

# 4 FAMILY TIES

## Objectives

FUNCTIONS	asking for permission; talking about families
GRAMMAR	possessive adjectives and pronouns; <i>whose</i> and possessive 's; <i>was / were</i>
VOCABULARY	family members; feelings

Student's Book page 38–39

## READING

1 If you're using an interactive whiteboard (IWB), lead in by focusing on the photo and asking: *Who is in this picture?* (a family). Point to each of the people and ask: *Who's this?* Elicit as many words as possible. Do this stage as a heads-up activity with the whole class. Check/clarify other words for family members ensuring students understand all vocabulary in Exercise 1. Students open their books and work with a partner to pair the words. Check answers as a class.

### Answers

daughter / son; brother / sister; father / mother; wife / husband

2 **SPEAKING** Read out the example, and nominate a student to point to the correct person in their book, or on the IWB. Students proceed in pairs, taking turns to talk about each person in the picture. Alternatively, students could take turns to describe a person for their partner to guess who they're describing. You could write the stem *This person is ...* on the board to help them. Monitor to ensure students are using two family words to describe each person.

### Answers

The girl is a daughter and a sister.  
The woman is a mother and a wife.  
The man is a father and a husband.  
The boy is a son and a brother.

3 Students continue working in pairs to write down famous screen siblings and couples. Perhaps give one or two that your students are familiar with to start them off. You can make it competitive by setting a time limit of two minutes to see who can think of the most. Ask students: *How many TV brothers and sisters have you got on your lists? How many TV husbands and wives have you got?* Congratulate the pair with the most.

4 **SPEAKING** Put pairs together to form groups of four to compare lists. Ask students: *How many examples*

*have you got in total?* Ask the group with the most to read out their list, while the rest of the class listens and ticks the ones they also have – then elicit further examples from the group.

- 5 **1.40** Students read and listen to the article to find out which, if any, of the families from their lists are mentioned. Conduct very brief feedback on this.
- 6 Check/clarify: *trouble, fight, aunt, alien*. Ask students to read the statements first, and underline key words. Students correct the information, underlining the key information in the text that supports their corrections. Students compare answers in pairs before you check with the whole class. During feedback, ask students to justify their answers by referring to the text.

### Answers

- 1 Bart Simpson has got a dog called Santa's Little Helper.
- 2 Lisa Simpson has got two aunts.
- 3 Ben Tennyson is on holiday in the USA.
- 4 He can change into ten different aliens.
- 5 Greg Heffley has got a little brother called Manny / big brother called Roderick.
- 6 His ideas are never successful.

### Fast finishers

Students write four more sentences with one factual error in each, then swap their sentences in pairs for their partner to correct.

## THINK VALUES

### TV families

- 1 Give students a minute to think about who their favourite TV family is, and which of the statements characterise them. You could ask students to work in pairs and agree on a favourite TV family, then decide together which of the things they do. You could also encourage students/pairs to add one or two more statements of their own. Monitor and help with any unfamiliar vocabulary.
- 2 **SPEAKING** If students did Exercise 1 in pairs, switch pairs for Exercise 2. Allow two or three minutes for pair discussions. Remind students to use language from Exercise 1. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences,

not on controlled language practice. Bring things to a close by eliciting ideas from each group to discuss them in a whole-class setting. Encourage students to try and give reasons for their ideas and praise those who do this.

### Optional extension

Ask students who chose the same favourite family to work in pairs or small groups and draw a family tree for their TV family. Then pair students who worked on different family trees and, without showing each other their tree, students take turns to describe it to their partner, who should use the information to try and draw the same tree. Students then check what they've done by comparing pictures.

## Student's Book page 40–41

### GRAMMAR

#### Possessive adjectives and pronouns

- 1 Students complete the sentences from memory, then look back at the article to check. Students compare answers in pairs before you check with the whole class.

#### Answers

1 your 2 ours 3 our 4 yours

- 2 Focus students on the examples in Exercise 1 in order to work out the rules, and complete the table. Ask students to check answers in pairs before checking with the whole class. It might be a good idea to write additional examples with plural forms on the board to show that the use of the 's does not relate to singular vs. plural: *These are their books* not ~~*These are theirs books*~~; *These books are theirs* not ~~*These books are their*~~; and *This book is theirs* not ~~*This book is their*~~.

#### Rule

1 adjectives 2 pronouns

#### Answers

1 yours 2 her 3 his 4 ours 5 their



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

#### whose and possessive 's

- 3 Students choose the correct alternatives, and compare their answers with a partner before you check with the whole class. Stress that *whose* is not a contracted form of either *who has* or *who is*: *Whose son is Bart?* not ~~*Who's son is Bart?*~~ Students use these answers to work out the rules in pairs.

#### Answers

1 Whose 2 Homer's 3 Who's

#### Rule

1 whose 2 's

- 4 Students complete the exercise individually, then compare answers in pairs before you check with the whole class. If you're short on time, you could set this as homework.

#### Answers

1 Whose, hers 2 my, yours 3 Kate's, hers  
4 Who, Rashid 5 parents', theirs

Workbook page 36 and page 123–124



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

### VOCABULARY

#### Family members

- 1 To lead into this activity, ask students to write down as many words for family members as they can think of. They should work in pairs and choose one person to be the writer. Establish whether students should close their books or they are allowed refer to them. Give students two minutes. The pair with the most words is the winner. Ask them to read out their list. The rest of the class listens and ticks any words that also appear on their lists.

Focus students on the picture on page 40. In pairs, students try to guess what the people's relationships are. If you're using an IWB, do this as a heads-up activity with books closed. Give students a minute or two before they read the text to check their predictions. They then use the information to complete the sentences under the picture. Check answers as a class.

#### Answers

1 Grandma 2 big 3 uncle 4 aunt 5 little  
6 cousin (and best friend) 7 cousin

- 2 **SPEAKING** Pairs could either do this collaboratively, as instructed, or they could do it orally as a competition. If done collaboratively, ask pairs to choose one person to be the writer. At the end of two minutes, ask pairs: *How many sentences have you got?* Praise those who wrote the most. If done as a competition, students first decide who will begin and then take turns to say one true sentence. They must make a new sentence each time, but they can look at relationships from both directions (so it's acceptable to respond to *Jimmy is Robin's brother* with *Robin is Jimmy's brother*). The person who repeats a sentence already used, hesitates for more than, say, 15 seconds, or says an untrue sentence, loses. The person who gives the last correct response wins.


Workbook page 38

## LISTENING

1 If you're using an IWB, lead in by focusing students on the three pictures on the screen, books closed, and asking them: *What's the relationship between these people? What's happening in each picture?* Accept all suggestions and don't give away the correct answers. Check/clarify the meaning of *borrow* and *it drives me mad*. Ask students to read the sentences in Exercise 1 and underline any difficult vocabulary for you to clarify. Check comprehension of the task by asking: *How many sentences are there in Exercise 1? (six); How many pictures are there? (three); How many sentences don't we need? (three)*. Students match sentences and pictures. They then compare answers in pairs before you check with the whole class.

### Answers

A 1 B 4 C 6

2  1.41 Explain that students are going to hear two conversations between family members. Play the audio for students to identify the relationships. Pause after each conversation and allow students to discuss in pairs before checking answers with the whole class.

### Mixed-ability

Challenge strong students to match each conversation to a situation in Exercise 1. (Answers: Conversation 1 goes with situation 1; and Conversation 2 goes with situation 5.) Note that while Conversation 1 matches picture A, there is no picture for Conversation 2.

### Answers

- 1 They are sisters.
- 2 They are a teenage boy and his parents.


### Audio Script Track 1.41

#### Conversation 1

Lucy Kathy, what are you doing?  
 Kathy I'm looking for your yellow and black shirt.  
 Lucy What?  
 Kathy I'm looking for your yellow and black shirt.  
 Lucy Why?  
 Kathy I want to wear it tonight.  
 Lucy What! What about asking me first?  
 Kathy OK. Can I borrow your yellow and black shirt?  
 Lucy That's not how to ask, Kathy.  
 Kathy Dear, lovely, beautiful, wonderful Lucy. Best sister in the whole wide world. Please, please can I borrow your shirt?  
 Lucy No, you can't.  
 Kathy I hate you! Mum. Lucy's being horrible to me. Mum!!

#### Conversation 2

Tom Can I go out tonight, Mum?  
 Mum Where do you want to go?  
 Tom To Jane's house to watch a film.  
 Mum Have you got any homework?  
 Tom Only a bit.  
 Mum Hmm, I don't know.  
 Tom Please, Mum.  
 Mum Um. I'm sorry, Tom. I'm going to say no. I want you stay in tonight.  
 Tom But, Mum!  
 Mum No buts, Tom. That's the final word.  
 Tom It's not fair. I only want to go out for two hours.  
 Dad Hello.  
 Tom Hi, Dad. Good day at work?  
 Dad Yes, thanks, Tom.  
 Tom Dad, can I go out tonight? Just for a couple of hours to Jane's house.  
 Dad Have you asked your mum?  
 Tom Yes.  
 Dad Well, I suppose that's OK then.  
 Tom Dad, you're the best.

3  1.41 Students read the questions carefully and underline key words. Assure students that the questions appear in the same order in the audio as on the page. Play the audio again, twice if necessary, pausing after each conversation to give students time to answer the questions. They can answer in note form; they needn't write full sentences. Students compare answers in pairs before you check with the whole class. Encourage stronger students to include as many details as they can remember in their answers and offer lots of praise during feedback for extra details mentioned.

### Answers

- 1 Lucy's (yellow and black) shirt.
- 2 She wants to wear it tonight.
- 3 She says no.
- 4 To Jane's house (to watch a film).
- 5 She says no. She wants him to stay at home.
- 6 He says it's OK (because he thinks Tom's mum said yes).

### Optional extension

For a challenging activity in stronger classes, ask students to work in pairs to write and practise similar dialogues for one of the other four situations in Exercise 1. Ask them to perform it in front of the class, while the rest of the class tries to guess which situation they are acting out.

## PRONUNCIATION

For pronunciation practice of *-er* endings, go to Student's Book page 120.

## FUNCTIONS

### Asking for permission

- 1 Students complete the sentences from memory, then compare their ideas in pairs. You may like to check answers by playing the audio again.

#### Answers

1 Can 2 Can 3 can't

- 2 To get students started, ask: *Who are the people in the picture? Are they friends? Are they brother and sister? What are they talking about? What does the girl want?* Accept all suggestions. Students write and practise a short conversation in pairs. Encourage them to refer to the language in Exercise 1 to help them. Monitor their use of *can* for permission and make a note of any common errors to review during feedback. Before focusing on these, ask one or two pairs to perform in front of the class. Ask the rest of the class to listen and make a note as to whether the request was successful or not.
- 3 Elicit one or two ideas of typical requests and how these are made in open class and write them on the board, for example, *Can I have a new phone?* Students work individually to write down four to six requests, one for each family member, using the prompts. Monitor and input vocabulary as necessary.
- 4 In pairs, students take turns to read their requests and make their guesses. Ask two or three students to report back to the class on their requests. Ask the rest of the class: *Do you say this too? Who do you say it to?* Also ask for feedback on who guessed correctly.

### Student's Book page 42–43

## READING

- 1 A recording of this text is available with your digital resources. Focus students on the photo of the two girls. If you're using an IWB, do this as a heads-up activity with books closed. Ask: *What's the relationship between the two girls, Miya and Tiffany? (sisters); Where are they from? (the USA); How old are they? (nine and six).* Focus students on the title and check/clarify: *heroes*. You could do this by giving a few examples of super heroes such as Spiderman and Batman. Next, give students a minute to brainstorm ideas in pairs about what they think happened in the story. Elicit suggestions from the whole class, accepting all even if they are later contradicted by the text. Write two or three of them on the board. Play the audio for students to listen to and read the story, and check their predictions. Refer back to the ideas written on the board during feedback on this stage.
- 2 Check that students understand that one of the sentences is not mentioned in the article. Also check/clarify: *ambulance; disappear*. Students should try and order the events based on what they remember from their first reading, then read again to check. Give them five or six minutes to do this. Students compare answers in pairs before you check with the whole class.

## Answers

1 f 2 d 3 e 4 a 5 b  
c is not mentioned. It goes at the end.

## TRAIN TO THINK

### Making inferences

- 1 Ask students to work in pairs. Explain that they will not find the answers in the text word for word, but that there is enough information for them to work out who could have said each thing. Do the first one together as a class, prompting students who volunteer answers to justify them and others to say whether or not they agree. This will encourage similar discussion among pairs as they continue with the exercise. Allow up to five or six minutes for this, monitor and check that English is being used as much as possible. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas, not on controlled language practice. Check answers as a class.

#### Answers

1 D 2 M or T 3 T 4 M 5 T 6 D

- 2 Allow plenty of time. Monitor and provide any unfamiliar vocabulary as necessary. Give lots of praise to students for any particularly interesting or creative ideas they've come up with.
- 3 **SPEAKING** Put pairs together to make groups of four. Alternatively, to increase speaking time, you could form groups of four from four *different* pairs – to give students twice as many sentences to discuss.

#### Optional extension

Ask students to work in pairs or small groups to write mini-dialogues between characters in the story, using one of their ideas from Exercise 3 as a starting point. Allow time for students to practise their dialogues, then ask for volunteers to perform in front of the class. To give them a reason to listen, ask the rest of the class to note any differences compared with the original story.

## GRAMMAR

### was / were

- 1 Students try to choose the correct word from memory, then check back in the story. Students compare answers in pairs before you check with the whole class.

#### Answers

1 was, wasn't 2 weren't, were 3 Was

- 2 Students refer to the examples in Exercise 1 to help them complete the table. Check answers as a class.

#### Answers

1 wasn't 2 weren't 3 Was 4 was 5 wasn't  
6 Were 7 were 8 weren't

- 3 Where possible, pair strong with weak students to complete the sentences together, then check answers as a class. You could point out that we normally use the weak, unstressed form of *was* / *were* in full sentences. We only use its strong forms in short answers, or when we want to emphasise the verb.

#### Answers

- 1 Were, wasn't, was 2 Was, was, was  
3 Was, wasn't, was 4 Were, weren't, was  
5 Were, weren't, were

- 4 **SPEAKING** Pairs take turns to ask and answer questions from Exercise 3. Monitor their use of *was* / *were*, and make a note of any errors. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

Workbook page 37 and page 124

## VOCABULARY

### Feelings

- 1 Ask students to read the adjectives in bold first, and to decide which ones are positive and which are negative. Students then match 1–8 with a–h. Ask them to compare their ideas in pairs before you check answers with the class. Check/clarify: *upset*, *relieved*, *worried* by giving examples of situations where we might feel these emotions and elicit the correct one. For example: *Before going to the dentist to have a tooth removed, how do you feel?* (worried); *After going to the dentist, which was not so bad in the end, how do you feel?* (relieved); *How do you feel when you have an argument / fight with your best friend?* (upset).

#### Answers

- 1 e 2 g 3 a 4 d 5 c 6 b 7 h 8 f

- 2 Students do this individually then compare ideas in pairs. Check answers together, and as you do, ask students to point to the person mentioned in the relevant picture. If you're using the IWB, nominate students to come to the front and point on the screen.

#### Answers

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

#### Fast finishers

Put students in pairs and ask them to come up with one more situation for each adjective. Put pairs together. Pairs take turns to read out their situations and guess the adjective that goes with each of them. Alternatively, pairs read out their sentences in open class, following feedback on Exercise 2.

#### Optional extension

To review the adjectives, read out sentences 1–8 in random order, replacing the adjective with a *beep*. Ask students to make an appropriate facial expression to illustrate the relevant adjective.

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## Student's Book page 44–45

## CULTURE

### Around the world on Children's Day

- 1 If you're using an IWB, do this as a heads-up activity with books closed. Focus students on the pictures, encouraging them not to look at the text for now, and ask: *What can you see in these pictures?* Accept all sensible contributions. *What do these pictures have in common?* (Children are having fun.)
- 2 **1.44** Explain that the article is about how Children's Day is celebrated in countries around the world. Students read and listen to the text and decide which two countries are illustrated by the photos, then they compare ideas in pairs before you check answers with the class. Ask students to give reasons for their answers by referring to the text.

#### Answer

Japan and Mexico

#### BACKGROUND INFORMATION

Children's Day is a special day dedicated to celebrating childhood. It was first introduced by the World Conference for the Wellbeing of Children in 1925, and was endorsed by the United Nations General Assembly as Universal Children's Day in 1954. It is celebrated in various countries on 1 June (or the last Sunday of May), or on 20 November. However lots of countries have since introduced celebrations on different dates and the traditions themselves also differ from country to country.

- 3 Elicit from students if and how Children's Day is celebrated in their country. If their country is mentioned in the article, ask them to check, correct or add to the information. Elicit or pre-teach any key vocabulary students will need, and record it on the board for the class to copy.
- 4 Point out that each question may refer to more than one country. Ask students to read the questions first, and underline key words. Students find the correct country, underlining the key information in the text that supports their choices. Do number one together as a whole class. Students compare answers in pairs before you check with the whole class. During feedback, insist on students quoting the text from the article that supports their answer.

#### Answers

1 Bulgaria, Vanuatu 2 Japan 3 India 4 Bulgaria, China, Vanuatu 5 Turkey 6 Vanuatu, India, some schools in Mexico

- 5 **SPEAKING** Elicit students' reactions to the suggestions in the speech bubbles. Ask: *Do you like these ideas? Why? Why not?* Students then come up with their own ideas in small groups. Ask them to make a poster, a web page or a PowerPoint presentation with their top five suggestions for the perfect Children's Day. Allow them about five minutes for their discussions. Ask each group to present their ideas to the class, then conduct a class vote on the best proposal.

- 6 **VOCABULARY** Students work out the meanings of the bold words from the text. Check answers as a class.

#### Mixed-ability

Stronger students just use the context provided by the article, without looking at the exercise, to try to work out meaning. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to match the definitions to words from the article.

#### Answers

- 1 together 2 national 3 share 4 international  
5 present

#### Optional extension

As a group project, students could produce an illustrated leaflet for Children's Day. The focus should be on Children's Day in the students' own country and/or a neighbouring country. It should include a description like those in the article, colour photos, and whatever else the group decides is appropriate. Ask each group to present their leaflets, or display them around the class for everyone to look at. Hand out Post-it notes for students to 'post' comments on each leaflet once they've had a look at them. Ask groups to share some of the funnier, more interesting or more constructive comments they received with the class. Have a vote on the best group project.

## WRITING

### An invitation

- 1 Students quickly read the emails to find the answers. Allow a minute or two at most for this. Students compare answers in pairs before you check with the whole class. Ask: *What's the party for?* (Dana's birthday); *Does she know about the plans for the party?* (No, it's a surprise).

#### Answers

- 1 Tina's cousin. (The party is for her birthday.)  
2 Yes, he can. (A bit late, after football training.)

- 2 Do number 1 in open class. Students match remaining sentences individually and compare answers in pairs before you check with the whole class. Explain that choosing the right expressions and using a variety of different ways to say things will make their writing style better. Ask students: *Which expression wouldn't Tim or Liam use in their emails?* (e); *Why?* (It's too formal.)

#### Answers

- 1 c 2 e 3 d 4 b 5 a

- 3 Students work in pairs to match the functions and pairs of sentences. Check answers as a class.

#### Answers

- 1 5 a 2 2 e 3 4 b 4 1 c 5 3 d

- 4 Students read the invitation again to answer the questions. They can compare answers in pairs before you check with the whole class.

#### Answers

- 1 Dana's birthday party at Tina's house.  
2 Don't tell Dana. (Also: Make a playlist.)

- 5 For each of the six points, students check Tina's invitation to find and underline the ones she has included. They decide which points they always need to include in an invitation, and whether these are the same as those included in Tina's email.

#### Suggested answer

- 1, 3, 4 and 6. (Yes, they are the same as the points included in Tina's email.)

- 6 Students choose a situation, make notes about the 'correct' points from Exercise 5 and expand their notes into an email. You may want to set the actual writing as homework. Ask all students to email an invitation to you. In your reply, praise them for what they did well in the messages as well as accepting their invitation – so they feel that the focus is on communication, not on their performance in English. To this end, instead of marking their written pieces, make notes for yourself about any language areas you will need to address in a subsequent class.

### Student's Book page 46–47

## CAMBRIDGE ENGLISH: Key

## THINK EXAMS

## READING AND WRITING

### 1 Part 2: Multiple-choice sentence completion

#### Answers

- 1 C 2 C 3 C 4 C 5 B

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### 2 Part 3: Dialogue matching

#### Answers

- 1 C 2 F 3 B 4 H 5 E

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## LISTENING

### 3 1.45 Part 3: Three-option multiple-choice

#### Answers

- 1 C 2 B 3 A 4 C 5 A

### Audio Script Track 1.45

Listen to Jackie talking to Oliver about his family. For each question, choose the right answer (A, B or C).

- Jackie Hi, Oliver. Was the party good?  
Oliver Party?  
Jackie Yes, your uncle's birthday party. Remember? Last Friday evening?  
Oliver Last Friday, of course. Yes, it was great.  
Jackie Have you got any photos?  
Oliver Yes, I took some on my phone. Do you want to have a look?  
Jackie Of course I do.  
Oliver OK, so this is my uncle Dan. It was his birthday.  
Jackie I know. How old is he?  
Oliver Let's think. He's twenty years older than me. I'm fourteen so ...  
Jackie So he's thirty-four.  
Oliver That's right. Anyway so that's my uncle Dan and this is his wife Anna.  
Jackie She's very pretty.  
Oliver And that's their son, Mike. He's only four. He's really funny.  
Jackie Ahhh. He's so cute. So who's that girl next to you in this photo?  
Oliver That's my sister!  
Jackie What? Carla?  
Oliver No, my other sister, Ruth.  
Jackie Your little sister, Ruth? No way.  
Oliver Yes, she's ten now.

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## TEST YOURSELF UNITS 3 & 4

### 1 VOCABULARY

#### Answers

- 1 carrots 2 relieved 3 spicy 4 angry 5 boiled  
6 scared 7 chicken 8 confused 9 big  
10 grandparents

### 2 GRAMMAR

#### Answers

- 1 much 2 was 3 ours 4 many 5 Our 6 were

### 3

#### Answers

- 1 This salad has got too **much** **many** beans.  
2 That's not your sandwich. It's **my** **mine**.  
3 My parents **was** **were** very proud of my school report.  
4 I like Clara and I really like **hers** **her** sister too.  
5 How **many** **much** water do you want?  
6 I think this is **Kevin's** **Kevin's** book.

### 4 FUNCTIONAL LANGUAGE

#### Answers

- |           |          |
|-----------|----------|
| 1 A sorry | B worry  |
| 2 A think | B so     |
| 3 A Can   | B course |
| 4 A out   | B can't  |