

9 He sells stamps and postcards

He sells stamps and postcards

In this lesson - Talk about what your family and friends do

Core activities - 1- 6, 9

Grammar - Present simple: third person

Example:

He works in a flower shop.

She meets a lot of tourists.

See 'Language reference' (Teacher's book page 196)

9 He sells stamps and postcards

In this lesson: Talk about what your family and friends do
Grammar: Present simple: first and third person

Introduction

1 Work with a partner. Write the names of the shops on the pictures.

1 bookshop

2

3

4

5

6

7

8

bookshop
cafe
chemist
flower shop
post office
shoe shop
souvenir shop
toy shop

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2 Look at the receipts below. Which shops in **activity 1** are they from? Write the numbers in the spaces.

| | | | |
|------------------------|----------------------|------------------------------------|--------------------|
| Espresso £2.10 | 6 red roses £14.00 | Today's Woman Magazine £1.99 | T-shirt £14.99 |
| Latte £3.40 | 12 carnations £21.00 | French - English Dictionary £11.50 | Flag £5.99 |
| NY cheese cake £5.75 | Sales tax 5% £ 1.00 | Sales tax 5% £ .97 | Pen £2.99 |
| Blueberry muffin £2.75 | Total £37.00 | Total £20.46 | Sales tax 5% £1.20 |
| Sales tax 5% £ .70 | Cash £50.00 | Cash £25.00 | Total £25.17 |
| Total £47.10 | Change £12.20 | Change £ 4.54 | Cash £30.00 |
| Cash £15.00 | | | Change £ 4.83 |
| Change £ .30 | | | |

Practice

3 a Read about the people. Write where they work in the spaces

a Hi. My name's Brenda. I like reading, so working in a bookshop is perfect.

b Hello. My name's Martin. I meet lots of tourists every day. They buy things on their holiday in my country. I work in a _____

c I'm Debbie. I'm always very busy. People order tea and coffee from me. I work in a _____

d Hello. I'm Greg. I sell stamps and postcards. I work in a _____

e Hi. I'm Vincent. I love the beautiful smells and all the different colours. I work in a _____

f Hi. I'm Sally. I help sick people. I sell medicine. I work in a _____

b CD-25 Listen and check your answers.

4 Work with a partner. Ask and answer about three people in **activity 3a**.

example - What does Brenda do?
- She works in a... She likes...

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Teaching tip - Making inferences

We often 'read between the lines' of what someone says or writes. This allows us to form a picture of, for example, their attitude to a topic, or other things which they take for granted we will understand. We can develop this skill, even at low levels, by encouraging learners to use clues in a text to think about what a speaker or writer is 'getting at', rather than look for a particular word or phrase which gives 'the answer'.

Monitor and assist as necessary.

3b

CD A - 22 Learners listen and check their answers.

3b answers

a) bookshop, b) souvenir shop, c) cafe, d) post office, e) flower shop, f) chemist

CDA - script 22 (page 87, Student book) 1:32

a) Hi. My name's Brenda. I like reading, so working in a bookshop is perfect.

b) Hello. My name's Martin. I meet lots of tourists every day. They buy things on their holiday in my country. I work in a souvenir shop.

- c) I'm Debbie. I'm always very busy. People order tea and coffee from me. I work in a cafe.
- d) Hello, I'm Greg. I sell stamps and postcards. I work in a post office.
- e) Hi. I'm Vincent. I love the beautiful smells and all the different colours. I work in a flower shop.
- f) Hi. I'm Sally. I help sick people. I sell medicine. I work in a chemist.

4

As a class. Direct attention to **activity 3**, text **a**. Ask, 'What's her name?' (Answer - Brenda) and, 'What's Brenda do?'

Elicit, model and drill third person statements about Brenda.

answer

She works in a bookshop. She likes reading.

Write the statements on the board and highlight the third person 's' on the verbs.

Ask confident individual learners about the other people in **activity 3**. Elicit third person statements. Model and drill the question (*What's Brenda / she / he do?*)

Use the people in **activity 3** to practice asking and answering the question in open pairs, then in closed pairs. Monitor. Note good use of vocabulary and language and errors and mistakes.

Feedback. Highlight good use of vocabulary and language.

Elicit correction of errors/mistakes.

Teaching tip - Monitoring and error correction

When learners do speaking activities it's a good idea to make a note of how they use the language. This includes correct as well as incorrect use.

After the activity, write on the board an incorrect and correct sentence you heard. Elicit which is correct and which incorrect, as well as how to fix the mistake.

Never pick out one learner who made a mistake. Always correct as a class.

Practice

Direct attention to the texts in **activity 3**. Explain that these are what workers in the different shops say. Go over instructions and example. Check understanding.

3a

In pairs, learners read the texts and write the missing shop names each. This activity requires learners to make inferences from the texts, since the shop names are not actually mentioned in any of them.

Language focus

Direct attention to the language focus box. Go over the example sentences with learners, highlighting the use of the third person 's'.

Practice

5

In pairs, learners match the occupations with the workplaces.
Feedback as a class.

5 answers

shop assistant - shop
mechanic - garage
doctor - hospital
housewife - home
office worker - office

6a-e

Go over the instructions and example to check understanding. Point out box at the bottom of the page containing activities done by the various occupations. In pairs, learners write sentences about the occupations in **activity 5**, and what they do. Monitor and assist as necessary. Feedback as a class.

6a-e answers

a) A shop assistant serves customers.
b) A mechanic fixes things.
c) A doctor helps sick people.
d) A housewife looks after a home.
e) An office worker works on computers.

Extension

Model and drill the question, 'What does a (shop assistant) do?' Ask a confident learner about one of the occupations and elicit an answer. Practise the question about the occupations in **activity 6**, first in open, then in closed pairs. Monitor. Note good use of vocabulary and language and errors and mistakes.

Feedback. Highlight good use of vocabulary and language. Elicit correction of errors/mistakes.

Sounding natural

7

CD A - 26 Learners listen for how we tend to pronounce the 'chunks', 'work in a' and 'works in a'. Highlight how the final letters of 'work' and 'works' tend to attach themselves to the next word, giving us something like 'wor kina' and 'work sina'.

5 Read the names of the jobs below. Where do they work? Match the jobs with the places.

| job | workplace |
|------------------|-----------|
| a shop assistant | garage |
| b mechanic | shop |
| c doctor | office |
| d housewife | hospital |
| e office worker | home |

Language focus

| | | | |
|---------------------|-----------------------------|--|-----------------------|
| I work He works | in a shop. | I like He likes I love He loves | the beautiful smells. |
| I sell She sells | postcards. | | |
| I go He goes | to work every day by train. | | |

6 Write sentences about the people in **activity 5**. Use the words in the blue box below.

- a A shop assistant serves customers.
b _____
c _____
d _____
e _____

work on a computer serve customers help sick people
look after a home fix things



8

CD A - 26 Learners listen again and practise the pronunciation.

CDA - script 26 (page 87, Student book) 0:32

- a) I work in a garage.
b) He works in a restaurant.
c) She works in a hospital.
d) I work in an office.

Time to talk

9a

Go over the instructions and example and check understanding. Demonstrate activity by writing brief notes for yourself on the board. Learners work on their own to make notes about two people that they know. Allow learners time to think and make notes. Monitor and assist as necessary.

9b

Elicit and write some model questions on the board for the next activity. For example, 'Who's (Tom)?' 'Where does he work?' 'What does he do?'

Sounding natural

CD - 26 Listen to the sentences below. How do we say the underlined words when we speak naturally?

- a I work in a garage.
b He works in a restaurant.
c She works in a hospital.
d I work in an office.

CD - 26 Listen again and practise the pronunciation.

Time to talk

9 a Think about two people you know (a friend, someone in your family). What do they do every day? Make notes.

brother - works in an office, answers the phone...
friend (Tom) - works in a shop...

b Work with a partner.

Ask and answer questions about the people in **activity 9a**. Make notes about your partner's people.

c Tell the class about your partner.

example Her friend works in a chemist. Her husband works in a post office.

Homework - turn to page 97

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Ask a confident learner the questions about the people they made notes on. Make notes yourself about their answers on the board as an example. Show learners where they can note what their partners say. In pairs, learners ask and answer questions about the people in **activity 9a**. Monitor. Note good use of vocabulary and language and errors and mistakes.

9c

Feedback. Learners tell class about their partners' family and friends.

Highlight good use of vocabulary and language. Elicit correction of errors/mistakes.

Homework

Highlight the homework reference at the bottom right of **page 39** in the Student book. Tell learners to turn to **page 97**.

Set lesson 9 **activity 1** and **2** for homework. Check learners understand what to do.

Homework answers

1

cafe - table, tea and coffee
post office - postcards, stamps
bookshop - magazine, dictionary
florist - flowers, vase
+ Learner's own answers

2

What does Tom do? He's a mechanic.
Where does Mary work? In a cafe.
What does Tom like? He likes sport.
What do you do? I sell flowers.
What does Jane do? She sells shoes.
What do you like? I like reading and I love music.