

UNIT 4

My life and my family



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about their own and other people's daily lives and families
- exchange and convey information and opinions about their own and other people's daily lives and families
- discuss what they know about famous people and their families
- talk about their own family
- ask and talk about photos of family and friends
- write a caption for a favourite family photo

UNIT CONTENTS

G GRAMMAR

- Present simple: *Wh-* questions
- Present simple: *he / she / it* positive

V VOCABULARY

- Common verbs: *go, live, meet, play, speak, study, teach, work*
- Family and people: *baby, boy, brother, children, daughter, father, girl, husband, man, men, mother, parents, people, sister, son, wife, woman, women*
- Numbers 2: *twenty-one, thirty-four, forty-two, etc., a hundred*
- Language Plus: *study ... (at university/English/maths, etc.)*
- Language Plus: *How old ... ?*

P PRONUNCIATION

- Sentence stress in present simple questions
- Sound and spelling: /ð/
- *This is ...*
- Sound and spelling: /tʃ/ and /dʒ/

C COMMUNICATION SKILLS

- Talking about your life and asking about others'
- Talking about your family
- Asking and talking about photos
- Writing about a family photo
- Writing Plus: Word order

the next stage. If you wish, give students information from the Culture notes.

Play the recording for students to listen to other people talk about the picture. Do the speakers have the same ideas as on the board? Take feedback as a class.

Audioscript

- | | |
|---|--|
| A OK, so can you see person a's parents? | A Just person a, I think. The girl is too young and the other people maybe finished work a few years ago. |
| B Yes, those are her parents. And can you see her brother? | B Maybe, yes. The girl is probably at school. |
| A I'm not sure. I think the man is her father, not her brother. | A What do you think they do next? |
| B Yes. We can't see her brother. Can you see her child? | B Hmm, I'm not sure. If it's someone's birthday, maybe they have cake? |
| A Well, yes. The girl with the red dress is her child, her daughter. | A Yeah, or maybe they have some other special food. |
| B Yes. | B Who lives in your house? |
| A OK, so do you think this family all live together in one house? | A My mother and father, and one of my sisters. Who lives in your house? |
| B Hmm, no I don't think so. I think the people with the guitars are visitors. It's someone's birthday maybe? | B My husband. And we have two children. |
| A Some families all live together. | A Oh lovely. |
| B Well, maybe. Who in the picture works? | |

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Draw a simple diagram of your family tree on the board. Your name should be in the centre. Say: *This is me*. Write the names of any children you have under your name, brothers or sisters to the left or right, and parents above. Add lines connecting your name to the other people's. Elicit or teach the word *family*. Say: *This is my family*.

- a** Use the picture to teach *person* and *family*. Remind students that they learned *This is ...* for talking about people in Lesson 1B. Put students into pairs to look at the picture and answer questions 1–4. Monitor to find out whether students attempt to use the present simple positive with *he* and *she*, and how much family and people vocabulary they can produce, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. If students suggest more than one answer (e.g. *They have a meal. They go out.*), write them all on the board and leave for



EXTRA ACTIVITY

Write these sentences on the board:

- A The girl is probably at school.*
- B We can't see her brother.*
- C My mother and father, and one of my sisters.*
- D I think the people with the guitars are visitors.*
- E Some families all live together.*
- F If it's someone's birthday, maybe they have cake?*

Play the recording again for students to listen and number the sentences in the order they hear them. Check answers as a class, pausing the recording after each of the six sentences and writing the number on the board (1 B, 2 D, 3 E, 4 A, 5 F, 6 C).



CULTURE NOTES

The two older people in the photo are playing a music video game like *Rock Band* or *Guitar Hero*, in which players get microphones, plastic controllers that look like musical instruments and lots of songs to play along with. Compared to other computer games, music games can bring friends and families together to express themselves and entertain each other.



- b** In pairs, students answer the question. Monitor to find out how much family vocabulary students produce and whether they attempt to use present simple statements with *he* and *she*. Don't correct errors at this stage. Take feedback as a class.

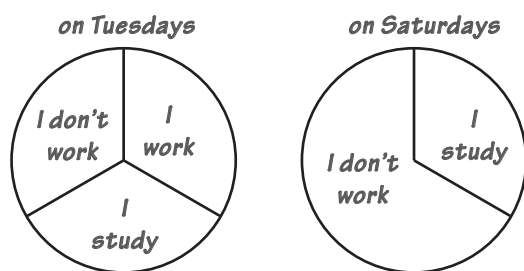
4A What do you study?



OPTIONAL LEAD-IN

Books closed. Write *work* and *study* on the board and ask students if they work or study or both.

Write *My life* on the board and draw two circles. Write *on Tuesdays* above one and *on Saturdays* over the other. Divide the circles into sections to show how you spend your time, for example:



Ask students to draw their own circles and compare them with a partner. Invite one or two students to come to the board to draw and talk about their circles to the class.

1 VOCABULARY Common verbs

- a** **2.13** Students match the sentences with the pictures. Play the recording for students to listen and check.

Answers

1 c 2 b 3 d 4 a 5 e



EXTRA ACTIVITY

Write sentences 1, 2, 4 and 5 from 1a on the board. Then, underline the preposition in each sentence (*study at*, *work in*, *live in*, *go to*). Elicit where else you can *study at*, *work in*, etc.

- *Study at university or ... ?* (school, high school, college, home ...)
- *Work in an office or ... ?* (a factory, a shop, a bank, New York ...)
- *Live in London or ... ?* (Paris, a big house, a small flat ...)
- *Go to the gym or ... ?* (work, school, the cinema ...)

At the end of this lesson, students will be able to:

- use a lexical set of common verbs correctly
- understand a blog about living in one country and working in another
- understand a conversation about living in one city and working in another
- use present simple *Wh-* questions correctly
- ask questions and talk about where they live, work, etc.



- b** In pairs, students discuss which sentences in 1a are true for them. Take feedback as a class.



- c** **2.14** Students complete the exercises in Vocabulary Focus 4A on SB p.136. Play the recording in exercise a for students to read and listen to the phrases and practise the pronunciation of the verbs. Check answers to exercise b as a class. Monitor exercise c and help as necessary. Tell students to go back to SB p.32.

Answers (Vocabulary Focus 4A SB p.136)

b

2 play 3 live 4, 5, 6 speak, study, teach
7, 8, 9 study, teach, meet 10 meet 11 go

2 READING

- a** Tell students to look at the photos and the blog title. Use the picture of the plane to elicit the verb *fly*. Give students one minute to read the blog for general meaning and to choose the sentence which is true. They then compare answers in pairs. Check the answer as a class.


Answer

Sentence 2 is true.

- b** Pre-teach the word *expensive* and its opposite, *cheap*, by writing one expensive and one cheap thing on the board, along with their prices. Give students three or four minutes to read the blog again and make notes on the different things. They then compare answers in pairs. Check answers as a class.

Answers

- 1 They're very expensive.
- 2 They aren't very expensive and they're nice and big.
- 3 three
- 4 two
- 5 Matt studies at a language school on Saturday.
- 6 It's a beautiful city.

- c  Put students into pairs or small groups to discuss what they think of Matt's life, then take feedback as a class. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Matt is an example of a *cross-border commuter*: someone who regularly travels to another country for work. According to a 2011 study, cross-border commuting has increased significantly in recent years. Employees may choose to do this for the same reason as Matt: because they prefer to live somewhere cheaper, or because they don't want to move their family to another country or abandon other family members.


From an employer's point of view, paying for someone to cross-border commute can be a good way of getting the candidates they really want. It may also be cheaper to pay for an employee to cross-border commute than to relocate them and their family.

On the downside, regularly travelling long distances is tiring and can be stressful. This can lead to problems at work and put a strain on the commuter's family life.


Language Plus study

Go through the information with students. Write the following gapped sentence on the board and ask students to complete it with the name of a subject (e.g. *English*) and the name of a place (e.g. *school, home, university*, etc.):

I study _____ at _____

- d Give students two minutes to complete sentences about themselves using the prompts. Monitor and check that students are using the language from the lesson correctly.
- e  In pairs, students tell each other their sentences in 2d.

3 LISTENING


- a  2.15 Point to the map and ask: *Which country is this?* (New Zealand). Now point to the flight route, indicate distance with your hands and ask: *How many miles/kilometres is it from Auckland to Wellington?* Encourage students to guess (It's 306 miles / 492 km). Play the recording for students to answer the question. Check the answer as a class.

Answer

Miriam

Audioscript

- TOM** Where are you from, Miriam?
MIRIAM I'm from Brazil – Rio de Janeiro, but I live here in New Zealand now.
T Where do you live?
M I live in Auckland – it's really nice there.
T And where do you work?
M I work in Wellington.
T Wellington?! But that's so far away.
M Yes, I go to work three days a week – I fly.
- T** Do you work at home?
M Yes, I work two days at home.
T Are you married?
M Yes, my husband's name is Bernardo.
T Is he Brazilian?
M Yes, he is.
T Ah, OK. Do you speak English or Portuguese at home?
M We speak Portuguese, of course!


- b  2.15 Play the recording again for students to listen in more detail for the correct answers. Students compare answers in pairs. Check answers as a class. Elicit a personal response to the listening text by asking: *What do you think of Miriam's life? What's the same about Matt and Miriam's life?* (They both fly to work every week. They both work at home two days a week.) *What's different?* (Matt lives in one country, Spain, and works in a different country, the UK. Miriam lives in one city in New Zealand, Auckland, and works in a different city in the same country, Wellington.).

Answers

1 Brazilian 2 New Zealand 3 isn't 4 is 5 Portuguese

4 GRAMMAR

Present simple: *Wh-* questions


- a  2.16 In pairs, students complete the table. Play the recording for students to check answers and practise saying the questions.

Answers

Yes/No questions	Wh- questions
Do you work at home?	Where <u>do</u> you live? When <u>do</u> you have dinner? What <u>do</u> you study at university?


CAREFUL!

Students are most likely to make mistakes with word order, e.g. *Where your house is?* (Correct form = *Where **is** your house?*), and *What you do study?* (Correct form = *What **do** you study?*). They may also omit *do* completely, e.g. *When you have lunch?* (Correct form = *When **do** you have lunch?*), or combine the two errors, e.g. *Where work you?* (Correct form = *Where **do** you work?*).

- b  2.17-2.18 Students read the information in Grammar Focus 4A on SB p.118. Play the recording where indicated and ask students to listen and repeat. Individually, students complete exercise a on SB p.119. Check answers as a class. Individually, students complete exercise b. Monitor and point out errors for students to self-correct. Check answers as a class. Tell students to go back to SB p.33.

Answers (Grammar Focus 4A SB p.119)

- a**
 1 do 2 do 3 's 4 's 5 do 6 are 7 do 8 's
- b**
 2 When do you go to work (in the morning)?
 3 What do you eat for lunch?
 4 Where do you study (in Madrid)?
 5 What do you study (at university)?
 6 When do you go to your lesson (in the evening)?

- c  2.19 Individually, students write the words in the correct order to make questions. Play the recording for students to check their answers.

Answers

- 1 Do you work in an office?
 2 Where do you work?
 3 Where do you live?
 4 Do you study at university?
 5 Do you speak Spanish?



FAST FINISHERS

Ask fast finishers to use the verbs in Vocabulary Focus 4A on SB p.136 to write more present simple *Wh-* questions.

d **2.19 Pronunciation** Play the recording for students to listen for the stressed words in the questions.

e **2.19** Individually, students complete the task. Check answers as a class. Play the recording again so students can listen and repeat the questions in 4c. Monitor and correct students' pronunciation as appropriate.

Answers

- 1 question words (e.g. *where*)
- 3 main verb (e.g. *work*).

f In pairs, students ask and answer the questions in 4c. Monitor and note down any common mistakes/errors to deal with during feedback.

5 SPEAKING

► Divide the class into pairs and assign A and B roles. Student As read the information and look at the map on SB p.104. Student Bs do the same on SB p.109. Student A uses the questions to interview Student B, then they swap roles. Monitor and note down any common mistakes/errors to deal with during feedback.



LOA TIP REVIEW AND REFLECT

Write these four kinds of questions on the board and the arrow below:

- 1 'Yes/No' questions with 'be', e.g. '*Are you a student?*'
- 2 'Yes/No' questions with 'do', e.g. '*Do you like your office?*'
- 3 'Wh-' questions with 'be', e.g. '*What's your name?*'
- 4 'Wh-' questions with 'do', e.g. '*Where do you live?*'

Next, draw this scale on the board:

Ask students to think about the four kinds of questions. Ask: *How easy or difficult are 1–4?* Give them one minute to choose a word on the line.

ADDITIONAL MATERIAL

- Workbook 4A
- Photocopiable activities: Grammar p.153, Vocabulary p.160, Pronunciation p.167

4B She has a sister and a brother



OPTIONAL LEAD-IN

Pre-teach the words *man*, *woman* and *famous* by gesturing to appropriate students in the class or pointing to pictures in the SB p.10. Write these phrases on the board:

- *an American man*
- *a Spanish woman*
- *a funny man*
- *a beautiful woman*
- *a good man*
- *an interesting woman*

Put students into pairs to write down the name of one person who matches each phrase. Take feedback as a class to see if the pairs have the same names or different names in their lists. At the end of the activity, use all the names to pre-teach the word *people*.

1 READING AND LISTENING

a Point to the pictures of famous people on SB p.34 and p.35. If you didn't teach *famous people* in the Optional lead-in, you may wish to pre-teach it now. Ask the class: *Do you know the famous people in the pictures?*, but don't

At the end of this lesson, students will be able to:

- understand information about famous families
- use a lexical set about family and people correctly
- understand a text about an international family
- use numbers 21–100 correctly
- use the present simple with *he / she / it* in positive statements correctly
- talk about their family

elicit any names yet. Put students into pairs to try to match the pictures with the sentences.

b **2.20** Play the recording for students to check their answers.

Answers

1 e 2 d 3 f 4 c 5 b 6 a

Audioscript

- 1 Oh, it's the Hemsworth brothers. They're Australian film actors. It's Liam and his older brother Chris.
- 2 This is Shakira, she's a singer from Colombia. And in this photo she's with her parents.
- 3 And this one – this is Ronaldo, the football player – Cristiano Ronaldo. He's about ten in this photo, and he's with his father and his two sisters.
- 4 This is an old photo of Hillary Clinton, and that's her husband Bill Clinton and their daughter Chelsea.
- 5 This is a photo of Will Smith with his wife Jada Pinkett Smith. The three children are Jaden, Willow and Trey Smith.
- 6 It's a photo of George Clooney as a boy. I think he's about seven. And he's with his mother and his sister.

- c In pairs or small groups, students discuss what else they know about the people in the photos. If you wish, give students information from the Culture notes.

CULTURE NOTES

Chris Hemsworth, born in 1983, is most famous for his roles in the films *Thor* (2011) and *Rush* (2013). His younger brother Liam, born in 1990, had major roles in *The Last Song* (2010), and the four Hunger Games films. Luke, Chris and Liam's older brother, is also a film actor.

Shakira is best known globally for her pop hits *Whenever, Wherever* and *Hips Don't Lie*. She was born in Colombia in 1977 and is the highest-selling Colombian artist of all time.

Cristiano Ronaldo has won the Ballon d'Or award three times for Football Player of the Year, in 2008, 2013 and 2014. He was born in Portugal in 1985 and became a talented football player as a child. In 2003, Manchester United paid £12 million to sign him, and six years later he joined Real Madrid for £80 million.

Hillary Clinton, born in 1947, was a US Senator between 2001 and 2009 and US Secretary of State from 2009 to 2013. Before that, she was First Lady of the USA, when her husband Bill Clinton served as the 42nd President of the United States from 1993 to 2001.

Will Smith, born in 1968, started his show business career as a rap artist before becoming a TV star. Since then he has starred in popular Hollywood films including *Independence Day* (1996), the *Men in Black* films and *I Am Legend* (2007).

George Clooney, born in 1961, is an actor, director, writer and producer who is also known for his political and humanitarian work. He first found fame on the TV series *ER* before going on to act in films such as *The Descendants* (2011), *Gravity* (2013) and *Syriana* (2005) for which he won an Oscar.

2 VOCABULARY Family and people

- a Students complete the table by finding the words in the sentences in 1a. Check answers as a class. Draw attention to the silent *gh* in *daughter* and the /ʌ/ sound in *son*, *mother* and *brother*. Drill all the words.

Answers

mother	father
<u>daughter</u>	son
wife	<u>husband</u>
<u>sister</u>	brother

- b Students find the words in the sentences in 1a. Check answers as a class.

Answers

1 parents 2 children

- c Point to the picture of the family tree and teach the phrase *family tree*. Students work individually to complete the exercise. Check answers as a class.

Answers

- Ron and Mary, Gary and Jane, Natalie and Jamie
- Lesley, Laura, Natalie
- Lesley, Gary, Laura, Simon
- Ron and Mary, Gary and Jane

- d Use the questions in exercise c to elicit *yes/no* questions with *you* (*Are you married? Do you have a brother? Do you have a sister? Do you have a child/children?*). You may wish to write these on the board. Demonstrate the activity by secretly choosing one of the people on the family tree. Tell the class to ask you questions to find out which person you are. Put students into pairs to take turns asking and answering questions to find out which person on the family tree their partner is. Give the students about four minutes to play the game. Monitor to make sure they are using *yes/no* questions correctly.

- e **2.21-2.22** Students complete the exercises in Vocabulary Focus 4B on SB p.135. Play the recording where indicated and ask students to listen and repeat. When checking exercise d, make sure students pronounce *woman* /wʊmən/, *women* /wɪmɪn/ and *people* /pi:pl/ correctly. Tell students to go back to SB p.34.

Answers (Vocabulary Focus 4B SB p.135)

b

1 mother 2 son 3 husband 4 wife 5 brother
6 sister 7 father 8 daughter 9 parents 10 children

d

1 children, boy, girls 2 husband 3 woman, sister
4 baby, girl 5 people, women, man



EXTRA ACTIVITY

Write on the board: *I am a ...*. Ask students to complete the sentence so it's true for them using words from Vocabulary Focus 4B. Demonstrate this yourself, for example, by saying: *I am a woman, parent, sister, wife, mother and a daughter*. Put students into small groups to compare their answers.

f Sound and spelling /ð/

- 2.23** For exercise 1, play the recording for students to listen and repeat the sound and the example word. Make sure they place the tip of their tongue between their upper and lower teeth and that they are voicing the sound.

- 2.24** For exercise 2, play the recording twice for students to listen and repeat the words.

- For exercise 3, put students into pairs to practise saying the words in exercise 2.

3 READING AND VOCABULARY Numbers 2

- a Point to the picture and the text *An international family*. Tell students to read the first paragraph and ask: *Are Pablo and Alicia brother and sister?* (No, they're husband and wife). Ask: *Are they the same nationality?* (No, he's from Spain and she's from Argentina). Write on the board: *international* = *more than one country*. Give students one minute to read the whole text and decide if the statements are true or false. Check answers as a class. Ask students to correct the false statements.

Answers

- F (Pablo and Alicia's son Alex is 19 and their daughter María is 24.)
- T
- F (Their son Alex lives in Mexico; only Pablo and Alicia live in New York.)

- b** Ask: *Which country do Pablo and Alicia live in?* (the USA). Individually, students read the text again and write the country where each person lives. Check answers as a class. Ask: *Do you have family members in or from other countries? Who? Where do they live? Where are they from?* Allow time for some students to share their answers with the class.

Answers

1 Argentina 2 Brazil 3 Mexico 4 Turkey 5 Turkey

- c** Discuss the question as a class. Write the answers on the board.

Answers

1 thirty-seven 2 nineteen 3 twenty-four

Language Plus How old ... ?

Give students time to read the information. Write on the board: *How old/Carlos? How old/Alex and María?* Elicit and drill the full questions: *How old is Carlos? How old are Alex and María?*

- d** **2.25** Students complete the exercises in Vocabulary Focus 4B on SB p.146. For exercise a, play the recording for students to listen and repeat. Write a few numbers between 21 and 100 on the board for the students to say as a class. Put students into pairs for exercise b. Make sure they swap roles and repeat this a few times. Tell students to go back to SB p.35.



FAST FINISHERS

Ask fast finishers to work in pairs and test each other with numbers between 21 and 100. For example, Student A says: *What's forty-two and thirty-seven?* Student B answers: *Seventy-nine.*

- e** Look at the example as a class. Give students one minute to write down the names of three famous people. Then put students into small groups to say or guess their ages.

4 GRAMMAR

Present simple: *he / she / it* positive

- a** Tell students to look at the table. Elicit answers from the class.

Answers

1 *work* changes to *works*, *have* changes to *has*, *live* changes to *lives*
2 *work* and *live* are regular verbs and add -s to the *I / we / you / they* form
have is an irregular verb and changes to *has* in the *he / she / it* form

- b** Students complete the sentences. Check answers as a class.

Answers

1 works 2 lives 3 has



CAREFUL!

The most common learner error with this grammar area is the omission of the -s/-es ending from the verb, e.g. *My brother start work at 6:00 am and finish at 4:00 pm.* (Correct form = *My brother **starts** work at 6:00 am and **finishes** at 4:00 pm.*). This error is seen most frequently with the verbs *have*, *start*, *do*, *take*, *stay*, *open*, *begin* and *like*.

- c** **2.26** Students read the information in Grammar Focus 4B on SB p.118. Play the recording where indicated and ask students to listen and repeat. Students complete the grammar exercises on SB p.119. Write the answers on the board for students to see the correct spelling of the verb endings. Check answers as a class. Tell students to go back to SB p.35.

Answers (Grammar Focus 4B SB p.119)

a

1 drinks 2 studies 3 works 4 has 5 goes 6 lives

b

1 lives 2 studies 3 eats / has 4 drinks / has 5 has



LOA TIP DRILLING

Use the following drill to give students some controlled practice in adding the -s ending to verbs. First do the drill as a whole class, then nominate a few students individually to say sentences. Finally, repeat the drill with the whole class.

Say the sentences below followed by the third-person prompt in brackets. Students must use the prompt and repeat the sentences with the verbs with the -s ending.

Say: *They work in Barcelona. (John)* Students say: *John works in Barcelona.*

Say: *We live in London. (Megan)* Students say: *Megan lives in London.*

Say: *You study English. (my sister)* Students say: *My sister studies English.*

Say: *I have two sisters. (my friend)* Students say: *My friend has two sisters.*

Say: *I like coffee. (he)* Students say: *He likes coffee.*

Say: *You teach children. (my mother)* Students say: *My mother teaches children.*

- d** Divide the class into pairs and assign A and B roles. Student As read the information about Omar on SB p.103. Student Bs read the information about Monica on SB p.109. Student As tell Student Bs their information, then swap roles. Monitor and note down any common mistakes/errors to deal with during feedback.


Elicit or pre-teach the word *both* (the two). Ask: *What six things are the same about Omar and Monica?* Check answers as a class, then take feedback as a class. Tell students to go back to SB p.35.

Answers



2 They both live with their parents.
3 They both study English at university.
4 They both have one brother.
5 Their brothers both work at an airport.
6 Their brothers are both married.

5 SPEAKING

- a** Give students two minutes to prepare what they're going to say. Then put students into pairs to tell each other about their families. Before they begin, ask: *Can you make notes?* (no – you must remember). Use a gesture to show that *remember* means 'keep something in your head'.

- b**  Students tell their partner what they remember. Monitor, but don't interrupt fluency. To close the activity, ask: *Is it easy or difficult to listen? Is it easy or difficult to remember? Is it easy or difficult to speak?*

ADDITIONAL MATERIAL

-  Workbook 4B
-  Photocopiable activities: Grammar p.153, Vocabulary p.160




4C Everyday English

This is me with my father

OPTIONAL LEAD-IN

Books closed. Show students photos of your own family and ask them to guess who they are. Encourage students to ask questions about them.

1 LISTENING

- a**  Pre-teach the word *wallet* by showing your own, or drawing one on the board. Give students one minute to think about their answers to the questions. Then put them into pairs or small groups to discuss the questions. Take feedback as a class.
- b**  Look at picture a and discuss the questions as a class. Write students' ideas on the board. Don't check answers at this point.
- c**  **2.27** Play Part 1 of the video or audio recording for students to check if their guesses were correct. Take feedback as a class.


Answers

- 1 sad
- 2 Because her family is in Canada and she's in London.

Video/Audioscript (Part 1)

MEGAN Good morning!
SOPHIA Hi there.
M So ... how's the new flat?
S Oh, it's great. I really like it. You must come and see it.
M I'd love to ... Are you OK, Sophia?
S Well, yes and no ... It's an email from my sister.

M In Canada?
S That's right.
M Is she OK?
S Oh, she's fine. It's just ...
M ... she's in Canada.
S And my parents, and my brother.
M And you're here in London.
S It's difficult.

- d**  **2.28** Play Part 2 of the video or audio recording for students to answer the questions. Students check answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

- 1 five (her mother, her father, her sister, her sister's two girls)
- 2 three (her brother, her brother's wife, her cousin)


At the end of this lesson, students will be able to:

- understand a conversation about family
- use appropriate phrases for asking and talking about photos
- recognise and produce the sounds /tʃ/ and /dʒ/ correctly
- talk about photos of family and friends
- write about a favourite photo of their family

Video/Audioscript (Part 2)


MEGAN Yeah ... Do you have photos of your family?
SOPHIA Yes. Yes, I do.
M Ooh, can I see them?
S Sure ... OK. This is my mother. She's a teacher.
M Oh, yes. Nice picture!
S And this one, this is my father.
M Oh, right. Is he a teacher too?
S No, he's a manager. He works for a big supermarket.
M And who's this?
S This is my sister, Jackie. And her two girls.
M Oh, they're beautiful. How old are they?
S This is Kylie, she's ten, and this is Amanda, she's eight.
M Oh. They're lovely.
S Yes, they are ... So, what about you? Do you have photos?

M Yes, I do! Just a minute ... Ah, here we are. So ... this is Mike.
S Oh right. Who's Mike? ... Is he your ... husband?
M No, I'm not married! He's my brother.
S Oh! He looks nice.
M He is. He lives in Scotland.
S What's his job?
M He works with computers.
S OK.
M And this is Helen, his wife. She works in a hotel. She's a manager.
S Ah. Nice photo.
M And this is James. He's my cousin. He's really great!
S Oh, yes.
M James lives near you. Maybe we can go and see him?
S Yes ... I'd like that. Thank you, Megan.

- e**  **2.28** Give students one minute to read the information. Then play Part 2 of the video or audio recording for students to complete it. They compare answers in pairs. Check answers as a class. Ask: *Does Sophia think Megan's photos are interesting? (yes). Does Megan think Sophia's photos are interesting? (yes). How does Sophia feel now? (happy/not sad).*

Answers

- 1 teacher 2 supermarket 3 sister
- 4 computers 5 hotel 6 cousin

- f**  Give students two minutes to think of a favourite family photo and prepare their answers to the question. Put students into pairs or small groups to discuss this.

2 USEFUL LANGUAGE

Asking and talking about photos

- a** Individually, students match the expressions from Part 2 of the video or audio recording to the three different functions. Don't check answers at this point.
- b** **2.29** Students match the four expressions to the groups in 2a. Play the recording for students to check answers to exercises 2a and 2b.

Answers and Audioscript

a ask about photos

Do you have photos of your family?
Can I see them?
Who's this?
Do you have any pictures of your home?

b talk about your photos

This is my mother.
This is my sister, Jackie.
This is a picture of my town.
These are my friends, Sayeed and Mona.

c talk about another person's photos

Nice picture!
They're lovely.
It's really nice.

- c** **2.30 Pronunciation** Play the recording and go through the questions as a class, highlighting the answers on the board. Play the recording again for students to listen and repeat.

Answers

- Yes. The *s* at the end of *This* links to the *i* at the beginning of *is*.
- No. The *s* at the end of *This* is pronounced /s/; the *s* at the end of *is* is pronounced /z/: *This is* = /ðɪsɪz/.



LANGUAGE NOTES

The link in *This is* is an example of linking in connected speech. Consonant sounds at the end of words link to vowel sounds at the beginning of words, e.g. *picture of*, and *Emma*.



EXTRA ACTIVITY

Write these sentences and phrases on the board and ask students to come to the board to mark the consonant-to-vowel links. Check answers as a class and drill each sentence and phrase, paying attention to the linking sounds.

- Can I see them?* (*Can I see them?*)
- These are my friends.* (*These are my friends.*)
- photos of my family* (*photos of my family*)
- pictures of your home* (*pictures of your home*)
- Sayeed and Mona* (*Sayeed and Mona*)

- d** **2.31** Individually, students complete the task. Play the recording for students to check their answers. Ask one pair of students to read out the complete conversation. Help students to sound interested (see Language notes) by drawing attention to the way the voice moves. Drill the questions and expressions in the box, listening carefully to students' pronunciation.

Answers

- Do you have any photos of your friends?
- Can I see them?
- Great photo!
- He's funny.



LANGUAGE NOTES

In English, we can use a wider than normal voice range to show we are interested.

Can I see them?

Great photo!

When the voice range is narrow, we don't sound interested; this would seem rude to the listener:

They're lovely!

Great photo!



LOA TIP MONITORING

Drill the expressions in the box in 2d, bearing in mind the advice below on monitoring your students.

You probably monitor your students most often by walking round the classroom and listening to them as they speak or write. Remember, though, that monitoring also includes paying careful attention to your students' accuracy while doing drills with the whole class. When drilling (whether with words, sentences or expressions), be an active listener and be prepared to give specific guidance for improvement.

In this case, when drilling the questions and expressions in the box, listen carefully for how well students are using their voice to show interest. If necessary, model the target language again yourself or play recording 2.31 again. Use your own voice, arrows on the board, hand gestures or a combination of all three to show how wide the up-and-down range of the voice needs to be. Keep listening and drilling until you are satisfied with your students' output.

- e** In pairs, students practise the conversation in 2d. Continue to monitor students to see how well they are using their voice to sound interested.



FAST FINISHERS

Ask fast finishers to repeat the conversation using different people and adjectives.

3 PRONUNCIATION

Sound and spelling: /tʃ/ and /dʒ/

- a** **2.32** Play the recording for students to listen and repeat the words and the sounds /tʃ/ and /dʒ/.
- b** **2.33** Play the recording for students to find the word in each line where the marked sound is different. Check answers as a class.

Answers

1 jeans 2 choose 3 orange 4 cheese

- c** In pairs, students practise saying the words in 3b.

4 SPEAKING

► Divide the class into pairs and assign A and B roles. Student As look at the pictures on SB p.105. Student Bs look at the pictures on SB p.109. Give them one minute to prepare what they're going to say. Monitor and note down any common mistakes/errors to deal with during feedback. Take feedback as a class. Tell students to go back to SB p.37.

5 WRITING

- a Give students one minute to read Sophia's photo caption and answer the question. Check the answer as a class.

Answer

They live in a new house in Toronto. Tom is her husband.

- b ► Students go to Writing Plus 4C on SB p.155. Read through the examples in exercise a. Individually, students do exercises b and c. Check answers as a class. When checking answers for exercise c, nominate a few students to write the sentences on the board. Tell students to go back to SB p.37.

Answers (Writing Plus 4C SB p.155)

b

1 b 2 a 3 b 4 b 5 a 6 a

c

- 1 They don't speak German.
- 2 You have coffee there.
- 3 We don't work in a factory.
- 4 My dad teaches Italian at the university.
- 5 I don't like the computer at the office.
- 6 They have a nice house in New Zealand.



FAST FINISHERS

Ask fast finishers to write more sentences using the sentence patterns in exercise 5a.

- c Remind students about the family photo they talked about in exercise 1f. Give them five minutes to write about it. Encourage them to look at Sophia's photo caption again and to use the expressions in the Useful Language section.
- d Students read their partner's text. Ask: *How many people does your partner write about?* Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 4C
- Unit Progress Test
- Personalised online practice
- Photocopiable activities: Pronunciation p.167

UNIT 4

Review

1 GRAMMAR

- a** Write the example on the board and do it as a class. Students write the present simple questions. Check answers as a class.

Answers

- 1 What's your name?
- 2 When do you have lunch?
- 3 What time do you go to work?
- 4 Where are your friends from?
- 5 What do you study?
- 6 Where is your school?

- b** In pairs, students ask and answer the questions.
- c** Students correct the underlined word in each sentence. Check answers as a class. Write the correct words on the board.

Answers

- 1 works 2 eats 3 has 4 goes 5 teaches 6 studies

- d** Students underline the correct answers. Check answers as a class.

Answers

- 1 do 2 lives 3 are 4 do 5 are 6 go

2 VOCABULARY

- a** Write the example on the board and do it as a class. Ask students to tell you the answer that isn't possible.

Answers

- 1 to the gym 2 home 3 Italian 4 to the cinema
5 to school 6 Russia

- b** Students tick the sentences in 2a that are true for them. They then tell a partner.
- c** Students complete the numbers. Check answers as a class and write them on the board.

Answers

- 1 thirty- 2 twenty- 3 seventy- 4 eighty- 5 ninety-
6 fifty- 7 forty- 8 sixty- 9 hundred

- d** Students match the words with the people in the pictures. Check answers as a class. Say the numbers and ask students to say the words so you can check their pronunciation.

Answers

- 1 women 2 men 3 woman 4 baby 5 girl 6 boy



FAST FINISHERS

Ask fast finishers to write a list of more words related to people from this unit or previous units. Possible words include: *family, friends, brother, sister, son, daughter, manager, football player, tennis player, teacher, student, etc.*

3 SOUND AND SPELLING

- a** **2.34** Review the /ð/ sound with students by writing the symbol on the board and demonstrating the sound and how to say it. Play the recording for students to complete the task. Check answers as a class.

Answers

- 1 These are my friends.
- 2 I study there.
- 3 This is my father.
- 4 They're at the cinema.
- 5 They teach at the university.
- 6 I like their daughter.

- b** **2.35** Tell the students to study the information. Play the recording for them to hear the pronunciation of the sounds and words.



EXTRA ACTIVITY

Write these words on the board with the key sounds underlined: *Chinese, Spanish, German, cinema, picture, juice.* Ask the class to find the matching pairs (*Chinese, picture; Spanish, cinema; German, juice*). Drill the words a few times.

- c** **2.36** Go through the examples with the class. Play the recording for students to complete the task. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the sentences.

Answers

- 1 D 2 S 3 D 4 S 5 S 6 S



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.