

# Unit 4

## What do you do?

- Asking about people
- Talking about occupations
- Writing a short article

### FIRST MOVE

1. Match the question words and the answers.
 

a. What...?	At 7 o'clock.
b. Where...?	In the morning.
c. Who...?	A book.
d. What time...?	In South Africa.
e. When...?	John Scavo.
  
2. Which question word is used to ask about *people*?
  
3. Which question word is used to ask about *places*?

## Presentation

Let me introduce you!

1. Carlos is at Allan's party. Allan introduces Martina to him. Listen to their conversation.

**Allan:** Hi, Carlos. How's it going?  
**Carlos:** Just great. Say, who's that? Do you know her?  
**Allan:** That's Martina Belezanski.  
**Carlos:** Belezanski? How do you spell it?  
**Allan:** Belezanski. B-E-L-E-Z-A-N-S-K-I.  
**Carlos:** Where is she from?  
**Allan:** Scotland. Come on, let me introduce you. Martina, this is my cousin Carlos.  
**Martina:** Hello, Carlos. Nice to meet you.  
**Carlos:** Nice to meet you too.



## VOCABULARY

1. Listen to your teacher and repeat the alphabet



2. Discuss the questions with a partner:
  - a) Which letters rhyme with "a"?
  - b) Which letters rhyme with "b"?
  - c) Which letter rhymes with "u"?
  - d) Which letter sounds like Mineiro "uai"?
  - e) Which letter sounds like Portuguese "ai"?
  
3. Pair work: Use the pictures to practice spelling.  
 Student A spells one object.  
 Student B points to the object.

Then reverse roles.



4. Pair work: Ask last names.

Student A asks last name.

Student B answers.

**Then reverse roles.**

Ex: What is your last name? It's...

How do you spell it? It's...

5. Look at the information about these famous people.

		
<b>Name:</b> Bono Vox <b>Occupation:</b> singer <b>Country:</b> Ireland	<b>Name:</b> Shakira <b>Occupation:</b> singer <b>Country:</b> Colombia	<b>Name:</b> Michael Phelps <b>Occupation:</b> swimmer <b>Country:</b> USA
		
<b>Name:</b> Celine Dion <b>Occupation:</b> singer <b>Country:</b> Canada	<b>Name:</b> Penélope Cruz <b>Occupation:</b> actress <b>Country:</b> Spain	<b>Name:</b> Le Corbusier <b>Occupation:</b> architect <b>Country:</b> Switzerland

Student A points to three people.

Student B answers the questions.

**Then reverse roles. Have conversations like this:**

**STUDENT A**

Who's that?

How do you spell *Vox*?

Where's he from?

Why is he famous?

**STUDENT B**

Bono Vox

Vox. V-O-X

He's from Ireland.

He's a singer.

6. Martina has just been introduced to Carlos. Listen to their conversation.

**Carlos:** So, what do you do, Martina?

**Martina:** Oh, I am a photographer.



**Carlos:** Oh, really? Where do you work?

**Martina:** I work for a sports magazine.

**Carlos:** A sports magazine? That's a nice job.

**Martina:** Do you like sports?

**Carlos:** Yes, I do. We Brazilians are crazy about soccer. By the way, how do you like Brazil?

**Martina:** Oh I just love it. It's really beautiful. And the people are really nice. What do you do, Carlos?

**Carlos:** I'm a student.

**Martina:** Really? Where do you study?

**Carlos:** At the State College. I study Economy.

**Martina:** Do you like it?

**Carlos:** No, I don't. There's so much to study!

7. Discuss the sentences with another student. Are they true or false?

a) Martina is a photographer.

b) Martina works for an Architecture magazine.

c) Carlos doesn't like sports.

d) Martina likes Brazilians.

e) Carlos is happy with college.

## GRAMMAR

1. Study the questions and answers in the box.

Questions	Answers
What do you do?	I'm an engineer.
Where do you work?	I work at Sabesp.
Where do you study?	I study at Centro Paula Souza.
What do you study?	I study Electronics.
What time do you have classes?	From 7 pm to 11 pm.
Do you like it?	Yes, I do.
Do you study on Saturdays?	No, I don't.

2. Complete the sentences. Use *what*, *where* or *what time*.

- a. A:  do you work?  
B: I work at Petrobras.
- b. A:  do you do?  
B: I'm a computer programmer.
- c. A:  do you play tennis?  
B: From 9 to 10:30.
- d. A:  do you study?  
B: I study at the State University.

3. Complete the sentences. Use *do* or *don't*.

- a. A: Do you like your job?  
B: No, I .
- b. A: Do you study on Fridays?  
B: Yes, I .
- c. A: Do you like soccer?  
B: Yes, .
- d. A: Do you work near here?  
B: No, I .

## CONVERSATION

1. Practice the conversation with another student.

What's your last name?	It's...
How do you spell it?	It's...
What do you do?	I'm a...
Where do you work?	I work at...
Where do you study?	I study at...
What do you study?	I study...
What time do you have classes?	From... to...
Do you like it?	Yes, I do. / No, I don't.
Do you study on Saturdays?	Yes, I do. / No, I don't.

## READING

1. Read the magazine article and discuss this question with a partner: *What does a computer software engineer do?*

### A job on the rise in the USA

Almost every big idea in modern business depends on software. Areas like cybersecurity and mobile technologies are growing really fast. So it is easy to understand why computer software engineers are so important for companies today. These professionals design, build, maintain, and integrate complex software systems. They need to know programming languages such as C++, Java, and C# really well. But technical skills alone are not enough. They also need to communicate well with technical and business teams in a company.



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## WRITING

1. Match the jobs with the areas and activities.

JOB	AREA	ACTIVITIES
1. hotel managers	aviation	wait on passengers
2. dermatologists	tourism	supervise hotel staff
3. flight attendants	cosmetic surgery	treat patients' skin

2. Read the article about hotel managers.



**A job on the rise in Brazil.**

Tourism is an area that is growing really fast in Brazil. So it is easy to understand why hotel managers are so important today.

These professionals supervise the hotel staff. They also need to communicate well with all the guests.

3. Write two short articles, one about dermatologists and one about flight attendants. Follow the model in your notebook.



**A job on the rise in Brazil.**

         is an area that is growing really fast in Brazil. So it is easy to understand why          are so important today.

These professionals         .

They also need to communicate well with all the         .



**A job on the rise in Brazil.**

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## LISTENING AND PRONOUNCING

### –er and –or endings

The endings *–er* and *–or* are frequently found in names of occupations, such as *teacher* and *director*.

In Standard American English, the last sound of these words is a combination of a *schwa* sound and an [r] sound. In other words, the *schwa* is “r-colored”.

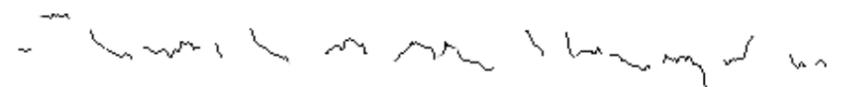
1. Read this list of some occupations ending in *–er* or *–or*:

worker	lawyer	web designer	singer
auditor	publisher	barber	reporter
dancer	doctor	operator	instructor
teacher	supervisor	director	photographer

2. Pair work: Take turns asking and answering the questions below. Make sure to pronounce the **italicized** parts of the words as an “r-colored” *schwa*.

Who's your favorite	What's your favorite
actor	number
composer	printer ?
singer ?	computer
movie director	
soccer player	
teacher	

3. Read and listen to the sentences produced by Jon “Maddog” Hall (Roda Viva n. 1390). Follow the intonation contour (on top), which corresponds to the rising and falling of the voice. Identify the two words that are also pronounced with the “r-colored” *schwa*.



First of all, I would like to say that I don't think that free software is a political issue.

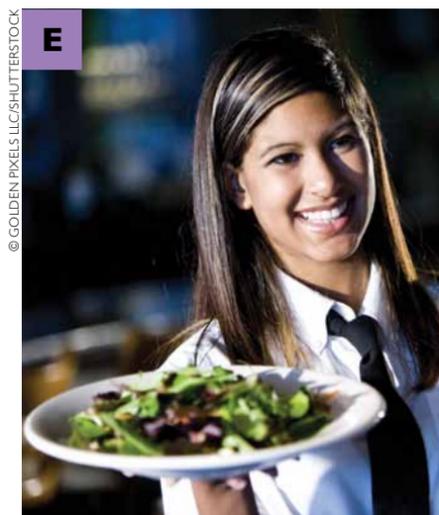
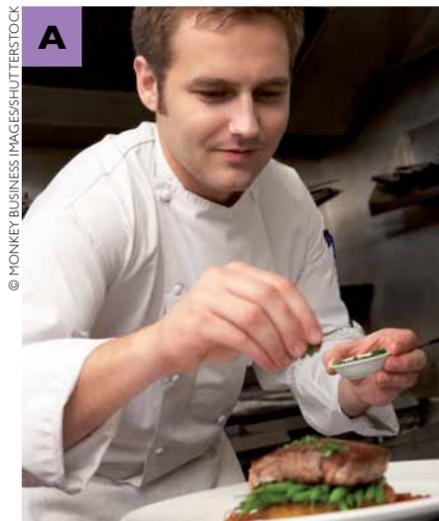
## VOCABULARY EXPANSION

### Occupations

- secretary
- teacher
- bookkeeper
- cashier
- waitress
- sales worker
- registered nurse
- receptionist
- hairdresser
- dentist
- vet
- chef
- lawyer
- doctor
- manager
- truck driver
- janitor/ cleaner
- carpenter
- supervisor
- farmer
- auto mechanics
- policeman
- pilot
- engineer
- judge
- waiter



I. Look at the pictures and identify the occupations.

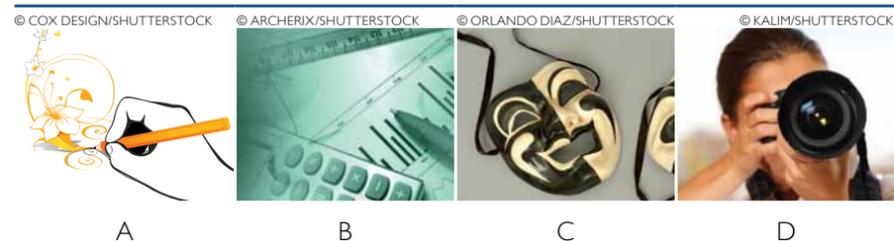


# Review I – Units I-4

1. Complete the sentences with **is**, **are** or **am**. Use your notebook.

- a) Bill Gates the founder of Microsoft.
- b) My friends in the school cafeteria.
- c) you married? No, I single.
- d) What time it? It 5pm.
- e) I from Brazil. Where you from?

2. Look at the pictures and write in your notebook which course they represent:



3. Complete the sentences with **what**, **where**, **who**, **how old** and **what time**. Write the answers in your notebook.

- a) are you? I'm 21.
- b) is it? It's 11pm.
- c) is that girl over there? She's my best friend.
- d) is your address? It's 18, Christchurch Road.
- e) are your books? They're in my bag.

4. Complete the sequence below with the appropriate days of the week. Monday, , Wednesday, , , Saturday, .

5. Match the verbs below with the correct definition:

- a) sign up ( ) to exit a computer.
- b) log in ( ) to agree to be a participant.
- c) shut down ( ) to enter a computer by typing a personal code.
- d) log off ( ) to record your arrival by signing a register.
- e) sign in ( ) to turn off a computer.

6. What are these signs saying?



7. Complete these questions. Then answer them.

- a) you like soccer? Yes, I .
- b) they work as photographers? No, they .
- c) you live here? No, I .

8. Look at the pictures and answer the questions in your notebooks.



a) Is she a nurse?



b) Is he a pilot?

## Singing time!

Listen to the American folksong *Oh, Mr. Sun* (author unknown, <http://www.songsforteaching.com/folk/>). Sing along!



Oh Mister Sun, Sun.  
Mister Golden Sun.  
Won't you please shine down on  
| me?

These little children  
are asking you.  
To please come out  
so we can play with you.

Oh Mister Sun, Sun.  
Mister Golden Sun.  
Hiding behind the tree.

Oh Mister Sun, Sun,  
Mister Golden Sun.  
Won't you please shine down on  
| me?

## Post-Listening Activity

Discuss these questions with a partner:

- Which word is pronounced just like the word *son*?
- The words *three* and *tree* have the same vowel sound but different consonant sounds. Can you tell the difference?