

# 3 ME AND MY FAMILY

## OBJECTIVES

**FUNCTIONS:** describing good qualities; talking about family; paying compliments

**GRAMMAR:** possessive 's; possessive adjectives; *this / that / these / those*

**VOCABULARY:** family members; house and furniture



## READING

- 1 Match the family members with the photos. Write 1–4 in the boxes.

- 1 brother and sister
- 2 mother and son
- 3 father and daughter
- 4 husband and wife

- 2 **SPEAKING** Think of famous examples of the following. Tell your partner.

- 1 a husband and wife
- 2 a mother and daughter
- 3 a father and son
- 4 sisters
- 5 brothers

Brad Pitt and Angelina Jolie are a famous husband and wife.

- 3 **SPEAKING** Look at the photos on page 31. Use words from Exercise 1 to talk about them.

- 4 **1.32** Read and listen to the article. Mark the sentences T (true) or F (false).

- 0 Kate Middleton is from England.
- 1 She has three brothers and sisters.
- 2 Kate's picture is never in the newspapers.
- 3 William's father is Prince Charles.
- 4 Kate's home is new.
- 5 Kate and William's apartment is small.

T


# 3 ME AND MY FAMILY

## READING

- 1 Bring into class a photo of your own family (preferably showing as many members from Exercise 1 as possible). Show and tell who is who.
- Display the photos from page 30 on the IWB or ask students to look at them in their books and think about what each relationship might be.

Students match the photos and family members. They compare their ideas in pairs before you check answers with the class. Ask students to point to and name each individual family member in each pair. Practice pronunciation by asking students to listen and repeat the words after you, first all together and then two or three students individually. Add the informal words *dad* for *father* and *mom* for *mother*, so students record them together with the more formal equivalents.

### Answers

1 D 2 B 3 C 4 A

### Optional activity

Ask students to group the eight words into two groups: words for men and for women. Ask them to compare ideas in pairs before you check answers with the class. Ask students to contrast English with their own language. Can the words for immediate family members be translated word for word, or do they need to use several words in their own language to express the same relationship?

- 2 **SPEAKING** Give students two or three minutes to think of as many famous examples as they can. These could be actors, pop singers, TV personalities, sportspeople, and so on – you might like to brainstorm categories before they start thinking. Put them in pairs to compare their ideas: Who can think of the most examples? Elicit a few examples of each relationship from the class.

- 3 **SPEAKING** Display the photos from page 31 on the IWB or ask students to cover the bottom half of the page and only look at the family photo at the top. Can they recognize the people in it? In pairs, students talk about what they think their relationships are. Elicit ideas in class but don't confirm answers yet.
- Skim-reading* is a key reading skill that students need to start developing from very early on. When skim-reading, they go through the text without reading it sentence by sentence. Instead, they look at key pieces of information (the names of the people, in this case) and read key words (to find out what people's

relationships are), but they don't study the rest of the text closely. What we read during skim-reading and what we ignore always depends on why we skim the text in the first place. Ask students to skim-read the text quickly to check their ideas. Were they correct?

- 4 **1.32** Study the instructions and the example together. Ask students to find and underline the information about the first sentence (*Kate Middleton is an English woman*). Suggest that for each sentence they find and underline the information about it and then carefully compare this with what the sentence says in order to decide whether it is true or false. In reading comprehension, a sentence can only be marked as true if the information in the text confirms this. A true or false exercise is not a test of general knowledge or logical assumptions, but of how well learners understand the content of a text.
- You may need to elicit or pre-teach: *never*, *newspapers*, *home*, and *apartment*. Students mark the sentences. They compare ideas in pairs before you check answers with the class.

### Answers

1 F 2 F 3 T 4 F 5 F

### Optional activity

Students correct the false statements. Ask them to compare ideas in pairs before you check answers with the class.

### Answers

- 1 She has one brother and one sister.
- 2 Kate's picture is often in the newspapers.
- 4 Kate's home is (300 years) old.
- 5 Kate and William's apartment is really big.

## Background information

Kate Middleton is a member of the British Royal Family. The United Kingdom of Great Britain and Northern Ireland is a parliamentary monarchy that has a symbolic but important role for a royal ruler (a king or a queen) in addition to a democratically elected parliament. Queen Elizabeth II was crowned (at the age of only 25) in 1952, succeeding her father, George VI. She had one younger sister, Princess Margaret, the Countess of Snowdon, who died in 2002. Queen Elizabeth's husband is Prince Philip, the Duke of Edinburgh. They have four children: three sons – Princes Charles, Edward, and Andrew – and a daughter, Princess Anne. The eldest son, Prince Charles, is the heir to the royal throne. Prince Charles has two sons from his first marriage to Princess Diana: Prince William (who also holds the title of the Duke of Cambridge) and his younger brother, Prince Harry. After Princess Diana passed away in 1997 in a car accident, Prince Charles got married again in 2005 to Camilla Parker-Bowles. After Prince Charles, Prince William is next in the line of succession to the throne, followed by his two children with Kate Middleton: Prince George and Princess Charlotte.

## THiNK VALUES

### Families

- 1 Ask students to read through the list of adjectives. Provide dictionaries for students to look up their meanings or allow the use of internet-enabled mobile devices for this. Monitor and provide help in the preparations as needed. If necessary, also practice pronunciation by asking students to repeat the words after you. Students might want to suggest other adjectives, as well – if so, present these with their meanings and pronunciations for the whole class to use, and record them on the board for reference.

Check that students understand that your *grandfather* is your father's or mother's father, and your *grandmother* is your father's or mother's mother.

Give students two minutes or so to consider their answers and complete the sentences. There is no correct answer since the aim of the activity is to find out how students see family relationships personally.

- 2 Put students in small groups of three to five to compare their ideas. Encourage them to say why they chose the adjectives they did. Allow some use of their first language but, as you monitor, help them try to rephrase their reasons in English.

To follow up, ask students to choose one characteristic for each family member that they think is the most important. Elicit ideas from each group and ask the rest of the class to say if they agree or disagree.



**Kate Middleton**

Kate Middleton is an English woman. She likes sports (especially field hockey) and photography. She's a very busy person. She works with many organizations to help children and sportspeople.

Kate's family is from Berkshire in England. She has a sister named Pippa and a brother named James.

**So, is she a “normal” woman?**

Not really. Now, she's famous all over the world. Her picture is often in the newspapers, and she's often on TV. She's The Duchess of Cambridge. Her husband is Prince William, the Duke of Cambridge. William's father is Prince Charles and his grandmother is Queen Elizabeth.



William and Kate have a son named George and a daughter named Charlotte. George was born in 2013, and Charlotte was born in 2015.



Kate and William's home is an apartment in Kensington Palace, in London. The palace is 300 years old. Their apartment is really big, with twenty bedrooms and three kitchens.

**THINK VALUES**

### Families

**1** Complete the sentences with at least one word from the list. Use a dictionary to help you.

friendly | interested in ... | patient  
helpful | kind | strict | generous

- 1 A good brother/sister is \_\_\_\_\_.
- 2 A good father is \_\_\_\_\_.
- 3 A good mother is \_\_\_\_\_.
- 4 A good grandfather/grandmother is \_\_\_\_\_.

**2** **SPEAKING** Compare your ideas with others in the class.

## GRAMMAR

### Possessive 's

#### 1 Look at the examples. Then complete the rule.

- 1 Kate's family is from Berkshire in England.
- 2 William and Kate's apartment is in Kensington Palace.

**RULE:** We talk about possession with noun + 's.

Peter \_\_\_\_\_ sister = the sister of Peter

#### 2 Look at the photos and write the correct words with 's.



0 my sister's phone



1 Patrick



2 Mrs. White



3 my cousin



4 Wendy



5 my uncle

**LOOK!** We use 's for both possessives and contractions.  
Tom's house is big. (The house of Tom is big)  
She's my cousin. (She is my cousin.)

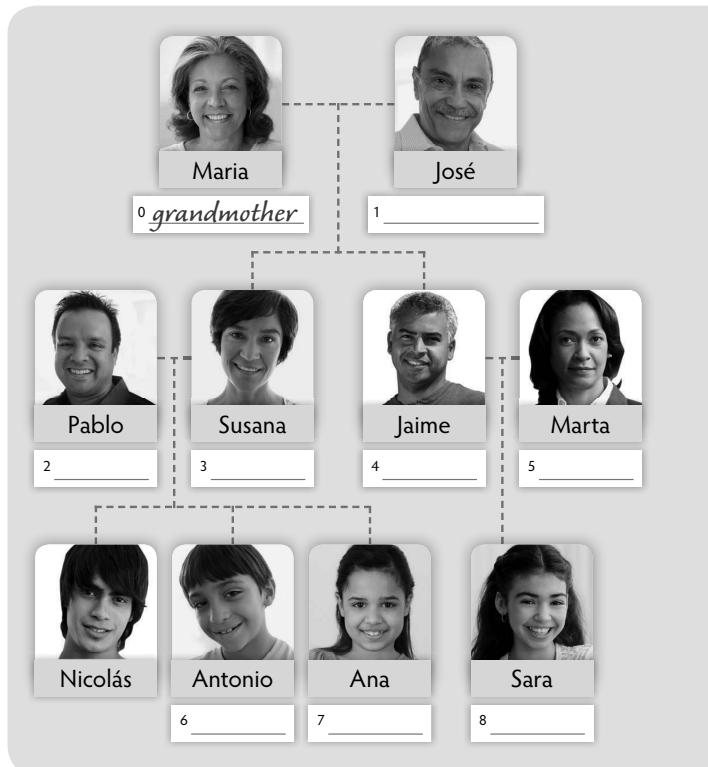
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## VOCABULARY

### Family members

#### 1 1.33 Complete Nicolás' family tree with the words in the list. Then listen and check.

aunt | brother | cousin | father | grandfather  
grandmother | mother | sister | uncle



#### 2 Look at the article on page 31. Complete the sentences with the words in the list.

brother | father | grandfather | son | wife

0 William is George's father.

1 Kate is William's \_\_\_\_\_.

2 George is Kate's \_\_\_\_\_.

3 Prince Charles is George's \_\_\_\_\_.

4 James is Kate and Pippa's \_\_\_\_\_.

#### 3 SPEAKING Write three or four sentences about your family. Tell your partner.

*My uncle Antonio is my mother's brother.*

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## GRAMMAR

### Possessive 's

- 1 With books closed, write the two sentences on the board with a blank replacing the word after the possessive 's: *Kate's \_\_\_ is from Berkshire in England.* *William's \_\_\_ is Prince Charles.* Ask students to complete the sentences from memory. Elicit (if necessary, in the students' first language) what relationship they think the 's shows (possession, or the fact that the thing / person belongs to the first person mentioned in some way).

Ask students to check their answers in the examples in the book and then complete the rule. Point out that the other way of expressing possession in English is to use *of*, with the two words in reverse order (that is, the thing before the *of* belongs to the person or thing after it), but explain that with people we normally use 's. It is not natural to say, for example, *The sister of Peter is in my class.*

Ask students to find one more example of the possessive 's in the article on page 31: *Kate and William's home is an apartment in Kensington Palace.* Lead students to notice that we place the 's after the whole group of people mentioned together, not after each person in the group (that is not *Kate's and William's*).

#### Rule

's

- 2 Ask students to look at the six photos, and elicit the words for the objects shown. Study the example together so students understand the object belongs to the person mentioned below each photo.

Students complete the captions and then compare ideas in pairs before you check answers with the class.

Focus on the LOOK! box and check that students understand that the 's abbreviation can be both the possessive 's or the contracted form of *is*. You could ask students to find examples for the latter in the article on page 30 (*she's a very busy person; she's famous all over the world; she's often on TV; She's The Duchess of Cambridge*). – and elicit that none of them suggest possession.

#### Answers

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

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 Be aware of common errors related to the possessive 's. Go to Get it right! on page 123.

## VOCABULARY

### Family members

- 1  1.33 Students work in pairs to complete the family tree. Suggest they start with the words they already know and then move on to the unfamiliar words.

Play the audio for students to listen and check their answers. Then play it again for students to listen and repeat the words, first all together and then two or three students individually. Pay special attention to the pronunciation of *aunt* /ænt/ and *cousin* /'kʌzən/.

#### Answers

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

#### Language note

In English, the word *cousin* can refer to either a male or female child of someone's aunt or uncle. The word cannot be used to refer to someone's nephew or niece (the child – male or female respectively – of someone's brother or sister). In everyday use, we may also use *cousin* to speak about someone related to us (by blood ties, not by marriage), but not very closely – without specifying the relationship. For example, *Mike Jones is a distant cousin of mine* isn't meant to suggest that Mike's father is my uncle or his mother my aunt.

#### Optional activity

You might like to present the words *grandchild*, *grandson*, *granddaughter*, *nephew* /'nefju:/, and *niece* /'nis/ so that students can describe the relationships shown in the family tree from a different point of view.

- 2 Ask students to look back at the article about Kate Middleton, and complete the sentences based on the information there. Ask them to compare their ideas in pairs before you check answers with the class.

#### Answers

- 1 wife 2 son 3 grandfather 4 brother

#### Mixed-ability idea

Stronger students could try to complete the sentences from memory and then look back at the article to check their answers.

- 3 **SPEAKING** Ask students to write sentences like those in Exercise 2 about their own families and then share these with their partner. Monitor the correct use of the possessive 's and the family members vocabulary.

A more involving way to do this task is to ask students to bring in some photos of their families that show family members together. In pairs, they could take turns showing the photos to their partner, who then tries to guess who the people are and how they are related. The first student then says the names of the people and confirms or corrects the relationships. Finally, the students use the photos to test their partners about their families: *A: Who's this? B: This is your uncle Antonio. He's your mother's brother.* Monitor as before.

To follow up, bring in photos of your own family and ask students to guess who the people are and how they are related. Then tell them the answers and test them, using the procedure they followed during pairwork.

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Be aware of common errors related to family vocabulary. Go to Get it right! on page 123.

## GRAMMAR

### Possessive adjectives

- 1 Ask students to find the sentences in the article on page 31 and complete them with the missing adjectives. They then compare their answers in pairs. Ask students to replace the people mentioned in a–c with a subject pronoun (*they, he, she*). Finally, ask students to match the pronouns and possessive adjectives and complete the table. They compare answers again in pairs before you check them with the class.

#### Answers

1 William's, b 2 Kate's, c 3 William and Kate's, a  
**Table:** 1 his 2 her 3 their

### Language note

Clarify that possessive adjectives are not pronouns, although they are derived from the subject pronouns. They don't replace nouns, but stand together with them to indicate possession. We never use an article before them, either definite or indefinite: \**the my husband* or \**an our cat* are both impossible.

- 2 Students use the information from the examples and the table to complete the dialogue. Ask them to compare ideas in pairs before you check answers with the class. You might like to elicit or present *speak*, *language* /'læŋgwɪdʒ/ and *first language* (= mother tongue), *just me*, *love*, and *team* and practice their pronunciation as well, especially if you consider doing the Optional activity below.

#### Answers

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

#### Fast finishers

Students write true sentences about themselves, their families, or their class using as many of the seven possessive adjectives as they can.

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## LISTENING

- 1 **1.34** Display the three pictures on the IWB or ask students to look at them in their books. Elicit any suggestions about who the people in them are and what their relationships to one another might be. Accept any ideas but don't confirm answers yet. Tell students they are going to listen to find out if they were right.

Play the audio for students to listen and match each picture to a speaker. Remind them to not try to understand every word – they should just focus on the people being mentioned. Ask students to compare their ideas in pairs before you check answers with the class.

#### Answers

1 C 2 A 3 B

### Optional activity

Display the photos on the IWB and ask different students to tell the class about who is who in each picture, as they recall from the recording. Ask the rest of the class to listen and make any necessary corrections.

- 2 **1.34** Ask students to read the sentences and spend a minute or so thinking about what kind of information is missing from each one: Nouns for family members? Adjectives? Possessive adjectives? Numbers? You might want to write these possibilities as prompts on the board before you elicit ideas.

Play the audio again, twice if necessary, pausing after each speaker so students have time to consider what they have heard and complete the sentences. The missing words all appear in the recording, so there is no need for students to paraphrase the information. Ask students to compare their ideas in pairs before you check answers with the class.

#### Answers

1 small, happy 2 cousins, sister  
3 (about) 12, nice / friendly

### Optional activity

Using the recording as a model, students work in pairs to prepare a similar dialogue about their own families. You might like to provide a printout of the listening script to help them. Ask volunteer pairs to perform in front of the class. Ask the rest of the class to take notes on each speaker's family. Take your own notes at the same time, so you can ask comprehension questions afterward.

## THINK SELF-ESTEEM

### Being part of a family

- 1 Students think of their families and decide which four people they feel are most important to them. Then they should choose one adjective to describe each person (preferably one that explains why they are important to them). You might want to provide dictionaries or allow the use of mobile devices for students to look up words. Or, as you monitor their preparation, provide help with unfamiliar language as necessary.

- 2 **SPEAKING** Students work in pairs, asking and answering questions about their families. Encourage them to explain why they used their chosen words to describe them. Ask students to record not only the names and adjectives about their partner's family members but also take notes on the reasons mentioned. Monitor and help with language difficulties as necessary. As the focus is on fluency and on developing the whole learner, avoid interrupting for correcting mistakes unless these hinder understanding.

- 3 **SPEAKING** Ask a few volunteers to tell the class about one or two members of their own families, and share the most interesting things they learned about their partners. Ask the whole class to record any new adjectives mentioned. At the end clarify their meanings and practice their pronunciations so the whole class can learn them.

**GRAMMAR****Possessive adjectives**

- 1 Look at the article on page 31. Complete the sentences and match them with the people. Then complete the table.

- 1 \_\_\_\_\_ grandmother  
is Queen Elizabeth.
- 2 \_\_\_\_\_ husband is  
Prince William.
- 3 \_\_\_\_\_ apartment is  
really big.
- a William and Kate  
b William  
c Kate

Subject	Possessive adjectives
I	my
you	your
he	1
she	2
it	its
we	our
they	3

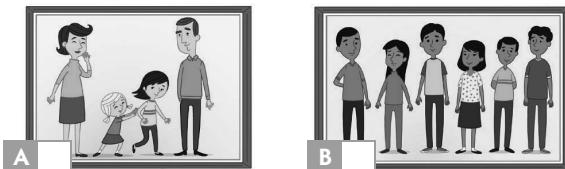
- 2 Complete the dialogue with words from Exercise 1.

- STEVE Hello. <sup>0</sup> My name's Steve.  
What's <sup>1</sup> \_\_\_\_\_ name?
- JANE Hi. I'm Jane and this is Renata.  
She's Brazilian. She's here on vacation with <sup>2</sup> \_\_\_\_\_ mother and father.
- STEVE Hi, Renata.
- RENATA Hi, Steve. How are you?
- STEVE Fine, thanks. So, you and <sup>3</sup> \_\_\_\_\_ parents are from Brazil? Do you speak Spanish?
- RENATA No, we speak Portuguese. It's <sup>4</sup> \_\_\_\_\_ first language.
- JANE Do you have any brothers or sisters?
- RENATA No, just me! And you?
- JANE Yes, I have two brothers. <sup>5</sup> \_\_\_\_\_ names are Alex and Richard. They love soccer! And they love Brazilian soccer!
- RENATA Great! My father is a soccer fan, too – <sup>6</sup> \_\_\_\_\_ favorite team is Flamengo.

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**LISTENING**

- 1 1.34 Listen to three people talking about their family. Write 1–3 in the boxes.



- 2 1.34 Listen again and complete the sentences. Write one word in each space.

- 1 Jordan's family is very \_\_\_\_\_. His uncle, Jack, is always very \_\_\_\_\_.
- 2 Tania's \_\_\_\_\_ is in Australia. Her \_\_\_\_\_, Clare, is nice, but sometimes she's difficult, too.
- 3 Manuel has \_\_\_\_\_ cousins. His cousin Monica is very \_\_\_\_\_ to her brothers, sisters, and friends.

**THINK SELF-ESTEEM****Being part of a family**

- 1 Complete the "ME" table. Write the names of four people in your family who are important to you and a word to describe them.

ME

	Name	Adjective
1		
2		
3		
4		

PARTNER

	Name	Adjective
1		
2		
3		
4		

- 2 **SPEAKING** Work in pairs. Ask your partner what he/she wrote. Write his/her answers in the "PARTNER" table.

- 3 **SPEAKING** Tell the class about ...

- a your table.  
b your partner's table.

## READING

**1** Read the dialogue quickly and answer the questions.

- 1 Where are the two girls?
- 2 Who is Debbie?

**2** 1.35 Read the dialogue again and listen. Answer the questions.

- 1 Who's in the photo?
- 2 Does Alicia like her brother Brian?
- 3 Are the books and magazines Brian's?
- 4 Are the DVDs Alicia's?
- 5 Does Brian like his sister?

ALICIA So, <sup>0</sup> this is my bedroom. Do you like it?  
 DEBBIE Yes! It's really nice. I like your bed. And the curtains are great!  
 ALICIA Thank you. I like my room, too. It's my favorite room in the house – of course!  
 DEBBIE <sup>1</sup> \_\_\_\_\_ 's a nice photo. There, on the desk.  
 ALICIA Yes, it's me and my family, on vacation in Cancun. We're all very happy in that photo!  
 DEBBIE Cool. And is <sup>2</sup> \_\_\_\_\_ your brother?  
 ALICIA Yes, it is. <sup>3</sup> \_\_\_\_\_ is Brian.  
 DEBBIE Oh, he's nice.  
 ALICIA Hmm ... sometimes he is, sometimes he isn't.  
 BRIAN Alicia! Are you in here?  
 ALICIA Hi, Brian. Yes, I'm here. And <sup>4</sup> \_\_\_\_\_ is my friend Debbie.  
 BRIAN Hi, Debbie. Listen, Alicia – are <sup>5</sup> \_\_\_\_\_ your things?  
 ALICIA What things?  
 BRIAN The books and magazines.  
 ALICIA Oh, yes, sorry.  
 BRIAN And Alicia, the DVDs on your bed – <sup>6</sup> \_\_\_\_\_ are my DVDs!  
 ALICIA Yes, you're right. Sorry again. You know what, Debbie?  
 BRIAN Sometimes my sister isn't my favorite person!

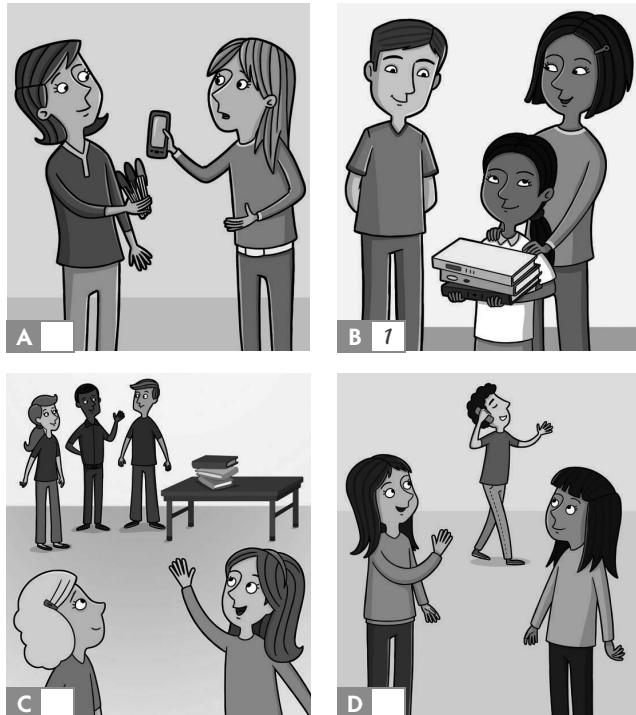
**3** Complete the dialogue with the words in the list.

this (x2) | that (x3) | these | those

## GRAMMAR

*this / that / these / those*

**1** Match the sentences with the pictures. Write 1–4 in the boxes. Then circle the correct words to complete the rule.



- 1 This is my sister.
- 2 That's my brother.
- 3 These are my pens.
- 4 Those are my friends.

**RULE:** The words **this** and **that** are <sup>1</sup>singular / plural.

The words **these** and **those** are <sup>2</sup>singular / plural.

We use **this** and **these** to talk about things that are <sup>3</sup>near to / far from us.

We use **that** and **those** to talk about things that are <sup>4</sup>near to / far from us.

**2** Look at the pictures in Exercise 1 again. Complete the sentences with *this*, *that*, *these*, or *those*.

- 0 Picture A: Is this your phone?
- 1 Picture B: Are \_\_\_\_\_ your books?
- 2 Picture C: Are \_\_\_\_\_ your books?
- 3 Picture D: Is \_\_\_\_\_ your phone?

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## Pronunciation

*this / that / these / those*

Go to page 120.

## READING

- 1 Ask students to look at the dialogue and, without reading it in detail, say how many people are involved and what their names are (*Three: Alicia, Debbie, and Brian*). Ask what they think their relationships might be. Accept any suggestions (*friends, sisters, or sister and brother*) but don't confirm their guesses at this point.

Ask students to read the text quickly to find the answer to the two questions. Elicit answers from the whole class. Ask the rest of the class to say if they agree or disagree. Ask also: *Who's Debbie?* (*Alicia's friend*.)

### Answers

1 They're in Alicia's bedroom. 2 Debbie is Alicia's sister.

- 2 1.35 Ask students to read the five questions carefully. Elicit or pre-teach *magazine*. Suggest that students find and underline the information about each question as they read and listen. They then study the dialogue more carefully before choosing their answers. Ask them to compare ideas in pairs before you check answers with the class. Elicit or explain *sometimes*.

### Answers

1 Alicia and her family (on vacation in Cancun).  
2 Sometimes she does, sometimes she doesn't.  
3 No, they're Alicia's.  
4 No, they're Brian's.  
5 Sometimes he does, sometimes he doesn't.

- 3 Students go through the text and complete it with the missing demonstrative pronouns. They then compare ideas in pairs before you check answers with the class.

### Answers

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

### Optional activity

Students practice role-playing the dialogue in groups of three. Ask a few volunteer groups to perform in front of the class. Encourage them to act from memory and only look in the book if they get stuck. Ask the rest of the class to check how closely they can follow the dialogue.

## GRAMMAR

### *this / that / these / those*

- 1 Display the pictures on the IWB or ask students to look at the pictures in their books and cover the exercises below them. Elicit a description of each image from the whole class: *Who's in the picture? What's in the picture? Who are they? What are they?* Students look at the sentences and pictures together and match them. They then compare ideas in pairs before you check answers with the class.

### Answers

A 3 B 1 C 4 D 2

Clarify *near to* and *far from* by pointing to some objects in the classroom that are near to and far from yourself. Students study the examples and then work in pairs to complete the rules. Check answers with the whole class.

### Rule

1 singular 2 plural 3 near to 4 far from

- 2 Focus attention on the pictures again. Ask students to decide which pronoun best completes each question. Then they compare ideas in pairs before you check answers with the class.

### Answers

1 these 2 those 3 that

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### Pronunciation 1.36 1.37

To practice pronunciation of *this / that / these / those*, go to page 120.

## VOCABULARY

### House and furniture

- 1 1.38 Refer students back to the dialogue on page 34. Ask them to find and circle all the words for rooms in a home or items of furniture. Check suggestions (*bedroom, bed, curtains, desk*). Check and correct pronunciation as necessary and clarify meanings.

Display the picture on the IWB or ask students to look at it in their books. Ask them if they can find any of the four items mentioned on page 34 in the picture at the top (*bedroom* is number 4). Students work in pairs to match the rooms with the words. Play the audio for students to check their answers. Then play it again for students to listen and repeat the words, first all together and then one or two students individually. Pay special attention to the pronunciation of *garage* /gə'ra(d)ʒ/.

#### Answers

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

- 2 1.39 Display the eight photos on the IWB or ask students to look at them in their books. Ask them to find the remaining three items mentioned on page 34 (*bed* is A, but *desk* and *curtains* are not shown).

Students work in pairs to match the rooms with the words. Play the audio for students to check their answers. Then play it again for students to listen and repeat the words, first all together and then one or two students individually. Pay special attention to the vowel sound in the middle of *shower* /'ʃauər/, as well as the diphthongs in *stove* /stouv/ and *couch* /kautʃ/.

#### Answers

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

- 3 Remind students that categorizing is an important learning skill (practiced in more depth on page T-22). Ask them to put the items of furniture in the correct rooms. They then compare ideas in pairs before you check answers with the class.

#### Answers

Living room: couch, armchair  
Kitchen: fridge, stove  
Bedroom: bed  
Bathroom: shower, bathtub, toilet

### Culture note

The placement of furniture in a home can vary not only from home to home but also from country to country. In many Western countries it is not unusual, for example, to find the washing machine in the kitchen or in the basement, where it can connect both to the water pipes and the electricity. In other countries, the customary place for it is in the bathroom. A combined living room / bedroom or a multi-function open-plan kitchen / dining room / living room may also be popular in one country but not in another. Take this into account when you discuss what is “unusual” in Exercise 4.

- 4 **SPEAKING** Ask students to draw their house on a blank page in their notebooks or on a separate piece of paper so the details can be seen more clearly. Suggest that they draw a floor plan with simple icon-type symbols for items of furniture – there is no need to make the drawings too lifelike. Encourage students to be creative and to include other items of furniture or those rooms from Exercise 1 that are not explored in Exercises 2 and 3. Allow up to four minutes for the preparation. Monitor and provide help with any extra vocabulary students might like to include.

Put students in pairs to show and tell each other about their homes. Ask them to decide what they find most unusual about their partner’s home. Monitor as before, paying special attention to the use of the vocabulary for rooms and furniture, but don’t do too much error correction to avoid demotivating students in an open, creative communication activity.

Workbook page 31

## WRITING

### Your favorite room

- 1 Give students about six to eight minutes to consider the questions and their answers. Provide dictionaries or allow the use of mobile devices to look up any unfamiliar language they might need. As you monitor their preparation, be ready to provide vocabulary they might need. Ask students to write notes about each question.
- 2 Ask students to write their descriptions on a separate piece of paper, without including their names. Collect the texts in the following class and hand them out in random order to groups of three or four. Students should read the descriptions and try to decide who they might belong to. In each group, they should also decide which room they like best, based on the descriptions.

If you read the descriptions yourself, concentrate on the use of the language covered in the course so far. Students will not have had much exposure to descriptive texts, and they have not been presented with key structures like *there is / are*, or *have* for possession, or prepositions of place, so avoid too much error correction for language they have not learned yet. Give global-impression feedback rather than correcting grammatical or lexical errors – there are bound to be many of these.

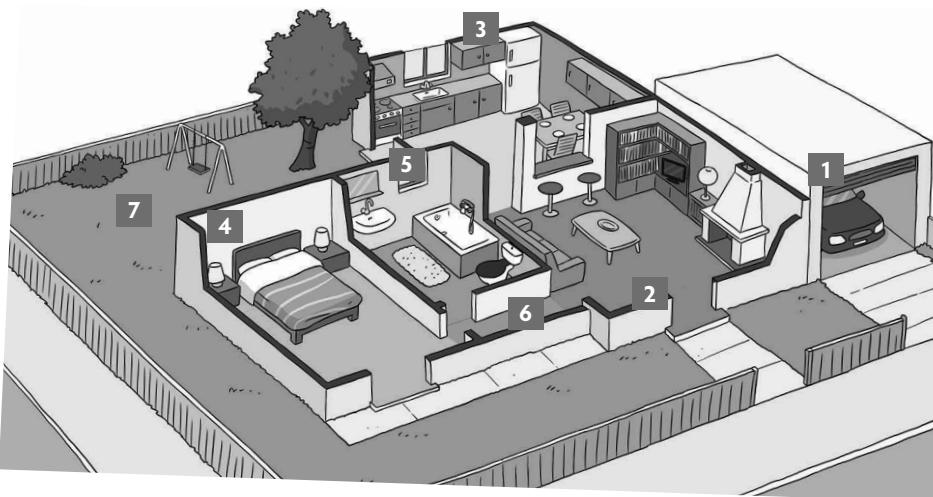
## VOCABULARY

### House and furniture

- 1 1.38 Match the rooms in the picture with the words. Write 1–7. Listen and check.

bathroom  
bedroom  
garage  
backyard  
hall  
kitchen  
living room

1



- 2 1.39 Match the words with the photos. Write 1–8 in the boxes. Listen and check.

1 chair | 2 bathtub | 3 bed | 4 stove | 5 fridge (refrigerator) | 6 shower | 7 couch | 8 toilet



A



B



C



D



E



F



G  1



H

- 3 Complete the table with words a–h from Exercise 2.

Living room	Kitchen	Bedroom	Bathroom

- 4 SPEAKING In your notebook, draw an unusual house. Put the furniture in different rooms. Tell your partner about your house.

The fridge is in the living room.  
The toilet is in the kitchen.

## WRITING

### Your favorite room

- 1 Think about your favorite room in your house. Answer the questions.

- Which room is it?
- Is it big or small?
- What things are in the room?
- What colors are the things in the room?

- 2 Write a description of your favorite room (about 50 words).

## PHOTOSTORY: episode 2

### A song for Ruby



**TOM** Come in, guys.

**RUBY** Wow, this photo is cool!

**TOM** Thank you.

**DAN** What's that photo over there?

1



**TOM** That's my family. We're on vacation.

**RUBY** It looks great. So, these are your parents and ...

**ELLIE** ... that's your sister?

**TOM** No, that's my cousin. My sister is there.

**ELLIE** Oh, right. She looks like your sister!

2



**DAD** Hello, everyone.

**DAN** Hello.

**TOM** Dad, these are my friends. This is Dan, and that's Ellie, and this is Ruby.

3



**DAD** Ruby? Really?

**RUBY** Yes. Why?

**DAD** Well, there's a great song called "Ruby." Just a minute. Where's my guitar?

**TOM** OK, guys, let's go. I want to show you my room.

4

## PHOTOSTORY: episode 2

### A song for Ruby

- 1 Display the first photo from the photostory on the IWB or ask students to look at it in their books, without reading the dialogue. Ask: *Who are they?* (Ruby, Ellie, Dan, and Tom.) *Where are the four friends? How does Tom feel in photo 3?* Elicit any reasonable ideas but don't confirm answers yet.

### Answers

1 They're in Tom's house. 2 Tom feels embarrassed.

- 2  1.40 Play the audio for students to listen to and read the photostory and check their ideas from Exercise 1. Elicit the answer for the question about the song as well.

### Answers

Tom's dad wants to play a song called *Ruby*.

## DEVELOPING SPEAKING

- 3 **EP2** Ask, in the students' first language if necessary, how they think the story continues. Then play the video for students to check their ideas and find the answers to the two questions.

### Answers

- 1 the photos and the posters in his bedroom, the backyard, his sister's room, the game room
- 2 Yes, they think he's really cool.

- 4 **EP2** Ask students to read the partial sentences carefully. Check comprehension. Elicit or explain *car racing* (and distinguish it from *racing car*) and *broken*. Students watch the video again and match the sentences. They then compare ideas in pairs before you check answers with the class.

### Answers

- 1 d 2 a 3 e 4 c 5 b

## PHRASES FOR FLUENCY

- 1 Students find the expressions and identify the speakers. Check answers as a class.

### Answers

- 1 Tom 2 Ellie 3 Tom's dad 4 Tom's dad

- 2 Elicit translations for the expressions in the students' language.

- 3 Students order the dialogue and then compare ideas in pairs before you check answers with the class.

### Answers

- 1, 5, 3, 2, 4, 6

### Optional activity

Students practice role-playing the dialogue.

- 4 Students complete the mini-dialogues. They then compare ideas in pairs before you check answers with the class.

### Answers

- 1 Really 2 Oh, right 3 Just a minute 4 Let's go

## FUNCTIONS

### Paying compliments

- 1 Focus on the title of the section. Elicit what it might mean (*saying something positive to express that we like something very much or because we want to be polite*), and check comprehension of the concept by eliciting a translation for the phrase. Ask students to check the compliments in the list and then compare ideas in pairs before you check answers with the class.

### Answers

- 2, 4, 5, 6

### Optional activity

Ask students to look through the photostory and find compliments. Check answers as a class (*This photo is cool! It looks great*). Elicit what each compliment refers to (*the photo of the sunset, the family vacation photo*).

- 2 Students read the situations and decide in pairs if they think they are suitable for paying a compliment. If so, they should also try to think of a compliment that is appropriate in each situation. When you check answers as a class, first confirm whether the situation warrants paying a compliment, and then ask volunteers to share their compliments. Ask the class to say if they think the suggested compliment is appropriate.

### Answers

- 1, 4, 6
- 1 (It looks great.)
- 4 (What a nice picture!)
- 6 (I really like your room.)

- 3 Students work in pairs to order the two dialogues. When they have done this, they should practice role-playing both of them. Allow about four minutes. Then check answers as a class by asking a different pair to perform each dialogue in front of the class.

### Answers

- 1 1, 3, 4, 2
- 2 3, 1, 2, 4

- 4 **SPEAKING** When students have role-played both dialogues from the book, ask them to work together in pairs to write two similar dialogues, changing as many details as they can. Monitor their preparation and provide help with any unfamiliar or difficult language.

Ask three or four volunteer pairs to perform their dialogues for the class. Ask the rest of the class to listen and write down what the speakers pay compliments on and what words they use to pay a compliment. Check these at the end of the activity. Finally, vote on the best performance.

## DEVELOPING SPEAKING

**3** **EP2** Watch to find out how the story continues.

- 1 What things do Tom's friends like about the house?
- 2 Do they like Tom's dad?

**4** **EP2** Watch again. Match the parts of the sentences.

- 0 Tom isn't very happy
- 1 Tom isn't a big fan of auto racing,
- 2 The chair in Tom's room
- 3 The backyard in Tom's house
- 4 Tom's dad's CDs are
- 5 Ruby says Tom's dad

f  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- a is broken.
- b is really cool.
- c in the living room.
- d but he likes the poster of a racecar.
- e isn't very big.
- f about his dad.

## PHRASES FOR FLUENCY

**1** Find the expressions 1–4 in the story. Who says them?

- 1 Let's go. \_\_\_\_\_
- 2 Oh, right. \_\_\_\_\_
- 3 Really? \_\_\_\_\_
- 4 Just a minute. \_\_\_\_\_

**2** How do you say the expressions in Exercise 1 in your language?

**3** Put the sentences in the correct order to make a dialogue.

- |                              |   |
|------------------------------|---|
| <input type="checkbox"/> 1   | SALLY Where are we?                                   |
| <input type="checkbox"/>     | SALLY Really? Oh, right. Sorry. Here's the right map. |
| <input type="checkbox"/>     | SALLY OK. The map's here. Here you are.               |
| <input type="checkbox"/> TOM | Just a minute. Let me look at the map.                |
| <input type="checkbox"/> TOM | Thanks. Oh. Sorry, Sally, this is the wrong map.      |
| <input type="checkbox"/> TOM | Thanks. Ah, we're on the right road. Let's go.        |

**4** Complete the mini-dialogues with the expressions from Exercise 1.

- 1 A I love this band. They're fantastic.  
B \_\_\_\_\_ ? I don't like them.
- 2 A Hey, that's my phone. Your phone is there.  
B \_\_\_\_\_ . Sorry about that.
- 3 A Are you ready?  
B \_\_\_\_\_ , where are my keys?  
Oh, here they are. \_\_\_\_\_ .

## FUNCTIONS

### Paying compliments

**1** Read the phrases. Check (✓) four more compliments.

- 0 This picture looks cool.
- 1 Thank you.
- 2 That's nice!
- 3 That's my family.
- 4 That's great.
- 5 What a nice (picture)!
- 6 I really like (your music).

**2** Check (✓) the situations when you pay a compliment.

- 1 Your friend has a new shirt.
- 2 It's a sunny day.
- 3 Your friend's sister is in New York on vacation.
- 4 There is a great poster on your friend's bedroom wall.
- 5 It's your friend's birthday.
- 6 You like your friend's room.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3** Put the sentences in the correct order to make dialogues.



- 1 

<input type="checkbox"/> 1	A This photo is great.
<input type="checkbox"/>	A Is that your sister in the photo? She looks nice.
<input type="checkbox"/>	B Yes, her name's Carol. She's 14.
<input type="checkbox"/>	B Thanks. I like it, too.
- 2 

<input type="checkbox"/>	A Where's it from?
<input type="checkbox"/>	A I really like your shirt.
<input type="checkbox"/>	B Oh, thank you.
<input type="checkbox"/>	B It's from my vacation in Brazil.

**4** **SPEAKING** Act out the dialogues. Then change them and make similar dialogues.