

# 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 /n3:s/

businessman /'biznismən/

- 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 tapescript

- 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.

## 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.

## 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

<b>Name</b>	Giovanni Tomba	Diana Black
<b>Country</b>	Italy	the United States
<b>City/Town</b>	Rome	New York
<b>Phone number</b>	06 944 8139	212 463 9145
<b>Age</b>	23	29
<b>Job</b>	Taxi driver	Shop assistant
<b>Married?</b>	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?



**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?

#### 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.

#### 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.

- 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

- 1 **Good morning.**  
**Good morning, Mr Brown.**
- 2 **Good afternoon.** The Grand Hotel.  
**Good afternoon.**
- 3 **Good evening, madam.**  
**Good evening.**
- 4 **Good night.**  
**Good night, Peter. Sleep well.**
- 5 **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

- 1 **A** What's this in English?  
**B** I don't know.  
**A** It's a dictionary.
- 2 **C** *Hogy hívnak?*  
**M** I don't understand. Sorry.  
**C** What's your name?  
**M** My name's Manuel. I'm from Spain.
- 3 **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).

# 4

*our/their* • Possessive 's  
Family relations • *has/have*  
The alphabet • On the phone

## Family and friends

### Introduction to the unit

The title of this unit is 'Family and friends' and it aims to extend the range of personal information students can give. The unit introduces the possessive 's with family vocabulary, *has/have*, and irregular plurals. Students get practice in all four skills with listening and speaking tasks, reading texts on family and friends, and a guided writing task.

The lexical set of family is presented and another important communicative tool – the alphabet – is introduced in *Everyday English*. This section also covers phone language.

### Language aims

**Grammar – possessive 's** The possessive 's is introduced via the context of family. The way of expressing possession in English is different from many other languages and so students may initially have problems with this. Students are given lots of controlled practice in the Student's Book and Workbook, and the Grammar spot highlights possible confusion with 's as a contraction of *is*.

***has/have*** *Has/have* are introduced in the affirmative. We introduce *have* rather than *have got*, as *have* can generate a broader range of uses, e.g. *I have three children* (possession), and *I have lunch at 12* (*have* as main verb). *Have got* operates differently and may cause confusion when students meet the Present Simple and have to deal with *do/does* forms. This is avoided in *New Headway Beginner* as the Present Simple is introduced in Unit 5 after students have practised *has/have* in the affirmative. Apart from in the third person singular affirmative, *have* will operate like all the other verbs presented in the Present Simple and so students won't be overloaded by new language. *Have got* is covered in *New Headway Elementary*.

**Irregular plurals** These are introduced as part of the presentation on families and are covered in Grammar Reference 4.3.

**Possessive adjectives** *Our* and *their* are introduced in this unit, and there is a review of all possessive adjectives and subject pronouns.

**Vocabulary** The lexical set of the family is introduced and practised and there is also a focus on the language of describing a friend. Basic adjective + noun combinations are introduced via the reading texts, e.g. *a good job*.

**Everyday English** The alphabet is introduced and practised and there is also a focus on phone language.

**Workbook** The lexical set of the family is recycled.

Possessive 's is consolidated. There are exercises to help with potential confusion between both the possessive 's and the contracted form of *is*, and plurals.

Possessive adjectives and subject pronouns are consolidated.

*Has/have* are reviewed and consolidated.

There is a vocabulary categorizing exercise to review vocabulary from Units 1–4.

Students are given extra practice in listening and reading.

There are exercises on word stress.

The alphabet and phone language from *Everyday English* are reviewed.



# Notes on the unit

## STARTER (SB p24)

- 1 **T 4.1** This section reviews all the possessive adjectives students have seen in Units 1–3 and also presents *our* and *their*. Focus students' attention on the subject pronoun column and briefly review *I, you, etc.* by pointing to yourself and students and eliciting the correct pronoun. Focus attention on the examples in the table. Get students to continue completing the table, working in pairs. Play the recording and let students check their answers. Play it again and get students to repeat chorally and individually. Make sure they can distinguish *you/you, they/their*, and that they can pronounce *our* correctly.

### Answers and tapescript

Subject pronoun	I	you	he	she	we	they
Possessive adjective	my	your	his	her	our	their

- 2 Focus attention on the examples in the speech bubbles. Say the sentences, pointing to relevant objects and getting students to repeat. Elicit more examples by pointing to objects that belong to the students and objects in the classroom.

## SALLY'S FAMILY (SB p24)

### Possessive 's – family relations

- 1 Focus attention on the photographs.

**T 4.2** Play the recording and ask students to follow the text in their books. Check comprehension of *husband, bank manager, children, and college*.

Point to one member of the family and ask *Who's this?* to elicit the person's name. Take the opportunity to further practise *How old is ... ?* and *(I think) She's ...* by asking *How old is (Sally)?*, etc. to elicit possible ages.

### GRAMMAR SPOT

- 1 Focus attention on the examples. Make sure that students understand that *'s* is the contracted form of *is*.
- 2 Review the use of *her* and then focus attention on the use of possessive *'s*. Make sure that students understand that we use this form to express possession.
- 3 Review the use of *his* and then focus attention on the other examples with possessive *'s*. Ask students to circle the examples of possessive *'s* in the text about Sally. Make sure students don't confuse the contracted form of *is* with possessive *'s*.

Read Grammar Reference 4.1 and 4.2 on p123 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

Grammar Reference 4.3 on p123 focuses on irregular plurals. Read it together in class, and/or ask students to read it at home. Ask students to find an irregular plural in the text about Sally on p24 (*children*).

- 2 Elicit the answers to questions 1 and 2 (*Yes, she is.* and *It's in London.*). Get students to continue answering the questions in pairs.

### Answers and tapescript

- 1 Is Sally married?  
**Yes, she is.**
- 2 Where's their house?  
**It's in London.**
- 3 What is Sally's job?  
**She's a teacher.**
- 4 Where's her school?  
**It's in the centre of town.**
- 5 What is Tom's job?  
**He's a bank manager.**
- 6 Where is his bank?  
**It's in the centre of town.**
- 7 Are their children doctors?  
**No, they aren't. They're students.**

**T 4.3** Play the recording and get students to check their answers.

- 3 **T 4.4** Focus attention on the words in the table. Play the recording and get students to repeat as a class.
- 4 **T 4.5** Focus attention on the family tree. Ask *Who's Sally?* and get students to point to the correct person in the photo. Now focus attention on the example and play sentence 1 on the tape. Continue playing the sentences, pausing at the end of each one and getting students to write the correct words. Play the recording again and get students to check their answers.

### Answers and tapescript

- 1 Sally is Tom's **wife**.
- 2 Tom is Sally's **husband**.
- 3 Kirsty is Sally and Tom's **daughter**.
- 4 Nick is their **son**.
- 5 Sally is Nick's **mother**.
- 6 Tom is Kirsty's **father**.
- 7 Kirsty is Nick's **sister**.
- 8 Nick is Kirsty's **brother**.
- 9 Sally and Tom are Kirsty and Nick's **parents**.
- 10 Kirsty and Nick are Tom and Sally's **children**.

Play the recording through again, pausing after each sentence and getting students to repeat chorally and individually. Make sure they reproduce the possessive *'s* accurately.

### SUGGESTION

With a weaker group, use the family tree in a teacher-lead presentation, e.g. point to Sally and then to Tom and say *wife. Sally is Tom's wife*. Have students repeat the word in isolation first, then the whole sentence chorally and individually. Make sure that they pronounce the possessive 's. Students can then listen to the recording and write the words down as reinforcement.

- 5 Write the following on the board to reinforce the use of possessive 's.

Who's Nick? 's = is

He's Kirsty's brother 's = possessive, not is

Drill the question and answers in open pairs. Then drill a plural example, e.g. *Who are Tom and Sally? They're Nick's parents*. Get students to continue asking and answering about Sally's family in open pairs. Make sure that they give all possible answers about the different relationships and that they include plural examples, too. Students continue asking and answering in pairs. Monitor and check for correct use of possessive 's and is/are.

### SUGGESTION

You can give students further practice on families and possessive 's by referring to famous people. Draw the family tree of a famous family, e.g. the British or Spanish royal family and get students to ask and answer questions with *Who?* Alternatively, you can prepare true/false statements about the family relationships. You can also try a quiz based on famous people. Prepare questions based on relationships that your students will know. You can include film stars, pop stars, politicians, and sportspeople, e.g.

Who's Victoria Beckham? (*She's David Beckham's wife.*)

Who's Guy Ritchie? (*He's Madonna's husband.*)

Who's Kiefer Sutherland? (*He's Donald Sutherland's son.*)

Who's Stella McCartney? (*She's Paul McCartney's daughter.*)

Be prepared to modify the questions to suit the age and experience of individual groups.

### ADDITIONAL MATERIAL

#### Workbook Unit 4

Exercises 1 and 2 Further practice of family vocabulary.

### PRACTICE (SB p26)

#### The family

- 1 Focus attention on the photo of Rachel Chang's family and on the names. Ask some general questions about the family: *Where are they from? What are their names?* Focus attention on the table and make sure students understand what information they have to listen for by eliciting possible answers for each category, e.g. name – Bob, age – 16, job – student.

**T 4.6** Play the first part of the recording as far as *He's a student at college*. Elicit the answers about Rachel's brother (*Steve, 15, student*). Play the rest of the recording and get students to complete the table.

Check the answers with the whole class.

#### Answers

	Name	Age	Job
Rachel's brother	Steve	15	student
Rachel's mother	Grace	42	doctor
Rachel's father	Bob	44	businessman

**T 4.6**  
Hello! My name's Rachel, and I'm from the United States. This is a photo of my family. Our house is in San Diego. This is my brother. His name is Steve, and he's 15. He's a student. This is my mother. Her name's Grace. She's forty-two, and she's a doctor. And this man is my father, Bob. He's forty-four, and he's a businessman.

As a follow-up, point to each of Rachel's relations and get students to give a brief description, e.g. *This is Steve. He's Rachel's brother. He's 15 and he's a student.*

- 2 Focus attention on the example and then get students to complete the sentences in pairs.

Check the answers with the whole class, making sure students have included possessive 's where necessary.

#### Answers

2 Her mother's name is Grace.

3 Grace is Bob's wife.

4 'What's his job?' 'He's a businessman.'

5 'Where's their house?' 'It's in San Diego.'

- 3 Demonstrate the activity by writing the names of your own family on the board and talking about them. Give the information quite slowly but naturally and then ask a few questions to check understanding, e.g. *Who's this? What's her job?*, etc.

### SUGGESTION

If possible, it's a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit them around you and talk about the pictures

slowly but naturally and pass them around. Encourage students to ask questions, following the models in exercise 3 on p26.

Get students to draw their own family tree (and have their family photos ready if relevant). Divide the class into pairs and get students to ask about each other's family. Monitor and check for correct use of *he/she*, *his/her*, and *a + job*.

Ask a few students to choose someone in a family tree or in a photo and give a brief description of him/her. The person can be from their own or their partner's family.

## ADDITIONAL MATERIAL

### Workbook Unit 4

**Exercise 3** Further practice of possessive 's.

**Exercises 4 and 5** Exercises to help with potential confusion between possessive 's and the contracted form of *is*, and possessive 's, the contracted form of *is*, and plural -s.

### *my/our/your...*

- 4 This section consolidates the possessive adjectives covered in the *Starter* section. Focus attention on the example and then get students to complete the sentences. Ask students to check in pairs before checking with the whole class.

#### Answers

- 2 'What are **your** names?' 'Our names are Kirsty and Nick.'
- 3 Jean-Paul and André are students. **Their** school is in Paris.
- 4 'My sister's married.' 'What's **her** husband's name?'
- 5 'My brother's office is in New York.' 'What's **his** job?'
- 6 We are in **our** English class.
- 7 'Mum and Dad are in Rome.' 'What's **their** phone number?'

## ADDITIONAL MATERIAL

### Workbook Unit 4

**Exercises 6 and 7** Further practice of possessive adjectives.

### SALLY'S BROTHER (SB p27)

### *has/have*

- 1 This section recycles the family vocabulary, possessive 's, and possessive adjectives, and also presents *has/have*. Point to the picture of Sally on p24 and ask *Who's this?* Elicit the answer *It's Sally Milton*. Tell students they are going to read about Sally's brother.

**T 4.7** Focus attention on the photograph of David and his family and play the first line of the recording as an introduction. Play the rest of the recording through to the end. Check comprehension of *farm* and *dogs* by pointing to the photo, and check students understand that *child* is the singular of *children*.

- 2 Elicit the answer to sentence 1 with the whole class as an example (true). Then get students to complete the exercise working alone.

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

#### Answers

1 ✓ 2 ✓ 3 ✗ 4 ✗ 5 ✗ 6 ✗

## GRAMMAR SPOT

Focus attention on the table and the examples. Students complete the table with the other forms of *have*.

#### Answers

I **have**  
You **have**  
He **has**  
She **has**  
We **have**  
They **have**

Ask students to circle the examples of *has* and *have* in the reading text. Refer students to Grammar Reference 4.4 on p123.

- 3 **T 4.8** This is a dictation activity. Each sentence is recorded twice, once at normal speed and once more with time for students to write. Demonstrate the activity by playing the first sentence and getting students to listen only, then play it again and get them to write it down. Tell students there are seven sentences in total. Play the rest of the sentences in the same way. Write the sentences on the board and get students to check their answers.

#### Answers and tapescript

- 1 I have a small farm in Wales.
- 2 My wife has a job in town.
- 3 We have one son.
- 4 We have two dogs.
- 5 My sister and her husband have a house in London.
- 6 He has a very good job.
- 7 They have a son and a daughter.

Play the recording again, pausing at the end of each sentence and getting the students to repeat as a class. Students then repeat the lines individually.

- 4 In this exercise students write about themselves. Focus attention on the examples in the speech bubbles. Write a few more examples about yourself on the board and list the categories students can write about: brothers/sisters, children, home, job, animals. Go round helping and checking.

Then ask a few students to tell the rest of the class about themselves and their family.



*has/have*

- 1 Focus attention on the example. Students then complete the exercise working alone.

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

**Answers**

- 2 My parents **have** a house in the country.
  - 3 My wife **has** a Japanese car.
  - 4 My sister and I **have** a dog.
  - 5 You **have** a very nice family.
  - 6 Our school **has** fifteen classrooms.
  - 7 We **have** English classes in the evening.
- 2 Focus attention on the examples in the speech bubbles. Drill the sentences chorally and individually. List the categories students can talk about on the board: number of teachers/students/classrooms; size of school; equipment at your school (e.g. TV, video, CD player, computer. You will need to modify the examples to include equipment that students know you have at your school so that they only generate affirmative sentences.) Divide the class into pairs and get students to talk about their school. Monitor and check for correct use of *has/have*.

**ADDITIONAL MATERIAL****Workbook Unit 4**

Exercises 12 and 13 Further practice of *has* and *have*.

**Questions and answers**

- 3 This exercise reviews the question words students have covered to date and also includes a *Yes/No* question. Focus attention on the example and then get students to match the other questions and answers.

**T 4.9** Play the recording and get students to check their answers. Then let them practise the questions and answers in pairs.

**Answers and tapescript**

- 1 How is your mother?  
She's very well, thank you.
- 2 What's your sister's job?  
She's a nurse.
- 3 How old are your brothers?  
They're ten and thirteen.
- 4 Who is Sally?  
She's David's sister.
- 5 Where is your office?  
It's in the centre of town.
- 6 Are you and your husband from Italy?  
Yes, we are.

**Check it**

- 4 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 Mary's children are married.
- 2 What's your daughter's name?
- 3 What's his job?
- 4 They're from Germany.
- 5 Their parents have a house in Bonn.
- 6 My brother has a good job.
- 7 Our house is in the centre of town.

**ADDITIONAL MATERIAL****Workbook Unit 4**

**Exercise 8** This provides further listening practice.

**Exercise 9** A vocabulary categorizing exercise that reviews lexis from Units 1–4.

**Exercise 10 and 11** Word stress exercises.

**Exercise 14** In this exercise students translate sentences containing the main grammar points presented in the unit.

**READING AND WRITING (SB p28)****My best friend****NOTE**

Students need access to dictionaries to check new lexis in the reading text. If students don't usually bring dictionaries to class or if there isn't a class set of dictionaries available, ask students to check the new words (in **bold**) in the text for homework before the reading lesson.

- 1 Working alone or in pairs, students read the text and check the new words (in **bold** in the text). (If students have done the dictionary work for homework before the lesson, ask them to do the reading and matching straightaway.)
- 2 Demonstrate the activity by eliciting the photo that goes with paragraph a (photo 1). Students continue to match the other photos and paragraphs, and say who they think the people in the photos are. Check the answers with the whole class.



## Answers

Photo 1 – paragraph a (Andy and Carrie)

Photo 2 – paragraph d

Photo 3 – paragraph c (Andy's sisters, Alison and Molly)

Photo 4 – paragraph b (Andy's parents)

- 3 Focus attention on the example sentence. Students complete the activity working individually and then check their answers in pairs. Check the answers with the whole class.

## Answers

1 a student, nice, funny

2 two sisters, a girlfriend, a lot of CDs

3 Andy's girlfriend, American, beautiful

4 a flat, three children

5 a fan of *Mood*, a fan of Manchester United

- 4 Focus attention on the speech bubble and then get students to give more information about Andy. Divide the class into pairs and get students to take it in turns to talk about Andy, using the information they underlined in exercise 3. Monitor and check for correct use of *he/she/they, his/her/their, is/are, has/have*, and possessive 's.
- 5 Prepare students for the writing phase by eliciting what sort of information can complete each sentence. If you have time, build up a connected description on the board of an imaginary person to provide the students with a model. Get the students to write their description in class or for homework.

## SUGGESTION

It's a good idea to let students look at each other's written work to help correct it. When you correct the work, make a note of the most common mistakes in recent target language and get students to correct them as a class activity before you hand back individual work.

## ADDITIONAL MATERIAL

### Workbook Unit 4

**Exercise 15** A short reading providing further practice of family vocabulary, possessive 's, and *have*.

## EVERYDAY ENGLISH (SB p30)

### The alphabet

This section covers the alphabet and spelling. Once students have learnt the alphabet, take the opportunity whenever possible to spell new words to the students and to get them to spell words in class.

- 1 **T 4.10** Tell the students they are going to practise the alphabet in English. Play the recording, pausing after each letter and getting the students to repeat as a class.

Review the letters that students find confusing and drill these thoroughly:

a, r  
e, i, y  
g, j  
u, w

- 2 The letters in this exercise are arranged according to sound. Demonstrate this by reading the first group of letters /ei/. Say these letters again and get students to repeat as a class. Repeat for the other groups of letters and then get individual students to read different letter groups aloud.

Write different letters on the board at random and elicit them from the students. Pay special attention to the vowels as these often give problems. Then put some known words on the board and elicit the spelling. (You could feed in *How do you spell ... ?* at this point.)

- 3 **T 4.11** Check comprehension of *first name* and *surname* and tell students they are going to hear five people spelling their names. Play the recording of the first name as an example. Then play the other names, pausing at the end of each surname. Students write the names and then check their answers in pairs. Then check the answers with the whole class by writing the names on the board and getting students to spell them aloud.

## Answers and tapescript

What's your name? Sally Milton.

How do you spell your first name? S-A-L-L-Y.

How do you spell your surname? M-I-L-T-O-N.

What's your name? Javier Ruiz.

How do you spell your first name? J-A-V-I-E-R.

How do you spell your surname? R-U-I-Z.

What's your name? Quentin Wexham.

How do you spell your first name? Q-U-E-N-T-I-N.

How do you spell your surname? W-E-X-H-A-M.

What's your name? Sumiko Matsuda.

How do you spell your first name? S-U-M-I-K-O.

How do you spell your surname? M-A-T-S-U-D-A.

What's your name? Fabien Leclerc.

How do you spell your first name? F-A-B-I-E-N.

How do you spell your surname? L-E-C-L-E-R-C.

- 4 Focus attention on the examples in the speech bubbles and drill the exchanges chorally and individually. Students practise spelling their own names in open and closed pairs.
- 5 Focus attention on the examples in the speech bubbles in exercise 5. Drill the exchange chorally and individually. Students practise the exchange with different words from the text, working in open pairs. Students continue working in closed pairs. Monitor and check for accurate pronunciation of the letters.

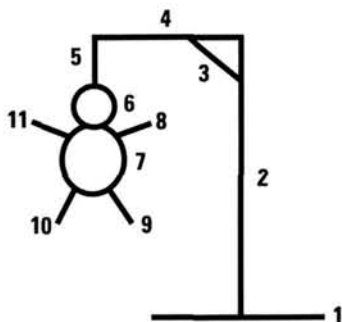
- 6 Focus attention on the example. Students continue with the other countries. Get them to check their answers in pairs before checking with the whole class. Get the students to give the spelling of each country, rather than just the name.

#### Answers

- |          |          |             |           |
|----------|----------|-------------|-----------|
| 1 France | 3 Brazil | 5 Australia | 7 England |
| 2 Spain  | 4 Japan  | 6 Italy     |           |

#### SUGGESTIONS

- You can use anagrams such as the ones in exercise 6 to review vocabulary at any stage. Write the jumbled letters on the board and ask students to work out the word in pairs or teams. Always get the class to give the spelling letter by letter to review the alphabet as often as possible.
- This is a spelling game called *Hangman*. You can use it at the beginning of lessons as a 'warmer' or as a 'filler' to revise vocabulary. You can divide students into two or three teams for this, or play as a class.



Choose a word and indicate on the board the number of letters it has, using a dash for each letter (i.e. if your word is *doctor*, write \_ \_ \_ \_ \_). One team/The class suggests a letter. If the letter appears in your word, write it in the correct place on the dashes, as many times as it appears (i.e. if the letter suggested is *o*, you should write \_ o \_ \_ o \_ for the word *doctor*). If the letter doesn't appear in your word, write the letter in that team's column at the side of the board with a line through it, and draw one line of the gallows. Then the second team suggests a letter, and so on.

If you are playing in teams, the winning team is the one that guesses the final letter to complete the word or that guesses the whole word at an earlier point. If you complete the drawing of the gallows before the teams/class guess the word, then you win and the teams/class lose.

## On the phone

- 7 **T 4.12** Focus attention on the first business card and ask *What's his name?*, *Where's his company?*, and *What's his phone number?*. Play the recording through once and get students to follow in their books. Make sure students understand that *And your name is?* is a polite way of asking *What's your name?* over the phone.

Play the recording again, pausing at the end of each line and getting students to repeat chorally and individually. Students practise the conversation in closed pairs. Repeat the above procedure for the second conversation, but use the feminine forms *What's her name?*, *Where's her company?*, and *What's her phone number?* about the second business card.

- 8 Ask students to write their own information on the blank business card. They should include first name, surname, address, and phone number and they can invent a company name if they like.

Get students to practise conversations 1 and 2 in open pairs, using their own information. Students continue working in closed pairs.

#### ADDITIONAL MATERIAL

##### Workbook Unit 4

**Exercise 18** Further practice of the phone language in the *Everyday English* section.

#### Don't forget!

##### 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.

##### Video

A video accompanies *New Headway Beginner*. It takes the form of six episodes centred around four people sharing a house in Oxford. The first episode can be shown after the end of Unit 4, and subsequent episodes after Units 6, 8, 10, 12, and 14.

##### Episode 1 *Three plus one*

Helen, David, and Matt are looking for a fourth person to share the house. The interviews go rather badly, with a stream of unsuitable applicants, until Jane turns up, and gets the room.

#### EXTRA IDEAS UNITS 1-4

On TB p108 there are additional photocopiable activities to review the language from Units 1-4. There is a reading text with tasks, a question formation exercise, and a matching activity on everyday English. You will need to pre-teach/check *divorced* for exercise 1 of the *Language work* section.

#### ADDITIONAL MATERIAL

##### Workbook Unit 4

**Exercises 16 and 17** Further practice of the alphabet and spelling.