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)

Introduction

1 Direct attention to the pictures of shops on page 36. Pick out one or two pictures and elicit what shops they are. Draw attention to the example, and show how learners can find the names in the box in the middle of the activity. In pairs, learners match the names to the shops and write the words under the pictures. Monitor and assist as necessary. Feedback. Teach, model and drill any problematic items. Write on the board.

answers
(Clockwise from top left: bookshop, post office, shoe shop, cafe, toy shop, flower shop, chemist, souvenir shop

2 Direct attention to the receipts at the top of page 34. Elicit what they are. Go over instructions and example. Check understanding. In pairs, learners match receipts to shops in activity 1. Monitor and assist as necessary. Feedback as a class.

2 answers
(from left to right): 5 cafe, 7 flower shop, 1 bookshop, 4 souvenir shop

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.

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 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) Hi, 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 her 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.
**Language focus**

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

**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 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

Learners listen for how we tend to pronounce the ‘chucks,’ ‘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’.

**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?

9c

Ask a confident learner the questions about the people they talked about.

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.

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, vases
+ 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.