

12 I Travel All over the World

Present Simple

Target patterns:	Present simple What do/does . . . do?
Communication skills:	Talking about work Talking about school
Language sets:	Occupations School subjects

Warm Up

Mime

Mime a variety of occupations, and encourage the students to guess what they are. The students can then take turns miming occupations, either in groups or as a whole class. Each student can either choose the occupation or pick up a card and mime the occupation written on it.

What Do You Do?

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Is Andy a doctor?
Where does Sachiko travel?*

Follow-up questions

*What does Andy do?
What does Sachiko do?
What do you do?*

Comprehension—Personalization

T: *David - pilot*
S1: *Is David a pilot?*
S2: *No, he isn't.*
S2: *What does he do?*
S3: *He's an English teacher.*
S3: *What do you do?*
S4: *I'm a*

T: *Sachiko*
S4: *Is Sachiko a (doctor)?*
S5: *No, she isn't.*
S5: *What does she do?*
S6: *She's a flight attendant.*
S6: *What do you do?*
S7: *I'm a*

Personalization

The students ask each other what friends or famous people do. Encourage the students to ask about people with a wide variety of different occupations, and use a dictionary or ask you for help when they are not sure of the English for each of these occupations.

Warm Up

Follow-Up Questions

Ask individual students what they do and ask natural follow-up questions. The students then do the activity in pairs or small groups. Encourage them to ask a variety of follow-up questions.

What Does She Do?

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Who are speaking on the telephone?
How is Marc?*

Follow-up questions

*Can Marc go to a movie with Sachiko?
Can Marc have dinner tonight?
Can you go to a movie tonight?*

Comprehension—Personalization

T: *What does Michelle do?*
S1: *She's a college student.*
T: *How long is she there?*
S2: *About a year.*
T: *What does she study?*
S3: *Computer science.*
T: *What does your sister do?*
S4: *She's a*

Ask natural follow-up questions.

Personalization

In pairs or small groups, the students ask each other what friends or family members do, and then ask natural follow-up questions. Encourage the students to ask genuine questions and talk reasonably freely.

Word Building

What Do They Study?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

One of my friends studies engineering at university.
Another friend studies economics at university.
I want to study French.

Controlled Practice

What Do They Do?

The students make sentences about each picture.

Sample answers

1. *She's a lawyer.*
2. *He's a civil servant.*
3. *She's an artist.*
4. *He's a businessman.*
5. *She's a doctor.*
6. *He's a musician.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

(Famous person) is a musician.
My cousin is a civil servant.
My aunt is a doctor.

Warm Up

Things in Common

Ask questions like "Who works in a hospital?" "Who makes a lot of money?" "Who works at night?" The students try to think of as many occupations as possible in answer to each question. They then do the activity in pairs or small groups.

My Husband Works Very Hard

The students can listen to the dialog, read it, or do both.

Anticipation questions

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Does the police officer work very hard?
Is the other husband a doctor?

Follow-up questions

Does the police officer work on Sundays?
Do you work on Sundays?

Does the police officer wear a uniform?
Do you wear a uniform?

Does the other husband make a lot of money?
Do you make a lot of money?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

One student thinks of somebody he/she knows. The other student(s) asks *yes/no* questions to try and discover the occupation of that person

Communication Activities

A. What's My Job?

One student imagines he/she has a different occupation. The others take turns to ask *yes/no* questions to try and discover the occupation. If an answer is "Yes," the student who asked the question tries to guess the occupation. If the answer is "No," the turn passes to the next student.

B. Last Sentence

One student (or the teacher) writes an occupation on the board. The students take turns making sentences about the occupation. The last student (or team) is the winner.

C. Concentration

All the cards are put face down on a table. The students take turns turning over two cards. If an occupation and description match, the student takes the cards and has another turn. If not, the turn passes to the next student.

Review Exercises

Crossword

ACROSS

1. call
3. east
6. over
7. let(')s
9. too
10. with
12. or
13. minute
14. me
15. fashion
17. below
18. good
20. ready

DOWN

2. lot
3. eating
4. to
5. meet
7. looks

8. some
10. wearing
11. help
14. middle
15. few
16. slice
17. big
19. do

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.