

3 ME AND MY FAMILY

Objectives

FUNCTIONS	describing good qualities; talking about family; paying compliments
GRAMMAR	possessive 's; possessive adjectives; <i>this / that / these / those</i>
VOCABULARY	family members; house and furniture

Student's Book page 30–31

READING

- 1 This can be done in L1 if necessary. As a warm-up, ask students: *How many people are in your family? Do you have any brothers and sisters? How many do you have?*

If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *brother* and *sister*, and nominate a student to point to the correct photo on the board. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Say each of the names of the family members for students to repeat and check pronunciation. Point out the long vowel in *father* and the silent *gh* in *daughter*.

Answers

2 B 3 C 4 A

- 2 **SPEAKING** Read through the instructions and the example. Divide the class into pairs for students to complete the exercise. Give some examples of your own to get them started if necessary. Listen to some of their ideas in open class as feedback.

Optional extension

An alternative way to feed back on this exercise would be to divide the class into small groups. Groups take turns to say the name of a famous person (e.g. Javier Bardem) and the rest of the groups race to be first to name a relation and relationship (e.g. Penélope Cruz – husband and wife). Give groups one point for each correct answer.

- 3 **SPEAKING** If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos on page 31. Elicit the names of the people and nominate individuals to say what their relationship is. Alternatively, divide the class into pairs and ask them to discuss the photos. Ask: *Do you know any other members of the British Royal Family?* If there is a royal family in your students' country, ask them to name family members and their relationships.

BACKGROUND INFORMATION

Kate Middleton (Catherine, Duchess of Cambridge) (born 9 January 1982) was born in Berkshire, England. She studied art history at the University of St Andrews in Scotland, where she met Prince William in 2001. They began dating in 2003. After massive media attention and reports of marriage plans, the couple separated in 2007. They soon got back together and were engaged in 2010, finally marrying in April 2011. The couple had their first child, George, in July 2013 and he became third in line to the throne. A second child, Charlotte, was born in May 2015.

Prince William, Duke of Cambridge (born 21 June 1982) is the elder son of Prince Charles and Diana, Princess of Wales. He studied geography at university, then qualified as a helicopter pilot. He now works for the East Anglian Air Ambulance, but donates his wages to charity.

- 4 **1.32** Ask students to read sentences 1–5 and go through the example in open class. Play the audio while students read the text to decide if the sentences are true or false. Tell them to underline key information in the text that helped them to decide whether each sentence is true or false. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined. Ask students to correct any false information.

Answers

- 1 F – She's got one sister and one brother.
- 2 F – Her picture is often in the newspapers.
- 3 T
- 4 F – Kate's home is 300 years old.
- 5 F – Kate and William's apartment is really big.

THINK VALUES

Families

- 1 Look at the seven words with students in open class. Divide the class into pairs and ask students to discuss the meaning of the words. Allow them to use dictionaries if they do not know a word. Monitor and help with any difficulties. During whole-class feedback, give students examples of situations when the words would be used. Ask: *Which word is negative? (strict)*. Say the words for students to repeat and check pronunciation. Point out the silent *i* in *friendly* and the *sh* sound of the first *t* in *patient*. When the meaning of the words is clear, students work individually to complete the sentences using their own ideas.
- 2 **SPEAKING** Students compare their answers in pairs or small groups. Listen to some of their ideas in open class.

Optional extension

Divide the class into small groups and ask them to describe family members and other people that they know using the adjectives in Exercise 1. Encourage them to use other adjectives if necessary. Monitor to help with any difficulties and to make sure students are using English. Listen to some of their examples in open class.

Student's Book page 32–33

GRAMMAR

Possessive 's

- 1 Read through the examples with students and nominate an individual to complete the rule. Ask: *Why is 's used in the two examples?* (because it refers to the family of Kate / the father of William).

Rule

's

- 2 Look at the example in open class. Students work with a partner to complete the exercise. Encourage stronger students to think of more than one example for each photo. Check answers. Draw students' attention to the Look! box and clarify that the possessive 's is different from when we contract *is* to 's.

Answers

- 1 Patrick's bicycle
- 2 Mrs White's cat
- 3 my cousin's school
- 4 Wendy's house
- 5 my uncle's car

Fast finishers

Ask student to draw arrows pointing to other objects in the photos (or other photos in the book) and write new sentences using the possessive 's (e.g. *Patrick's hat; my cousin's bag*).



Be aware of common errors related to possessive 's, go to Get it right on Student's Book page 123.

Workbook page 28 and page 123

VOCABULARY

Family members

- 1 1.33 With books open, read through the words with students. Check/clarify: *cousin* (your uncle's/aunt's child) and explain that we use the same word for males and females. Check that students understand the concept of a family tree and clarify any problems, referring to the example. Ask students to complete the exercise with a partner before playing the audio to check their answers.

Answers

- 1 grandfather
- 2 father
- 3 mother
- 4 uncle
- 5 aunt
- 6 brother
- 7 sister
- 8 cousin

Audio Script Track 1.33

Boy This is my family. My grandmother's name is Maria, and my grandfather is José. Then there's my father, Pablo, and my mother Susana. I've got a brother and a sister – my sister is Ana and my brother is Antonio. My mother's brother is Jaime – he's my uncle. His wife is Marta, my aunt. They've got a daughter called Sara – she's my cousin.

- 2 Ask students to look back at the text on page 31 and complete the sentences. To make this exercise more challenging, students could try to complete the exercise from memory before looking back on page 31 to check their answers. Students compare answers before whole-class feedback.

Answers

- 1 wife
- 2 son
- 3 grandfather
- 4 brother

Fast finishers

Ask students to write sentences about famous people's families using some of the vocabulary in Exercise 1.

- 3 **SPEAKING** Working individually, students write sentences about their family. Monitor and check they are using the possessive 's correctly and make a note of any repeated errors to refer to during feedback. Divide the class into pairs for students to describe their family to their partner.



Be aware of common spelling errors related to family words, go to Get it right on Student's Book page 123.

Workbook page 31 and page 123

GRAMMAR

Possessive adjectives

- 1 Read through the instructions and check understanding. Tell students to look back at the article on page 31 and find one word to complete each sentence. Students work with a partner to decide which of the people a–c the word refers to. Students then complete the table. Check answers. Read through the table with students. Point out that *its* does not have an apostrophe, and that *your* can be both singular and plural.

Answers

- 1 His – b
2 Her – c
3 Their – a

Table

- 1 his
2 her
3 their

- 2 Ask students to read the gapped dialogue, then ask: *Where is Renata from?* (Brazil) *What sport do Jane's brothers love?* (football). Students complete the gaps individually, then compare answers in pairs. Monitor and help if students have any problems. Check answers and ask students who the possessive adjectives refer to in each case. You could ask groups of three to practise the dialogue together, and ask one or two volunteering groups to perform in front of the class.

Answers

- 1 your 2 her 3 your 4 our 5 Their 6 his

Fast finishers

Ask students to write sentences using each of the possessive adjectives. Listen to some of their answers in whole-class feedback.

Workbook page 28 and page 123

LISTENING

- 1 1.34 As a warm-up, ask students to look at the pictures for 30 seconds to try to memorise the number and type of people in each picture, then ask students to close their books. If there is an IWB available, do this on screen with books closed. Ask students to work with a partner and describe the pictures. Students then open their books to check their answers. Play the audio, pausing after each dialogue so students can decide in pairs which picture they think it goes with. Check answers as a class.

Answers

- 1 C 2 A 3 B

- 2 1.34 Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Drill the pronunciation of the names of the people so students will recognise them when they hear them. Play the recording, pausing after each dialogue to allow time for students to note down their answers. As you check answers, play the audio again, pausing at the relevant parts.

Answers

- 1 small, happy
2 cousins, sister
3 (about) twelve/12, good

Audio Script Track 1.34

1

Man Tell us about your family, Jordan.

Jordan My family? Well, my family's very small. There's me and my mother and father. And there's my uncle Jack. That's all.

Man Is your uncle nice?

Jordan: Oh yes, I really like him. He's always very happy. He's a great person.

2

Man So, Tania, tell us about your family.

Tania Well, there's my mother and father, and me, and my sister Clare. And I've got cousins, but they're in Australia.

Man Do you like your sister?

Tania Oh yes. Well, sometimes! I mean, she is nice but sometimes she's difficult, too.

3

Man Is your family very big, Manuel?

Manuel Yes, it is. Very big! I've got three brothers and two sisters – and about twelve cousins!

Man OK, that is big.

Manuel Yes, and Monica, my cousin, is also my best friend. She's fantastic. She's very good to me and to all her brothers and sisters – and her friends, too, of course.

THINK SELF-ESTEEM

Being part of a family

- 1 Working individually, students complete the 'ME' table. Refer them back to the adjectives from Think Values, on page 31, to help them complete the 'Adjective' column. Monitor and help with other adjectives as required.
- 2 **SPEAKING** Divide the class into pairs. Students share their lists and write their partner's information in the 'PARTNER' table. This can be done as a speaking activity, to allow students to practise pronunciation of the adjectives.
- 3 **SPEAKING** If your class is small, ask students to describe their own table or their partner's table to the class. With larger classes, re-group students and ask them to describe their lists to the new group. Encourage them to speak in full sentences and ask stronger students to give further information to support their choice of adjectives.

Optional extension

If students are allowed to use technology in the classroom, divide the class into small groups and ask students to show photos of their friends and family to each other. Tell students they should use a possessive adjective or possessive 's to describe each of the people and to use an adjective to describe the person. Alternatively, you could ask students to draw their own family tree using the one on page 32 as a model. Encourage them to use colours and drawings and to add adjectives around each family member to describe them.

Student's Book page 34–35

READING

- 1 **1.35** As a warm-up, write the following words on the board and check/clarify understanding:

bedroom photograph desk books curtains magazines bed

Ask students to work with a partner and discuss if they have any of these items in their bedrooms at home, and if so, where each of the items is. For example: *I have a photograph in my bedroom. It's on my desk.*

Students read and listen to the dialogue and answer the questions. Let them check with a partner before whole-class feedback.

Answers

- 1 in Agata's bedroom
- 2 Agata's brother

- 2 Read through the questions in open class. Play the audio again. Students work with a partner to complete the exercise. Tell them not to worry about the gaps at this stage. Ask them to underline the parts of the text that gave them the answers.

Mixed-ability

Stronger students may like to try to answer the questions from memory without reading the dialogue for a second time. Let them read the dialogue quickly to check their ideas before a whole-class check.

Answers

- 1 Agata and her family
- 2 sometimes
- 3 No, they're Agata's.
- 4 No, they're Brian's.
- 5 sometimes

- 3 **1.35** Students work with a partner to fill the gaps from memory. They then listen to the audio again and check their answers. Say the words for students to repeat. Compare the short vowel sound in *this* to the long vowel sound in *these*.

Answers

- 1 That 2 that 3 That 4 this 5 these 6 those

GRAMMAR

this / that / these / those

- 1 Working with a partner, students match the sentences with the pictures. Before students complete the rule, check/clarify: *near to* and *far from*. Check answers.

Answers

- A 3 B 1 C 4 D 2

Rule

- 1 singular 2 plural 3 near to 4 far from

- 2 Read through the instructions and the example. Working individually, students complete the exercise before comparing with a partner. Check answers.

Answers

- 1 these
- 2 those
- 3 that

Optional extension

Walk around the class picking up or pointing to items (pens, books, etc.) from students' desks. Ask questions: *Whose pen is this?* Students will need to be careful as the answer must be *That's Juan's pen*. Vary the questions to include questions with *those* and *that* (e.g. pointing to a student's bag: *Whose book is that?*).

Workbook page 29 and page 123

PRONUNCIATION

For pronunciation practice of *this/that/these/those*, go to Student's Book page 120.

VOCABULARY

House and furniture

- 1 1.38 Ask students to close their books. As a warm-up, pre-teach the words *room* and *furniture*, then ask students: *Do you know the names of any rooms or furniture in English?* Elicit the words they know and write them on the board.

If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the picture and read the words. Nominate individuals to match the words with the pictures. Alternatively, students do the exercise in pairs. Play the audio for students to check answers, pausing after each answer for students to repeat pronunciation.

Answers

1 garage 2 living room 3 kitchen 4 bedroom
5 bathroom 6 hall 7 garden

- 2 1.39 Students work with a partner to match the words with the photos. Play the audio for students to check answers.

Answers

A 3 B 5 C 7 D 4 E 6 F 2 G 1 H 8

- 3 This is another example of categorisation as in Train to think, on page 22. Ask students to work with a partner and add the words to the four columns. Check answers.

Answers

Living room: sofa, armchair
Kitchen: fridge, cooker
Bedroom: bed
Bathroom: shower, bath, toilet

Fast finishers

Ask students to think of more items of furniture for each column. Allow them to use dictionaries. As this is a vocabulary recording exercise, make sure students are writing the words down. While they are working, draw the table on the IWB. For feedback, ask individuals to come to the board and add their words to the table.

Optional extension

This activity can be done in small groups or as a whole class. One student begins by saying an item of furniture that he/she has in his/her house. The next student must repeat the first item and add a new item. The game continues in this way until a student can't remember the items in the correct order or can't think of a new item.

S1: In my living room I have a sofa.

S2: In my living room I have a sofa and in my kitchen I have a fridge.

Etc.

- 4 **SPEAKING** Look at the plan of the house and ask: *Is this house unusual?* (no, all the furniture is where you would expect it to be). Ask students to draw the floor plan of a house. Stress that it should be unusual and look at the examples to get them started. When students have completed their houses, divide the class into pairs or small groups for students to take turns to describe their houses. Listen to some of their ideas in open class as feedback.

Workbook page 31

WRITING

Your favourite room

- 1 Read through the questions with students. Divide the class into pairs and ask students to discuss their answers to the questions and make notes on their answers. It is not necessary for students to agree on which is their favourite room.
- 2 If you're short on time, set this exercise for homework. Using their notes, students write a description of their favourite room. In the next lesson, ask students to work in small groups and compare each other's descriptions.

Student's Book page 36–37

PHOTOSTORY: episode 2

A song for Ruby

- 1 Ask students to look at the photos and try to remember the names of the children (Ruby, Ellie, Tom and Dan). Read the questions and ask students to guess answers if possible. Write their ideas on the board. If you are using an IWB, project the images onto the board and ask students to close their books.

Answers

Tom's house, embarrassed

- 2 1.40 Play the audio for students to listen and check their answers from Exercise 1 and to answer the question. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*


Answer

'Ruby'

- 3 EP2 Ask students: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

- 1 his poster, his chair, the garden, his sister's room, the table tennis table, his music/CDs, his dad
- 2 Yes, they think he's really cool.

- 4  **EP2** Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

- 1 d 2 a 3 e 4 c 5 b

PHRASES FOR FLUENCY

- 1 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

- 1 Tom 2 Ellie 3 Dad 4 Dad

- 2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expression rather than a literal translation of the individual words.
- 3 Ask students to find and underline the expressions from Exercise 1. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class for students to repeat together, paying attention to the intonation of sentences and questions.

Answers

- 2 4 6 1 5 3

Optional extension

Disappearing sentences: You'll need to write out the dialogue on the board or IWB for this activity. Make AB pairs so that half of the class are A and half are B. Students practise the dialogue in their pairs. Cover a small section of the dialogue. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involves lots of repetition and is a fun way for students to memorise useful chunks of language.

- 4 Ask students to read through and complete the dialogues. Go through the first dialogue with them as an example. During feedback, read the dialogues out loud for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

Answers

- 1 Really 2 Oh, right 3 Just a minute, Let's go

FUNCTIONS

Paying compliments

- 1 To introduce compliments, say: *I like your bag/pen/shoes*, etc. to different students. Elicit responses and write any suitable language on the board. Tell students that you are paying compliments. Go through the seven phrases. Students work with a partner to decide which five are compliments. Check answers. Say the compliments for students to repeat and check pronunciation.

Answers

- Tick: 1 3 5 6 7

- 2 Read through the situations with students. Check/clarify: *shirt, poster, wall*. Students work with a partner to complete the exercise before whole-class feedback.

Answers

- Tick: 1 4 6

- 3 Ask students to read through the dialogues and underline the compliments. In pairs, students order the dialogues. Check answers.

Answers

- Dialogue 1: 1 3 4 2
Dialogue 2: 3 1 2 4

- 4 **SPEAKING** Students act out the dialogues in Exercise 3. Encourage them to sound enthusiastic when they give compliments. Listen to some examples in open class as feedback.

Mixed-ability

Stronger students may be able to take turns closing their books and saying the dialogues from memory. When they have practised sufficiently, ask them to create dialogues of their own, using the situations in Exercise 2 or others of their own choice.