

LISTENING	Listening for details
STUDY SKILL	Doing well as a student
VOCABULARY	Adjectives to describe people
GRAMMAR	Subject and object pronouns
SPEAKING	Talking about people in your family

Warm-up

Bring in some photographs of people from your own family. Show the pictures on the board in the arrangement of a family tree (i.e., mom and dad above, brother / sister below and to the left or right, children below, etc.) Elicit that these are pictures of your family, and ask students to guess, given how you have arranged the photos, which person is your mother, father, sister, and so on.

Discussion point

- 1 Give students a few minutes to study the infographic and complete the missing words. Ask students to check in pairs, and then check as a class.

ANSWERS

- 1 father
- 2 mother
- 3 uncle
- 4 sister
- 5 daughter

- 2 Tell students that in question 2, they can complete the sentence using their own words, e.g., *large*, *very large*, *small*, *very small*, etc. Give them a minute to exchange the information with their partner. Ask a few students their answers in open class. Provide any useful language feedback.

Extension activity

Conduct a *Find someone who ...* activity here to reinforce the vocabulary covered so far. Students have to find someone in class who has, e.g., a bigger / smaller family, more brothers, fewer sisters, more aunts than they do, etc. You might want to write a question on the board to guide students, e.g., *How many aunts do you have? How many brothers do you have?* When completed, students could present to the class any interesting information, such as who has more brothers, the biggest family, etc.

VIDEO

Before you watch

Tell students they are going to watch a video about families at a festival. First, tell them to read the exercise and identify any new words. Discuss the meanings as a class. Then ask students to complete the *Before you watch* section. Monitor and provide feedback as a class.

ANSWERS

Words connected with people: children, father, relatives, young people

Words connected with celebrations: buy presents, celebrate, costume, special food, traditions

While you watch

Give students a minute to read through the exercise. Ask students to watch the video and circle *T* (True) or *F* (False). Play the video again so that students can check their answers. Go through the answers with the class.

ANSWERS

- 1 T
- 2 T
- 3 F (There are yellow lights in the street.)
- 4 T
- 5 F (An adult is painting a lion costume.)

See page 104 for the video script.

After you watch

Put students into pairs (or groups). Encourage them to use what they have learned in the video and the example answers to answer the questions. Give feedback as a class.

LISTENING 1

Tell me about your family

A Vocabulary preview

Warm-up

Ask students to tell you about the education system in their country. *When do children start school? When do they go to college? How many stages of school are there?* Write students' ideas on the board. Check whether they have used suitable phrases, e.g., *junior high school, middle school, high school*. If not, add them. If you are from a different place than your students, or your students are mixed nationality, encourage and highlight the different answers in the group.

- 1 Call on individual students to read out the words and noun phrases in bold. Check that they have placed the word stress in the correct place and that their pronunciation is clear. Model any words or phrases that students have difficulties with. Students complete the exercise. Ask students to check in pairs, then check as a class.

ANSWERS

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

- 2 Ask students to do the exercise. Ask students to check in pairs, then check as a class.

ANSWERS

- 1 single
- 2 grandfather
- 3 grandmother
- 4 middle school
- 5 married
- 6 parents
- 7 husband
- 8 high school

- 3 Ask students to work with a partner. Point out to students that they can use the sentence starters *I'm ... / There are ...* to help them form their answers. Monitor this short activity and note down any major language mistakes, such as pronunciation difficulties. When students have finished, ask one or two pairs to ask and answer each question for the whole class.

B Before you listen

Preparing to listen

Ask students to change their seats to work with a new partner. Give them a few minutes to study the illustrations. Then ask them to describe the people in the pictures using the words from the box. Monitor the activity and note down any common language mistakes. Finish the activity with any useful language feedback.

C Global listening

Listening for main ideas

Remind students that the aim of global listening is not to understand everything, but to get a general idea of what is being discussed. Tell students that they will hear a recording of three people answering questions about their family, and that they need to match the images to the people speaking. Play the recording. Ask students to check in pairs, and then check as a class.

AUDIO SCRIPT

Track 2.1

1

INTERVIEWER: Hello, excuse me.

KYLE: Yes.

INTERVIEWER: Do you have a minute?

KYLE: Um, sure.

INTERVIEWER: Great. What's your name?

KYLE: Kyle.

INTERVIEWER: And how old are you?

KYLE: I'm 18.

INTERVIEWER: I'm talking to people about their families.

KYLE: Um, OK ...

INTERVIEWER: How many people are in your family?

KYLE: In my family? Well, there's me, and my father, and mother ...

INTERVIEWER: Do you have any brothers and sisters?

KYLE: Yes. I have an older brother, and a younger sister. My brother's a college student and my sister's in middle school.

INTERVIEWER: Are you a student, too?

KYLE: Yeah. I'm in high school.

INTERVIEWER: Well, thank you very much, Kyle.

KYLE: You're welcome.

2

INTERVIEWER: Excuse me.

ANDREA: Yes?

INTERVIEWER: I'm talking to people about their families.
Do you have a minute?

ANDREA: Sure.

INTERVIEWER: Great. What's your name?

ANDREA: My name is Andrea.

INTERVIEWER: Are you single?

ANDREA: No, I'm married. My husband's name is George.

INTERVIEWER: And do you have children?

ANDREA: Yes, we do. We have three.

INTERVIEWER: How nice! Tell me about them.

ANDREA: Well, we have two daughters, Emilia and Natalia.
And one son, Marco.

INTERVIEWER: Are they all in school?

ANDREA: My daughters are, but not Marco. He's only two
years old. He's at home with my sister, so I need to go.

INTERVIEWER: OK. Thank you for your time.

3

LAURA: I see you are talking to people about families.

INTERVIEWER: Oh, um, yes.

LAURA: Do you want to hear about my family?

INTERVIEWER: Of course.

LAURA: My name is Laura. I'm 16. I'm a high school
student.

INTERVIEWER: How many people are in your family?

LAURA: There are six people in my family. There's my
grandfather and grandmother—they live with us—and my
parents, me, and my little sister.

INTERVIEWER: How old is she?

LAURA: She's 11.

INTERVIEWER: Do you have any brothers?

LAURA: No, but I want one!

INTERVIEWER: OK. Well, thanks Laura.

LAURA: That's it? No more questions?

INTERVIEWER: No, that's all.

ANSWERS

A 3 B 2 C 1

D Close listening

Listening for details

Tell students that the aim of close listening is to listen for details, i.e., specific information. Give students a few minutes to read through the *Listening for details* box. Tell students that when we listen for details it helps to listen for specific key words, so reading the exercise beforehand and identifying the key words is very helpful. Give students a few minutes to read through the questions first. Ask students which details they are listening for in each question (e.g., in question 1, a number; in question 2, a type of school, etc.) Play the recording again, pausing, if necessary, to allow students to complete their answers. Ask students to check in pairs, and then check as a class.

AUDIO SCRIPT

Track 2.1

ANSWERS

Conversation 1

1 b

2 b

Conversation 2

3 a

4 b

Conversation 3

5 a

6 a

E Over to you

Put students into small groups by assigning them a letter, e.g., A, B, C, etc. Choose the strongest student in each group to ask the questions. Encourage students to give extra information with their answers. Monitor the activity and take notes. When they have finished, ask the students who asked the questions to give answers from their group (*Shari doesn't have any brothers or sisters. / She lives with her parents.*) Finish the activity by giving feedback on any important or common language mistakes.

PRONUNCIATION

Pronunciation for listening *is he? versus is she?*

- 1 Give students time to read the information in the *is he? versus is she?* box. Write the two phrases on the board. Then say the phrase *is he?* or *is she?* and ask students if they can tell you which one you said. Play the recording and pause between each sentence for students to select their answer. Give students a minute, in pairs, to check that they have the same answer. If there are any discrepancies, model the question again or play the audio again.

AUDIO SCRIPT

Track 2.2

- 1 Is he your friend?
- 2 Who is she?
- 3 Is she a college student?
- 4 How old is he?
- 5 Is she at home now?
- 6 Is he an only child?
- 7 Where is she now?

ANSWERS

- 1 Is he 2 is she 3 Is she 4 is he 5 Is she
6 Is he 7 is she

- 2 Give students a few minutes to read through the conversations and study the options in the rubric. Play the recording. Pause the audio as necessary for students to complete their answers. Go through the answers with the class.

AUDIO SCRIPT

Track 2.3

- 1 **A:** I like our new teacher. Is she teaching us today?
B: I don't know.
- 2 **A:** Your new roommate is nice. Where is he from?
B: Turkey.
- 3 **A:** My study partner isn't here.
B: Is she late—again?
- 4 **A:** Is he single, or married?
B: Married.

ANSWERS

- 1 Is she 2 is he 3 Is she 4 Is he

- 3 Put students into pairs to read the conversations. Listen and take notes on any points of pronunciation that need correcting. If appropriate, ask four confident student pairs to stand up and read through each conversation to the class.

LISTENING 2

The Wordsworths

A Vocabulary preview

Warm-up

Tell students to close their books. Tell them they are going to have a spelling bee. They will hear (mostly) new words. They should concentrate on your voice when you say them in order to spell them correctly. Say each word from Exercise 1 out loud, pausing between each one to give students enough time to write them down. When you have finished, ask students to check in pairs. Then tell them to open their books to see the answers. Did the pairs identify the same words? Did they spell them correctly? Ask for feedback, highlighting any common spelling errors.

- 1 Give students a few minutes to read the words and definitions. Tell them that if any words are new, they can use their dictionary to look up the meaning. Ask students to check in pairs, and then check as a class.

ANSWERS

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

- 2 Ask students to work individually to complete the exercise. Go through the answers with the class.

ANSWERS

- 1 enjoy 2 someday 3 cartoon 4 fashion 5 blog
6 Mathematics 7 fun

Extension activity

Give students a few minutes to write a question using one of the new vocabulary items. Give a few examples, e.g., *Do you read fashion magazines?* / *Do you like mathematics?* / *Do you read any blogs?* Then ask students to ask and answer their questions with a partner.

- 3 Give students a few minutes to check which sentences in Exercise 2 are true for them. Ask students to work with a new partner and discuss which sentences are true.

B Before you listen

Preparing to listen

Warm-up

Before starting, write the words *jobs* and *hobbies* on the board. Ask students to call out examples of each. At the end of this brainstorm, students can transfer any new words into their notebooks. Check that the words *volleyball* and *tennis* are on the list, and if not, add and teach them.

Put students into pairs to tell each other the answers to these two questions. When they have finished, elicit some answers. Provide language feedback on any good language students used as well as important mistakes.

Extension activity

Ask individual students to tell you more information about what kind of music they listen to, what kind of sports they play, what books they read, and so on. Help with any vocabulary as needed.

C Global listening

Listening for main ideas

Extra support: Clarify the meaning of the word *podcast* (a podcast is a recording (usually in mp3 format) that has regular episodes you can subscribe to and then listen to on a laptop or smartphone. Students can listen to a podcast whenever they want.) Provide a couple of examples of famous podcasts students might know, or if you are able, show them or play them part of a podcast about English language learning.

- 1 Tell students they will hear the first part of a podcast about the Wordsworth family. Ask students to read the list of topics. Tell them they should decide what the podcast is about. Play the recording. Give students a few minutes after the recording to complete their answer. Go through the answers with the class.

AUDIO SCRIPT

Track 2.4

The Wordsworth family is just like any other family.

Charles is 50 years old, and a writer. He writes stories for children. He also draws all of the pictures in his books. His books are in many children's libraries all over the country. Charles' wife Wendy, 49, is a teacher at the local college. She teaches English. She also writes for the city newspaper. She writes about books and travel.

Charles and Wendy have three children—Zoe, Richard, and Cassie. Zoe's 22 years old and is a teacher, too. She teaches Spanish at a high school. Their son Richard, 21, is a college student. He wants to be a teacher next year. Their daughter, Cassie, is 13 years old and in middle school. She is very good at mathematics. She doesn't know what she wants to be yet.

ANSWERS

the parents' jobs
the children's schools

- 2 Tell students they will now listen to the second part of the podcast. Ask students to read the list of topics. Play the recording and give students a few minutes after the recording to complete their answers. Go through the answers with the class.

AUDIO SCRIPT

Track 2.5

The Wordsworth family love to work, but they also like to play. Charles likes to draw cartoons. He puts his drawings in his books, or gives them to his family and friends. Wendy loves to read and travel, but she also likes to play sports, such as volleyball and tennis. She and her friends play tennis every weekend.

Their children also like to have fun. Zoe likes listening to music. Richard enjoys swimming at the beach. And Cassie loves writing about fashion. She even has an online fashion blog. Hundreds of people read her posts every week.

ANSWERS

the parents' free-time activities
the children's free-time activities

D Close listening

Listening for more information

- 1 Tell students they will hear the first part of the podcast again. Give them a minute to read through the sentences first and tell them they need to decide if the statements are *T* (True) or *F* (False). Play the recording. Go through the answers with the class.

AUDIO SCRIPT

Track 2.4

ANSWERS

- 1 T
 - 2 F (Wendy is a teacher at a college.)
 - 3 F (Zoe teaches Spanish at a high school.)
 - 4 T
 - 5 T
- 2 Tell students they will listen to the second part of the podcast again. They should read the options first. If students can remember the answers, they can complete the exercise and then use the second listening to check their answers. If not, play the recording first, and then ask students to check in pairs. Go through the answers with the class.

AUDIO SCRIPT

Track 2.5

ANSWERS

- 1 a 2 b 3 b 4 b 5 a

E Over to you

Extra support: Many students have difficulties remembering to change the form of the third person by adding an *-s*, e.g., *I listen, she listens / I go, he goes*. You may need to remind them about the third person *-s* before starting this activity and provide a quick example, e.g., say *I swim on Fridays* and have students change the sentence to *He swims / She swims on Fridays*.

Put students into small groups to discuss the questions. Tell students they can use the sentence starters to form what they are going to say. Monitor the discussions for common language errors. With weaker groups, help out as necessary. At the end of the discussion, if you have a smaller class, ask each student to tell the whole class something about another classmate. Give an example. After the task, give students feedback on accurate examples of language students used and any important language mistakes.

STUDY SKILLS

Doing well as a student

Extra support: Students often say *I am not agree*. Remind them that this verb is like a normal verb and it is important to practice, e.g., *Do you agree with this idea? / Yes, I agree. / No, I don't agree*. Give students slips of paper with a sentence on it, e.g., *French food is great. / Mathematics is difficult*. Students mingle and ask four or five classmates if they agree with the statement.

- 1 Pre-teach any vocabulary that you think your students may not know. Ask students to read through the *Doing well as a student* box. When they have finished, ask them which teacher they agree with the most. Give students a few minutes to work individually to mark their ideas *VI* (Very important), *I* (Important), or *NI* (Not important).
- 2 For this activity, put students into pairs. Ask them to compare their answers with a partner. After the students have discussed their answers, elicit some from individuals. Encourage students to agree or disagree across the class. With strong groups, encourage the students to give reasons for their answers whenever possible.
- 3 Have students find new partners. Encourage them to discuss the questions with their new partners. Take notes on any good uses of language and any mistakes. Finish the activity by giving feedback.

VOCABULARY

Topic vocabulary

Adjectives to describe people

- 1 With weaker students, tell them an adjective is a describing word and give some examples. Give students a few minutes to study the *Adjectives to describe people* box. Then ask students to write the correct adjective under each picture. Go through the answers with the class.

ANSWERS

- 1 young
- 2 old
- 3 kind
- 4 smart
- 5 noisy
- 6 happy

- 2 Give students a few minutes to do the exercise individually. Ask students to check in pairs, and then check as a class.

ANSWERS

- 1 noisy
- 2 old
- 3 happy
- 4 young
- 5 smart
- 6 kind

- 3 Ask students to copy the key words of both items onto a piece of paper. Then ask them to find a new partner to ask each question. Encourage students to discuss each question. When they have finished, ask some students to report back to the whole class, using their partner's name.

Extension activity

Add some useful adjectives to the list, e.g., *intelligent, beautiful, smart, casual*. Ask students to write a personal sentence with two adjectives. Monitor and correct students' writing.

VOCABULARY

Vocabulary builder

Numbers and ages

Extension activity

Write a list of random numbers between 1–101 on a piece of paper. Make lots of photocopies. Put students in groups of 3–4 and hand one student in each group a copy of the paper. Tell the students not to show anyone else in their group the paper. Have them call out a few numbers from the paper, which the other students in the group must write down (in numericals, not words). Every few minutes, shout 'Change!' to rotate the responsibility of calling out the numbers. You could add a time element to the activity, telling students the first group to write down all the numbers correctly is the winner.

At the end of the activity, have students call out the numbers they wrote down one-by-one, write them on the board and check them against your original list.

- 1 Students do the exercise individually. Go through the answers with the class.

ANSWERS

- 1 twenty-one
- 2 forty-four, forty-seven
- 3 eleven, seventeen
- 4 thirty-eight
- 5 seventy-five

- 2 Ask students to work with a partner. When students have finished discussing Jessie's family members' ages, ask them how many they remembered.

SPEAKING

Speaking model

Warm-up

Check if students have downloaded an app, such as the Macmillan *Sounds* app onto their smartphones. If not, give them the site addresses for the iTunes store or Google Play. Link your phone or tablet to the projector, and using this or a similar app, model the two target sounds in the next activity. Explain that phonemic symbols are written between slashes: /.../.

A Analyze

- 1 Give students a few minutes to read the model paragraph in Exercise 2. Then tell them to add the missing words. With strong groups or students interested in grammar, tell them the words are subject and object pronouns.

ANSWERS

1 I 2 She 3 They 4 us 5 him 6 He 7 me

- 2 and 3 Ask students to go through the model and underline the adjectives that describe people. Ask students to check in pairs, and then check as a class.

ANSWERS

... happy.
... smart.
... kind.

B Discuss

- 1 **Extra support:** The question *What's something like?* is particularly problematic for low-level students. Students confuse this question with *Do you like?* Give lots of extra practice with this question. Brainstorm common adjectives and write a list on the board. Then, using a set of prompt cards, get students to work in pairs and ask each other questions, such as *What's your house / mother / the capital city like?*, etc.

Put students into pairs to ask and answer the questions. Before students begin, point out that they can use the sentence starters to form their answers.

- 2 Ask students to make an individual list of what they wish to learn about Kevin's family. Then ask them to write two questions in full, using the words from the box. Monitor the students' writing and check that their questions are correct.

GRAMMAR

Subject and object pronouns

State that the aim of the next section is to focus on grammar, subject and object pronouns. Clarify the meaning of the word *pronoun* (a word that is used instead of a noun). Give an example of a subject and object in a sentence, e.g., *I listen to her*. Do a quick drill where you change the subject and object, and ask students to change the sentence, for example:

T: you **SS:** You listen to her.

T: he **SS:** He listens to her.

T: him **SS:** She listens to him, etc.

- 1 Give students a few minutes to study the *Subject and object pronouns* box. Then ask them to complete the exercise with the correct subject or object pronoun.

ANSWERS

1 She
2 us
3 They
4 her
5 you
6 We
7 it
8 them

- 2 Put students into pairs to change the words in bold to a subject or object pronoun. Go through the example with the whole class. When students have finished, ask them to check in pairs, and then check as a class.

ANSWERS

1 He
2 She
3 them
4 He
5 it
6 her
7 We
8 They
9 him

SPEAKING

Speaking skill

Asking follow-up questions

- 1 Give students a few minutes to read the *Asking follow-up questions* box. To check understanding, ask students to think of another follow-up question for each of the three sentences in the skills box. Give students a minute to read through the sentences and alternative follow-up questions. When students have made their choices, play the recording so they can check their answers.

AUDIO SCRIPT

Track 2.6

- 1 A: I have two sisters.
B: What are their names?
- 2 A: I have a large family.
B: How many people are there in your family?
- 3 A: I live with my grandmother.
B: What's she like?
- 4 A: My sister is a teacher.
B: Does she teach in a middle school?
- 5 A: Megan is a college student.
B: Does she live at the college?
- 6 A: I don't live with my parents.
B: Do you live alone?

ANSWERS

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

- 2 Divide the students into small groups. Go through one example with the whole class, e.g.,

Student: *I have a big family.*

You: *How many brothers and sisters do you have?*

Tell students to use the sentence starters to create their statements. Monitor the groups and take any notes on good or incorrect language. When students have finished, ask two students to come to the front of the class and read out their conversations.

PRONUNCIATION

Pronunciation for speaking

/ɑ/ and /ʌ/ sounds

- 1 Have the class listen to the recording and decide which column the words go in. Check in pairs, then go through the answers with the class. Provide any language feedback as necessary.

AUDIO SCRIPT

Track 2.7

are
brother
car
doctor
lots
not
partner
someday
son
study

ANSWERS

/ɑ/	/ʌ/
are	brother
car	someday
doctor	son
lots	study
not	
partner	

- 2 Open the Macmillan *Sounds* app, or a similar app with the phonemic symbols, and model the two sounds. Remind students they can download this app free. Put students into pairs or small groups and ask them to predict which symbol is correct. Play the recording so that students can check their answers.

AUDIO SCRIPT

Track 2.8

- 1 What is your job?
- 2 Your uncle is very kind.
- 3 I have a large family.
- 4 Greg's daughter is very young.
- 5 My sister is in college.
- 6 This exercise is hard!

ANSWERS

1 /a/ 2 /ʌ/ 3 /ɑ/ 4 /ʌ/ 5 /ɑ/ 6 /ɑ/

- 3 Ask students to read through the sentences in Exercise 2. If they have smartphones, and if they can use these in class, ask them to record themselves saying these words and listen to the recording. If they are unhappy with their attempts, they can re-record.

SPEAKING

Speaking task

Before starting, you may wish to give students a chance to look back over the unit.

Brainstorm

In the *Brainstorm* stage, help students who have small families to decide whom they can talk about.

Plan

- 1 Ask students to work individually to write their plan. Monitor the exercise, helping with vocabulary if necessary.
- 2 After putting their ideas in order, students show them to a partner, getting feedback from their partner on the order and clarity of their ideas.

Speak and share

Before starting, remind students to ask follow-up questions. Put students in new groups at random.

For the *Sharing* stage, students should tell the others in the new group about their family members. Encourage them to say more. When students have finished, ask them to regroup so they can do the same task with a different set of students.

Reflect

Give students a few minutes to consider how they feel about their own answers. When they have checked the relevant box, suggest they compare their answer with a partner.

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. They can refer back to the unit or their dictionaries. Go through the list carefully with the class.

Vocabulary builder review

Students work through the sentences. Ask students to check in pairs, and then check as a class.

ANSWERS

- 1 eight
- 2 due
- 3 hundred
- 4 page
- 5 twenty-two

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

As a take-home activity, ask students to research typical family sizes in different countries. Students can share the information they find with the class in the following lesson.