why we always read the task carefully first. Then, once we have established what we are listening for, we can predict the kind of information we will hear. This skill is essential for effective listening.

A

- Ask the students to read the sentences and the options. Make sure that they understand the different options for each item, particularly the difference between an adjective (a word we use to describe things, like *good* or *fantastic*) and a noun (the name for something).
- Ask the students to choose their options. Then check each item with the class, asking the students how they know what type of information is missing.

Answers

1 her occupation 3 a time
2 an adjective 4 a family member

B  **11**

- Ask the students to look at the picture and try to guess the woman's occupation, when she starts her job, if she likes it, etc.
- Tell the students that they will hear the woman, Rachel, talking about her job.
- Play the recording once and ask the students to fill in the gaps.
- Check the students' progress and, if necessary, play the recording again. Ask the students to compare answers in pairs. Then check the answers with the class.

Audioscript

My name is Rachel Hughes, and I'm a teacher. I work in a large secondary school. My job is very difficult, but I love it. I work from Monday to Friday. My day usually starts at eight o'clock. I leave school at four o'clock and then I work at home. My husband has a difficult job, too. He's a firefighter!

Answers

- | | |
|-------------|-----------|
| 1 teacher | 3 eight |
| 2 difficult | 4 husband |

C  **12**

- Go over the questions and check that the students know what they are listening for in each case (a job, a place, an adjective, a job).
- Play the recording once. Check progress and, if necessary, play the recording again. Ask the students to compare answers in pairs. Then check the answers with the class.

Audioscript

Rachel: Hi, Lisa! How are you?
Lisa: I'm great, Rachel. Good to see you!
R: You too! What do you do now?
L: Well, I'm a lawyer.
R: Wow! Really?
L: Yes. I work in an office. It's not far from here.
R: Do you like your job?
L: It's very interesting.
R: And what about your sister, Jane?
L: Oh, she's fine. She's a doctor now.
R: Fantastic! Let's meet for coffee some time.
L: Great idea!

Answers

- 1 lawyer 2 office 3 interesting 4 doctor

▶ **Workbook p. 12, Section 4**

Reading: a celebrity biography

(p. 25)

A

- Read the instructions aloud. Ask the students if they know any families of actors in their country (families where father and son, mother and daughter, etc. are all actors).
- Ask the students if they know any famous acting parents and children (e.g. Henry Fonda and Jane Fonda, Kirk Douglas and Michael Douglas, Vanessa Redgrave and Natasha and Joely Richardson).

Alternative

Ask the students if they know any other famous families (not just acting families) or famous couples, either in their country or around the world.

B

- Tell the students to read the questions carefully first. Check that they know the meaning of the word *award* – there is a picture of one on p. 21, or you can simply give the example of an *Oscar®*.
- **Highlight** the word *both* in the text – tell them we use it to emphasise that two people do the same thing.
- Give the students time to read the text individually, and encourage them to ask questions about any unfamiliar vocabulary.

Alternative

Before the students answer the questions, elicit the type of information they are looking for in each question (1 a place 2 a job 3 the names of awards).

- When the students have found the answers to the questions, ask them to compare their answers in pairs. Check the answers with the class.

Answers

- 1 He is from Spain.
 2 They are actors.
 3 He has an Oscar® and a Golden Globe® award.

Extra: reading practice

For extra reading practice, write these questions on the board: **1** What does Javier Bardem's mother do? **2** What's his uncle's name? **3** Where is Javier famous?

Answers

- 1 She's an actor.
 2 Juan Antonio Bardem
 3 In the Spanish-speaking world and the English-speaking world

Culture note

The Oscars® are also known as the Academy Awards. The first Oscar ceremony was held in 1929. The films *Ben-Hur*, *Titanic* and *The Lord of the Rings: The Return of the King* hold the record for the most Oscar awards – 11.

The Golden Globes® started in 1944. Meryl Streep holds the record for the most Golden Globe awards – eight.

C

- Give the students time to read the question and think about their answers individually.
- Put the students into groups to share their ideas.
- When the groups finish their discussions, elicit some of their ideas. Find out if any students have parents, grandparents or other relatives who do the same job.
- Draw the students' attention to the **What's right?** box. Explain that although with most occupations the stress is on the first syllable, *engineer* is an exception, and the stress is on the last syllable, so *engineer* is the correct form.

Extra: my relatives

Highlight the meaning of the word *relatives* in English (all the members of your family). You can also use this opportunity to present a few more words, e.g. *aunt/uncle, nephew/niece, cousins*. They are all *relatives*. For practice, ask the students to tell you what some of their relatives do, e.g. *My uncle, my aunt, and my cousins are doctors*.

Writing: understanding the mechanics (p. 25)

Lead-in

- Ask the students to keep their books closed. Write your name on the board with a small first letter instead of a capital letter. Ask the class what the mistake is. Then ask them what other types of words need a capital letter. Elicit examples and write them on the board (e.g. *countries, days of the week, months, languages*).
- Ask the students to read the information in the skills panel. Although capitalisation as a concept might be familiar to your students, it might be used differently in their language, e.g. in some languages the days of the week are not capitalised.

A

- Check that the students understand that each sentence has one or more mistakes, where there should be a capital letter instead of a small letter, or punctuation is missing.
- Ask the students to do this exercise individually and then to compare answers in pairs.
- Ask them which category in the skills panel each answer belongs to (e.g. *Egypt – a country, English – a language*).

Answers

- 1 My brother is in **Egypt**.
- 2 Today is 14th **February**.
- 3 My sister and **I** are dentists.
- 4 I start my new job on **Wednesday**.
- 5 How do you say this in **English**?
- 6 How old is your brother, **Peter**?

B

- Give the students time to read the questions.
- Ask the students to do this task individually. Explain that for item 4, they should give the person's relationship as well as his or her name. While the students are writing, monitor their work.
- When they finish, elicit responses from several students.

Extra: homework

Look at Ex. A again. Write five new sentences, changing the country in item 1, the month in item 2, the day in item 4, the language in item 5 and the name in item 6.

▶ Workbook p. 13, Section 6

Grammar: possession (p. 26)

Lead-in

Use some classroom objects to highlight possessives as the language point. For example: *This is my desk.*; *This is Liam's dictionary.*; *This is her pen.*

A

- Ask the students to read the statements. Then ask them to read the text and decide if the statements are true or false.
- Ask them to compare their answers in pairs. Check the answers with the class.

Answers

1 T 2 F

NOTICE!

- **Highlight** that there are several ways of expressing possession.
- Ask the students to circle the ways of talking about possession in the text. Note: there are a total of 12 expressions.

Answers

Hi, I'm Liam. I haven't got any brothers, but I've got two sisters. Their names are Sam and Jodie, and they're very different! Sam has got brown hair and her eyes are brown. Jodie's eyes are brown, too. But Jodie hasn't got brown hair – hers is blonde. Sam's a teacher and she loves her job. Jodie's a manager. Whose job is the best? Mine is! I'm a singer. I'm in a band with some friends. Our band isn't famous, but who knows? Maybe one day ...

B

Form

- Ask the students to write the correct forms 1–6 in the grammar tables, using words from the text. Then ask for volunteers to write the correct answers on the board.
- Point out that we usually use the contracted form, e.g. *I've got* when we speak. The full form *I have got* is more usually found in writing and is more formal.
- **Highlight** that while there is no difference in the pronunciation of the two forms that use the apostrophe for possession, there is a small but important difference in the way we write them – the placement of the apostrophe. Note that the singular possessive is much more common than the plural one.
- Ask students to look at the first **What's right?** box. Ask them which example is correct and which is wrong. (*My sisters are both student's* is the incorrect sentence.) Alert the students to this common mistake in English (often made by native speakers). Encourage the students to be careful not to use the singular possessive 's when writing plural nouns.
- Focus on the two examples of irregular plural possessives. Point out that both examples are quite common.
- Check the students understand the meaning of *whose*. Use classroom items to illustrate it, e.g. *Whose bag is this? It's Elena's. Whose book is that? It's Tom's.*

Extra: is or possessive 's

To reinforce the difference between contracted 's and possessive 's, write this sentence on the board: *Richard's sister's a student*. Ask the students which 's is the contracted form of *is* and which is the possessive (the first one is the possessive). Ask them to tell you what helped them to decide.

- Ask the students to look at the possessive pronouns section of the grammar tables. **Highlight** the different use of possessive adjectives (*my, your*) and possessive pronouns (*mine, yours*) as shown in the examples.
- Point out that *his* is the only example where the possessive adjective and the possessive pronoun are the same.
- Make sure the students understand that possessive pronouns are used instead of nouns with apostrophes, e.g. *That bag is Suzie's. That bag is hers.*
- Focus on the examples in the second **What's right?** box and **highlight** that we never use possessive adjectives after the verb *be*, so *That pen is my* is the incorrect sentence.

Answers

- | | | |
|------------|---------------|--------|
| 1 I've got | 3 haven't got | 5 mine |
| 2 has | 4 is | 6 hers |

Function

- Ask the students to match the sentence halves to complete the rules for the functions of the different ways of expressing possession.
- Ask them to check their answers with a partner. Check the answers with the class.

Answers

- 1 c 2 d 3 a 4 b

C

- Do the first sentence with the class as an example.
- Ask the students to do the exercise individually.
- Ask the students to compare answers in pairs. Then check the answers by nominating students to write their sentences on the board. Ask the class to help you correct any mistakes on the board.

Answers

- | | | | |
|------------|-----------|-------------|--------------|
| 1 parents' | 4 Rob's | 7 brothers' | 9 brother is |
| 2 haven't | 5 Holly's | 8 theirs | 10 yours |
| 3 Whose | 6 mine | | |

Extra: grammar practice

Write these gapped sentences on the board:

- 1 She _____ got any brothers or sisters.
- 2 _____ you got a pet?
- 3 _____ pen is this?
- 4 That book is yours. This one is _____.

Ask students to work in pairs and find words to fill the gaps. Check the answers with the class.

Answers

- 1 hasn't 2 Have 3 Whose 4 mine (his/hers)

D

- Tell the students to look at the photos. Put the students into pairs and give them time to share any information they know about the people in the photos. Nominate a student to read aloud the example sentences.
- Ask the pairs to make as many sentences as they can using the possessive forms. Encourage them to write their sentences.
- Circulate while the students are working and make sure that they are using the possessive forms correctly.
- Check the answers with the class, and correct any errors in the use of the possessive forms.

Possible answers

Owen Wilson is an actor. His brother, Luke, is an actor, too.
Sofia's dad is a film director. She's got two children and a brother. Her brother's also a film director.
Will Smith is an actor. His wife, Jada Pinkett Smith, is also an actor.

Culture note

Owen Wilson has appeared in *Shanghai Knights* and *Marley & Me*. Luke Wilson has appeared in *Legally Blonde* and *The Wendell Baker Story*.

Sofia Coppola is an actor and director who won three Golden Globes and an Oscar for *Lost in Translation*. Her father, Francis Ford Coppola, has directed numerous films, including *The Godfather* and *Apocalypse Now*.

Will Smith first became famous when he starred in the TV show *The Fresh Prince of Bel-Air*. He married Jada Pinkett Smith in 1997. She has appeared in more than 20 films, including three *Madagascar* films and *Europe's Most Wanted*.

▶ Workbook pp. 12–13, Section 5

Speaking: talking about family (p. 27)

A 13

- See the Student's Book page for the **audioscript**.
- Ask the students to look at the photo, and tell them that they are going to hear these two friends talking about the woman's family.
- Give the students time to read the questions carefully.
- Play the recording once and check progress. If necessary, play the recording again. Check the answers with the class.

Alternative

Ask the students to keep their books closed. Write the two questions for the exercise on the board. Play the recording once and ask the students to compare answers in pairs. Then ask the students to open their books, and play the recording again so they can check their answers.

Answers

- 1 She's a teacher. 2 She's a shop assistant.

Extra: conversation practice

Ask the students to practise reading the conversation in pairs. When they are comfortable, have them insert their own information about their family members.

B

- Draw a simple version of your family tree on the board. Write the names of, for example, your husband/wife, parents, brothers, sisters and children, but don't explain their relationship to you. Ask the students to tell you their relationship to you (e.g. *Teacher: Who is Francisco?*

Student: He is your father. Teacher: OK, then who is Patricia? Student: Patricia is your mother, and so on).

As the students give you the correct answers, write the family vocabulary under the names.

- Ask the students to draw their own family tree on a sheet of paper, but only writing the names, not the relationships.
- Ask them to work in pairs and ask and answer questions in the same way (*Who is Luisa?*, etc).

C

- Ask the students to work in the same pairs. Point out the model conversation, and give a few more examples by asking questions, e.g. *What's your brother's name?; What does he do?*
- When the pairs finish, nominate several students to tell you something about their partner's family, e.g. *Maria's father is a doctor*. Correct any errors in the use of possessives and the indefinite article.
- Draw the students' attention to the **What's right?** box. Ask which form is correct (*Lauren's sister*) and emphasise that we do not say **This is the sister of Lauren* or **This is the pen of Maria* in English.

▶ Workbook p. 14, Read and write p. 15, Down time

LifeSkills: categorising (p. 28)

Step 1: Understand the purpose of categorising. (Ex. A)

Step 2: Categorise the items using relevant characteristics. (Ex. B)

Step 3: Use the information to make a decision. (Ex. B, Ex. C, Ex. D)

Lead-in

- Read the target skill aloud and **highlight** the three-step strategy to develop the skill. Check that the students understand all the vocabulary.
- Relate each exercise to the relevant stage in the three-step strategy before you ask the students to begin the exercise (e.g. *The aim of this exercise is to categorise items. This is Step 2 in the three-step strategy*).
- Ask the students what *categorising* means (putting people or things into groups according to their qualities). Emphasise that items in a group share the same or similar qualities.
- Point out that categorising can help us learn more effectively and do things more quickly in our jobs. A lot of the time we categorise subconsciously, but doing it consciously can help us use information to make decisions.

A

- Read the instructions aloud. Ensure the students understand the question.
- Nominate a student to read aloud the partial sentence and the two options.

- Check that the students understand the word *career* – a job or occupation that you have for many years (e.g. *Teaching is my career*). Explain that *ideal career* means *the perfect job for you*.
- Encourage the students to study the website on the next page carefully and choose an answer.
- Check the answer with the class. Ask the students what helped them make their choice (e.g. the expressions *dream careers questionnaire*, *ideal career*).

Answer

a

B

- Ask the students to look at the photos. Say the names of the careers and ask the students to repeat them chorally. Explain any unfamiliar vocabulary.
- Ask the students to look at the six different categories below the photos. Make sure they understand *well-paid jobs* (jobs where you earn a lot of money). Point out that all of the careers in the photos can be in more than one category.
- Put the students into pairs and give them time to categorise the careers.
- When the pairs finish, have them join another pair and compare their answers, discussing their choices.
- Elicit some ideas for each category from the class. Find out which jobs the students think are well paid, for example, and which jobs they think are not so well paid.

Possible answers

creative jobs: architect, designer, journalist
 well-paid jobs: architect, software engineer, sales manager, designer
 office jobs: architect, software engineer, sales manager
 jobs working with others: all of them
 jobs requiring a physical skill: architect, designer, mechanic
 jobs working from home: designer, journalist

Extra: categorising jobs

Ask the students to work in pairs and think of other jobs that could go in each of these categories. Ask them to think about which category their job, or their family members' and friends' jobs, fit into. Listen to their ideas as a class.

C

- Ask the students to look at the questionnaire. Go over the meaning of the words *ideal*, *dream* and *perfect*.
- Give the students time to read the questionnaire. Explain that they can choose more than one answer to each question.
- Note that some of the words in the questionnaire might be cognates, so the students will be able to understand them. Be ready to explain the words *alone* (just you), *job security* (the knowledge that your job is permanent as long as you want it to be), *independent* (not depending on other people), *hard-working* (someone who puts a lot of effort into their work), *patient* (the opposite of

angry and upset) and *describe* (give details about what someone or something is like).

- Circulate while the students are completing the questionnaire and answer any questions about vocabulary.

D

- Put the students into pairs.
- Make sure the students understand that they need to choose a career for their partner, according to the answers their partner gave in the questionnaire.

E

- Read the instructions to the class and give the students a few minutes to think about reasons for their choice of perfect career for their partner in Ex. D.
- Write a few phrases on the board to help the students do the task, e.g. *A good job for Andy is a pilot because he's ...; I think an architect is a perfect career for Sarah because she's ...*
- Nominate students to tell the class which job they chose for their partner. Make sure they give reasons why they chose that job.

Extra: jobs and personalities

Elicit the personality traits that are used in the questionnaire (*careful*, *creative*, *independent*, *hard-working*, *patient*). Have the class brainstorm more personality words they know. Then have them look at the jobs presented in the unit and discuss which personality traits are required for each job.

REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Self and Society** and **Study and Learning** where the skill of *Categorising* would be useful.
- Elicit the following ideas: organising revision and studying for an exam, organising chores, choosing a holiday destination, etc.

Language wrap-up (p. 30)

See notes on p. 9.

1 Vocabulary

Answers

1 parents	5 brother	8 daughter
2 dad	6 soldier	9 grandparents
3 wife	7 officer	10 driver
4 sisters		

2 Grammar

Answers

A

1 a 2 – 3 an 4 an 5 the

B

1 Whose 4 mine
2 his 5 children's
3 Clooney's

Speaking workshop: talking about family (p. 31)

A

- Ask the students to read the conversation carefully and choose the correct options.
- Ask the students to compare answers in pairs. Check the answers with the class. Explain any unknown vocabulary, e.g. *quite*, *stay-at-home mum*, *advantages* and *disadvantages*.

Answers

1 about 4 do 7 dad's
2 my 5 officers 8 your
3 Tell 6 a 9 has

B

- Nominate a student to read aloud the five items. Make sure the students understand them.
- Explain that the students should find and underline these items in the text.
- Ask them to compare answers in pairs. Check the answers with the class.

Answers

- 1 ... are you Jack's brother?
- 2 What about yours? How about your mum?
- 3 Wow! Really?
- 4 I'm a manager at Johnson's. I work with Jack at Webstart. Two of my sisters, Lola and Karen, are police officers. My other sister, Ava, is a teacher. My dad's a teacher. My mum works in a hospital. Mine doesn't work, so she's a stay-at-home mum, I suppose. My other sister's a stay-at-home mum, too. He's still at university.
- 5 So, what's it like being an only child?

C

- Check the students understand the task.
- Circulate while they are speaking and give help if necessary.
- Listen to some pairs as a class.

How are you doing?

- Ask the students to read the questions and tick the ones they believe are true.
- Ask them to tick the circle that most closely represents how they feel about their speaking.