UNIT 4

# Families

## Warm-Up

**A** VOCABULARY | Family relationships | Read and listen. Then listen again and repeat.




**B** VOCABULARY PRACTICE | Complete the sentences. Write two more sentences.

1 Rick is Rita's *husband*.
2 Mia is Gabe's *sister*.
3 Rita is Gabe's *mother*.
4 Rick and Rita are Mia's *parents*.
5 Rita is Rick's *wife*.
6 Gabe and Mia are Rita's *children*.
7 Gabe is Mia's *brother*.
8 Rick is Mia's *father*.
9 *Answers will vary.*
10 *Answers will vary.*

**C** PAIR WORK | Point and make statements. Use he, she, or they.

"She's Rick's daughter."




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# Unit 4 Families

| | | |
|---|---|---|
| WARM-UP | Students learn how to talk about their family relationships. | |
| LESSON 1<br>Comment on family photos | ***Grammar*** | *Be:* questions with *Who* |
| | ***Vocabulary*** | Adjectives to describe people |
| | ***Grammar*** | *Be* with adjectives / Adverbs *very, really,* and *so* |
| LESSON 2<br>Ask about relatives | ***Grammar*** | Verb *have / has*: affirmative statements |
| | ***Vocabulary*** | Numbers 21–101 |
| | ***Pronunciation*** | Clarifying numbers |
| | ***Grammar*** | *Be*: questions with *How old* |
| LESSON 3<br>Describe appearance | ***Vocabulary*** | Adjectives to describe hair; The face |
| | ***Grammar*** | Describing people with *be* and *have* |
| LESSON 4<br>Talk about someone's family | ***Reading*** | Read about actors and their families |
| | ***Listening*** | Listen for descriptions of families |
| | ***Writing*** | Write about your relatives |
| INTERACTIVE COOL DOWN | *Math Challenge; Chat; Family Relationship Game; Describe-athon* | |

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

## *Warm-Up*

### A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Hold up your book. Point to the picture in the frame. Say, *This is a family*. Have Ss preview all the pictures and each person's statement before listening.
- Have Ss read and listen, then listen again and repeat.
- Direct Ss' attention to item 2 and the note. Say, *We say* one child *but* two children. Have Ss repeat *child / children*.

**OPTION** (+5 minutes) While Ss preview the family pictures, write on the board: *man, woman, boy, girl*. Point to people in the pictures and ask, *Is she a woman? Is he a boy?* Ss can answer *yes* or *no*.

**OPTION** (+5 minutes) Lead a quick review. Write item 1 on the board. Underline *They*. Say, They *is a subject pronoun.* Circle *our*. Say, Our *is a possessive adjective.* Remind Ss that possessive adjectives describe relationships. Tell Ss to underline the subject pronouns and circle the possessive adjectives in the statements. Refer Ss to the grammar charts on pages 6 and 20.

### B VOCABULARY PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Point to Rick in the pictures in Exercise A. Ask, *Who is Rick?* (the father) Point to Rita. *Who is Rita?* (the mother) Write item 1 on the board. Read it aloud. Elicit the answer and complete the sentence.
- Point to *Rita's* in item 1 on the board. Remind Ss that we add *'s* to names. If appropriate, have them review possessive nouns on page 21.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read aloud the sentences in 1–8. Invite volunteers to write their sentences for 9–10 on the board. Correct as necessary.

**OPTION** (+5 minutes) Have Ss replace the names in Exercise B with the appropriate subject pronouns. Ask them to make contractions with *be*. Monitor. Check that Ss make the contraction *They're* in items 4 and 6.

### C PAIR WORK

Suggested time: 10 minutes | Your time:

- Write the example on the board. Point to each *'s* ending and ask, *Is this a contraction or a possessive noun?* (*She's* is a contraction. *Rick's* is a possessive noun.)
- Model the activity. Read the example aloud. Point to Mia as you say *She's* and to Rick as you say *Rick's*.
- Form pairs. Have Ss take turns pointing to the pictures in Exercise A and making statements about the people. Tell Ss to use the statements in Exercise B as models.
- Monitor. Listen for the correct pronunciation and use of the vocabulary.



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## D VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures and each person's statement before listening.
- Play the audio. Have Ss read and listen. Ask them to underline *grand* in each word in bold. Then have them listen again and repeat.
- Direct Ss' attention to item 2 and the note. Say, *We say* one grandchild, *but* two grandchildren. Have Ss repeat *grandchild / grandchildren* several times.

**OPTION** (+5 minutes) To help Ss' pronunciation, have them count the syllables of each word in bold in Exercises A and D. Write the words on the board. Draw a large dot above the first syllable of all the multi-syllabic words. Say, *In long family words, we stress the first syllable. We say it louder*. Model saying a few words. Ask Ss to tap or clap out the syllables as they say the words in pairs. Remind them to tap more loudly on the stressed syllable.

**EXTENSION** (+5 minutes) To check comprehension, ask the class more questions about the pictures. For example: *Is a grandson a boy or girl?* (a boy)

## E VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Write item 1 on the board. Say, *Look at Exercise D. Point to Joe*. Make sure Ss are pointing to the correct person. Then read the answer choices aloud and ask, *Who is Joe?* Elicit the answer. Fill in the blank in item 1 with *d*. Tell Ss to do the same.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, say the item number and elicit the letter. For example: *Number one?* (d) Then invite volunteers to read the completed sentences aloud.

**EXTENSION** (+10 minutes) Have Ss write two affirmative and two negative statements about the people in Exercise D. Provide an example. Write on the board: *Joe is Faye's husband. Joe isn't Mia's father*.

**EXTENSION** (+10 minutes)
STEP 1: Write on the board: *Is Faye Gabe's mother?* Have Ss work individually to write three more *yes / no* questions about the people in Exercises A and D. Challenge higher-level Ss to write six questions. Monitor. Check for correct word order and subject-verb agreement.

STEP 2: Form similar-level pairs. Have Ss take turns asking and answering their questions. Model the activity with a higher-level S. Play Speaker B. For example:
*A: Is Faye Gabe's mother?*
*B: No, she's not. She's his grandmother.*

## F LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Write *relatives* on the board. Say, Relatives *are the people in your family*.
- Do item 1 as a class. Play the audio and pause after item 1. Point to each picture in item 1 and ask, *Is he her husband?* Draw a checkmark on the board and say, *Check the photo of her husband*. Make sure Ss check the correct picture.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Write on the board: ___ *is her* ___. Tell Ss to point to the correct picture for item 1. Call on a S to complete the sentence. (He is her husband.) Repeat for the other items in the exercise.

**OPTION** (+5 minutes) Before Ss listen, have them write a numbered listed from 1–6 on a blank card. Say, *Listen two times. The first time, write the relationship word in each statement. The second time, put a checkmark next to the correct photo in your book*. Play the audio and pause after the first item. Write on the board: *1. husband*. Play the rest of the audio. Have Ss complete the exercise.

## SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Point to the list. Say, *I have two relatives: Sam and Emma*. Read the example aloud.
- Have Ss write the names of at least three relatives. If appropriate, give lower-level Ss time to write sentences before they speak. Challenge higher-level Ss to write more than three sentences.
- Form similar-ability groups. Have Ss take turns making statements about their family relationships.
- Monitor. Listen for the correct pronunciation of the family relationships.

Remind Ss of additional vocabulary practice in their digital resources.


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## D VOCABULARY | More family relationships | Read and listen. Then listen again and repeat.




1 They're our **grandparents.**



2 They're our **grandchildren.***

*one **grandchild** / two **grandchildren**



3 She's my **granddaughter.**



4 He's my **grandfather.**

5 He's my **grandson.**



6 She's my **grandmother.**

## E VOCABULARY PRACTICE | Complete each statement. Write the letter.

1 Joe is ....d....
2 Faye is ....b....
3 Gabe is ....a....
4 Mia is ....c....

a Joe's grandson
b Mia's grandmother
c Faye's granddaughter
d Faye's husband

## F LISTENING COMPREHENSION | Listen to a woman talk about her relatives. Check the correct photos.

1 ✓ ☐
2 ✓ ☐
3 ✓ ☐
4 ☐ ✓
5 ☐ ✓
6 ✓ ☐

## SPEAKING

PAIR WORK | Write the names of your relatives on a separate sheet of paper. Then tell your partner about your family relationships.

Sam
Emma

"Sam is my brother."



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# 1 COMMUNICATION GOAL Comment on family photos




## A GRAMMAR | Be: Questions with Who

**Contractions**
Who is → **Who's**

| | | | |
|---|---|---|---|
| **Who's** she? | (She's my mom.*) | **Who are** they? | (They're my grandparents.) |
| **Who's** Nick? | (He's my dad.*) | **Who are** Tina and Joy? | (They're my sisters.) |

*mom and dad = informal for mother and father

**Be careful!**
**Who are** NOT ~~Who're~~

## B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

## C GRAMMAR PRACTICE | Write questions with Who's or Who are. Use he, she, or they.

1 **A:** *Who's she* ?
**B:** She's my grandmother.

2 **A:** *Who's he* ?
**B:** He's my father.

3 **A:** *Who are they* ?
**B:** They're my mom and dad.

4 **A:** *Who's she* ?
**B:** She's Mrs. Bell's granddaughter.

5 **A:** *Who's he* ?
**B:** He's Lucille's husband.

6 **A:** *Who are they* ?
**B:** They're my friend's sisters.

## D PAIR WORK | Practice the conversations from Exercise C.

## E VOCABULARY | Adjectives to describe people | Read and listen. Then listen again and repeat.

**VOCABULARY EXPANDER** p. 130
More adjectives to describe people


1 He's **short.** 2 He's **tall.**


3 He's **young.** 4 He's **old.**



5 They're **good-looking.**
6 She's **pretty / beautiful.** 7 He's **handsome.**


8 She's **cute.**

## F GRAMMAR | Be with adjectives / Adverbs very, really, and so

**Describe people with a form of be and an adjective.**
**The adverbs very, really, and so make adjectives stronger.**

| | |
|---|---|
| Your sister is **pretty**! | Their children are **very cute**! |
| Bob's son is **tall**! | Your brothers are **so good-looking**! |

**Be careful!**
**Adjectives don't have plural forms.**
They're cute. NOT They're ~~cutes~~.


She's **tall**, but her husband is **really tall!**

## G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.


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# LESSON 1 Comment on family photos

## A GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the photo. Read the women's conversation aloud. Write on the board: *Who's he?* Point to the word *Who*. Say, *We use the word who to ask questions about people.*
- Tell Ss to look at the grammar chart. Read the first two example questions and answers aloud. Remind Ss that *mom* and *dad* are often used in informal speech for *mother* and *father*.
- Have Ss look at the note about contractions. Say, Who's *is a contraction of* Who *and* is. *We can say* Who is *or* Who's.
- Read the rest of the example questions and answers aloud.
- Direct Ss' attention to the **Be careful!** box. Say, Who are *cannot be contracted. We say* Who are.

**LANGUAGE AND CULTURE**

- In informal English, *mom, ma,* and *mommy* are often used for *mother.* In British English, *mum* and *mummy* are often used.
- In informal English, *dad* and *daddy* are often used for *father*. *My baby sister* or *my baby brother* refers to a younger sister or brother. *My big sister* or *my big brother* refers to an older sister or brother. *Grandma* is often used for *grandmother*. *Grandpa* and *granddad* are often used for *grandfather*.

## B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat. Make sure they use falling intonation for the questions with *Who*.

## C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read item 1 aloud with a higher-level S. Remind Ss to use *Who's* with *she / he* and *Who are* with *they*.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, write them on the board.

## D PAIR WORK

Suggested time: 5 minutes | Your time:

- Monitor as Ss practice the conversations. Listen for correct intonation in the questions with *Who*.
- Time permitting, have Ss switch roles.
- Have volunteers perform their conversations for the class.

## E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the photos and captions before listening. Then say, *Listen to the statements. They describe the people in the photos.*
- Have Ss read and listen. Then have them listen again and repeat.
- For item 5, tell Ss they can use *good-looking* with *he* or *she* as well.

VOCABULARY EXPANDER (optional, page 130)

**LANGUAGE AND CULTURE**

- In most English-speaking countries, it can be rude to refer to someone directly as *old*.
- *Beautiful* is a stronger word than *pretty*.
- *Cute* can also be used to describe adults.

**LANGUAGE NOTE** If a word is hyphenated, such as *good-looking,* we do not pause between the two words when we pronounce them.

## F GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Have Ss look at the photo. Read the caption aloud, stressing the word *really*.
- Tell Ss to look at the grammar chart. Read the rules and examples aloud. Stress the words *very* and *so* in the examples. Tell Ss that these adverbs are usually stressed.
- Direct Ss' attention to the **Be careful!** box. Read the rule and example aloud. To check understanding, write on the board: *Your brothers are so ___!* Ask, *Do we say* tall *or* talls? (tall) Complete the sentence on the board.

## G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Make sure Ss stress the adverbs as they speak.



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## H LISTENING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Write item 1 on the board. Play the audio and pause after *He's so good-looking!* Elicit the answer and complete the sentence on the board.
- Play the rest of audio. Have Ss listen and complete the exercise. Refer them to Exercise E on page 44 for spelling.
- Replay the audio if appropriate. To go over answers, ask for volunteers to read the completed sentences aloud.

## I PAIR WORK

Suggested time: 2–3 minutes | Your time:

- Form pairs. Read the example aloud. Have Ss take turns describing their classmates with the adjectives and adverbs in Exercises E and F. Monitor to make sure Ss are saying the adjectives correctly.

TEACHING TIP Ss may feel uncomfortable commenting on their classmates—for example, on their appearance, as in Exercise I. In such cases, they can comment on images of people in the book.

## J INTEGRATED PRACTICE

Suggested time: 5 minutes | Your time:

- Read the writing sample aloud.
- Have Ss complete the exercise individually. Monitor. Refer Ss to the vocabulary and adverbs on page 44.
- Invite volunteers to read their sentences aloud.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 2–3 minutes | Your time:

These conversation strategies are implicit in the model
- Shift to a new topic with *And . . .*
- Use *Oh, . . .* when pausing to think
- Use *very* and *so* to make adjectives stronger

- Have Ss preview the conversation before listening. Elicit examples of questions with *who* and statements with adjectives and adverbs in the conversation.
- Play the audio as Ss follow along in their books.
- Read the first question and answer aloud. Write on the board: *Who's that? = Who's he? / Who's she?*
- Call Ss' attention to the **Social language** box. Read the note aloud. Have Ss find *And . . .* in the conversation.

## B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss practice. Make sure they stress *that* in *Who's that* and *very tall* in *He's very tall!*

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss show two family photos on their phones or ask them to bring in photos from home. On a blank card, ask Ss to list the relatives in their photos and adjectives to describe them. To model this, write on the board: *sister: tall, an athlete; grandfather: old, short.*
- If Ss do not have their own photos, have them use the family photos in the Warm-Up and Lesson 1.
- Model the exchange and role-play the conversation with a higher-level S. Play Speaker A. Ask the S to show you his or her family photos. To start the conversation, point to a photo and ask, *Who's that?* Then point to another photo and ask, *And who's that?* Make sure to stress *that* in the question.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct question formation and word order.
- Read the questions in the **Keep Talking!** box aloud. Encourage Ss to use these questions to ask about people in their partner's family.

## D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Have them switch roles and practice again.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ forming questions with *be* and *who*
- ✓ using falling intonation in questions with *Who*
- ✓ using *be* with adjectives to describe people
- ✓ using the adverbs *very*, *really*, and *so*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Bring in several pictures of famous families to class. Have Ss create conversations describing them. Form groups and pass out the pictures. Monitor and take notes on areas for review and extra practice. Invite volunteers to role-play their conversations.

Remind Ss of additional grammar, vocabulary, and speaking practice in their digital resources.


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**H** LISTENING COMPREHENSION | Listen to each conversation. Complete the statement.

1 Her husband *is* so *good-looking*.
2 Her daughter *is* really *cute*.
3 His brothers and sisters *are* very *young*.
4 Her son *is* really *tall*.
5 His sisters *are* so *beautiful*.
6 Her dad *is* really *short* and *handsome / really handsome*.

**I** PAIR WORK | Use the Vocabulary to describe your classmates.

"Karen and Vicky are so tall!"

**J** INTEGRATED PRACTICE | Write three sentences about people in your family. Use be, the adverbs very, really, and so, and the Vocabulary.

1 My parents are very tall.

1
2
3

## COMMUNICATION ACTIVATOR

### Now let's comment on family photos.

**A** CONVERSATION MODEL | Read and listen.

**A:** Who's that?
**B:** Oh, that's my father. He's a teacher.
**A:** He's very tall!
**B:** Yes, he is.
**A:** And is she your mother?
**B:** Yes. She's a doctor.
**A:** She's so pretty!

**Social language**
**Shift to a new topic with "And ...."**



**B** PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

**C** CONVERSATION PAIR WORK | Personalize the conversation, using photos of your own relatives. (Option: Use the photos in Exercise E on page 44 as "your family.") Then change roles.

**A:** Who's that?
**B:** Oh, that's my ..... . .....'s ..... .
**A:** ..... !
**B:** Yes, ..... is.
**A:** And ..... ?
**B:** ..... . . .

**KEEP TALKING!** ●●●

**Ask about other people in your partner's family.**
Who's [he / she]?
Who are they?
What's [his / her] [name / occupation]?

**D** CHANGE PARTNERS | Comment on your partner's family photos.



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## 2 COMMUNICATION GOAL Ask about relatives




kids = informal for children

**A** GRAMMAR | Verb have / has: Affirmative statements

| | | | |
|---|---|---|---|
| I<br>You<br>We<br>They | **have** two sisters. | He<br>She | **has** a brother. |

**B** GRAMMAR PRACTICE | Complete the statements. Use have or has.

1 She *has* two brothers.
2 They *have* a cute granddaughter.
3 Our neighbors *have* two kids.
4 Betty *has* five brothers and sisters.
5 My wife and I *have* three grandchildren.
6 I *have* no brothers or sisters.
7 Our boss *has* two boys.
8 You *have* a handsome son!

**C** PRONUNCE THE GRAMMAR | Now listen and practice the statements in Exercise B.

**D** ABOUT YOU | Write two sentences about your family. Use have and has.

**E** VOCABULARY | Numbers 21–101 | Read and listen. Then listen again and repeat.

| | | | | | | |
|---|---|---|---|---|---|---|
| 21 twenty-one | 22 twenty-two | 23 twenty-three | 24 twenty-four | 40 forty | 50 fifty | 60 sixty |
| 25 twenty-five | 26 twenty-six | 27 twenty-seven | 28 twenty-eight | 70 seventy | 80 eighty | 90 ninety |
| 29 twenty-nine | 30 thirty | 31 thirty-one | 32 thirty-two | 100 one hundred | 101 one hundred one | |

**F** PRONUNCIATION | Clarifying numbers | Listen and repeat. Then practice the numbers on your own.

13 / 30 14 / 40 15 / 50 16 / 60 17 / 70 18 / 80 19 / 90

**G** PAIR WORK | Take turns saying a number from the chart. Your partner writes the word on a separate sheet of paper.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 23 | 45 | 40 | 18 | 94 | 21 | 20 | 14 | 58 | 102 |
| 43 | 89 | 90 | 44 | 53 | 13 | 30 | 19 | 60 | 99 |
| 22 | 50 | 52 | 100 | 15 | 47 | 33 | 54 | 17 | 66 |
| 77 | 70 | 64 | 78 | 95 | 80 | 87 | 101 | 1 | 31 |

52 — fifty-two


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# LESSON 2 Ask about relatives

## A GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board:
  *I <u>have</u> a sister. Her name is Melanie. Melanie is my sister.*
  *He <u>has</u> a friend named Rebecca. Rebecca is his friend.*
- Point to yourself and read the first three sentences aloud. Gesture towards a S and read the fourth and fifth sentences aloud, substituting the pronouns and name: *[He] <u>has</u> a friend named [Rebecca]. [Rebecca] is [his] friend.*
- Say, *We can use* have *and* has *to talk about our relationships and relatives.*
- Tell Ss to look at the grammar chart. Read the examples aloud with each subject pronoun.
- Have Ss look at the photo. Read the women's conversation aloud.
- Point out that *kids* is often used for *children,* and *kid* for *child,* in informal speech.

## B GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Ask, *Why is* has *the correct answer?* (*She* is the subject.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the completed sentences aloud. Write the answers on the board.
- For items 3, 4, 5, and 7, repeat the sentences back to the class using subject pronouns. (3. *They have . . .* 4. *She has . . .* 5. *We have . . .* 7. *He* or *She has . . .*)

**EXTENSION** (+5 minutes) Write on the board a few correct and incorrect sentences with *have*. Point to each sentence. Ask, *Is it OK?* Invite volunteers to correct the wrong sentences on the board.

**EXTENSION** (+5 minutes) To practice the forms of *have*, do a substitution drill with the class. Say a sentence with *have*. Then say a different subject. Call on Ss to repeat your sentence with the new subject / subject pronoun. For example:

*T: I have a son. She.*
*S1: She has a son.*
*T: Your neighbor.*
*S2: My neighbor has a son.*
*T: Grace and Marty.*
*S3: They have a son.*

## C PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the statements and repeat.
- Monitor. Listen for the correct word stress.

## D ABOUT YOU

Suggested time: 2–3 minutes | Your time:

- Have Ss complete the exercise individually. Refer them to the sentences in Exercises A and B if necessary.
- To go over answers, call on Ss to read their sentences aloud. Make sure Ss use both *have* and *has*.

## E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Before listening, lead a class review of the numbers 0–20. Write different numbers on the board. Point to a number and call on Ss to say it. If appropriate, refer them to the numbers presentation on page 22.
- Hold up your book and point to the numbers. Say, *Point to each number as you hear it.*
- Play the audio. Have Ss read and listen. Then have them listen again and repeat after each number.

**LANGUAGE AND CULTURE** For the numbers 101, 102, etc., people also say *one hundred <u>and</u> one,* etc.

## F PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Write on the board: *thirteen (13) / thirty (30)*. Draw a large dot above *-teen* in *thirteen* and *thir-* in *thirty*. Point to *thirteen*. Say, *Say the second syllable louder*. Point to *thirty*. Say, *Here, say the first syllable louder*. Say the words several times. Ask Ss to repeat.
- Say, *Listen to the numbers. Notice which syllable is stressed.*
- Play the audio. Have Ss listen and repeat.

## G PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask Ss to close their books. Model the activity. Say a number, for example, *52*. Tell Ss to write the word for the number on a blank card. Then have them check their answer on page 46.
- Form pairs. Have Ss take turns saying a number from the chart and writing the word.
- Encourage Ss to repeat the number with rising intonation to confirm understanding.
- Monitor. Listen for the correct pronunciation of numbers.



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## H GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss look at the photo. Read the example conversation aloud.
- Tell Ss to look at the grammar chart and follow along as you read the example questions and answers aloud.
- Point out that we cannot make contractions with *How old* and *be*.
- Write the first three example answers on the board. Say, *Answer* How old *questions in these three ways.*

**LANGUAGE AND CULTURE** In spoken English, we often contract *old* and *is* in the question *How old is . . . ?* For example: *How old's your sister?* In writing, we use the full form.

## I PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

## J GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Ask, *Is the answer* How old is *or* How old are? Elicit the answer. Ask, *Why?* (*Your dad* is singular.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the questions aloud.

**LANGUAGE AND CULTURE** In informal English, *grandkids* is often used for *grandchildren*.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *tell me about . . .* to invite someone to talk about a topic
- Use *Well, . . .* to indicate you are deciding how to respond
- Show interest with *Really?*

- Have Ss preview the conversation before listening. Elicit examples of the numbers, *have / has* affirmative statements, and *How old* questions in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read the explanation. Ask, *Really?* with rising intonation. Ask Ss to repeat. Have Ss find *Really?* in the conversation.

## B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they pause slightly after *Well,* and use rising intonation for *Really?*
- Form pairs. Monitor as Ss role-play.

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Remind Ss to refer to the grammar chart and vocabulary on page 46 if necessary.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of family relationships and numbers.
- Read the questions in the **Keep Talking!** box aloud and play the video, if appropriate. Encourage Ss to use these questions and the ideas in the video to extend their conversations.

## D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ forming affirmative statements with *have* and *has*
✓ pronouncing numbers 21–101
✓ clarifying numbers
✓ forming questions with *how old* and *be*
✓ using the conversation strategies

**CLOSURE ACTIVITY** (+10 minutes) In the same pairs as Exercise D, ask Ss to talk about their partner's relatives. Ask both Ss to stand up. Say to Student A, *Tell me about your partner's family*. For example: *Student A: She has a cute daughter. She's 4 years old. Her husband is 30 and an engineer*. Then have Ss switch roles. Repeat for all Ss. As Ss present, take notes on areas for review.

Remind Ss of additional grammar, vocabulary, pronunciation, and speaking practice in their digital resources.


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COACH

## H GRAMMAR | Be: Questions with How old

| | |
|---|---|
| How old **is** he? | (He's 30 years old.) |
| How old **is** Olivia? | (She's 23.) |
| How old **is** your grandfather? | (Sixty-five.) |
| How old **are** they? | (They're 52.) |
| How old **are** your girls? | (Four and six.) |




## I PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

## J GRAMMAR PRACTICE | Complete the questions with How old is or How old are.

1 *How old is* ..... your dad?
2 *How old are* ..... her grandkids?
3 *How old are* ..... Lou's brothers?
4 *How old is* ..... Janet's mom?
5 *How old are* ..... your children?
6 *How old is* ..... his granddaughter?

# COMMUNICATION ACTIVATOR

## Now let's ask about relatives.

## A CONVERSATION MODEL | Read and listen.

**A:** So, tell me about your family.
**B:** Well, I have two sisters and one brother.
**A:** Really? How old are your sisters?
**B:** Eighteen and twenty-one.
**A:** And your brother?
**B:** He's 20.

**Social language**
**Show interest with "Really?"**



## B PRONUNCIATION PRACTICE |

Listen again and repeat. Then practice the Conversation Model with a partner.

## C CONVERSATION PAIR WORK |

Personalize the conversation with information about your family. Then change roles.

**A:** So, tell me about your family.
**B:** Well, I have ..... .
**A:** Really? How old ..... ?
**B:** ..... .
**A:** And your ..... ?
**B:** ..... . . .

## D CHANGE PARTNERS |

Personalize the conversation again.

**KEEP TALKING!** ●●●

**Ask for more information.**
What ['s her] name?
What [are their] occupations?
Tell me about your [parents].
What about you?

Watch the video for ideas!



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# 3 COMMUNICATION GOAL Describe appearance

**A** VOCABULARY | Adjectives to describe hair | Read and listen. Then listen again and repeat.

**Her hair is . . .**

1 black | 2 brown | 3 red | 4 blond | 5 gray | 6 white



7 dark ← → 8 light



9 straight | 10 wavy | 11 curly

**His hair is . . .**



12 long | 13 short



14 He's **bald.**

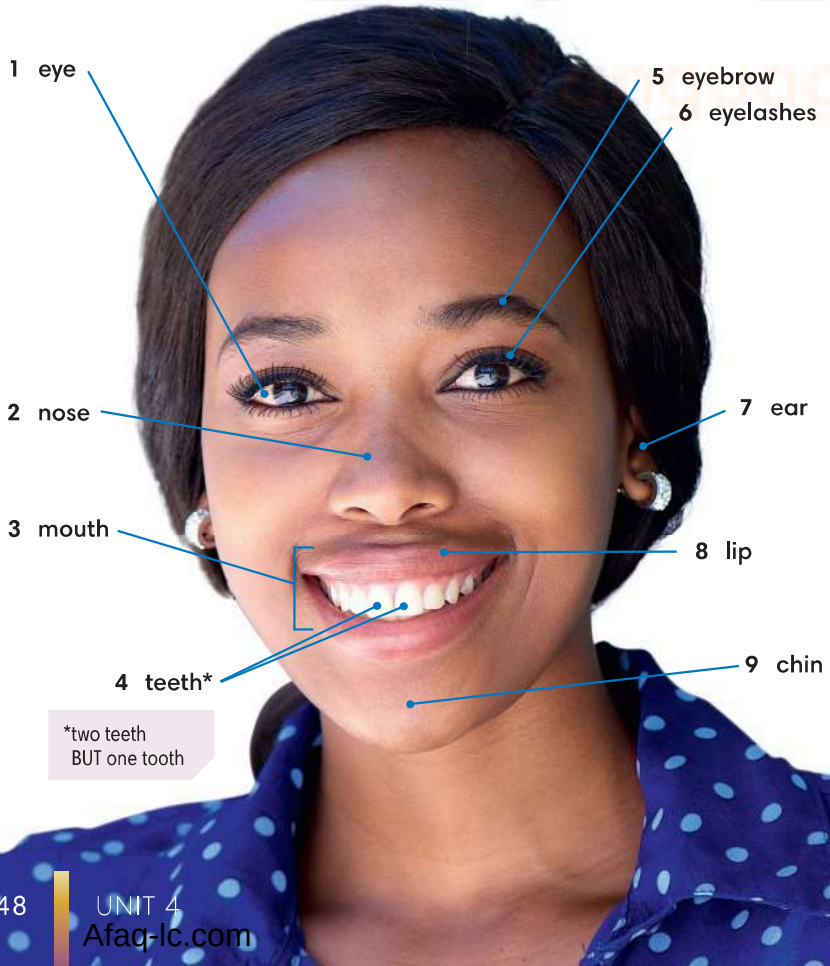
15 He has **a mustache.**

16 He has **a beard.**

**B** PAIR WORK | Describe your classmates.

"Adam's hair is very short."

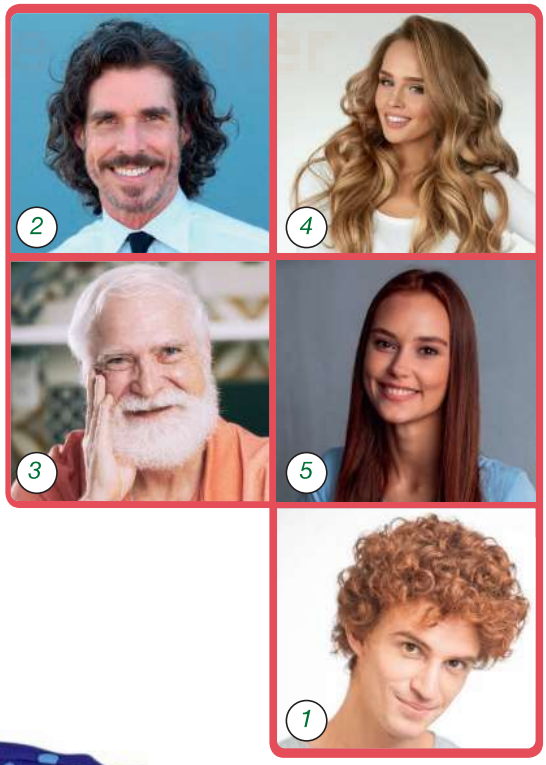
**C** VOCABULARY | The face | Read and listen. Then listen again and repeat.



1 eye
2 nose
3 mouth
4 teeth*
5 eyebrow
6 eyelashes
7 ear
8 lip
9 chin

*two teeth
BUT one tooth

**D** LISTENING COMPREHENSION | Listen to each description. Write the number of the description next to the correct photo.



2 | 4 | 3 | 5 | 1


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# LESSON 3 Describe appearance

## A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Touch or point to your hair. Say, *This is my hair*.
- Have Ss preview the pictures and vocabulary before listening.
- Point to the photo under *black*. Say, *Her hair is black. Listen for other adjectives to describe hair*.
- Have Ss read and listen. Then have them listen again and repeat.
- Demonstrate that all the adjectives can be used for both men and women. Point to the photo for *black* (1) and say, *Her hair is long*. Point to the photo for *short* (13) and say *His hair is black*.
- Point to the man with the beard (14, 15, 16). Say, *He is bald. He has a mustache. He has a beard. We use* have *with* mustache *and* beard.

**EXTENSION** (+5 minutes) In pairs, have Ss take turns pointing to different photos in Exercise A and describing the person's hair. Tell them to start their statements with *Her hair is . . .* and *His hair is . . .* Monitor to make sure they use all the different adjectives to describe both men and women.

**LANGUAGE AND CULTURE**

- We often use *light* or *dark* before the color *brown* to describe people's hair. For example: *His hair is light brown. Her hair is dark brown.*
- The word *mustache* (or *moustache*) originally comes from French and is pronounced with a /ʃ/ ("sh") sound at the end.

## B PAIR WORK

Suggested time: 4 minutes | Your time:

- Write the example on the board. Underline *is* and circle *short*.
- Point to *is*. Tell Ss they can use *[Adam's] hair is . . .* or *[Adam] has . . .* to describe someone's hair. Add to the board: *Adam has very short hair*. Underline *has* and circle *short*.
- Encourage Ss to use the adverbs *very, really,* and *so* to make the adjectives stronger. Refer them to the grammar chart on page 44 as appropriate.
- Form pairs. Say, *Describe your partner's hair*. Monitor. Listen for the correct pronunciation.
- Point to different Ss in the class. Elicit descriptions. Make sure Ss use complete sentences.

## C VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Touch or point to your face. Say, *This is my face*.
- Have Ss preview the picture and vocabulary before listening.
- Have Ss read and listen. Then have them listen again and repeat.
- Direct Ss' attention to item 4 and the note. Say, *We say* one tooth *but* two teeth. Have Ss repeat *tooth / teeth*.

**OPTION** (+5 minutes) Replay the audio. This time, ask Ss to point to the parts of their face as they hear them.

**EXTENSION** (+10 minutes) Play a memory game. Point to the photo of the woman. Say, *Look at this photo and the face words*. Give them 30 seconds to do this. Then say, *Close your books and write the words for the face*. Give them 1 minute to write down all the words they remember on a blank card. If Ss are stuck, point to parts of your face and ask, *What's this?* Have Ss open their books again to see how many words they remembered.

## D LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Form similar-level pairs. Ask lower-level Ss to work together to make a list of adjectives to describe the person in each photo. Challenge higher-level Ss to take turns saying descriptions of the people in the photos.
- Do item 1 as a class. Play the audio and pause after the first description. Point to each picture and ask, *Does the man describe this person?* Elicit the answer. Walk around to make sure Ss wrote *1* next to the last photo.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Point to each photo and elicit a description from volunteers.

**LANGUAGE NOTE** When using more than one adjective to describe hair, we follow this order: length (long / short), texture (straight / wavy / curly), and then color. For example: *long wavy brown hair* in the recording.



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## E GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Write on the board:

| NOUN | + | be | + | ADJECTIVE |
|---|---|---|---|---|
| Her eyes | | are | | pretty. |

- Have Ss look at the grammar chart. Read the *be* examples aloud and point out how they follow the formula.
- Write on the board:

| have | + | ADJECTIVE | + | NOUN |
|---|---|---|---|---|
| She has | | pretty | | eyes. |

- Read the *have* examples aloud as you point out how they follow the formula. Invite volunteers to write examples from the chart under the two formulas.
- Read the **Be careful!** box aloud. Point to the *have* formula on the board and say, *Have + Adjective + Noun*. Say, *We say* hair, *not hairs*.

**LANGUAGE NOTE** When the word *hair* refers to all the hairs on someone's head, it is non-count, so it takes the singular form without an article. But when it refers to individual hairs, it takes the plural form.

## F PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

## G GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Write the sentences on the board. Elicit the answer. Ask, *Why do we use* is? (There are adjectives [*curly* and *black*] after the verb but no noun.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the conversations aloud with different volunteers.

## H PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Time permitting, have Ss switch roles.
- Invite volunteers to perform the conversations.

## I PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example aloud. Say, *Make sentences like this about your relatives*.
- Form similar-level pairs. Give lower-level Ss time to write down their statements before sharing in pairs.
- Monitor. Listen for the correct use of *be* and *have*.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 2–3 minutes | Your time:

These conversation strategies are implicit in the model

- Say *OK!* to agree to follow directions
- Say that information is wrong with *That's wrong*.
- Soften a negative response with *Sorry*.

- Have Ss preview the photos before listening. Encourage Ss to say as much as they can about each person and to look them up on their phones if appropriate.
- Elicit examples of descriptions using *be*, *have*, and adjectives in the conversation.
- Play the audio as Ss follow along in their books.
- Read the **Social language** box and the note next to it aloud. Say, *Sorry. That's wrong*. Make a slight pause after *Sorry*. Have Ss repeat.

## B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor to ensure Ss use falling intonation for *Sorry*.

## C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Form pairs. Have Ss role-play the conversation and then switch roles.
- Direct Ss' attention to the **Keep Talking!** box. Encourage Ss to use the questions to extend their conversations.

## D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Time permitting, you can play the game as a class. Invite a higher-level volunteer to play Speaker A.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using adjectives to describe hair
- ✓ using vocabulary for parts of the face
- ✓ forming descriptive statements with *be* and *have*
- ✓ using the conversation strategies

**CLOSURE ACTIVITY** (+10 minutes) On a blank sheet of paper, have Ss write three statements describing the people in the photos on page 49. Remind them to use both *be* and *have*. Collect Ss' papers and read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.


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COACH

## E GRAMMAR | Describing people with be and have

| With be | With have |
|---|---|
| Her **eyes** are **pretty**. | She has **pretty eyes**. |
| Brad's **hair** is **curly**. | Brad has **curly hair**. |
| My sons' **beards** are **short**. | My sons have **short beards**. |

**Be careful!**
She has **red hair**.
NOT She has ~~hair red~~.
NOT She has red ~~hairs~~.

## F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

## G GRAMMAR PRACTICE | Complete each sentence with the correct form of be or have.

1 **A:** So, tell me about your mother.
**B:** Her hair ...*is*... curly and black.

2 **A:** Is her son good-looking?
**B:** Yes. He ...*has*... wavy blond hair, and he ...*has*... a long mustache.

3 **A:** That's my sister Sally in the photo.
**B:** Wow, her eyes ...*are*... really beautiful.

4 **A:** Tell me about your daughter.
**B:** My daughter? She ...*'s*... very tall, and her hair ...*is*... long and pretty.

5 **A:** Is that your grandfather?
**B:** No. My grandfather ...*has*... curly gray hair.

6 **A:** Tell me about your father.
**B:** Well, he ...*has*... a beard, and he ...*'s*... bald.

## H PAIR WORK | Practice the conversations from Exercise G.

## I PAIR WORK | Describe your relatives. Use be and have.

"My sister Maya has long black hair. She's really pretty."

# COMMUNICATION ACTIVATOR

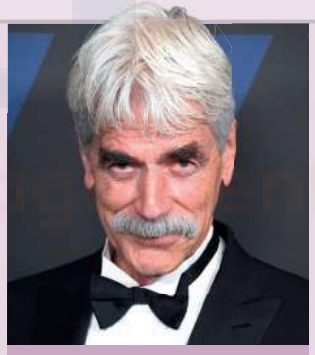
## Now let's describe appearance.

## A CONVERSATION MODEL | Read and listen.

**A:** Guess who?
**B:** OK!
**A:** His hair is curly and gray, and he has a mustache and a beard. Who is it?
**B:** I know! It's Sam Elliot.
**A:** Sorry. That's wrong. It's Morgan Freeman. My turn!

**Social language**
**Soften a negative response with "Sorry."**

Sorry. That's wrong. ☹
That's right. ☺


Sam Elliot, actor (U.S.)


Beyoncé Knowles, singer (U.S.)


Morgan Freeman, actor (U.S.)


Prince Harry (U.K.)

## B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

## C CONVERSATION PAIR WORK | Play your own guessing game. Use the photos, or describe a classmate.

**A:** Guess who?
**B:** OK!
**A:** ..... . Who is it?
**B:** I know! It's ..... .
**A:** ..... . It's ..... . My turn!

**KEEP TALKING! ●●●**
**Ask questions.**
Is his hair black?
Is she pretty?
Is he old?


Song Ji Hyo, actor (South Korea)

## D CHANGE PARTNERS | Change the conversation again.



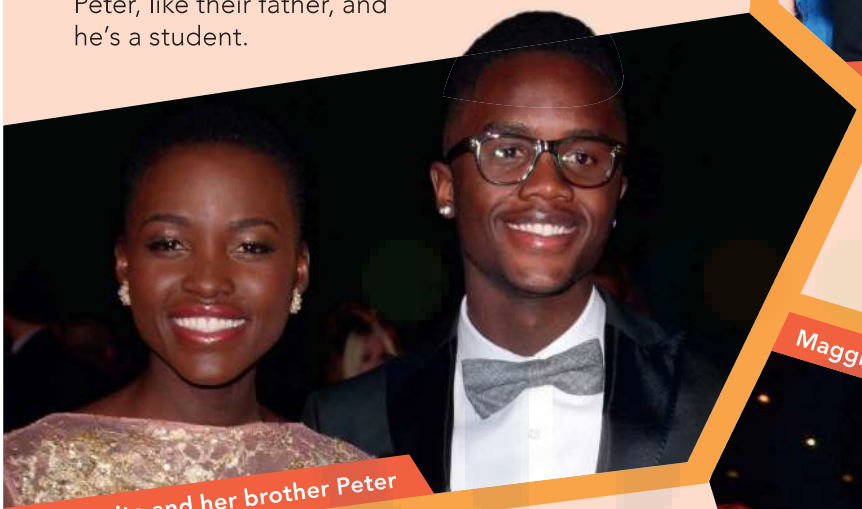
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# 4 COMMUNICATION GOAL Talk about someone's family

**A** READING | Read about the actors and their families.

## FAMOUS Sisters and Brothers

Lupita Nyong'o is a beautiful actor from Mexico City. Now New York is Lupita's home. Her mother, Dorothy, and her father, Peter, are from Kenya. Lupita has five brothers and sisters. Her younger brother is named Peter, like their father, and he's a student.



Lupita and her brother Peter



The Hemsworth brothers

Chris Hemsworth is a handsome actor from Australia. His younger brother, Liam (on the left), and his older brother, Luke (on the right), are actors, too. Their parents are Craig and Leonie Hemsworth. Leonie is an English teacher. Chris's wife is Spanish actor Elsa Pataky. They have a daughter and two young sons.



Maggie and her brother Jake

Maggie Gyllenhaal is a famous actor from New York City. Her brother, Jake, is a famous actor, too. Their parents, Stephen and Naomi, are movie directors and writers. Maggie's husband is the actor Peter Sarsgaard. They have two daughters, Ramona and Gloria Ray.

**B** READING COMPREHENSION | Correct these statements.

1 Ramona is Maggie Gyllenhaal's ~~son~~ daughter.
2 Chris Hemsworth's ~~father~~ mother is a teacher.
3 Jake Gyllenhaal is ~~a movie director and writer~~ an actor.
4 Lupita Nyong'o's ~~father~~ brother is a student.
5 Maggie Gyllenhaal's brother's name is ~~Peter~~ Jake.
6 Dorothy and Peter Nyong'o have ~~five~~ six children.
7 Chris Hemsworth and his wife have ~~no~~ three children.

**C** READING COMPREHENSION | Complete each sentence about the reading. Write the letter.

1 Peter's sister's name is ...c...
2 Peter's wife's name is ...f...
3 Elsa's husband's name is ...g...
4 Gloria Ray's grandfather's name is ...a...
5 Liam's mother's name is ...d...
6 Dorothy's husband's name is ...e...
7 Naomi's son's name is ...b...

a Stephen
b Jake
c Lupita
d Leonie
e Peter
f Maggie
g Chris


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# LESSON 4 Talk about someone's family

## A READING

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the photos. Read the title and captions aloud. Ask, *Who are these people? Do you know them?* Elicit ideas. (actors, famous people, famous sisters and brothers)
- Play the audio. Tell Ss to listen to the descriptions and read along silently.
- Clarify any new terms in the reading, such as *movie director* (a person who tells everyone what to do while making a movie).

**OPTION** To review vocabulary they learned in earlier units, ask Ss to underline the names of places—such as cities or countries—and circle occupations as they listen.

**TEACHING TIP** To support reading comprehension, encourage Ss to annotate the text as they read. They can underline main ideas, circle unfamiliar vocabulary, and note important information in the margin.

## B READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Say, *Each statement has one wrong word.*
- Do item 1 as a class. Read the sentence aloud. Say, *Maggie Gyllenhaal has a daughter, not a son.* Ask Ss to identify the sentence that tells this answer in the reading and underline it. (They have two daughters, Ramona and Gloria Ray.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- Walk around as Ss complete the exercise. Assist Ss who cannot identify the answers in the text.
- To go over answers, invite volunteers to read the corrected sentences aloud. Item 5 has two possible answers.

**OPTION** (+5 minutes) Have lower-level Ss complete the exercise in pairs. Tell them to take turns reading each statement aloud before correcting it.

**EXTENSION** (+10 minutes) Ask Ss questions with *who* about the actors and their families. For example: *Who is from Mexico City?* (Lupita Nyong'o) *Who has a Spanish wife?* (Chris Hemsworth) *Who is an English teacher?* (Leonie Hemsworth) Pause after each question to give Ss time to find the answers. Have lower-level Ss work in pairs to complete the activity.

**CHALLENGE** (+15 minutes) Have Ss write their own questions with *who* about the people in the reading. Write on the board:
*Who is ___? Who are ___? Who is from ___?*
*Who has ___?*
*CATEGORIES: subject pronouns, adjectives, countries, cities, relationship words*
Tell Ss to complete the questions using the categories. Model the activity by completing the first question in two different ways: *Who is she? Who is handsome?* Monitor. When Ss are ready, form similar-level pairs. Have them take turns asking and answering each other's questions. Tell Ss to point to the pictures as they ask *Who* questions with *he*, *she*, and *they*.

**TEACHING TIP** To help Ss answer reading comprehension items more efficiently, encourage them to underline key words or phrases in the items and then look for those words or phrases in the Reading. For example, in item 1, they could underline *Ramona* and *Maggie Gyllenhaal* and then look for those names in the Reading.

## C READING COMPREHENSION

Suggested time: 4–5 minutes | Your time:

- Write item 1 on the board. Read it aloud. Hold your book and point to the photos in Exercise A. Ask, *Who is Peter?* Wait for Ss to point to Peter's picture. Then ask, *What is his sister's name?* Write *c* in the blank.
- Have Ss work individually to find the answers in the text and complete the exercise.
- To go over answers, read each sentence aloud and elicit the letter answer. Say the sentence again with the person's name.

**EXTENSION** (+10 minutes) Tell Ss to write statements about people in the reading without naming them. Form similar-level pairs. Have partners switch papers and read each other's statements. At the end of each statement, the partner guesses and writes the name of the person / people. For example: *Their mother is an English teacher.* (the Hemsworth brothers)



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## D LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Point to the photos. Say, *These are family photos.*
- Have Ss preview the photos. Have them write words that describe the people in each family. For example: for the woman in the first photo: *woman, pretty, long straight brown hair, wife.*
- Say, *Listen to people talk about two photos. Write the conversation number next to the photo they talk about.*
- Have Ss complete the exercise individually. Pause the audio after the first conversation to allow Ss time to think. Then play the rest of the audio.
- Replay the audio as Ss check their answers.
- To go over answers, say, *Conversation one. Conversation two.* Ask Ss to point to the correct family photo for each conversation.

**OPTION** Do the exercise as a class. Pause after each conversation and ask, *Which family photo do they talk about?*

**OPTION** (+5 minutes) Before Ss listen, have them talk about the photos in pairs or small groups. Ask them to point to different people and describe them.

# Communication Activator

## A PAIR WORK

Suggested time: 15 minutes | Your time:

- Have Ss copy the chart on a blank sheet of paper. Give them a few minutes to write information about at least three relatives. Higher-level Ss can write about five.
- To model the activity, have a higher-level S read the example aloud. To answer the S, hold up your book and point to each piece of information in the sample answer in the chart as you talk. Say, *Well, I have a brother. His name is Doug. He is 14 years old. He's a student. He's very tall. He has short black hair.*
- Form similar-level pairs. Have Ss take turns telling their partner about their family and writing their partner's information in the chart.
- Remind Ss to show interest with *Really?* and ask about spelling with *How do you spell that?* and *Could you spell that, please?*
- Monitor. Listen for the correct pronunciation and use of adverbs, adjectives, and numbers.

**CHALLENGE** Encourage Ss to ask and answer *Who* and *What* questions in their interviews. To prepare Ss for this, point to *Relative's name* in the chart and say, *What question can you ask your partner?* (What's your relative's name?) Elicit questions or prompts for the other columns in the chart. For example: *What is his / her relationship to you? How old is he / she? What's his / her occupation? Describe his / her appearance.* Write them on the board.

## B GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the example aloud.
- Have the pairs in Exercise A form groups of four. Tell Ss to take turns describing their partner's family to the group. Encourage Ss to use their notes as they speak.
- Invite volunteers to talk about their partner's family.

**LOOK FOR** While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using adjectives to describe relatives
✓ using vocabulary for hair and parts of the face
✓ forming descriptive statements with *be* and *have*

## WRITING

Suggested time: 10 minutes | Your time:

- Say, *Write about two of your relatives. Write five sentences about each person.* Read the writing sample aloud. Say, *Write sentences like these.*
- Encourage Ss to write sentences in a paragraph rather than a list. Suggest they use the descriptions in the Reading on page 50 as a model.
- Monitor. Have Ss check their sentences before turning them in.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

**GUIDED WRITING** (optional, page 136)

**OPTION** Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

**CLOSURE ACTIVITY** (+10 minutes) Have Ss write their names on a blank sheet of paper. Say, *Write five sentences about your partner's family.* Tell them to use the notes from their interview on page 51 to complete the activity. Challenge higher-level Ss to write ten sentences. Monitor. Provide help with grammar and vocabulary as necessary. Collect Ss' papers and read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.


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**D** LISTENING COMPREHENSION | Listen to two conversations. Write the number of each conversation next to the family photo. Then listen again to check your answers.


1






2

## COMMUNICATION ACTIVATOR

### Now let's talk about someone's family.

**A** PAIR WORK | Interview your partner. Complete the notepad with information about your partner's family.

"So tell me about your relatives . . ."

| Relative's name | Relationship | Age | Occupation | Description |
|---|---|---|---|---|
| Doug | brother | 14 | student | He's very tall. He has short black hair. |

| Relative's name | Relationship | Age | Occupation | Description |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**B** GROUP WORK | Now tell your classmates about your partner's family.

"Nicole's brother Doug is 14. He's . . ."

**WRITING** Choose two of your relatives. Write a description of each person.

My sister Tahlia is 24 years old. She's a student. She's tall and good-looking. She has wavy brown hair and . . .

GUIDED WRITING p. 136



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# Interactive Cool Down

## 1 MATH Challenge

Choose one of the math problems. Ask your partner to add the numbers.

What is twelve plus twenty?

It's thirty-two.

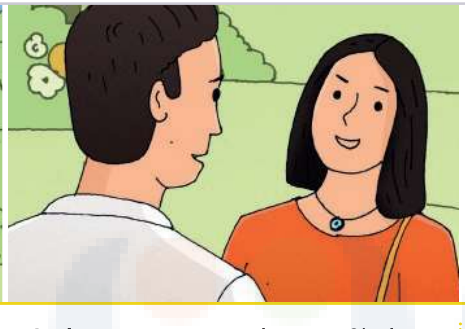
**Remember:**
That's right!
Sorry. That's wrong.

| | | | |
|---|---|---|---|
| 12 + 20 = | 75 + 21 = | 101 + 26 = | 88 + 3 = |
| 24 + 38 = | 96 + 13 = | 53 + 42 = | 11 + 102 = |
| 9 + 49 = | 14 + 64 = | 67 + 18 = | 14 + 33 = |

## 2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use your own photos. Cover your partner's Chat Guide with a sheet of paper.







**Carrie:** Who's that?
**Cody:** Oh, that's my brother, Adam.
**Carrie:** Your brother? He's so tall!
**Cody:** And that's his daughter, Maureen.
**Carrie:** She's really cute!
**Cody:** Yes, she is! She's 6 years old.
**Carrie:** And is that his wife?
**Cody:** Yes. Her name's Pam. She's a bank manager.
**Carrie:** She has beautiful eyes. What about Adam? What's his occupation?
**Cody:** My brother? He's a chef.
**Carrie:** A chef?
**Cody:** That's right. What about you? Tell me about *your* family, Carrie.
**Carrie:** Well, I have one sister. Here's a photo.
**Cody:** Oh, great! How old is she?
**Carrie:** Twenty-six. And that's her husband, Bob. He's a teacher.
**Cody:** And is that you on the right?
**Carrie:** Yes. My hair's so short!

### Partner A's Chat Guide

A Who's that?
B
A Your ___ ? ___'s so ___ !
B
A ___'s really ___ !
B
A And is that ___ ?
B
A ___ has ___ . What about ___ ? What's ___ occupation?
B
A A(n) ___ ?
B
A Well, I have ___ . Here's a photo.
B
A ___ . And that's ___ . ___'s a(n) ___ .
B
A Yes. My ___ so ___ !

### Partner B's Chat Guide

A
B Oh, that's ___ .
A
B And that's ___ .
A
B Yes, ___ is! ___'s ___ years old.
A
B Yes. ___ name's ___ . ___'s a(n) ___ .
A
B ___ ? ___'s a(n) ___ .
A
B That's right. What about you? Tell me about *your* family, ___ .
A
B Oh, ___ ! How old ___ ?
A
B And is that you on the ___ ?
A


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# *Interactive Cool Down*

## 1 MATH CHALLENGE

Suggested time: 10 minutes | Your time:

- Write *math* on the board. Point to the math problems. Say, *These are math problems.*
- Introduce the language of addition. Write the *plus* sign (+) on the board and say, *Plus*. Write the *equals* sign (=) and say, *Equals*.
- Do the first math problem with the class. Write the problem on the board. Say, *Let's add the numbers.* Ask the class the example question. Then say, *Twelve plus twenty equals thirty-two. It's thirty-two.* Write *32* after the equals sign in the example on the board.
- Read the directions. Direct Ss' attention to the **Remember** note. Say the expressions and ask Ss to repeat. Remind Ss to use them as they complete the exercise.
- Form similar-level pairs. Tell Partner A to choose a math problem and Partner B to add the numbers. Then have Ss switch roles.
- Have higher-level Ss complete more than one math problem each.
- Follow up on the activity by choosing a couple of math problems and asking the class to call out the answers. For example: *What's ninety-six plus thirteen?* (It's one hundred and nine.) Write their answers on the board. Correct as necessary.

## 2 CHAT

Suggested time: 15 minutes | Your time:

- Say, *Look at the people in the pictures. What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Carrie's and Partner B's role is similar to Cody's.
- Tell Ss to choose a family photo to talk about and show the photo on their phone. If Ss don't have family photos on their phone, give them photos to use as props.
- Say, *Complete your Chat Guide with information about your own family photo.*
- Give Ss time to work together to fill out their Chat Guides. Remind them that we use the article *a* with occupations that start with consonants, and the article *an* with occupations that start with vowels.
- Monitor and provide help with spelling and vocabulary.
- When pairs are ready, have them practice their new conversations. Remind them to stress *your* in *Tell me about <u>your</u> family*. Suggest they use the social language from pages 45 and 47 in their conversations.
- Invite pairs to role-play their conversation for the class.

**OPTION** In the lesson before this activity, ask Ss to find a family photo at home and bring it to class the next day.

**OPTION** Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

**TEACHING TIP** To make this activity easier to manage, consider making a copy of page 52 and cutting out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.



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## 3 FAMILY RELATIONSHIP GAME

Suggested time: 25 minutes | Your time:

- Have Ss preview the photos and captions. Say the names and have Ss repeat.
- Read the directions and the **Remember** note aloud.
- Point to the example conversations. Read the first question and response aloud. Ask, *Who's Jason?* Have Ss point to the picture of Jason. Repeat with the other questions and responses.
- Divide the class into two teams. Tell each team to work together to write ten questions with *Who* and *What* about the relationships in the photos. For many questions, there are multiple correct answers. Encourage Ss to write all the possible answers to their questions.
- Tell Ss that each team member must participate in the game. Have teams decide which team member will ask which question.
- When Ss are ready, look at Team 1 and say, *Heads*. Look at Team 2 and say, *Tails*. Flip a coin. Point to the team that goes first and say, *This team goes first*.
- Direct Ss' attention to the scorecard. Say, *Fill in this scorecard as we play the game*.
- Look at Team 1 and say, *Ask your first question*. Ask the S who is speaking to stand up. Write the S's question on the board. Say, *That's right!* and draw a checkmark if the question is formed correctly. Say, *That's wrong*. and draw an *X* if it is not.
- If the question is correct, Team 1 makes a checkmark in the first box on their scorecard. If not, they leave their scorecard blank.
- Look at Team 2. Say, *Answer the question*. Tell Ss that only one S can answer at a time. Ask the S who is answering to stand up.
- Write the S's answer on the board next to the question. Draw a checkmark if it is correct and an *X* if it is not.
- If the answer is correct, Team 2 makes a checkmark in the first box of *correct answers* on their scorecard. If not, Team 2 leaves their scorecard blank.
- Next, have the teams switch roles. Team 2 follows the steps above to ask questions, and Team 1 answers the questions.
- After both teams ask and answer ten questions, tell each team to add up their total points. The team with the most points wins.

**OPTION** Have Ss play the game in pairs. After the game, Ss can correct the questions and answers they got wrong.

## 4 DESCRIBE-ATHON

Suggested time: 10 minutes | Your time:

- Lead a class review of the adjectives on pages 44 and 48. Elicit the adjectives and write them on the board. Have Ss refer to this list as they complete the activity.
- Read the example conversations aloud with two higher-level Ss. Tell Ss to use these conversations and the conversation model on page 49 as models.
- Form similar-level pairs. Have Ss take turns saying descriptions and guessing who the descriptions are about.
- Suggest lower-level Ss write descriptions of the photos on a blank sheet of paper before completing the activity. If higher-level Ss finish the activity early, they can repeat it with the family photos on page 51.
- Monitor. Listen for the correct pronunciation and use of adverbs and adjectives. Make sure Ss are correctly using *be* and *have* in their descriptions.
- Invite pairs to role-play their conversation for the class.

**PROGRESS SELF-CHECK**

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

**FOR MORE PRACTICE . . .**

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

**UNIT REVIEW, pp. 145–146** The Unit Review section offers two pages of workbook-style activities to review the unit content.

**PRACTI-CHANT, p. 159** Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

**TEST-TAKING SKILLS BOOSTER (online)** Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

**ADDITIONAL PRINTABLE RESOURCES (ONLINE)** Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.


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# 3 FAMILY RELATIONSHIP GAME

Form two teams. Flip a coin to decide which team goes first.

Take turns. Each team asks an information question with Who or What about the family relationships in the photos. The other team answers.

Teams get one point for each correct question and one point for each correct answer.

The first team to get 20 points wins.

Who's Jason? Jason? He's Janie's brother.

Who's Annie's grandson? Victor.

What are Janie's parents' names? Kelly and Leo.

REMEMBER
That's right!
That's wrong.

**MY TEAM'S SCORECARD**

Correct questions ☐☐☐☐☐☐☐☐☐☐

Correct answers ☐☐☐☐☐☐☐☐☐☐

TOTAL POINTS ☐







# 4 Describe-athon

Take turns. Describe people in the Family Relationship Game photos. Your partner guesses who.

Guess who! She has blond hair, and she's really cute. Linda?

Guess who! He's tall and he has gray hair, and she has straight blond hair. Barry and Diana?

For more practice . . . Unit Review, p. 145 / Practi-Chant, p. 159
*Connect TV* / Test-Taking Skills Booster

**PROGRESS SELF-CHECK** NOW I CAN

- ☐ Comment on family photos.
- ☐ Ask about relatives.
- ☐ Describe appearance.
- ☐ Talk about someone's family.

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