In This Unit

Theme This unit is about families.

Content Objectives
Students will
- describe their families and individual family members.
- read about and discuss famous families.
- read about and discuss what families around the world eat for breakfast.

Language Objectives
Students will
- talk about famous families.
- ask and answer personal questions.
- use *be* and *have got* to describe families and family members.
- use countable and uncountable nouns with *There is/There are*.
- write a description of a family member using *and* and *but* to connect and contrast information.

Vocabulary
pages 28–29 *be married to, child, daughter, die, generation, granddaughter, grandson, husband, son, step-father, take care of, wife*
page 30 *enjoy, famous, good at, interested in*
page 33 *annoying, friendly, funny, mean, messy, noisy*
page 34 *breakfast, dinner, lunch, meal*
Vocabulary Strategy Adjective + dependent preposition

Speaking Strategy Asking and answering personal questions

Grammar
Grammar 1 Use *be* and *have got* to describe families and family members
Grammar 2 Use countables and uncountables with *There is* or *There are* to talk about food

Reading *Breakfast In Four Countries*
Reading Strategy Make predictions based on visuals

Video Scene 1.1: *Celebrating the Dead*; Scene 1.2: Meet Max Lowe

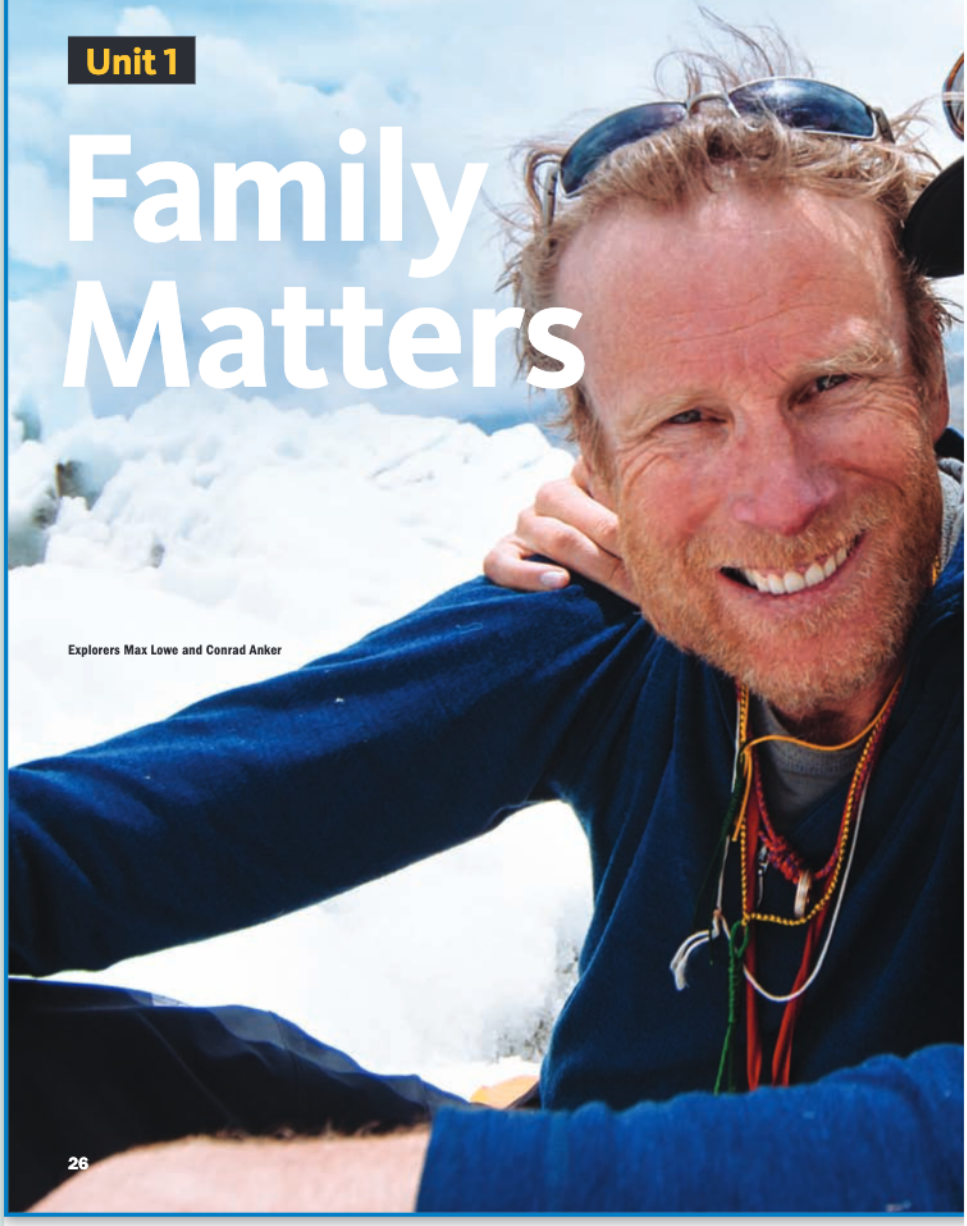
Writing Description of a family member

National Geographic Mission
Discover Your Values

Project
- Family tree
- Food poster
- Class family album

Pronunciation Syllables and stress

Pacing Guides F.1.1, F.1.2, F.1.3



Introduce the Unit

- **Activate prior knowledge** Say *Today we're talking about families.* Ask *How many people are in your family?* Then ask *Who is in your family?* Encourage students to name some of their family members.
- Say *Is your family big or small?* Ask students to take turns suggesting an adjective that describes their family.
- **TO START** Tell students to open their books at pages 26–27. Point out the unit title *Family Matters.* Ask *How many people are in the photo?* (two) *Where are the people?* (in the mountains) Ask a student to read Question 1. List students' suggestions on the board. Tell students that they will find out the answer later in the lesson.
- Ask questions such as the following to encourage further discussion.
  What is the weather like in the photo? (cold, snowy)
  How do the people in the photo look? Sad or happy? (happy)
  What do you think the people in the photo are doing? (They're climbing/exploring.)



- Read the quote by Max Lowe aloud. Tell students that Max is the younger man on the right in the photo. Explain that if someone is described as superhuman, they have a special power. Say *A person who is superhuman can do something that ordinary people can't do. Who do you think is superhuman?* When a student suggests a name, ask *Why is he/she superhuman? What can he/she do?* Ask a student to read aloud Question 2 and elicit responses.
- Share with students the information in About the Photo. If you have a globe or world map, encourage them to find the location of the photo. Confirm the answer to Question 1. (Conrad Anker is Max Lowe's step-father. He is married to Max Lowe's mother.)
- Ask a student to read aloud Question 3. Say *A hero is someone you admire. You think they're great. Maybe your hero is someone brave, or clever, or they are very good at doing something.* Encourage a class discussion of students' ideas about their real-life heroes.

Extend

- Hand out **Worksheet F.1.1**. Put students into pairs. Explain that partners will be discussing/writing about family differences.

UNIT OPENER

Objectives
Students will
- describe and discuss people in a photo.
- discuss who their heroes are.

Resources Worksheet F.1.1 (Teacher's Resource CD-ROM/ Website); CPT: Unit Opener

Materials globe or map of the world

BE THE EXPERT

About the Photo

The photo shows photographer and writer Max Lowe with his step-father and mentor, Conrad Anker. Conrad Anker is a professional climber, and Max and his family travelled to the wild places of the world following Conrad's climbing adventures. The photo shows Max and Conrad on assignment for National Geographic.

Teaching Tip

Keep track of students' participation during class. Encourage all students in the class to speak aloud. At the end of the lesson, make a note of which students have not yet spoken. During the next class, invite these students to answer questions that they have already written answers for. This will help them be more confident as they speak.

Related Words

mountains, snow, sunglasses

VOCABULARY

Objectives
Students will
- use vocabulary related to families.
- use new vocabulary to read about and discuss three famous families.

Target Vocabulary *be married to, child, daughter, die, generation, granddaughter, grandson, husband, son, step-father, take care of, wife*

Content Vocabulary *fossil, mentor, palaeoanthropologist*

Resources Worksheet F.1.2 (Teacher's Resource CD-ROM/ Website); Tracks 025–026 (Audio CD/ Website/CPT); CPT: Vocabulary

1 Do you know any famous families?
Discuss. Then listen and read. 025

The Cousteau Family

Jacques Cousteau was a great marine explorer. Many people enjoy his books and films about the sea. His **son**, Philippe Sr, also loved the sea and made films about it. Now his **grandson**, Philippe Jr, and his **granddaughter**, Alexandra, want to protect the sea. 'My father and grandfather were an inspiration,' says Alexandra.



Meave and Louise Leakey working together, Kenya

28 VOCABULARY

Warm Up

- **Build background** Tell students they're going to read about three famous families. Say *The members of each family are interested in the same things.* Write *interested in* on the board. Ask *How about you and your family? What are you interested in?* Model a response. Say, for example, *I like learning about wild animals. My daughters do, too. We watch TV programmes about nature. My family is interested in wild animals.* Invite students to say what their own families are interested in.

- Say *Family members are often interested in the same things. Sometimes, they do the same jobs, too.* Ask *Does anyone know a family where two people do the same jobs?*

- **Predict** Tell students to open their books at pages 28–29 and look at the photo. Say *This is a mother and a daughter. They are interested in the same things. They work together.* Ask *What do you think they are interested in?* List the students' suggestions on the board.

Present 1 2

- Make sure that students have their books open at pages 28–29. Say *We talked about our own families. Now let's talk about famous families. What do you think famous means?* (if someone is famous, a lot of people know about them)

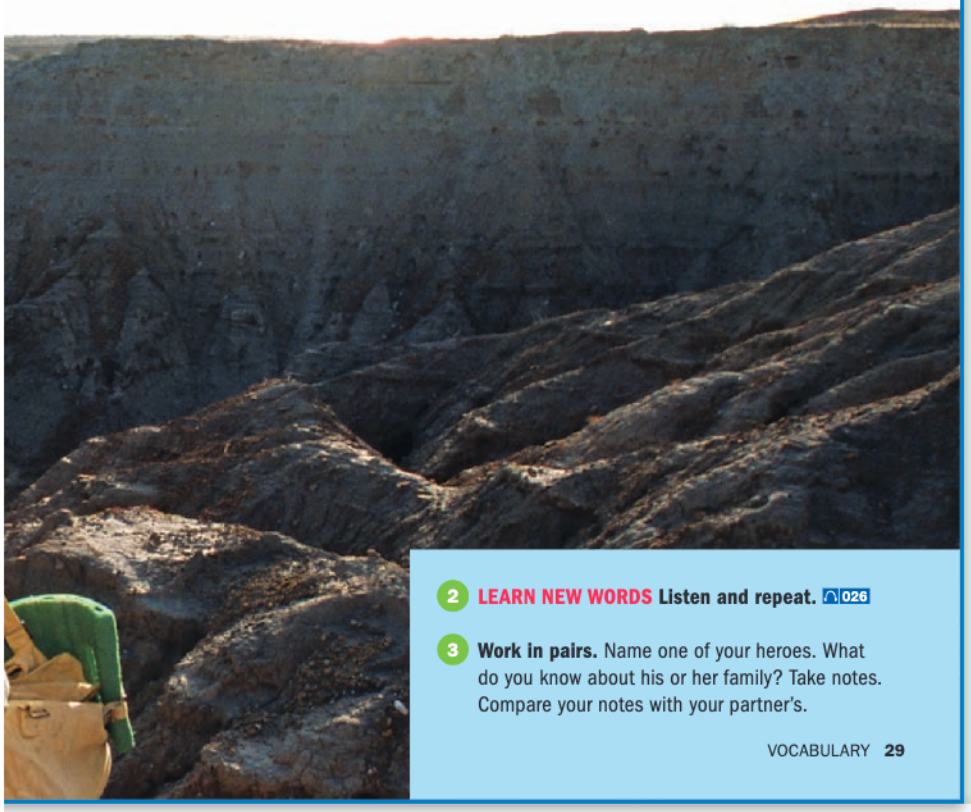
- Ask a student to read aloud Activity 1 at the top of page 28. Ask *Which famous families do you know?* Invite a few students to respond. Each time, ask *Why is the family famous? How many people in the family are famous?*

The Lowe-Anker Family

Conrad Anker **is married to** Jennifer Lowe-Anker. Jennifer's first **husband**, Alex Lowe, was a very famous climber. He **died** in a climbing accident in 1999. Alex and Conrad were very close friends and Conrad is also very good at climbing. In fact, he's also a professional climber. When Alex died, Conrad helped to **take care of** Jennifer's **children**, Max, Isaac and Sam. Max now works with his **step-father**. 'Conrad is my hero and my mentor,' he says.

The Leakey Family

Palaeoanthropologists are scientists who are interested in fossils and early human life. There are three **generations** of palaeoanthropologists in the Leakey family. Mary and Louis Leakey were very famous for their important work in the 1940s and 50s. Their son, Richard Leakey, is also interested in early human life. Richard and his **wife**, Meave, have got two **daughters**, Louise and Samira. Meave and Louise now work together.



2 **LEARN NEW WORDS** **Listen and repeat.** 026

3 **Work in pairs.** Name one of your heroes. What do you know about his or her family? Take notes. Compare your notes with your partner's.

BE THE EXPERT

About the Photo

Meave and Louise Leakey search for early hominids with a GPS, at Koobi Fora, Kenya.

Teaching Tip

Remember to give all students a chance to answer questions in class. Avoid automatically choosing the first student to put up their hand. Wait a few seconds longer, to give less confident students more time to formulate an answer and put up their hands.

Related Words

fossils, GPS, mountains

- 1 Read the names of the three families on pages 28–29 aloud. Say *Let's find out about these three families.* Play **Track 025** and tell students to listen and read. Ask the question about the photo again, pointing to the suggestions on the board. Ask *Did we guess right? What are the people in the photo interested in?* (fossils and early human life)
- Discuss the reading with students. Ask:
  Why is the Cousteau family famous? (for exploring the sea; protecting the sea)
  How did Conrad Anker help Max's family when their father died? (He helped to take care of the three children.)
  What do you think a mentor is? (someone who helps or advises a younger person)
  What is a palaeoanthropologist? (someone who studies fossils and early human life)
  When did the Leakey family first become famous? (in the 1940s)
- **Explain** Say *Three generations of the Leakey family are palaeoanthropologists. Louise and Samira are sisters. They are one generation. Richard and Meave are their mother and father. They are the second generation. The third generation are their grandparents. What are their names?* (Mary and Louis Leakey)
- 2 **LEARN NEW WORDS** Play **Track 026**. Ask students to listen and repeat. Then put them into small groups. Write the new words on the board. Give each group three or four of the words. Say *Work together to make a new sentence for each word.*
- Model an example. Point to *take care of*. Write *Mothers and fathers take care of their babies.* When students have finished, ask each group to read their sentences to the class.

VOCABULARY

Objectives
Students will
- use vocabulary related to families.
- use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *enjoy, famous, good at, interested in*

Vocabulary Strategy Adjective + dependent preposition

Academic Language *synonyms*

Content Vocabulary *photographer*

Resources Online Workbook/Workbook pages 16–17; Tracks 027–028 (Audio CD/Website/CPT); CPT

Materials pieces of card

4 **Read and write the words from the list.**

child	daughter	died	husband	is married to	son	step-father	wife

Max Lowe is a National Geographic photographer and writer. He travels around the world and takes photos of amazing places. He is the ___son___ of Jennifer Lowe-Anker and Alex Lowe. Alex was Jennifer's first ___husband___. He ___died___ in a climbing accident in 1999, when Max was a young ___child___. Now, Jennifer ___is married to___ another famous climber, Conrad Anker. Conrad is Max's ___step-father___. Max and Conrad enjoy climbing and travelling together.

5 **LEARN NEW WORDS** **Listen to these words and match them to their definitions.** Then listen and repeat. 027 028

enjoy	famous	good at	interested in

___good at___ 1. able to do something well
___famous___ 2. known by many people
___interested in___ 3. wanting to know more about something
___enjoy___ 4. like doing something

6 **YOU DECIDE** **Choose an activity.**

1. **Work independently.** Interview one of your classmates. Find out about the different people in your classmate's family. Make a list of what your classmate is good at, and what he or she is interested in.
2. **Work in pairs.** Imagine your family is famous. Tell your partner about the different people in your family. What are they famous for?
3. **Work in groups.** Choose one of the families from this section. Draw and illustrate their family tree.


Max Lowe

30 VOCABULARY

Practise 3 4 5

- **3** Put students into pairs. Say *Think about your heroes.* Read the Activity 3 question on page 29 aloud while students follow. Tell students to make notes and then compare notes with their partner. When they have finished, ask pairs to share their notes with the class.

- **4** Say *Let's read some more about the Lowe-Anker family.* Ask students to turn to page 30. Choose several students to read out the words in the word box. Ask them to choose one of the words and use it in a sentence. Then tell students to complete Activity 4 independently.

- **5** **LEARN NEW WORDS** Read the words in the box. Play **Track 027** and tell students to listen for the words. Then ask them to work in pairs and to look for each word in context on pages 28–29. Play **Track 028** and ask students to listen and repeat the words and sentences. Review word meanings, and then tell students to complete Activity 5 independently.

- **Vocabulary Strategy** Ask *Who is your favourite famous person? What is he or she famous for? What is your best friend interested in? What are you good at?* Write the phrases on the board.

famous	+	for	+	_____
good	+	at	+	_____
interested	+	in	+	_____

- Underline the words *famous*, *good* and *interested*. Say *These are adjectives, or describing words.* Circle the words *for, at* and *in*. Say *These short words are called prepositions. The prepositions join the adjective to the word or phrase that comes afterwards. We have to learn which preposition goes with each adjective.*

Apply 6

- Put students into pairs. Ask them to choose one of the families on pages 28–29 and re-read the text about them. Say *Work with your partner to ask and answer questions about the family. Use the new words in your questions and answers.*

- **Think Aloud** Model silently scanning the text to find the answer to a question. Say *Why is Jacques Cousteau famous? I know that he explored the sea. But how do people know about him? I'll scan the text about the Cousteau family and find out.*

- 6 **YOU DECIDE** Ask students to read silently the choices in Activity 6 on page 30. Ask students to choose an activity, and help them to find partners or groups to work with. Check that they understand what they have to do. When everyone has completed an activity, ask them to share their work with the class.

Extend

- Divide the class into six groups. Give each group two cards, each with one of the vocabulary words written at the top. Say *Write three sentences with each word. When you read out the sentence say 'beep' for the word. Your classmates have to guess what the missing word is.* Give groups time to write their sentences. Ask each group to read out the sentences one at a time. Invite the class to guess.

- If time allows, hand out **Worksheet F.1.2**. Explain that students will practise words for family relationships and write about and discuss their interests.

Consolidate

- Say *Which three famous families did we read about in this lesson?* Write the names on the board. Ask *What can you remember about each family?* Note a few points about each family on the board. Say *Which family would you like to belong to, and why?* Ask students to give their opinion and a reason.

BE THE EXPERT

Vocabulary Strategy:

Adjective + dependent preposition

In English we need to know which preposition to use after a particular word. Because the preposition used depends on the preceding word and its meaning, the preposition is called a *dependent preposition*. It is sometimes difficult for students to know which preposition to use after a given adjective. Encourage students to learn dependent prepositions at the same time as the adjective they follow.

It can be helpful to know that adjectives with similar or opposite meanings often take the same preposition:

happy + about
pleased + about
good + at
bad + at

Teaching Tip

Before your students begin an activity, make sure that they have understood your instructions and are clear about what they have to do. Instead of saying 'Do you know what to do?' or 'Do you understand?', ask an open question, for example, 'So, Elena, what is your group going to do?' Then walk round the classroom when the activity is in progress, and make sure the students are carrying out the instructions correctly.

Formative Assessment

Can students

- use new vocabulary to describe families?

  Ask *What are the people in your family good at?*

- use new vocabulary to discuss some famous families?

  Ask students to describe one of the famous families they read about.

Workbook For additional practice, assign Workbook pages 16–17.

Online Workbook Vocabulary

SPEAKING STRATEGY

Objectives
Students will
- ask personal questions.
- respond to personal questions.

Speaking Strategy Asking and answering personal questions

Academic Language *dialogue, phrase*

Content Vocabulary *favourite, place, sport*

Pronunciation Syllables and stress

Resources Online Workbook; Worksheet F.1.3 (Teacher's Resource CD ROM/Website); Tracks 029–030, 133–135 (Audio CD/Website/CPT); CPT: Speaking Strategy

Materials sticky tape or glue, pieces of card

SPEAKING STRATEGY 029
Asking and answering personal questions

What's your brother's **name**?	**His name's** Lucas.
What's your favourite sport?	**My favourite** sport **is** football.
Where do you live?	**I live in** Recife.
Where are your grandparents **from**?	**They're from** Kyoto.



1 **Listen.** How do these speakers ask and answer questions? Write the phrases you hear. 030

2 **Read and complete the dialogue.**

Possible answers:

Gina: Is this a photo of your family?
Marco: Yes, it is.
Gina: It's a great photo. ___What's your___ baby sister's name?
Marco: ___Her name's___ Gabriela.
Gina: And ___where's___ your mum from?
Marco: ___She's from___ Rosario.
Gina: ___Where do you live___?
Marco: We live in Buenos Aires.
Gina: ___What's your favourite___ place in Argentina?
Marco: My favourite place is Mendoza. My grandparents live there. It's really beautiful.

3 **Work in pairs.** Take turns throwing the cube. Ask and answer questions.



Go to page 171.

Warm Up

- **Activate prior knowledge** Say *Pretend that I'm a new student in this class. You want to make me feel welcome. What do you say?* (Hi! How are you? What's your name?) List appropriate responses on the board.
- **Model** Write the other phrases on the board. Invite a student to role-play a short conversation welcoming a new student to the class.

Hi! My name's _____.	How are you?
How old are you?	What's your name?
Welcome to our class, _____.	I'm _____.

Present 1

- Say *When you want to get to know someone better, you want to find out more about them. You also want to tell them things about you. We do this by asking and answering personal questions. Open your books at page 31. Listen to two people asking and answering personal questions.* Play **Track 029**.
- Play **Track 029** again. Tell students to read along in their books. Ask pairs to take turns using the dialogue and the expressions on the board to role-play getting to know a new student.
- 1 Say *Now let's listen to two students talking. What phrases do they use to ask and answer personal questions? Make notes.* Play **Track 030**. Ask students to share what they wrote with the class.

Practise 2

- 2 Once students seem comfortable using the speaking strategy, direct them to Activity 2. Point to the photo. Say *Look at the family in the photo. What can you tell me about them?* (It's a big family./They look happy./There are three generations in the photo.)

Say *The dialogue is about the family in the photo.* Tell students to complete Activity 2 independently.

- Ask pairs of students to read their completed dialogues aloud, taking turns as Gina and Marco. After several pairs have read their dialogues, ask *Did you hear different ways to ask and answer personal questions? What phrases did you say or hear?*

Apply 3

- 3 Put students into pairs with a new partner. Ask them to cut out and make the cube on page 171. Read the instructions aloud. Demonstrate the activity. Say *Take turns. First, one of you throws the cube.* Throw a cube. Say *Look at the words on the top and make a question using the words.* Read out the words on top of the cube and ask the question. Say *Then your partner answers the question.* Invite a student to answer. Say *Take turns until you have asked all the questions.* Tell partners to play the game. Monitor students as they play.

Extend

- Pair students with a different partner to play a new version of the game. Say *Now we're going to play the game again. But this time, you can change one word on the cube.* Demonstrate with a student. Throw the cube. Say *The cube says 'what / favourite / film'. I can change one word. I'll change 'film' to 'colour'. Now, I ask 'What is your favourite colour?'* Prompt your partner to answer the question. Then let your partner throw the cube and ask a question. Ask partners to play the new version of the game until they have both asked all the new questions.

- If time allows, hand out **Worksheet F.1.3**. Explain that students can use the worksheet to ask and answer personal questions.

Consolidate

- Divide the class into groups of six. Prepare six pieces of card for each group, with a word or phrase on each: a female name, a male name, a place name, a colour, a sport, a type of food. Give out one of the six cards to each student in a group.

- Say *I'm going to ask a question. If you have a card that gives a sensible answer to the question, stand up. For example, I could ask 'What's your favourite colour?' If your card says 'Basketball', do you stand up?* (no) Encourage a student with a card saying 'Yellow' to stand up and answer the question with a full sentence (My favourite colour is yellow.) The first student to stand up answers the question. A correct answer gets one point for the team. If you have the wrong card, your team loses a point.

- Play the game, asking the following questions in random order: What's my sister's/step-mother's/grandmother's name? What's my brother's/step-father's/grandfather's name? Where do you live?/ What's your favourite colour/sport/food? The first team to get six points wins.

BE THE EXPERT

Strategy in Depth

When asking personal questions, students are encouraged to use open questions as well as *yes/no* questions. Open questions begin with question words, e.g. *who, what, where, when, how*, and cannot be answered with a *yes/no* answer. They require an answer that gives more information.

You might also like to encourage your students to respond to personal information with phrases such as:

That's interesting.
Really? That's great.

Encourage your students to use a friendly tone and to make eye contact when asking personal questions, and to be sensitive if another student is reluctant to answer a personal question. Tell them that it can be friendlier to give information about yourself before asking other people to answer about themselves. For example:

I live in Kyoto. How about you?

Pronunciation

Go to Student's Book page 162. Use Audio Tracks 133–135.

Syllables and stress Word stress is important, because stressing the wrong syllables in words can make them difficult to understand. Some students find it easy to spot stresses, and others will take longer to do so. Make students aware of word stress when they are learning new words. First ask them the clap the rhythm of the word to count the number of syllables, then listen to identify the stressed syllable. Point out that the stressed syllable is longer, louder, pronounced more clearly and usually has a higher pitch than the unstressed syllables.

Formative Assessment

Can students

- ask personal questions?

  Say *Imagine there is a new student in class. You want to find out about them. Ask three questions.*

- answer personal questions?

  Ask students to answer these questions: *Where do you live? Where is your father from? What's your favourite sport?*

Online Workbook Speaking Strategy

GRAMMAR 1

Objectives
Students will
- revise the present tense forms of *be* and *have got*.
- use *be* and *have got* to describe family members.
- learn and use adjectives to describe people.

Grammar Present tense of *be* and *have got*

Target Vocabulary *annoying, friendly, funny, mean, messy, noisy*

Academic Language *characters, list*

Content Vocabulary *animals, crazy, crocodile, zoo*

Resources Online Workbook/Workbook pages 18–19; Tracks 031–034 (Audio CD/Website/CPT); CPT: Grammar 1

Materials A photo of your family, or of a famous family *(optional)*; sheets of paper; pieces of card

GRAMMAR 031

Be	*Have got*
I'**m** friendly, but my sister **isn't**.	I'**ve got** two brothers.
My grandparents **are** interested in photography.	My aunt **hasn't got** any children.
Is your mum good at sport?	**Have you got** any brothers or sisters?

1 **Listen.** You will hear six sentences about Joel's family. Circle the correct form of the verbs you hear. 032

1. hasn't got / (haven't got)
2. ('m) / 's
3. is / (are)
4. ('s) / are
5. ('s got) / 've got
6. isn't / (aren't)

2 **Read.** Complete the sentences with the correct form of the verbs in brackets.

Hi Petra,

This ___is___ (be) a photo of my family. I ___'ve got___ (have got) one sister and one brother. We ___haven't got___ (have not got) any pets, but we ___are___ (be) all interested in animals. My brother ___is___ (be) really crazy about crocodiles. He ___'s got___ (have got) crocodile posters, books and DVDs about crocodiles. His hero ___is___ (be) Steve Irwin.

My sister and I ___aren't___ (not be) crazy about crocodiles, but we love big cats. My sister ___is___ (be) only four years old and she ___'s got___ (have got) a lot of toy lions and tigers. Our house ___is___ (be) next to the zoo!

How about you? ___Are you___ (you / be) interested in animals? ___Have you got___ (you / have got) any pets?

Rita xx



32 GRAMMAR

Warm Up

- **Set the scene** Write *Describing people* on the board. Say *Today, we'll talk about people – real people and people in stories.* Describe your own family, or if you prefer, describe another family you know, a famous or a fictional family. If you have a photo show it to the class. Say, for example, *This is my family. I've got two brothers. I haven't got any sisters. My brother David is very noisy and talks a lot ... (and so on). How about your family?* Encourage students to talk about their own family members.

- **Recycle** Say *We use* be *and* have got *to describe family members. Let's see if we can remember the present simple forms.* Write the following table on the board. Ask students to come up and choose the correct word to fill each blank.

I _____ good at English. (am / are / is)
You / We / They _____ good at English. (am / are / is)
He / She / It _____ good at English. (am / are / is)
I / You / We / They _____ a big family. (has got / have got)
He / She / It _____ a big family. (has got / have got)

3 **LEARN NEW WORDS** **Listen to learn about Clare's brothers.** Then listen and repeat. 033 034



4 **Work in pairs.** Describe your family. Who is messy? Who is friendly? Is anyone a bit mean sometimes?

5 **Play a game in groups.**

1. Work together to make a list of families from your favourite books, films and TV programmes.
2. Work independently. Write a sentence about each character. Begin 'This person is ...' and use at least one word from the box below.

annoying	friendly	funny	good (at)
interested (in)	mean	messy	noisy

This person is very good at singing.
This person is really funny.

3. Read each other's sentences and try to guess the characters.

Present

- Tell students to open their books at pages 32–33. Point out the grammar box at the top of page 32. Say *We're going to listen to sentences describing family members.* Play **Track 031**.
- Point to the first sentence in the box. Say *I'm friendly, but my sister isn't.* Ask *Is my sister friendly?* (no) On the board, write *isn't = is not.* Explain that we use *not* to make a negative. Say *There's another negative sentence in the box. Which one?* (My aunt hasn't got any children.) On the board, write *hasn't got = has not got*. Say *Who can make this sentence negative?* My grandparents are interested in photography. (My grandparents aren't interested in photography.) On the board, write *aren't = are not.*
- Write on the board the following: *He's got a brother. Her sister is good at singing. They've got a big family.* Say *Can you make these sentences negative? Talk to a partner.* Give pairs time to discuss, then invite pairs to say the sentences.
- Play **Track 031** again. Ask students to listen and read along in their books. Ask pairs to take turns reading out each sentence in the box.

BE THE EXPERT

Grammar in Depth

The verbs *be* and *have* are the most common verbs in English. Both are irregular verbs (as are many other common English verbs).

Be

Be + adjective is used in the examples to describe someone's personality. The adjective can stand alone, as in:

My brother is friendly.

Or, the adjective can be followed by a dependent preposition and noun:

My brother is interested in football.

Have got

Have got can be used instead of *have* to talk about possession in the present. In informal British English, *have got* is used more often than *have*, especially in the negative:

She's got two brothers but she hasn't got any sisters.

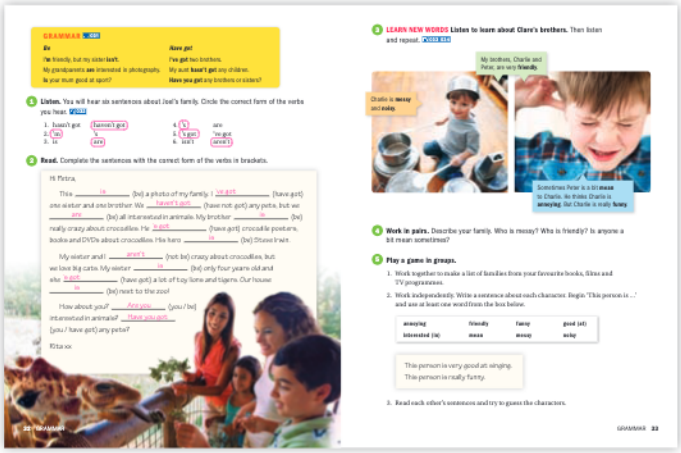
NOT

She has two brothers but she hasn't any sisters.

Have is usually used in more formal written English.

Teaching Tip

Students who feel valued and supported in class are likely to take an active role in the learning process. Create a classroom atmosphere in which students do not need to be anxious about making mistakes. At the beginning of class, explain to students that they're learning new things and that making mistakes is a natural and expected part of learning. Whenever possible, help and encourage students to correct their own mistakes.



Practise 1 2

- 1 Say *Now we're going to listen to Joel talking about his family.* Play **Track 032** and tell students to listen. Read the instructions and point to the alternative words and phrases in Activity 1. Play the track again and ask students to circle the form of *be* or *have got* that they hear in each sentence. Check answers.

- 2 Ask students to look at the picture on page 32. Ask questions such as *How many people are in the picture? What animal can you see? What are the people doing?* Help with any vocabulary students might need to describe what they can see.

- Say *Now we'll read a letter from one of the people in the photo.* Draw student's attention to Activity 2. Ask *Who is the letter from? Who is it to?* (from Rita, to Petra) Point out the blank lines in the letter and the verbs in brackets. Read the instructions aloud. Say *First, read the letter quickly to see what it's about. This is called* skimming. *Don't worry about the missing words this time.* Give students time to skim the letter. Say *So, what do you think the letter is about?* Choose several students to give their ideas. (It's about the animals that the family is interested in.)

- Say *Now read the letter again. This time write the correct form of the verb in the blanks.* Work through the first two examples with the students. Remind them to refer to the grammar box at the top of the page if they have difficulty. When students have finished, choose two or three students to each read out part of the completed letter to the class.

Apply 3 4 5

- 3 **LEARN NEW WORDS** Say *You read a letter describing Rita's family. Now we're going to learn new words that will help you describe different people in a family.* Ask students to look at the photos in Activity 3. Say *Look at the children in the photos. How old do you think they are? What are they doing?* Elicit students' ideas. Say *Let's find out about the children.* Play **Track 033** while students listen.

- Ask students to look at the speech bubbles in Activity 3. Say *What are the names of the little boys?* (Charlie and Peter). Play **Track 033** again. Ask students to listen for the children's names.

- Point out the six words in the speech bubbles that are in bold type. Say *These are new words. They are all words we can use to describe people. Let's listen to the words in sentences.* Play **Track 034**. Ask students to repeat each word alone and in a sentence.

- 4 Put students into pairs. Write the new words on the board: *annoying, friendly, funny, mean, messy, noisy.* Say *Tell your partner about your family. Use the new words on the board and other words you know.* When pairs have finished, ask some to share their descriptions with the class.

- 5 Say *Let's play a guessing game!* Put the class into groups of four or five students. Ask students to look at Activity 5. Read the instruction and the first task. Say *In your group, make a list of your favourite families from books, films or TV programmes. Make sure you all know who the characters are. Try to list eight to ten characters.*

- Give groups time to write their lists. Monitor as needed. When groups have finished their lists, say *Now work on your own. Don't show your group what you are writing.* Read the second task. Write *This person is …* on the board. Tell students that they should write a sentence for each character on their list. They can use their own ideas and the words and phrases in the box.

- When students have finished writing, say *Now play the game in your groups. Take turns to read a sentence. Your group tries to guess which character you're describing. The first group member to guess correctly gets a point.* Give groups time to play the game. If time permits, groups could share their lists and a few sentences with the class.

Extend

- Ask *What other words can we use to describe people?* Add students' suggestions to the list on the board.

- Give out two sheets of paper to each student. Say *You described characters from stories, films and TV programmes. Now you're going to invent a character of your own. On one piece of paper, draw a picture of the character. On the other, write a few sentences to describe the character. The character can be a person*

or an animal. Make your character funny or interesting. Give your character a name. Model the activity by drawing a picture of the character on the board. Then say, for example, *Let's see; I think I'll call my character Lucky Lucas. He's very funny. I think he's noisy, too. He isn't good at maths. He's interested in sport, but he isn't good at playing football. He hasn't got any brothers or sisters, but he's got a pet cat.* As you speak, write sentences on the board.

- Give students time to draw their pictures and write their descriptions. Make sure they don't write anything on the picture. When students have finished, collect their pictures and display them at the front of the classroom. Say *Now we're going to guess which picture belongs to each description.* Divide the class into two teams, A and B. Line the teams up. The first student from Team A reads out his/her character description. The first student from Team B tries to guess which picture matches the description. If the student is right, Team B gets a point. Then the same two students reverse roles. Continue until all students have read out their descriptions.

Consolidate

- On the board, write words for family members and adjectives in random order. On four pieces of card write *be, not be, have got, haven't got*.

brothers	grandparents	funny	friendly
pets	sisters	mean	messy
annoying	interested in	aunt	mum
good at	crazy about		

- Ask students to sit in a circle. Say *Let's go round the circle, making sentences. I'll start. I'm going to hold up one of these cards.* Read the verb on your card. Say *My card says* have not got. *I choose a word from the list on the board. I choose* grandparents. *My sentence is: My grandparents haven't got any pets.* Say *Now it's your turn.*

- Ask a student in the circle to go first. Hold up one of the verb cards. Give the student time to choose a word on the board and make a sentence using the verb and the noun or adjective from the board. Continue around the circle until everyone has had a chance to say a sentence. Once a word on the board has been used, erase it from the list. Remind students to use the correct form of the verb. When all the students have had a turn, you could take a vote on the best sentence.

BE THE EXPERT

Teaching Tip

Playing games can be a welcome change of pace from reading and writing activities and other seated work. Bring in movement where possible. For example, ask students to make a circle or stand when it is their turn. Students often relax when playing games and are more willing to participate.

Related Word

giraffe

Formative Assessment

Can students

- use the correct form of *be* or *have got* to describe family members?

  Ask students to choose the correct word or phrase to complete each sentence.

  My parents _____ *(is / are)* interested in animals, but they _____ *(hasn't got / haven't got)* any pets.

  I _____ *(hasn't got/'ve got)* four brothers.

- use the correct form of *be* or *have got* to ask questions about family members?

  Ask students to make questions from the following prompts:

  your dad / interested in / sport ?

  your aunt / got / sons ?

Workbook For additional practice, assign Workbook page 18–19.

Online Workbook Grammar 1

READING

Objectives
Students will
- read about and discuss what families in four different countries eat for breakfast.
- understand and use new words from the reading.
- interpret photographs.

Reading Strategy Make predictions based on visuals

Target Vocabulary *breakfast, dinner, lunch, meal*

Academic Language *caption, (dictionary) entry, prediction*

Content Vocabulary *bread, diet, food, fruit, morning, porridge, sprinkles*

Resources Online Workbook/Workbook pages 20–21; Worksheet F.1.4 (Teacher's Resource CD-ROM/ Website); Tracks 035–036 (Audio CD/ Website/CPT); CPT: Reading; Graphic Organiser: Word Web *(optional)* (Teacher's Resource CD-ROM/Website)

Materials photos of different types of food and dishes from different countries around the world



Warm Up

- **Build background** Say *Every person in the world eats food. We all eat to make our bodies work. But food is fun, too. We all like certain foods. What are your favourite foods?* Choose several students to tell the class about their favourite foods and dishes. Say *What did you eat for dinner yesterday? Can you remember?* Help with vocabulary, if necessary. When several students have answered, see if any of them had the same answer. Say, for example, *So, three students had (noodles) last night. But only one student had (fish). Do we eat a lot of (noodles) here?*

- Say *How many of you have visited a different country? Put your hands up.* Ask the students with their hands up to name the country they visited. Then ask *Did you eat any different foods in that country?* Help students to name any unfamiliar foods. Tell students about your own experience, for example, *In Spain, I had a dish made with rice called paella. It was delicious.* Show the class photos of dishes from around the world, if you have these. Ask the class if they can guess where any of the dishes come from.

DIFFERENT WAYS TO START THE DAY AROUND THE WORLD

What food does your family eat in the morning? What is your favourite breakfast food? Is your meal at breakfast very different from your meal at lunch or dinner? Do you eat the same things as your friends?

Different families around the world have got very different diets. Do you know what people have for breakfast in other parts of the world?

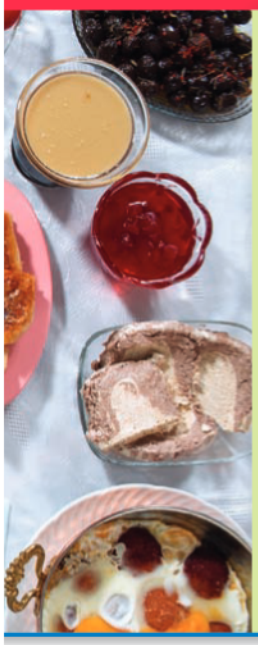
In Malawi, Emily, aged seven, starts the day at six in the morning. She lives with her grandmother and seven other family members. Her breakfast is porridge made from flour. She also has vegetables and drinks tea.

Oyku is nine years old. She's from Turkey. She has brown bread with olives, jam, tomatoes, eggs and a lot of different types of cheese.

Nathanaël is six and he lives in France. From Monday to Friday, Nathanaël has fruit, cereal and bread with his grandmother's homemade jam for breakfast. At the weekends he eats croissants. His favourite food, though, is pancakes (or 'crêpes' in French) with hot chocolate. In France, children drink hot chocolate from a bowl.

Viv, from the Netherlands, is five years old. She has bread with sweet sprinkles on top. This is a very popular breakfast in the Netherlands. The Dutch eat 750,000 slices of bread with chocolate sprinkles every day!

IN FOUR COUNTRIES



4 AFTER YOU READ Answer the questions.

1. Who eats a special food at the weekend?
2. Who lives with her grandmother?
3. Who is from the Netherlands?
4. In which country do children drink from a bowl?
5. Where is Oyku from?

5 Work in pairs. Find numbers in the text to complete these sentences.

1. There are nine people in Emily's family.
2. Every day, people in the Netherlands eat 750,000 slices of bread with chocolate sprinkles.
3. Nathanaël is six years old.
4. Emily gets up at six in the morning.

6 Discuss in groups.

1. Look at the food in the photo. Do you eat similar food? Do you want to try some of the food in the photo? Which food?
2. What do you think we can learn from the text?
3. What differences do you notice between the people in the text?

READING 35

- Say *In different countries around the world people eat different types of food. The food that we eat is called our* diet. *Different parts of the world often have different diets.* Ask students to suggest why this might be.

Before You Read 1 2

- 1 Ask students to open their books at pages 34–35. Direct their attention to Activity 1. Put students into pairs, then read out the instruction. Invite a student to read aloud the title. Say *With a partner, look at the photo and the title. Discuss what you think the reading will be about.* When students have finished, review their predictions as a class. Note their ideas on the board. Say *We guessed what the reading is about. These are our ideas. They are called* predictions. *When we read, we'll see if our predictions were correct.*

BE THE EXPERT

Reading Strategy

Make predictions based on visuals Visuals from many sources – books, posters, websites, newspapers and magazines – are very useful to get students to predict the content of a reading or listening text. Encourage students to look at the picture and describe what they can see. Ask questions to draw students' attention to the general content as well as the details. If there is more than one picture, they can compare them and guess what relation they will have to each other in the text.

While reading or listening, students should then be encouraged to check and revise their predictions. When they make predictions, students become active readers, engaged in the task and are more likely to understand and remember what they read.

Teaching Tip

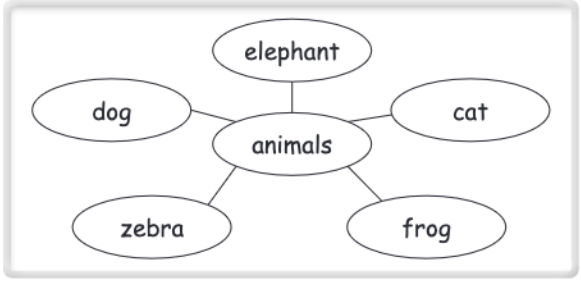
Students can use pictures to help them remember new vocabulary. Encourage them to draw pictures to remind them of the meanings of the new words they learn. They may enjoy building their own picture dictionary. The drawing process encourages students to check their understanding of a word and identify differences between related words.



- Say *Look at page 34 again. Don't read the text yet. Can you tell which country the food comes from?* Give students time to find the caption for the photo. *That's right, there is some writing next to the photo.* Ask a student to read the caption. Say *This is called a caption. It gives more information about the photo.*

- 2 **LEARN NEW WORDS** Read aloud the words in the word box on page 34. Ask students to repeat. Say *One of these words is in the title on page 34. Which one?* (breakfast) Ask students to find all four words from the box in the reading and discuss what they think they mean. Then play **Track 035** and ask students to listen and repeat.

- Direct students' attention to Activity 2 again, and read the second part of the instruction. Say *Which word is a more general word? Let's see what* general *means. Here's a different example.* On the board, draw a word web with a central circle. In the central circle, write *animals*. Say *Who can give me an example of an animal?* Ask several students to give you an example of an animal, and write each of these around the central word.



- Draw a new word web with a different word in the central circle, such as *colours*. Ask students to suggest colours to write around the outside. Point to the two central circles and say *Animals and colours are general words. The words around the outside are examples.* Read out the words in the box again. Ask *So, which word is the general word?* (meal) *Which words are examples of the general word?* (breakfast, dinner, lunch)

While You Read 3

- 3 Say *Now we're going to find out what different families around the world have for breakfast. Listen and read.* Play **Track 036** and tell students to read along.

- Say *Now listen and read again. This time, look and listen for numbers. Notice what the numbers refer to.* Play **Track 036** again while students read and find numbers. Encourage students to write down the numbers they find.

After You Read 4 5 6

- 4 Put students into pairs. Ask them to read and answer the questions. If partners disagree on an answer, encourage them to find the paragraph that has the information they need, and read out the part of the text that supports their answer.

- 5 Put students into pairs with a different partner. Ask them to compare with their partner the list of numbers they wrote down while reading. Make sure students have their books open at page 35 and draw their attention to the sentences in Activity 5. Ask them to read the gapped sentences. Say *Don't look at the reading text again. Can you match one of the numbers you wrote with each sentence?* Give pairs time to decide which number might fit each gap. Then say *Now, re-read the text and check if you were right.* When they have finished, check answers as a class.

- 6 Put students into small groups. Tell the students to read and discuss the activity questions. If students are struggling for ideas, provide some prompts. For each group, ask one member to act as secretary and write a few notes from the discussion for each question.

Discussion prompts

1. Do you want to try some of the food?	Imagine the taste of each food – sweet, bitter, salty, delicious, hot or cold
2. What can we learn from the text?	Think about the different countries: what is the weather like there, what food grows there?
3. What differences do you notice between the people in the text?	Is breakfast an important meal in this country? How much do people eat for breakfast? How long does it take to make and eat breakfast?

Extend

- Ask the group secretaries to share their discussion notes for each question. Write some of their ideas on the board next to the discussion prompts. Then tell students to work with a partner to write sentences about the picture and the reading. Say *Work with a partner. Write at least four things you learnt about breakfasts in different countries.*
- If time allows, hand out **Worksheet F.1.4** in class. Students will use the worksheet to practise the new vocabulary and discuss what people eat for different meals.

Consolidate

- Say *Let's play* True or False. Check that students understand *true* and *false* by saying a few sentences that are obviously true or false. Say *Let's see what you remember about breakfast in other countries. Close your books. I'll say a sentence. If it's true, keep your hand down. If it's false, put your hand up.* Say sentences such as the following:
  Emily's family in Malawi have porridge and vegetables for breakfast. (true)
  In Turkey, Oyku eats a lot of different types of fruit for breakfast. (false)
  In France, children drink tea from a bowl at breakfast time. (false)
  Dutch people eat a lot of bread with chocolate sprinkles. (true)
  Invite students to correct the false sentences.

BE THE EXPERT

Teaching Tip

Encourage students to be active listeners when they have group discussions. From time to time, ask students to pause an activity and repeat what another group member just said. If one of the group is making notes, the other group members can assist them by repeating the main points. Remind students that when they make notes, they do not need to write complete sentences.

Answer Key

Comprehension 4

1. Nathanaël eats a special food at the weekend.
2. Emily lives with her grandmother.
3. Viv is from the Netherlands.
4. Children drink from a bowl in France.
5. Oyku is from Turkey.

Formative Assessment

Can students

- talk about what different families eat around the world?
  Ask students to describe what one of the families in the reading text has for breakfast.
- use new words from the reading?
  Ask *What meals do we eat at different times of day?*
- interpret photographs?
  Ask students to say two things they learnt from the photo on pages 34–35.

Workbook For additional practice, assign Workbook pages 20–21.

Online Workbook Reading

VIDEO

Objectives
Students will
- discuss how some countries have special days to celebrate their dead family members.
- apply the message of the video to their personal lives.

Academic Language *label*

Content Vocabulary *celebration, costume, culture, dead, festival, grave, honour, loved ones*

Resources Video scene 1.1 (DVD/Website/CPT); Online Workbook; CPT: Video

Materials world map or globe *(optional)*; drawing materials; large sheets of paper for drawing

Answer Key

Comprehension 4

1. Mexico
2. October 31st–November 2nd
3. food, flowers and gifts
4. They dress up, paint their faces and play music.
5. China
6. They believe the spirits of their loved ones return.



Before You Watch 1 2

- Write the title of the unit *Family Matters* on the board. Say *So far in this unit, we've looked at lots of different aspects of family life. What have you learnt about?* (famous families, describing family members, what families eat). Say *In this lesson we'll learn about how families celebrate. Who can tell me an example of a celebration – a special day in the year?* Write some of the students' responses on the board.
- 1 Ask students to open their books at pages 36–37. Read the questions in Activity 1 aloud. Put students into pairs to discuss the questions. After pairs have had time to discuss, ask *Which celebrations did you talk about?* Ask pairs to share their ideas with the class. Note any celebrations that aren't already on the board. Ask *How do you celebrate them?* Help students with any vocabulary they need.
- 2 Say *Look at the photo. What do you think the girls are doing? Can you describe the way they are dressed? Do they look happy or sad?* Read the caption aloud. Say *We're going to watch a video. Based on what you see in the photo, can you predict what the video is about?* Then read Activity 2, and give pairs time to discuss possible answers to the question.
- Read the question again. Say *In which countries around the world do people have special celebrations for their dead loved ones? What do you think?* Invite pairs to suggest answers. Write their suggestions on the board and help them locate some of the countries on a world map or globe, if available.

While You Watch 3

- Say *Now we're going to watch* Celebrating the Dead. Direct students' attention to Activity 3. Read the



Two sisters celebrating Day of the Dead in San Miguel de Allende, Mexico

4 AFTER YOU WATCH Work in pairs to answer the questions.

1. Where do people celebrate 'Día de los Muertos', or Day of the Dead?
2. When is this festival?
3. What things do people take to their family members' graves on the Day of the Dead?
4. Name three other ways in which people celebrate this day.
5. In which country do people celebrate Tomb Sweeping Day or 'Qingming'?
6. What do families in Japan believe about the festival of 'Obon'?

5 Work in pairs. What do you think about these kinds of celebrations? Why do you think some cultures have them? What do you do in your family or in your culture to remember your loved ones?

6 Work in groups. Find out more about what people eat during the Day of the Dead celebrations. Make a list.

7 YOU DECIDE Choose an activity.

1. **Work independently.** Design a costume for a Day of the Dead celebration. Draw a picture of the costume and label it. Explain what the different parts of the costume mean and why you chose them.
2. **Work in pairs.** Choose one of the festivals below and find out more about it. Write a short paragraph about it.
   • Chuseok • Gai Jatra • Diwali
3. **Work in groups.** Invent your own festival to honour the dead. Decide when it will be and what people should do during the festival. Describe your festival to the class.

VIDEO 37

BE THE EXPERT

Teaching Tip

It's often better to allocate partners than to let students choose their own, especially when students are new to a class. Sometimes you may wish to put a more able student with a less confident student to help him or her. Listen to partners as they work together, and help them treat each other with respect. Keep pairwork interesting by asking students to change partners once or twice during lessons.

Formative Assessment

Can students

- discuss how some cultures celebrate their dead family members?

Ask *What do some cultures do when they hold a celebration for the dead?*

Online Workbook Video

instruction, then choose a student to read aloud the items in the box. Check the meaning of each word as a class.

- Say *While you watch, circle all the things you see.* Play **Video scene 1.1**. Tell students to work independently. Check answers as a class.
- Say *Now we're going to watch the video again.* Point to the countries listed on the board. Say *Let's see which countries the video names.* Play the video again.
- If students have trouble following the video, pause it and allow them to ask questions.

After You Watch 4 5 6 7

- 4 Put students into pairs. Tell them to work together and use information from the video to answer the questions. Check answers as a class.
- 5 Read aloud the instructions and the discussion questions. Ask pairs to discuss the questions. Then invite pairs to share their answers with the class.
- 6 Put the students into small groups. Ask *What do you eat when you celebrate a special day?* Invite students to give their ideas. Read the instructions and give students time to research and write their list. Share answers as a class.
- 7 YOU DECIDE Ask students to choose an activity. If students choose the first activity, make sure they think about the different parts of the costume.
- Put students who choose the second option into pairs. Say *You need to choose one of the festivals. If you can, find some information online about each one.*
- Put students who choose the third option into small groups. Tell them to brainstorm ideas in their group first and to make sure that every student is involved.

GRAMMAR 2

Objective
Students will
- use countable and uncountable nouns with *There is* or *There are* to talk about food.

Grammar Countable and uncountable nouns

Academic Language *countable, noun, uncountable*

Content Vocabulary *beefburger, biscuit, honey, kebab, lettuce*

Resources Online Workbook/Workbook pages 22–23; Worksheet F.1.5 (Teacher's Resource CD-ROM/ Website); Tracks 037–038 (Audio CD/ Website/CPT); CPT: Grammar 2

Materials large sheets of paper for drawing, felt tip pens

GRAMMAR 037

Countable and uncountable nouns

Countable nouns

Are there any biscuits in the cupboard?

Yes, there are. **There are some** chocolate biscuits, but **there aren't any** ginger biscuits.

Is there a banana in your bag?

No, there isn't. But **there is an** apple.

Uncountable nouns

Is there any water in the bottle?

Yes, there is. And **there's some** juice in the fridge.

Is there any bread at the shop?

No, there isn't. **There isn't any** bread, but **there's some** rice.

1 **Listen to the conversation.** Write *C* for countable and *U* for uncountable next to each word. 038

C kebab C beefburger U lettuce C tomato
U juice U water C banana U honey

2 **Work in pairs.** Circle the correct words. Then write *some* or *any*.

Today is my sister's tenth birthday and my whole family is here for her birthday meal. There *is* / (*are*) some cheese sandwiches and there *is* / (*are*) some crisps. There *isn't* / (*aren't*) any sweets because my sister doesn't like sweets, but there *is* / (*are*) some biscuits and there (*is*) / *are* a big chocolate cake. There (*is*) / *are* also some fruit – there *is* / (*are*) some grapes and there *is* / (*are*) some strawberries. There (*isn't*) / *aren't* any juice, but there (*is*) / *are* some coffee in a large pot and there (*is*) / *are* some water.



3 **Work in pairs.** Take turns choosing a card. Ask and answer questions using the words on the card with *Is there / Are there*.

Is there any water in the bottle?

Yes, there is.

Go to page 173.



38 GRAMMAR

Warm Up

- **Activate prior knowledge** Write *There is* and *There are* on the board. Say *We use these phrases to talk about things that are around us. For example, there are 20 students in our class today. There is one teacher – me!* Ask some students to make sentences with *There is* and *there are*. Ask *How do we make those sentences negative?* Add to the board *There isn't* and *There aren't*.

Present

- Ask students to open their books at page 38. Say *We're going to find out how to use* There is *and* There are *to talk about food.* Ask students to look at the sentences in the grammar box. Say *Some of the food and drink words are countable. Some of them are uncountable. Can anyone say what the difference is?* (Countable nouns are things you can count; uncountable nouns are things you can't count.)
- Play **Track 037** while students read along silently. Ask *What's the first countable noun in the box?* (biscuits) *What's the first uncountable noun in the box?* (water)
- Write the following on the board:

Countable	Uncountable
biscuits	water
_____	_____
_____	_____
_____	_____

Encourage students to find the other countable and uncountable nouns in the box. Write the words in the correct column on the board.

- Say *We use* There is *with a singular noun – when there is only one of something. We use* There are *with a plural noun – when there is more than one.* Ask students to find examples of singular and plural sentences in the first column of the grammar box.

Ask *Now look at the sentences with uncountable nouns. Do they use* There is *or* There are*?* (There is). Say *You always use a singular verb when you talk about an uncountable noun.*

- Play **Track 037** again. Then ask students to take turns asking and answering with a partner.

Practise 1 2

- 1 Read the Activity 1 instructions and items aloud. Check understanding of the words. Explain that some of the nouns are countable and others are uncountable. Say *We're going to listen to two people talking about food and drink for a barbecue. Listen for the words in the activity.* Play **Track 038** while students listen and follow. Then say *Now listen again, and work on your own to complete the activity.* Play **Track 038** again. When students have completed the activity, check answers as a class. Discuss any incorrect responses students may have and why they are incorrect.

- 2 Put students into pairs. Ask them to look at the photo in Activity 2. Say *What kind of celebration do you think this is?* (a birthday) Ask students to read and complete the activity with their partners. When they have finished, invite a pair to read the completed text.

Apply 3

- 3 Put students into pairs with a new partner. Ask them to cut out the cards from page 173. Read the instructions and ask a pair to read the speech bubbles. Then model the activity. Say *I'll choose a card: box – potatoes. I ask 'Are there any potatoes in the box?'* Invite a student to reply. (Yes, there are.) Students take turns to ask and answer questions.

Extend

- Put students into small groups. Give out a sheet of drawing paper and some felt tip pens to each group. Say *Let's plan the food and drink for a family celebration. First, decide on a celebration. Then, each person in your group should draw a food or drink item, and tell the group about it. Use* There is *or* There are *to begin your sentences.* Ask each group to tell the class which celebration they chose.

- If time allows, hand out **Worksheet F.1.5** to give students more practice with countable and uncountable nouns.

Consolidate

- Keep the students in the same groups as for the Extend activity. Say *We planned the food and drink for a celebration. Now let's play a game. Can you guess what food or drink the other groups have chosen? Ask questions beginning with* Is there *or* Are there*.* Ask each group in turn to choose another group and ask them a question about the picture they drew, for example, *Are there any biscuits in your picture?* If the answer is *Yes, there are*, the group asking the question gets a point. Continue the game until each group member has asked at least one question.

BE THE EXPERT

Grammar in Depth

A countable noun is the name of a separate item that can be counted. It is usually a concrete noun (something you can experience through one or more of the five senses: sight, hearing, touch, smell, taste).

An uncountable noun is the name of something such as a liquid, powder or gas, a material or an abstract idea that we do not see as separate items and therefore cannot be counted. We cannot use numbers or *a/an* with uncountable nouns, and they cannot be made plural.

Usually it is not difficult to decide if a noun is countable or uncountable. However, some nouns can be countable or uncountable depending on their exact meaning. A good dictionary will help to check this. Some examples are:

I'd like a tea, please. (countable, meaning a cup of tea)
Do you like tea? (uncountable, meaning the drink in general)
I'll get two pizzas for dinner. (countable, meaning two separate whole items)
Would you like some pizza? (uncountable, meaning an unknown quantity)

We can quantify an uncountable noun by adding a countable noun such as *a piece/item/bit of* before the noun:

bread (uncountable) – *a piece/slice/loaf of bread* (countable)
news (uncountable) – *a piece/item of news* (countable)

Formative Assessment

Can students

- use countable and uncountable nouns to ask and answer about food and drink?

Ask students to complete the following dialogue with the correct form of *there is/there are*:

_____ any juice in the glass?

Yes, _____. But _____ any bananas?

No, _____.

Workbook For additional practice, assign Workbook pages 22–23.

Online Workbook Grammar 2

WRITING

Objectives

Students will

- understand how joining words are used to connect and contrast information.
- use *and* to connect similar pieces of information.
- use *but* to connect different pieces of information.
- analyse a model paragraph to see how the writer connects and contrasts information.
- write a description of a family member.

Writing Personal description

Academic Language *connect, contrast, different, similar*

Content Vocabulary *appearance, interests, personality*

Resources Online Workbook/Workbook page 24; Process Writing Worksheet (Teacher's Resource CD-ROM/Website); CPT: Writing; Graphic Organiser: Word Web (Teacher's Resource CD-ROM/Website)

WRITING

We use joining words, such as *and* and *but*, to connect information in a sentence. We use *and* to connect two similar pieces of information.

*She's got long hair **and** blue eyes.*

We use *but* to contrast two different pieces of information.

*My brother is very friendly, **but** my sister is quite mean.*

1 **Read the model.** How does the writer connect and contrast information? Underline the sentences with *and* and *but*.

My Grandfather

I've got one grandfather – my grandfather Miguel. Grandfather Miguel is from Mexico, but now he lives with us in Spain. He's 72 years old, but he's very fit and active. He's got short grey hair and brown eyes. He's quite tall and he's got a very loud voice. He's really funny and friendly. All my friends like him. His favourite meal is breakfast, and he loves the Mexican dish 'huevos rancheros' – eggs with tomatoes and chilli. He's very interested in music and he's got three guitars. He enjoys playing them, but he isn't very good at it!



2 **Work in pairs.** What information does the writer include about his grandfather? Tick the information that is in the paragraph.

✓ his name	✓ his personality	___ his favourite animals
✓ his appearance	___ his friends	✓ his interests

3 **Write.** Describe a member of your family. Remember to use *and* and *but* to connect and contrast information.

WRITING 39

Warm Up

- **Recycle** Remind students of the language they used to describe different family members. Say *What kind of words did we use to describe people?* (adjectives) Ask students to recall some of the adjectives they used to describe their family members and list these on the board.
- Write the following pairs of sentences on the board:

I'm friendly. My sister is friendly, too.
My brother is interested in photography. I think it's boring.
My cousin is friendly. He's often very funny.
My father likes sport. He isn't very good at football!

- Say *Look at these pairs of sentences. They give information about people. Sometimes the pairs of sentences describe how things are the same, or similar. Sometimes they describe how things are different.* Ask a student to read out the first pair of sentences. Say *Are these similar, or different?* (similar) Do the same with the other pairs of sentences.

Present

- Say *We're going to see how we can make two sentences like these pairs into one sentence. To do this, we use joining words. We're going to look at which joining words we use to join similar pieces of information and different pieces of information.*
- Tell students to open their books at page 39. Ask them to read silently through the information in the green box at the top of the page. Write the example sentences on the board:

She's got long hair and blue eyes.
My brother is very friendly, but my sister is quite mean.

- Invite a student to read out the two sentences. Ask *Which sentence has two pieces of similar information?* (the first one) *Which joining word do we use?* (and) Ask *Which sentence has two pieces of different information?* (the second one) *Which joining word do we use?* (but) Write *similar* and *different* after the relevant sentences on the board, and underline *and* and *but*.

- Read out the second sentence in the box. Say *We use and to connect two similar pieces of information. Connect means join.* Write *connect* on the board after the first sentence. Read out the fourth sentence in the box. Say *We use but to contrast two different pieces of information. Contrast means join two pieces of information that are different.* Write *contrast* on the board after the second sentence.

- Go back to the pairs of sentences you wrote on the board during the Warm Up. Say *Which joining word will we use to connect each of the pairs?* (and, but, and, but) Ask students to say the combined sentences.

Read the Model 1 2

- 1 Say *Now we're going to look at an example of a paragraph with connecting and contrasting information. First, let's look at the photo and the title. Who is described in the paragraph?* (the writer's grandfather) Say *Without reading the paragraph, can you predict some words that might be used to describe the man in the photo?* Let several students give their ideas, and write them on the board.

- Invite several students to each read a part of the paragraph aloud. Ask students if there are any words they don't understand. Encourage them to work out what the words might mean from context. Ask a few comprehension questions, such as: *What is the grandfather's name?* (Miguel) What does he look like? (He's tall. He's got short grey hair and brown eyes.) What does he like eating for breakfast? (huevos rancheros) Point to the list of adjectives on the board and ask *Did we predict any of the words correctly?*

- Read the instruction aloud. Say *Look for sentences that connect and contrast information. Which joining words are we looking for?* (*and* and *but*) Ask students to read the paragraph again on their own and underline the sentences that contain *and* or *but*. Ask students to read out each sentence that they have underlined, and say whether the information in the sentence is similar or different.

- 2 Put students into pairs. Read the instruction aloud and ask a student to read out the items. Explain *personality* and *appearance*. Say *When we talk about personality, we say what someone is like. Is the person a happy person? Are they friendly or funny? Do they like helping other people? When we talk about appearance, we say what someone looks like. Are they tall or short? What colour is their hair? What kind of clothes do they wear?* Ask pairs to read the text again and complete the activity together.

BE THE EXPERT

Writing Support

Conjunctions of contrast The most usual way of expressing a difference between ideas in two clauses of a sentence is by using the joining word, or conjunction, *but*. In a sentence like this, *but* always comes at the beginning of the second clause; it never begins the sentence. We say:

My older sister is really friendly, but my younger sister is mean.

His aunt is good at singing, but his uncle isn't interested in music.

NOT

But my older sister is really friendly, my younger sister is mean.

In the following sentence, the conjunction joins two pieces of information, in this case, two contrasting adjectives:

My little brother is noisy but funny.

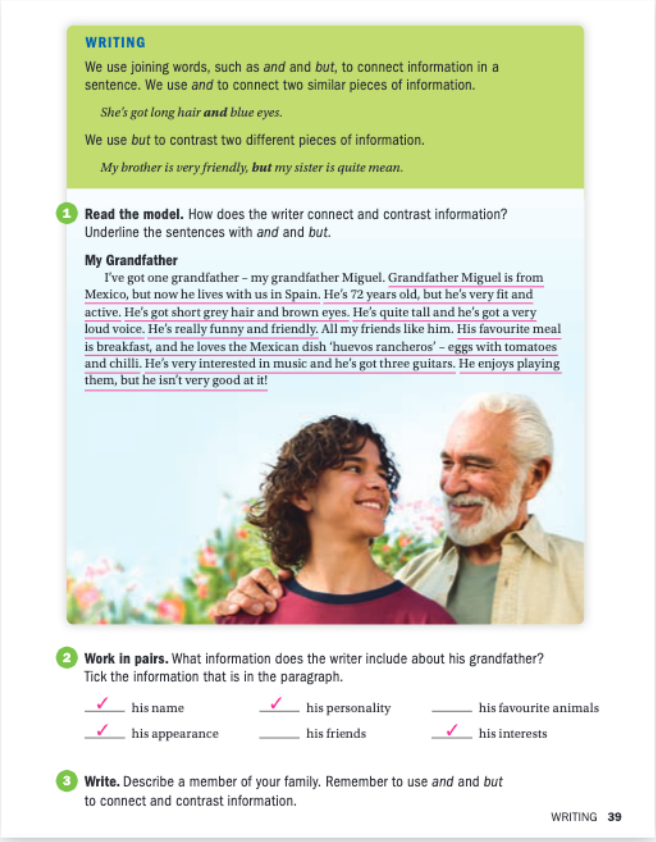
Teaching Tip

When students are writing a description of a person, remind them to think of both similarities and differences, and to focus on a person's positive traits as well as any negative ones.

Remind students of the vocabulary and grammar they should use in each writing assignment. Model example sentences before the students begin to write.

Workbook For scaffolded Writing support, assign Workbook page 24.

Online Workbook Writing



WRITING

We use joining words, such as *and* and *but*, to connect information in a sentence. We use *and* to connect two similar pieces of information.

She's got long hair ***and*** *blue eyes.*

We use *but* to contrast two different pieces of information.

My brother is very friendly, ***but*** *my sister is quite mean.*

1 **Read the model.** How does the writer connect and contrast information? Underline the sentences with *and* and *but*.

My Grandfather

I've got one grandfather – my grandfather Miguel. Grandfather Miguel is from Mexico, but now he lives with us in Spain. He's 72 years old, but he's very fit and active. He's got short grey hair and brown eyes. He's quite tall and he's got a very loud voice. He's really funny and friendly. All my friends like him. His favourite meal is breakfast, and he loves the Mexican dish 'huevos rancheros' – eggs with tomatoes and chilli. He's very interested in music and he's got three guitars. He enjoys playing them, but he isn't very good at it!

2 **Work in pairs.** What information does the writer include about his grandfather? Tick the information that is in the paragraph.

✓ his name ✓ his personality ___ his favourite animals
✓ his appearance ___ his friends ✓ his interests

3 **Write.** Describe a member of your family. Remember to use *and* and *but* to connect and contrast information.

WRITING 39

Plan 3

- 3 Read Activity 3 aloud. Say *Now you're going to plan your writing. You already know your topic – a description of a member of your family. Your next step is pre-writing.*
- Ask students to use a word web graphic organiser to list their ideas about the person they are going to write about. Hand out copies of the Graphic Organiser or draw one on the board for students to copy. Remind students of the items in Activity 2. Say *Who are you going to write about? Write their name in the central circle. Then write the types of information from Activity 2 in the outer circles. The graphic organiser will help you plan your writing.*
- If you have time in class, allow students to work on this step. If not, assign it as homework. If students have Workbooks, remind them to use Workbook page 24 for writing support.
- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out the **Process Writing Worksheet** and review it together.
- **Workbook** Refer students to Workbook page 24 to help them organise and plan their writing.

Write

- After students have completed their pre-writing, tell them to work on their first drafts. If you haven't got enough time in class, assign the first drafts as homework.

Revise

- After students have finished their first drafts, tell them to review their writing and think about their ideas and organisation. Ask each student to consider the following: *Have I described my family member well? Have I included the most interesting information about him or her? Have I used* and *and* but *to connect and contrast information? What is good? What needs more work?*

Edit and Proofread

- Encourage students to consider elements of style, such as sentence variety, parallelism and word choice. Then ask them to proofread for mistakes in grammar, punctuation, capitalisation and spelling.

Publish

- Publishing includes handing in pieces of writing to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

Writing Assessment

Use these guidelines to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the table.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Re-do

	1	2	3	4
Writing Student includes appropriate connecting and contrasting ideas using *and* and *but* correctly to join pieces of information.				
Grammar Student uses *be* and *have got* correctly to describe a person.				
Vocabulary Student uses a variety of word choices, including words learnt in this unit.				



MISSION

Objective
Students will
- discuss how we can discover what things are important to our lives and those of our family members.

Content Vocabulary *values, stem*

Resources Video scene 1.2 (DVD/Website/CPT); Worksheet F.1.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

BE THE EXPERT

Teaching Tip

Encourage students to participate actively in discussion activities. Consider asking one student or a pair of students to lead a class discussion. Giving students responsibility in the classroom increases self-confidence and motivation, and develops their leadership skills.

Online Workbook Meet the Explorer

Mission

- Read aloud the mission *Discover Your Values*. Say *Values are the things that we believe to be important in our life. Your values can change the way you live. For example, some people believe that it is wrong to kill animals, and so they become vegetarian.* Ask *Who can think of other examples of values?* Invite several students to share their ideas.

- Tell students to open their books at page 40 and look at the photo and quote from Max Lowe. Ask a student to read the quote aloud. Explain that in this sentence *stem* means the same as *come*. Ask *What do you think Max means by 'The things you value in life stem from the very beginning'?* (The most important things in life are with you from the start of your life.) Say *Do you agree with Max? Why or why not?* Ask students to say whether they agree or disagree. Ask them to give examples from their own lives.

- **Activity 1** Say *Now let's watch a video about Max Lowe.* Play **Video scene 1.2**. Ask students to focus on where Max is and who he is climbing with.

- **Activity 2** Put students into pairs. Ask partners to discuss the job that Max does. He is described as an explorer, photographer and writer. Ask *What kind of skills do you think he would need to have? Would you like to travel a lot, as Max does?* Then tell students to think about the video and the information they learnt earlier in the unit, and discuss how Max's career is connected to his family.

- **Activity 3** Say *Now you're going to think about values – your values and your family's values.* Read the questions. Ask students to work individually to write responses to the questions.

- **Worksheet** Hand out **Worksheet F.1.6.** Explain that students will use the worksheet to further discuss family interests.

PROJECT

Objective
Students will
- choose and complete a project related to their families.

Academic Language *album, poster, record*

Content Vocabulary *family tree, relationships*

Resources Assessment: Unit 1 Quiz; Workbook pages 25 and 104; Worksheet F.1.7; (Teacher's Resource CD-ROM/ Website); CPT: Make an Impact and Review Games

Materials book with large, blank pages to make a class album, or large, strong paper to make an album

Assessment Go to page 280.

Unit Review Assign Worksheet F.1.7.
Workbook Assign pages 25 and 104.
Online Workbook Now I can

Make an Impact

YOU DECIDE **Choose a project.**

1 Draw a family tree.
- Find out about four generations of a family.
- Draw a family tree to show how they are all in the same family.
- Write sentences about the people in the family tree. Describe the different relationships.

2 Make a poster about your family's breakfast.
- Keep a record of everything your family eats for breakfast.
- Design a poster with pictures and facts about the food.
- Display your poster in the classroom. Answer your classmates' questions about the information on the poster.

3 Make a class family album.
- Bring in some of your favourite family photos.
- Write a few sentences about each photo.
- Stick the photos and sentences in a book to create a class family album.



PROJECT 41

Prepare

- **YOU DECIDE** Ask students to choose a project.
- **Activity 1** Ask students to find examples of family trees and examine how they are drawn. They can do this by searching on the Internet or finding books or other sources on the subject.
- Ask students to do research on their own families, or other families they know, by talking to other family members and asking questions. Remind them to find out about four different generations.
- **Activity 2** Tell students to keep a record of everything their family eats for breakfast. They can do this once, or every day for a few days, depending on how much time is available. Ask them to research some interesting and unusual facts about the foods they have recorded to add to their posters.
- **Activity 3** Explain that an *album* is a special book with blank pages where you stick photographs, pictures and other important things that you want to keep. Encourage the students who are making the class album to plan it together, and discuss what kind of information they want to include in the sentences they are writing.

Share

- Schedule time for students to present their family tree, poster or album to the class. Allow time for the students to ask questions about their classmates' work.
- **Modify** For Activity 2, ask students to keep a record of everything their family eats in a whole day. Ask them to research different food groups and assign the foods they have recorded to the different groups on their poster. Is it a healthy diet?

STUDENT'S BOOK AUDIO SCRIPT

Track 025 1 **Listen and read.** See Student's Book pages 28–29.

Track 026 2 **LEARN NEW WORDS** **be married to** / My mother is married to my father. **child** / She has got three children. **daughter** / Her daughter is five years old. **die** / My dog died last year. **generation** / There are three generations of climbers in our family. **granddaughter** / She is my teacher's granddaughter. **grandson** / He is the grandson of a famous explorer. **husband** / My husband makes films about the sea. **son** / My three sons are called Igor, Boris and Piotr. **step-father** / When my father died, my mother married Jim. Jim is my step-father. **take care of** / She takes care of her little sisters. **wife** / My wife is from Egypt.

Track 027 5 The Irwin Family are a very famous family in Australia. Lyn and Bob Irwin opened Australia Zoo in 1970. Their son, Steve Irwin, was very good at working with crocodiles. He was famous for his TV show *The Crocodile Hunter.* Many people around the world enjoyed watching it. Steve died in 2006, but now his children, Bindi and Robert, also work with the zoo. They are very interested in conservation and make TV programmes about animals.

Track 028 5 **LEARN NEW WORDS** **enjoy** / People enjoy seeing animals in the wild. **famous** / They are famous for their zoo. **good at** / Crocodiles are very good at swimming. **interested in** / Bindi and Robert Irwin are interested in animals.

Track 029 **SPEAKING STRATEGY** See Student's Book page 31.

Track 030 1 **S1**: Hi, Chau. Can I ask you some questions for my geography project? **S2**: Sure. No problem. **S1**: OK, first of all. Where do you live? **S2**: I live in Hanoi, Vietnam. **S1**: Hanoi. Uh huh. And, where are your parents from? **S2**: My dad's from Vietnam and my mum's from the USA. **S1**: Vietnam and the USA. OK. And what are your parents' names? **S2**: My dad's name is Danh, and my mum's name is Cindy. **S1**: OK, great. And finally, what's your favourite animal? **S2**: My favourite animal? I don't know. Um, I think my favourite animal is a lion. **S1**: A lion. OK. Thanks very much.

Track 031 **GRAMMAR** See Student's Book page 32.

Track 032 1

1. I haven't got any brothers or sisters.
2. I'm an only child.
3. My parents are from Brazil.
4. My mum's interested in music and dancing.
5. She's got two sisters, Alicia and Silvia.
6. They also enjoy dancing, but they aren't very good at it!

Track 033 3 I have two little brothers. Their names are Charlie and Peter. They're both really friendly. Charlie is two years old. He's really messy and noisy. He plays music in the kitchen every day. Peter is five years old. He's sometimes a bit mean to Charlie because he thinks Charlie is annoying. But the truth is, Charlie is really funny!

Track 034 3 **LEARN NEW WORDS** **annoying** / My sister is very annoying because she's always in my room. **friendly** / He's a very friendly, kind man. **funny** / My brother tells a lot of jokes, but they aren't very funny. **mean** / She's quite mean and thinks only about herself. **noisy** / He listens to loud music all the time and is very noisy. **messy** / They are very messy and don't tidy up.

Track 035 2 **LEARN NEW WORDS** **breakfast** / We have breakfast at seven o'clock in the morning. **dinner** / Dinner is in the evening. **lunch** / Many children around the world have lunch at school. **meal** / My favourite meal is rice with beans.

Track 036 3 **WHILE YOU READ** See Student's Book pages 34–35.

Track 037 **GRAMMAR** See Student's Book page 38.

Track 038 1 **S1**: Hey, it's a beautiful day. Let's have a family barbecue. **S2**: Great idea! Are there any kebabs in the fridge? **S1**: Yes, there are. We've got some kebabs, and we've got some beefburgers. **S2**: That's good. Is there any lettuce? **S1**: No, there isn't. There isn't any lettuce, and there aren't any tomatoes. **S2**: No lettuce, no tomatoes. How about juice? Is there any juice in the fridge? **S1**: Yes there is. There's some juice and there's some water. **S2**: OK. Can you check the fruit bowl for me? Are there any bananas? Bananas with honey are great on the barbecue. **S1**: Yes, there are some bananas. But there isn't any honey in the cupboard. **S2**: OK. I'd better go to the supermarket!