

<b>READING</b>	Previewing
<b>STUDY SKILL</b>	How I prefer to learn
<b>VOCABULARY</b>	Family members
<b>GRAMMAR</b>	Subject pronouns and possessive adjectives
<b>WRITING</b>	Not repeating words

The idea of “family” is a cultural construct. In some cultures, people’s idea of family extends to cousins, aunts, and uncles, but in others, it generally means parents and children, or nuclear family. Cousins, aunts, uncles, and grandparents would be considered extended family. It may be necessary to treat the topic of family with some sensitivity as some students may have lost members of their family.

### Warm-up

To begin the topic of family, show students pictures of your family. If possible, hook up your smartphone to the projector so that everyone can see the pictures. Talk about who is in the picture and where it was taken. If permitted, allow students to show each other pictures of their family from their smartphones. If technology is not available or permitted, use the photo at the beginning of the unit to introduce the topic. Find pictures online of different types of family, print them out, and put them around the room. Ask students to look at the pictures and discuss which is most like their family and why. Bring the discussion around to meal times with family to lead into the *Discussion point*.

### Discussion point

Ask students to look at the two pie charts in their books. Make sure students understand that a pie chart shows the percentage out of 100, and that the symbol for per cent is %. Review numbers and show how to talk about per cent—point to the figures and ask *What is this number?* (5%, etc.). Review how to say the time—*six o’clock*, or simply *six*, etc. Check that students understand the concept, e.g., *What does the first pie chart show?* (the time students in the class have breakfast); *What does the second pie chart show?* (who the students eat lunch with); *What is a co-worker?* (someone you work with).

- 1 Ask students to read through the three sentences in pairs and circle the correct answers. Check as a class with volunteer students reading the complete answers.

#### ANSWERS

1 5% 2 8:00 and 9:00 3 a friend

- 2 Put students into pairs to discuss the questions. Ask three or four volunteers to report back their answers to the class in complete sentences, using the sentence stems in the exercise.

### VIDEO

#### Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the *Before you watch* section. Monitor and go through the answers with the class.

#### ANSWERS

1 d 2 a 3 c 4 b 5 e

#### While you watch

Play the video once. Ask the students to watch the video and complete the exercise. Play the video again so that students can check their answers. Go through the answers with the class.

#### ANSWERS

1 China 2 visit 3 buy 4 cook

See page 108 for the video script.

#### After you watch

Put the students into pairs or groups and ask them to complete the exercise. Encourage them to use what they have learned in the video and the example answers to answer the questions. Go through the answers with the class.

## It's 5:54—time for dinner!

### A Vocabulary preview

#### Warm-up

Note that there are two new parts of speech listed: verb (v) and pronoun. Tell students they will be learning more about pronouns later in the unit. Drill the pronunciation of the vocabulary orally with the whole class and individually, if necessary. Pay particular attention to the /θ/ in *both*, the /l/ in *clean*, and the /p/ in *pet* and *spend*. If students are pronouncing *both* like *boss*, then they aren't bringing the tip of their tongue forward enough to create the correct pronunciation. Emphasize the technique of bringing the tongue out between their teeth and demonstrate this to the class yourself. Remind students that the back of the tongue is pulled back and the tip sits on the ridge behind the teeth for the /l/ sound. If you have students for whom /p/ and /b/ are problematic, show them the difference between these two sounds. Ask students to put their fingers on their throat as they say /p/ (make sure it's /p/ and not /pə/). Then as they say /b/, they should feel the vibration of the /b/ in their throat, but there should not be a vibration when they say /p/. Over-emphasize the /p/ sound to practice it, releasing a lot of air.

- 1 Students work in pairs to match the words with the definitions.

#### ANSWERS

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

- 2 Ask students to work alone to complete the sentences with words from Exercise 1 before comparing answers in pairs. Students can use a paper or electronic dictionary if needed. Ask fast finishers to make vocabulary cards for the vocabulary box. Volunteers read their sentences to check answers as a class. Pay particular attention to spelling. Tricky words include *clean* and *exercise*. With books closed, write the words on the board, but without vowels, e.g., *prtmnt*. Students work in pairs for five minutes to write the words in full on a piece of paper. Students exchange papers and check another pair's work with the words in the book.

#### ANSWERS

1 spend 2 clean 3 apartment 4 Both 5 pet  
6 normal 7 exercise 8 cash

#### Extension activity

Find out if students have a vocabulary notebook, and if not, encourage them to keep track of vocabulary. There are many ways to do this: by unit, by topic, alphabetically, by word form, by spelling pattern, etc. Discourage simple translation alone since words can have many meanings, and encourage students to include example sentences and collocations in English.

In class, start a vocabulary box. Students write the vocabulary word on one side of a 3 x 5 card and on the other side they write the definition, example, or example sentence with a blank. When you have a spare five minutes, bring out the box, take out a card, read the definition, example, or sentence with a blank, and see who can give you the correct word. This encourages students to keep a vocabulary record not based on simple translation. If possible, use an online flash card maker with a game element.

### B Before you read

#### Previewing

Ask students if they remember what they should do and why before they read a text (from Unit 1). Students open their books and read the *Previewing* box to see if what they said matches the advice given.

- 1 Students read the instructions. With books closed, agree on a time limit for completing this exercise, e.g., *Is ten seconds enough time? No? Fifteen seconds?* Ask students to open their books and start the timer. Repeat if needed for Exercise 2. Don't go over the answers yet.

#### ANSWER

b families in the U.K.

- 2 Put students into pairs. Ask them to write one thing they know about dinnertime and one thing they want to know from the text. Give some feedback about ideas to the rest of the class. Then, with books still closed, ask them to predict which four things are likely to be mentioned in the text. Don't review the answers yet, as with Exercise 1.

### C Global reading

Students read the text alone quickly to see if their predictions from Exercises 1 and 2 were right. Set a timer so that students read the text quickly. Ask students if they found out what they wanted to know from the text. Have the class give feedback.

#### ANSWERS

children, food, money, exercise

## D Close reading

- 1 Ask students to read the sentences before reading the text again to find the answers. Set a time limit—about three minutes—to read the text quickly and find the answers. Discourage dictionary use at this stage—students can spend more time at home looking up words from the text and reading it again. When going over the answers, point out that the picture shows the family eating take-out fish and chips. Note that in the U.S., *chips* are called *fries* or sometimes *French fries*, and *chips* are thin, fried, salted potatoes that come in bags. As British pounds sterling are mentioned in Exercise 2, find out if students know what the exchange rate is from British pounds sterling to the local currency—if permitted, students could use their smartphones to look up the exchange rate. Ask students to turn off their phones and put them away once the search is over.

### ANSWERS

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

### Exam skills

Students need to understand the importance of reading a text quickly to answer the questions. On exams, they have to find information quickly in a text without the use of a dictionary. Students who cannot read quickly will not be able to complete all the questions in the time allotted. Scanning (searching quickly through a text for specific information) might feel uncomfortable to those students who read slowly and carefully and try to understand every word. Point out that they can read again at home, but in class, you are teaching them the skill of quick reading. In scanning, it is important to read the questions first in order to know what information to look for.

- 2 Ask students to complete the exercise with words from the text. Allow students a little more time to find the words needed.

### ANSWERS

1 outside 2 cash 3 exercises 4 normal

## E Over to you

- 1 Ask students to check the sentences that are true for them.
- 2 Now ask students to compare their lists with a partner, using the sentence stem, *Both of our families . . .* As the class gives feedback, ask three to four volunteers to say how their families are the same, using complete sentences starting with the sentence stem. As a follow-up at home, if appropriate, ask students to take a selfie

with their family eating dinner or just a picture of their dinner. Ask students to post the picture onto the class blog with a short caption. Alternatively, in the following class, students can share and talk about their pictures in pairs before putting their smartphones away for the rest of the lesson.

### Extension activity

Create a “Find someone who . . .” mingling activity on the topic of families to practice asking questions and to extend and practice vocabulary. Use the sentences in Exercise 1 as a starting point. Students turn the sentences into questions—*My family lives in an apartment. Does your family live in an apartment?* Students then write two more yes / no questions on the topic. Students stand up and walk around the room asking their questions. When they find someone who answers “yes” to the question, they write that person’s name down. They must find different people who can answer “yes.” Set a time limit of about ten minutes for this activity. Give feedback on some of the answers—maybe some of the surprising answers to the whole class. In a mixed-nationality class, there may be some differences in habits or traditions that could make for an interesting class discussion.

## STUDY SKILLS

### How I prefer to learn

Students often don’t consider the learning preferences of other students in a class. For example, some students really enjoy working in pairs while others prefer to work alone. Teachers have to find the right balance between what they know is good methodology and the needs, preferences, and cultural expectations of each student in the class. This *Study skills* section is a good opportunity to examine the range of study preferences in the classroom and to highlight some effective study practices—both in and outside of class.

Ask students to raise their hand if they think they are a good learner. Ask volunteers to say what they do that makes them a good learner. Ask students if they think all students like to learn in the same way. Is how we like to learn always the best way to learn? Tell the students they are going to think about ways to learn in the *Study skills* section.

Ask students to read the *How I prefer to learn* box. Ask them, by show of hands, if they are more similar to Etienne, Claire, or Nita. Put students into groups of three. Ask them to identify some good ideas and not-so-good ideas in the three student comments. (Possible answers: Etienne—Good: to look for information on the Internet

and put it together; Not so good: doing it late at night; Claire—Good: starting work early, taking notes; Not so good: writing and rewriting a paper [A lot of students write a messy copy, and then write a neat copy, but it is better to write a plan, and then write the final version. Rewriting a paper takes twice as long and can hinder students under exam conditions where there is time pressure]; Nita—Good: working alone and understanding that group work is sometimes important.) Ask students what a better idea is for the not-so-good ideas. (Possible answers: Etienne—look for the information earlier and take notes rather than waiting; Claire—make a plan that outlines what you want to say and then write the paper just once OR review and edit your work before writing it out again. Nita—use group-work time as an opportunity to practice speaking in English.

- 1 Students work alone to complete the chart, and then compare answers in pairs. As the class gives feedback, ask students if they think they should be doing these things more or less.
- 2 Ask students to work alone to circle what is true for them.
- 3 Students work in small groups to compare ideas. Encourage them to ask each other questions instead of just showing each other their answers. They take turns changing the statement into a question—*Do you like to ... / Do you prefer to ...*—or read their answer and ask *and you?* The group should write at least two sentences like the example sentences when they have found similarities. A volunteer from each group can read aloud one of these when class gives feedback. Ask students if their preferences are the best ways to do things. For example, if someone prefers to let others ask questions in class, what do they do if the question they have isn't asked?

### Extension activity

The issue of whether listening to music while studying has been the subject of much debate. Ask students to do some online research to find some of the arguments for and against, and whether some types of music are any better than others. They can share their ideas on an online discussion forum or class blog or can discuss what they found in the following class.

## READING 2

### Family fun

#### A Vocabulary preview

##### Warm-up

It can sometimes be useful, especially if class time is short, for students to do the *Vocabulary preview* exercises at home and go over the answers in class. Once you are sure everyone has the right answers, conduct a group competition to help students remember the vocabulary. Write the words on the board and put students into groups of three. Each group should have one piece of paper numbered 1 to 8. Give the definition, e.g., *Which word means "one time"?* and let the group decide together which word is the correct one. Move swiftly from one question to the next to keep the energy high. Exchange papers for checking. Alternatively, use the game element in an online learning tool of your choice.

In this exercise, *busy* /'bɪzi/ and *once* /wʌns/ are tricky since they are pronounced very differently from how they are spelled, so be sure to spend some time practicing their pronunciation.

- 1 Ask students to match the words with their definitions. Fast finishers can start to review in pairs. With books closed for Student A, Student B reads aloud the definition and Student A says the word. Change roles and repeat.

##### ANSWERS

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

- 2 Ask students to complete the sentences with the words from Exercise 1. Make sure students pronounce the vocabulary words correctly when going over the answers. Pay particular attention to the pronunciation of *special* /'speʃ(ə)l/, *busy* /'bɪzi/, *once* /wʌns/, and *twice* /twɑːs/.

Add an element of personalization by asking, e.g., *Is this true for you? How many of you drink coffee at breakfast?*, etc. If necessary, repeat the spelling activity suggested on Teacher's Book page 21.

##### ANSWERS

1 once 2 keep 3 meal 4 busy 5 twice  
6 Everyone 7 special 8 game

## B Before you read

*Family fun* provides a nice contrast to *It's 5:54—time for dinner!* that presented what is typical in U.K. culture. Family traditions are not necessarily culture-specific, but rather they differ from family to family. In thinking about family traditions, students can begin to think about diversity within cultures.

### Warm-up

Brainstorm free-time activities with the class and write students' ideas on the board (this also reviews vocabulary from Unit 1). Ask three or four students (choose students who haven't spoken much in class) to say which of these they do with their friends and which they do with their family.

- 1 Ask students to complete the chart alone and then share the information with their partner, using the sentence stems to make complete sentences.

### Previewing

- 2 After students have read the question, give them ten seconds to read the text quickly and answer the question.

#### ANSWER

Six students

## C Global reading

Ask students to read the instructions. Tell them they then have 20 seconds to read the text quickly to identify the person in each picture.

#### ANSWERS

**Photo 1:** Jared  
**Photo 2:** Suzie

### Extension activity

To raise awareness of this type of genre, ask students where they think they would read this text, e.g., in a magazine? newspaper? online? Find out if students contribute to any online discussion forums or if they ever post comments online. What topics do people post about in online forums?

## D Close reading

- 1 Students work alone to complete the exercise, and then compare answers in pairs before giving feedback to the class. As the class gives feedback, ask students to say the number and the letter this time as a way of reviewing letters, names, and numbers. (The letters *a* and *e* are particularly tricky to pronounce).

#### ANSWERS

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

- 2 Ask students to complete the sentences with words in the box. When going over answers, have volunteer students read the whole sentence. You may need to work on the pronunciation of *restaurant* (*/'rest(ə)rənt/*—two syllables usually), *month* (*/mʌnθ/* not */maʊnθ/*), *photo* (*/'fotou/*), and *breakfast* (*/'brekfəst/* not */'brekfæst/*).

#### ANSWERS

1 old 2 fish 3 twice 4 first 5 once 6 has  
7 pizza

### Extension activity

Work on collocations with the verbs in the exercises to help students build their vocabulary. Down the left-hand side of a page in their notebook, students write the verbs *cook*, *play*, *watch*, *go*, *take*, and *eat*. They should leave two or three lines between each word. For homework, students think of three words or phrases to go with each verb. Possible answers include, e.g., *cook*—dinner, a meal, pizza; *play*—a game, soccer, tennis; *watch*—TV, a movie, a game; *go*—to a restaurant, to a movie, on vacation; *take*—a photo, a picture, a selfie; *eat*—in a restaurant, at home, a favorite meal. In the following lesson, students share their ideas with other students, and then volunteers share some with the rest of the class. Correct preposition errors as needed without going into too much detail.

## E Over to you

- 1 Students write their sentences as a take-home activity.
- 2 In class, students read their sentences in pairs. Ask students to pair up two more times so that each student gets the opportunity to read their sentences a total of three times to three different people. As you walk around, listen and note down any errors you hear (but without interrupting the students). When they are finished, comment first on some of the interesting family activities. Then say that you heard a few things that were not right. Write down the incorrect sentence without saying who said it, and ask the class if they can correct it. For example, T: *I heard this: My family and I eats pizza on Friday. There is something wrong with eats. What should it be? (eat) Why? (My family and I = we. We eat).* This type of correction technique lets students know that you are monitoring them when they are speaking together. This can motivate them to speak in English rather than their L1 when doing pair-work activities. It is a non-threatening way of correcting errors, and it allows the entire class to think about how to correct them.



## VOCABULARY

### Topic vocabulary

#### Family members

##### Warm-up

Tell students you are going to tell them a riddle. Ask them if they understand the word and what it means (Answer: a question that seems impossible or silly, but has a clever or funny answer). Then tell them this riddle: A man is looking at a photograph. His friend asks, “Who is this?” The man says, “I don’t have brothers or sisters. This man’s father is my father’s son.” Who is in the picture? Give students a few minutes to work together to see if they can figure out the riddle. Some may get it quickly, so tell them not to shout out the answer so that others can have time to work it out. You may need to explain the possessive form *man’s father* means *the father of the man*, or *his father*. The answer to the riddle is: He is looking at a picture of his son.

- Students work in pairs to complete the exercise, using a dictionary if needed. Ask fast finishers to draw the chart on the board and write in the answers. Use this chart for drilling the words. Point to a word, say it, and have the students repeat it. Do this a few times, and then point to the word without saying it to see if students can remember the pronunciation. Tricky words include *aunt* (/ænt/), *daughter* (/ˈdɔ:tər/), *niece* (/nis/), *nephew* (/ˈnefju/), and *uncle* (/ˈʌŋk(ə)l/).

For homework, ask students to review the pronunciation using an online dictionary such as the Macmillan Dictionary, making sure to click on the American pronunciation of the words. Ask them to learn the spelling. In the next lesson, hold a team spelling competition completion as a review.

##### ANSWERS

**Male:** brother, father, husband, grandfather, nephew, son, uncle

**Female:** aunt, daughter, grandmother, mother, niece, sister, wife

- Ensure that students understand that *mother’s mother* means *the mother of your mother*. Write ‘s on the board and explain that using an apostrophe and “s,” e.g., ‘s, is how we show possessive in English. Check that students understand the concept. T: *The mother of your mother?* STS: *mother’s mother*; T: *the daughter of your son?* STS: *son’s daughter*, etc.

##### ANSWERS

1 grandmother 2 niece 3 aunt 4 nephew  
5 grandfather 6 uncle 7 brother 8 father

- Students complete the sentences and then share with a partner. If appropriate, see who has the biggest family.

##### Extension activity

If appropriate, ask students to draw a family tree for homework. They can do this on a large sheet of paper or they could use a family tree making app. (Search for family tree maker; there are several free apps online.) In class, students describe their family tree as a way of consolidating and reviewing the vocabulary.

## VOCABULARY

### Vocabulary builder

#### How often do things happen?

Focus students’ attention on the *How often do things happen?* box. Explain the concept of *How often ...?* by telling the students something you do every day or every weekend, e.g., T: *Every Saturday, I go to a restaurant with my family. You can ask me: “How often do you go to a restaurant with your family?” And I would say, I go to a restaurant with my family every Saturday.* Point out that the *t* in *often* is silent: /ˈɒf(ə)n/.

Introduce the new vocabulary. Draw a calendar on the board.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					go to a restaurant	

Ask students *How many times a week do I go to a restaurant?* Elicit *one time is once a week*. Continue in this way to introduce *twice*, *three times*, and *every*. Point out that the expression is “once a week” and not “once every week.” Clap and drill the rhythm: ONCE a WEEK; TWICE a WEEK, etc.

Introduce *morning*, *afternoon*, *day*, and *night* with times on the board. *Morning*—5:00 AM–11:59 AM; *afternoon*—12:00 PM–5:59 PM, etc. Note that different cultures have different views on when morning ends and afternoon begins, or when night begins and ends. Another word for 12:00 is *noon*, and this is where we get the term *afternoon*—literally after 12:00.

- Students read the *How often do things happen?* box and reorder the sentences. When checking in pairs, remind students to use a capital letter and a period. When reading aloud the sentences during a class feedback session, ask the students *Is this true for you?* to add an element of personalization.

It is possible to put these time expressions at the beginning of the sentence, e.g., *Once a week, my mother cooks pizza*, but they cannot go in the middle of the sentence, e.g., *My mother once a week cooks pizza*.

#### ANSWERS

- 1 My mother cooks pizza once a week. / Once a week my mother cooks pizza.
  - 2 I chat with my brother every night. / Every night I chat with my brother.
  - 3 I talk with my parents twice a month. / Twice a month I talk with my parents.
  - 4 I cook for my family every week. / Every week I cook for my family.
  - 5 My aunt and uncle visit us twice a year. / Twice a year my aunt and uncle visit us.
  - 6 My family goes to a restaurant three times a month. / Three times a month my family goes to a restaurant.
- 2 Ask students to find and correct the mistakes in each sentence. This is excellent practice for editing students' own work. Ask students to work alone and compare answers in pairs. To ensure that students have the right answers, write them on the board so they can see the correct sentence.

#### ANSWERS

- 1 I text my sister **every day**.
  - 2 My family calls **once a week**.
  - 3 My grandparents visit me **three times a year**.
  - 4 My mother has breakfast with my father **every day**.
  - 5 I watch an old movie with my mother **twice a month**.
  - 6 My father takes my picture **once a year**.
- 3 Students complete the sentences with their own ideas. This can be done as a take-home activity if class time is short. You could ask students to write two true sentences and two false ones. They read their sentences to a partner, who must say which are true and which are false.

#### Extension activity

Play a vocabulary tic-tac-toe game. Hand out five slips of paper to each student. Ask them to look through their vocabulary notebook and write one word or phrase on each slip of paper. Collect the slips and put them into a hat or jar. Make a 5 × 5 chart on the board. Divide the class into two teams—X and O. Pick one word out of the hat or box and explain or define it, e.g., *This is the boy child of your mother and father. Your father is the \_\_\_ of your grandfather.* Each team will get a chance to guess the vocabulary word based on your definition. If they guess correctly, they get to put an X (or O) in the square. The aim is to get five down, five across, or five diagonally. Teams may try to block the other team.

## WRITING

### Writing model

Read through the introduction paragraph with the students so that they know the aim of the *Writing* section. At this stage, they probably won't understand what subject pronouns or possessive adjectives are, so explain that they are going to learn their meanings. Revisit this paragraph later so that students can assess what they have learned. Remind students that each section of the next part of the unit builds towards the final *Writing task*.

#### A Analyze

- 1 Students may not have seen this type of graphic before, so explain that this is a mind map, and it is a very good way to get ideas down on paper quickly. Students work alone to read the mind map.
- 2 Students now read the text based on the mind map about Talia and check what it includes. Note that the paragraph does not include all the information from the mind map.

#### ANSWERS

- her parents' names
- her brothers' ages
- what her mother always does
- how often they go to school
- what her father sometimes does
- how often Talia goes to school
- her brothers' names
- how often Talia studies

#### B Model

Ask the students who they think wrote the text about Talia (a student). How did that person get the information about her? (They probably interviewed her/ asked her questions.) Below the text is a list of questions that the writer asked Talia along with her responses. Students match the questions and answers, and then check in pairs. As the class gives feedback, have one student read the question using falling intonation for Wh- questions and rising intonation for yes / no questions, and have another student read the answer.

#### ANSWERS

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

### Extension activity

Practice asking questions. Put students into teams of three or four. Ideally, group students so that there is at least one strong student and one weaker student in each group. Ask them to come up with a name for their team. Read the answer to a question (You could use the answers in the exercise or make up your own.). Teams must write the question. One person from each team reads their question. For a correct question with no mistakes, the team gets two points. If the question is mostly right, the team gets one point. Keep score on the board. The team with the most points wins.

## GRAMMAR

### Subject pronouns and possessive adjectives

Ask students to read the *Subject pronouns and possessive adjectives* box for homework before the lesson so that they are better prepared to understand your presentation. Copy the table on the board, but do not put in the pronouns and adjectives yet. Make sure students understand the terms *singular* and *plural*. With books closed, ask students to tell you what the subject pronouns are. Write them in the appropriate column. Ask students to give you some examples of *he* (Harold, Mr. Thomson, the man, grandfather, etc.), *she* (Maria, Mrs. Lee, the woman, nephew, etc.), and *it* (the pet, Tizzy the cat, the house, etc. [NOTE: Some people refer to their pets as *he* or *she*, too.]) Ask students which pronoun they would use for *Martin and I* (we) or *Martin and Toby* (they). If you are talking to one person, you can use (you) as well as more than one person (you). If needed, explain that unlike some other languages, there is no formal form of *you*.

Ask students what the possessive adjective is for *I*, *you*, *he*, etc., and write these in the appropriate column. In some languages, it is confusing to students to say *his niece*—the possessive adjective sometimes matches the gender of the noun it modifies. If this is true for the language of your students, you may need to clarify.

*Its* vs. *it's*—if students ask, point out that *its* is the possessive adjective while *it's* is the short form of *it is*.

Drill pronunciation before asking students to open their books. Ask students to look at the subject pronouns and underline the subject in each example sentence. What do they notice? (The subject is always the pronoun.)

They do the same for the examples in the possessive adjective column. What do they notice? (The subject is the adjective + the noun: *My mother*, *Your house*, etc.)

Noticing this may help some students who are confused about which to use when.

- 1 Ask students to choose the correct subject pronoun or possessive adjective. Compare answers in pairs before having the class give feedback. Volunteers should read the entire line. Check their pronunciation. You also may need to review titles: *Mr.* refers to a man; *Miss* refers to a single woman; *Mrs.* refers to a married woman; *Ms.* is the female equivalent to *Mr.* and can refer to a married or unmarried woman.

#### ANSWERS

1 They 2 She 3 his 4 We 5 your 6 My 7 His  
8 My, Its

- 2 This exercise illustrates how possessive adjectives can help avoid unnecessary repetition. Do the first sentence with the students as an example. Read the sentence, repeating *my mother's* so the students can hear the repetition. By substituting *her*, the sentence sounds better and is shorter, too. Ask students to pay particular attention to question 2. Point out that it is talking about more than one teacher, so it is plural. When students have finished the exercise, have the class give feedback and discuss anything students feel needs extra clarification.

#### ANSWERS

1 her 2 Their 3 Its 4 Their 5 His 6 Her  
7 Their 8 Our

- 3 Ask students to work alone to complete the sentences with the correct subject pronoun or possessive adjective. Check answers as a whole class. When checking answers, remind students about capitalization.

#### ANSWERS

1 They 2 We 3 Our 4 His 5 You 6 It 7 My  
8 She 9 We 10 Their

- 4 If time is short, assign this exercise as a take-home activity. When checking answers, ask students to work together and have them ask for your help if they disagree on the correction.



## ANSWERS

- 1 My uncle has a new car. **It is / It's** very nice.
- 2 I don't live with **my** family. I live alone.
- 3 Do you and **your** brother live with your family?
- 4 Our parents live in Los Angeles. **They** visit me once a month.
- 5 My sister lives in Germany, but **her** daughter lives in France.
- 6 My father likes sports. **His** favorites are baseball and soccer.
- 7 I want to write to your niece. Do you have **her** email address?
- 8 Mr. Hariri and his new wife live in Oman. **Their** children live there, too.
- 9 I really like your new home. **It is / It's** a special place for your family.
- 10 My nephew and I like to play games. **They** are fun on a Sunday afternoon.

## Extension activity

In pairs, students write three to five sentences on a sheet of paper, some that use subject pronouns or possessive adjectives correctly, and at least one sentence in which there is a mistake. Pairs exchange papers with another pair who must find the sentence with a mistake. Students can use sentences from the exercises (lower level) or write their own sentences (higher level).

## WRITING

### Writing skill

#### Not repeating words

Explain that the work students completed in the *Grammar* section supports the *Writing skill*. At this point, you could return to the introduction paragraph in the *Writing model* and ask students to assess what they have learned. Explain that using pronouns and possessive adjectives instead of repeating words will make their writing sound much more sophisticated.

Write the sentences from the *Not repeating words* box on the board without the pronouns or possessive adjectives. Students tell you where they can put them to make the second sentence sound more natural. Ask the students which word the pronouns refer to. Draw a circle around the word and a line to the word it refers to, e.g.,

Dr. Jones is in the library. **He** is helping Susan with **her** homework.

Students work alone to rewrite the description in the space provided below the text, replacing the underlined words with subject pronouns or possessive adjectives. Students compare answers with a partner before checking as a class.

## ANSWERS

My family is very special to me. I live with my parents and my grandmother. We live in an apartment in Shanghai. My father is a taxi driver. He works all day. My mother works in a restaurant. Her restaurant is open all day. They both work very hard. I go to college. It is very good, and I get good grades. I like my teachers. They help me a lot. I study business. It is not easy. I have a sister. Her husband is a college professor. They live in Wuhan. They have a new baby boy. His name is Jinhai.

## WRITING

### Writing task

#### Brainstorm

Put students into pairs to interview each other. To ensure they ask and answer the questions orally, the student being interviewed should have his or her book closed. Students check the information that is correct about them once the interview is completed—spelling of siblings' names and school, for example, might be difficult for the students to spell. Ask students to correct spelling mistakes in each other's work.

#### Plan

Students work alone to consider the information from the interview and which they will use. Refer them back to the model if they need some ideas. Ask students to discuss their ideas with a partner, comparing notes, and give them time to add to or adjust their notes as required.

#### Write

Give students about 20–25 minutes of class time to write their paragraphs. Ask students to write 60 words about their partner and to remember to use the key points, e.g., to use pronouns and possessive adjectives in order to not repeat words. Observe students while they write to see who finds writing easy or difficult, who stops to count words after each sentence, and who refers to their plan.

## Share

Students exchange paragraphs with their partner and write one sentence about themselves for their partner to include. To help with the peer review, and to help support the sharing stage, write guidelines on the board:

*Is the information about you correct?*

*Does the writer use pronouns and possessive adjectives correctly?*

*Are the right words capitalized? (first word in the sentence, names, etc.)*

Tell students to look at the checklist on page 189. They use the checklist to compare their writing in pairs and offer suggestions for improvement.

## Rewrite and edit

Students read and consider their partner's comments and rewrite and revise their paragraph on a clean sheet of paper, checking for errors, before turning it in. This could be done for homework. Optionally, students could write their final paragraph directly into a class blog, or they could use a word processor and print out their work. Include a picture of the person the paragraph is about if appropriate.

## REVIEW

### Wordlist

Students work in pairs or small groups to work through the *Wordlist*, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

### Vocabulary builder review

Students work through the sentences, check in pairs, and report back to the class.

#### ANSWERS

1 business 2 once a year 3 music 4 every week

## Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.

### Extra research task

In many countries it's normal to live at home with parents until after school, after marriage, or indefinitely. In Europe and in the U.S., more and more young people are living at home longer. Ask students to find out more about (1) why more people are living at home longer, (2) in which countries this is a growing trend, and (3) what are some of the problems parents and young adults face with living at home longer. Ideas for searches include, e.g., *average age of leaving home by country*, *what is the average age to move out of parents' house*, *living at home with parents in the U.S.* In class, students share their information and discuss how they feel about this trend. Ask them to make a list of the advantages and disadvantages of living at home as a young adult. Share ideas in a whole-class discussion. Alternatively, start a classroom discussion forum where students can practice writing and reading while sharing their ideas. Avoid correcting grammar because the focus should be on idea sharing and not accuracy. The best way to incentivize students is by making them feel engaged by the task and to feel that it is helping them in some way, so do emphasize how extensive practice such as this will improve their overall English.