

4

Family Ties

Classroom Materials/Extra Practice



CD 2
Tracks 2–22



Transparencies 4.1–4.6
Vocabulary Cards Unit 4



MCA
Unit 4



Workbook
Unit 4



Interactive Practice
Unit 4

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Possessive adjectives
- Possessive nouns
- Descriptions with *have*
- Descriptions with *be* and *have*

Pronunciation

- Pronunciation of possessive 's
- Linking words together: Consonant to vowel

Reading

- Read an article about blended families

Writing

- Write sentences about yourself and your family

Life Skills Writing

- Complete an emergency contact form

Preview

- Set the context of the unit by asking questions about family (for example, *Do you have a big family?*).
- Hold up page 65 or show Transparency 4.1. Read the unit title and ask the class to repeat.
- Explain: Family Ties *means that family members are close to each other. They love and care about each other. Optional:* Explain: *There was also a popular television show in the United States called Family Ties in the 1980s, so it's a funny title, too.*
- Say: *Look at the picture.* Ask the Preview questions: *Who are the people?* (family members) *Where are they?* (a birthday party)
- If possible, ask students to bring in a picture of their family for Lesson 1.

Unit Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed:
Emergency contact form: *A form with the name, address, and phone number of a person to call during an emergency*
- Tell students to circle one goal that is very important to them.
- Call on students to say the goal they circled.

Getting Started

5 minutes

1 WHAT DO YOU KNOW?

A CLASS. Look at the pictures of Susan's family...

- Show Transparency 4.2 or hold up the book. Tell students to cover the list of words on page 67.
- Read the directions. Point to number 6 and ask: *Who is this?* Read the example with the class.
- Ask: *Which family members do you know?*
- If students call out an incorrect family member, give students two options (for example, ask: *Is number 7 a wife or a husband?*). Tell the class they will now listen to a CD and practice the names of the family members.

Presentation

10 minutes

B Listen and point to the people. Then...

- Read the directions. Play CD 2, Track 2. Pause after number 12 (*grandfather*).
- Explain: *The word children is plural. The singular form is child.*
- Resume playing Track 2. Students listen and repeat.

Controlled Practice

15 minutes

2 PRACTICE

A PAIRS. Student A, point to a person and ask...

- Read the directions. Read each line in the example and ask the class to repeat. Model correct intonation.
- Play A and model the activity with an above-level student. Explain: *When you answer, always say Susan's . . . because this is Susan's family.*
- Explain: *Who's is a contraction of Who and is.* Ask: *Why do we say this, as in Who's this?* (Because we are pointing to the picture of one person.)
- Pair students. Walk around and, as needed, practice the conversation with pairs by pointing to pictures and asking: *Who's this?*
- To check comprehension, show Transparency 4.2, point to various pictures, and ask individual students: *Who's this?* (Susan's _____)

MULTILEVEL INSTRUCTION for 2A

Pre-level Form groups of 4. When Student A asks *Who's this?* anyone in the group may answer.

Above-level Students make up information about the family members' jobs, for example:

A: *Who's this?* B: *Susan's mother. She's a doctor. . .*

B WORD PLAY. PAIRS. Student A, look at the list...

- Read the directions and the example. Ask: *Who is the match for husband?* (wife)
- Pair students. Walk around and practice with them. After a few minutes, tell students to stand, mingle, and practice the conversation with several other partners.
- To check comprehension, say a word and call on individual students to tell you the matching word.

Expansion: Graphic Organizer Practice for 2B

- Tell students to make a two-column chart with the headings *Male* and *Female* in their notebooks. Students write matching male and female family words in the same row (for example, *brother*, *sister*). Students can use this table as a reference.

C GROUPS OF 3. Look at Susan's family tree. Talk...

- Explain how the family tree works: *Two people connected by a line (like Tai-Ling and Bi-Yun) are married to each other—they are husband and wife. Lines that go down under married couples are for their children. Michael, Karen, and Susan are the children of Carol and Thomas.*
- Form groups of 3. Read the directions.
- Say: *Student A, say something about a family member, for example, David is Susan's husband. Then, Student B, say something more, for example, Right. And Carol is Susan's mother.*
- Walk around and if students have difficulty, use the chart to help them understand the relationships.
- To wrap up, perform the activity as a class.

Teaching Tip

Point, Pause, Repeat, Ask. *Point* to the tree to help illustrate what you explain. *Pause* after short statements so students can process what you just said. *Repeat* the short statement(s) you just said. *Ask* simple comprehension questions to confirm understanding.

Lesson 1 Vocabulary

Learning Strategy: Write personal sentences

- Read the directions and the example.
- Say: *To remember the word brothers, I will write a sentence about my brothers.* Read the example sentence again.
- Tell students to circle four family words in the vocabulary list at the top of the page. Say: *For each word, write a sentence about your real family members.*
- Ask a student: *What is your mother's first name?* (Ana) Write on the board: *Ana is my mother.* Tell students to write sentences like this for the four words they circled.
- Walk around as students work. If misspellings occur, tell them to check the list on page 67. Check that students are capitalizing sentences and using periods. Also check for *subject-verb* agreement.
- Call on students to read their sentences.
- Say: *You can remember new vocabulary when you write sentences that are important to you.* Remind students to use this strategy to remember other new vocabulary.

Communicative Practice 25 minutes

Show what you know!

STEP 1. Draw your family tree in your notebook....

- Read the directions. Copy the sample family tree onto the board.
- Point to the family tree and say: *Put a dotted line between people who have children together. Children go under the parents.*
- Point to the family tree and say: *You are "Me."* Point to names (for example, Bruno) and ask: *Who's this?* (Bruno is my brother.)

- Draw your own family tree on the board. Keep it simple and include, for example, blanks for one set of grandparents, your parents, your siblings (include yourself), and your children and your siblings' children. Point to names on the tree and state their relationship to you (for example, *Steve is my father.*). To give students additional support, write each person's relation to you under his or her name (for example, *Steve—my father*).
- Walk around and help students as they draw their family trees. Point to people in students' trees and ask: *Who's this?*

STEP 2. PAIRS. Show your partner your family tree....

- Read the directions.
- Ask an above-level student to point to someone in your family tree on the board and ask: *Who's this?* (She's my sister.)
- Pair students. Say: *Ask your partner questions about his or her family. Take turns playing A and B.*
- Walk around and check that students are using their family trees and are asking and answering correctly. Point to people in students' trees and ask: *Who's this?*

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability The higher-level partner plays A first, asks questions, and also models answers if B has difficulty or responds incorrectly.

Expansion: Speaking Practice for STEP 2

- Ask students to present their family trees to the class. Students in the audience ask questions (for example, *Who's your father?*). For an added challenge, presenters can also say what jobs their family members have (for example, *This is my father. He's a teacher.*).

Extra Practice



Interactive Practice



pages 38–39

Getting Started

5 minutes

1

BEFORE YOU LISTEN

A READ. Read the sentences.

- Say: *Look at the first picture. Who's this?* (Justin Timberlake) *Is he famous?* (Yes.) *Why?* (He's a singer.)
- Say: *Look at the next picture. Who's this?* (my brother) *Is he famous?* (No.) *He's not famous, but he looks like Justin Timberlake.*
- Say: *Looks like means that someone looks almost the same as another person. Sometimes people we know look like famous people.*

Expansion: Critical Thinking Practice for 1A

- Ask: *Is it good to look like a famous person? Why or why not?* List pros and cons on the board (for example, *Pro: People are nice to you. Con: Some people are rude.*).

B CLASS. Who do people in your family look like?

- Ask: *Who do people in your family look like?* Write answers on the board (for example, *My sister looks like Jennifer Lopez.*).

Presentation

25 minutes

2

LISTEN

A Look at the picture.... Guess:...

- Read the directions.
- Ask: *What do you see in the picture?* (two women; a woman holding a photo)
- Ask: *Who is the man in the photo?* Write the answer choices on the board and read them. Call on a few students to guess.

B

**Listen to the conversation. Was...**

- Read the directions. Play CD 2, Track 3.
- Circle the correct answer on the board. Ask: *Was your guess correct?*

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 282 as they listen to the conversations.

Listen again. Complete the sentences.

- Read the directions.
- Read each sentence and the answer choices.
- Play Track 3 again. Students listen and complete the sentences.
- Call on students to say answers.

C

**Listen to the whole conversation....**

- Read the directions. Play CD 2, Track 4.
- Students compare answers with a partner.
- Call on students to say answers.

Expansion: Vocabulary Practice for 2C

- On the board, write *Nice*. Near it, write the sentence *He looks nice*. Ask: *What other words mean nice?*
- Write answers on the board. (*Possible answers:* kind, friendly, helpful, caring) Students write these words in their notebooks.

Expansion: Listening and Speaking Practice for 2C

- Play Track 4 again, but pause it after each line. Tell the class to repeat each line.
- After a few times through, tell half the class to play Sen and the other half to play Dora. Without the CD, cue each side to say their lines (for example, Ss [Sen]: *That's a great photo. Who's that?* Other Ss [Dora]: *My father.*).

Lesson 2 Talk about family

Controlled Practice

15 minutes

3 CONVERSATION



Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2B on page 68.
- Read the directions.
- Play CD 2, Track 5. Students listen and read along silently.
- Resume playing Track 5. Students listen and repeat.

Language Note

On the board, write *Oh, he looks nice*. Draw an arrow pointing to the comma and label it. Explain: *We pause, or stop, after Oh. This is why we use a comma.* Repeat the expression a few times, pausing after *Oh* while pointing to the comma on the board. Call on students to repeat this line after you.

4 PRACTICE

A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, ask students to look at the family tree and the note. Go over the meaning of *uncle*, *aunt*, and *cousin* using the family tree and your own family as examples.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the family tree.
- Ask two on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use the words in the family tree to try to fill in the blanks.
- Walk around and check that students are using the correct pronoun in *Oh, _____ looks nice*.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability The lower-level partner should play A first a few times. The higher-level partner, playing B, can correct A if A says the wrong pronoun in *Oh, _____ looks nice*.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. PAIRS. Make your own...

- Read the directions.
- Ask students to take out a family photo. Students who don't have a photo can draw a picture of a family member.
- With an above-level student, make up a new conversation and practice in front of the class. Base the conversation on Exercise 4A.
- Pair students. Say: *Student A, show your picture to your partner. Student B, say something nice about the picture and ask who the people are.*
- Walk around and check that students are using contractions correctly and are asking and answering questions properly.
- Call on individual students to come to the front of the class with their picture. Ask students questions about their pictures (for example, *Who's that?*).

MULTILEVEL INSTRUCTION for 4B

Cross-ability Tell the lower-level students to first present their photos to their partners. The higher-level students are responsible for asking more questions. Tell higher-level students to repeat their questions or ask them in different ways if their partner doesn't understand.

Expansion: Speaking Practice for 4B

- Bring in magazines with pictures of celebrities. Tell students to cut out pictures and create a made-up family tree with celebrities' pictures.
- Students then practice asking and answering questions about their trees with their partners. They base their conversations on Exercise 4A.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study possessive adjectives. In the conversation on page 69, Dora used this grammar.*
- Play CD 2, Track 5. Students listen. Write *My father* on the board. Underline *My*.

Presentation

10 minutes

Possessive adjectives

- Copy the grammar charts onto the board or show the charts on Transparency 4.3 and cover the exercise.
- Read the first sentence in the left chart (*I am in the U.S.*) and ask the class to repeat. Then read its complement sentence in the right chart (*My family is in Peru.*). As you read *I* and *My*, point to yourself. Repeat with other subject pronoun and possessive adjective pairs in the chart and point to students to indicate the match between *You/Your*, *He/His*, *She/Her*, *We/Our*, and *They/Their*.
- To confirm understanding, say: *I am in the U.S. My family is in Peru.* Ask: *Whose family?* (My family) Say: *You are in the U.S. Your family is in Peru.* Ask: *Whose family is in Peru?* (Your family)
- If you are using the transparency, do the exercise with the class.

Teaching Tip

Finding alternative ways to present grammar provides multiple opportunities for students to acquire new language. To reinforce the above presentation, point to your book and say *My book*. Point to a student's book, look at the student, and say *Your book*. Then point to another student's book, look at the class, and say: *His/Her book*. Repeat with other examples for *my*, *your*, *his*, *her*, *our*, and *their*. To check comprehension, perform the same actions but do not say anything. Tell the class to call out the correct expression.

Controlled Practice

15 minutes

1

PRACTICE

A Maria is showing family photos to a friend....

- Read the directions and the example. Ask students to look at picture 1.
- Say: *Look carefully at the pictures before you answer.* Do the second sentence in item 1 with the class.
- Call on students to say answers.

B Maria is showing more photos to her friend....

- Read the directions. Read the example and ask the class to fill in the second blank. Ask: *Which word in the sentence tells you the answer is her?* (daughter)
- Tell students to read each sentence before answering.
- Walk around and check that students are basing their answers on information in the sentences.



C Listen and check your answers.

- Play CD 2, Track 6. Students listen and check their answers.
- *Optional:* Play Track 6 again, pausing after each item to allow students to repeat. Students then practice the conversation in pairs.

Expansion: Writing Practice for 1C

- Pair students who each have a family photo. Students write sentences about the people in their own photo (for example, *This is my husband.*) and then they write sentences about their partner's photo (for example, *That is her son.*).
- Students should try to write at least three sentences each (two about their own photo and one about their partner's).

Presentation

10 minutes

Possessive nouns

- Copy the grammar charts onto the board or show the charts on Transparency 4.3 and cover the exercise. Tell the class they will learn how to use possessive nouns.
- Read the first sentence in the left chart and ask the class to repeat. Read its counterpart in the right chart. Read the Grammar Watch note.
- Pronounce *Luis's* and ask the class to repeat. Explain: *There is an extra syllable because Luis ends in -s.* Read the Pronunciation Watch note.
- Hold up various classroom objects that belong to students (for example, a textbook) and call on the class to say to whom it belongs (Ss: *That's Ramon's book.*). Call on students to write each sentence on the board after the class calls it out.
- If you are using the transparency, do the exercise with the class.

Teaching Tip

Use drawings to reinforce grammar concepts. On the board, draw an outline of the U.S. and stick figures for Dora and Luis. Then draw Peru and several family members. (See page 6 for the shapes of the U.S. and Peru.) As you read the sentences in the chart, point to the figures.

Controlled Practice

10 minutes

2

PRACTICE

A Look at the family tree. Complete the sentences.

- Read the directions. Hold up the book and point to Ryan and Eva. Read the example.
- Read the other names and ask the class to repeat.
- Say: *Use possessive nouns to complete the sentences. Look at the family tree first.*
- Students compare answers with a partner. Those who finish early write a sentence on the board.

B  Listen and check your answers. Then...

- Read the directions. Play CD 2, Track 7. Students listen and check their answers.
- Resume playing Track 7. Students listen and repeat.

Communicative Practice

10 minutes

Show what you know!

GROUPS OF 3. Talk about the people in the picture....

- Ask students to look at the picture. Say: *The names of the people are under the picture.*
- Play A and read the example conversation with two on-level students.
- Form groups of 3. Say: *A, begin by asking who somebody is. B and C, listen to A and answer the question. Say I think to make a guess. Use looks like in your answers.*
- Walk around and check that students are using possessive adjectives, possessive nouns, and the expressions *I think* and *looks like*.

MULTILEVEL INSTRUCTION

Cross-ability Ask higher-level partners to prompt lower-level partners with questions (for example, [Pointing to someone in the photo] *Who's this?*).

Expansion: Speaking Practice

- Form groups of 4. One student shows his or her family photo to the group and writes the names of the people in the photo on a piece of paper, but does not say anything more about it. The other students talk about the photo and try to guess what relationship the people in the photo have with the student who owns it.

Progress Check

Can you . . . talk about family?

Say: *We have practiced talking about family. Now, look at the question at the bottom of the page. Can you talk about family?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 32–33



pages 40–41

Getting Started

10 minutes

1 BEFORE YOU READ

A CLASS. Read the information. Then answer...

- Read the directions and the paragraph. Ask: *What does get divorced mean?* (to end a marriage)
- Tell the class to look at the first pie chart. Ask: *What do 52% of the people do?* (They don't get divorced.) *What do 48% of the people do?* (They get divorced.)
- Tell the class to look at the second pie chart. Ask: *What do 75% of the people do?* (They get married again.) *What do 25% of the people do?* (They don't get married again.)
- Ask the questions in the exercise: *Do many people in your country get divorced? Do they get married again?*

Teaching Tip

Many students have difficulty understanding graphs and charts. Ask many comprehension questions when presenting a chart or graph to ensure that students understand, for example, *Which piece is bigger, 52% or 48%? Why are there different colors?* (to see the different groups) *What does 48% mean?* (48 out of 100 people)

To illustrate and reinforce understanding, poll the class with a simple *yes/no* question (for example, *Do you want a new TV?*). Tally the results on the board (for example, *Yes: 9; No: 14*). Add the results (23) and write the sum on the board. Calculate the percentage of the *Yes* votes by dividing the number of *Yes* votes by the total number of votes ($9/23 = 0.39$, approximately 40%, which means the *No* votes were approximately 60%). Draw a pie chart with corresponding pieces. Students copy the pie chart into their notebooks and write the percentages over the pieces.

Expansion: Math and Graphic Organizer Practice for 1A

- After doing the above Teaching Tip activity, poll the class with another simple question (*Who has children?*), tally the results on the board under *Yes* and *No* headings, and ask students to create their own pie chart.
- As a visual aid, draw some sample pie piece sizes on the board to represent basic percentage amounts (for example, a quarter of a circle for 25%, half-circle for 50%, and three-quarters of a circle for 75%).
- Walk around and check that students are creating pieces that are correctly proportioned.

Controlled Practice

10 minutes

B Look at the pictures and dates. Complete the...

- Read the directions and the words in the box. Ask students to repeat the words.
- Explain: A step-mother *is the woman who marries a divorced father with children*. A step-sister *is the daughter of the step-mother*.
- Do item 1 with the class. Point to the picture and ask: *What year is it?* (1997) Read the incomplete sentence and tell the class to call out the answer (T: *Ann and Bob Peterson get . . .* Ss: *married.*).
- Walk around and check that students are using the illustrations and the word box to write answers.
- Draw a simple time line (a line with the six years from the exercise on it) on the board and call on six students to write the answers under each year on the time line.
- On the board, write *blended family*. Explain: *This family is a blended family. This means that there was a divorce and a remarriage. Step-family members are part of a blended family.*

Presentation

10 minutes

2 READ



Listen. Read the article.

- Ask: *What's the title?* (The American Family Today)
- Tell students to look at the picture. Read the caption.
- Play CD 2, Track 8. Students listen and read along silently.
- Explain that special phrases (*blended families*, second paragraph) are put in quotation marks because they are words used in an unusual way.
- *Optional:* Play Track 8 again. Pause the CD after each of the following paragraphs and ask these questions:

First paragraph: *When did Jimmy's parents get divorced?* (2006)

Second paragraph: *How many families does Jimmy have?* (two)

Third paragraph: *Is Jimmy's story common?* (Yes.)

Controlled Practice

15 minutes

3 CHECK YOUR UNDERSTANDING

A PAIRS. Read the article again. Look at the days...

- Read the directions.
- Tell students to look back at the article to find the answers to the questions.
- Walk around and if pairs have difficulty, point to the second paragraph where they can find the answer to each question.
- Call on students to say answers.

B What is the main idea of the article?...

- Remind students: *The main idea is the most important idea of the article.*
- Ask students to read the article again silently.
- Students compare answers with a partner.
- Call on a student to write the completed sentence on the board.
- To wrap up, point to the sentence on the board and ask: *What is this?* (the main idea of the article)

MULTILEVEL INSTRUCTION for 3B

Cross-ability The higher-level partner points to the part of the article where answers can be found. The lower-level partner reads the passage with the answer and then writes the answer.

Expansion: Speaking Practice for 3B

- Form like-ability groups of 4 or 5 students. Groups discuss the following questions for at least five minutes: *Does Jimmy have a good life? Why or why not? What are the pros and cons of having a blended family?* You may have to explain that *pros* are good things and *cons* are bad things, or problems. Everyone in each group must share an opinion.
- Call on representatives from each group to discuss the answers to the questions.

Communicative Practice

15 minutes

Show what you know!

Culture Connection

- Say: *Blended families are common in the U.S.*
- Ask: *What about in your country?*

PAIRS. Talk about it. Do you know someone...

- Say: *Think of a person you know who is in a blended family. In your notebook, make a list of all that person's step- or half-family members. Write their names and their relationship to the person you know (for example, Jorge—Juana's step-brother). If you don't know anyone in a blended family, make up information.*
- Pair students. Say: *Student A, explain your list to your partner. Say all the people in the list and what their relationship is to the person you know. Student B, listen to Student A. Then show Student A your list and explain all the people in it.*
- Walk around and check that students are discussing step- or half-relatives.

Extra Practice



Interactive Practice



pages 34–35



page 42

Getting Started

15 minutes

1 BEFORE YOU LISTEN

**READ.** Look at the picture of Zofia's...

- Read the directions. Play CD 2, Track 9.
- Say: *Someone who is average height is not tall and not short. Someone who is average weight is not thin and not heavy.*
- Draw stick figures of a short person, an average height (in the middle) person, and a tall person. Label each *Short*, *Average Height*, and *Tall*.
- As needed, draw pictures of faces with a mustache and a beard to explain these words. Also draw heads with varying lengths of hair to differentiate between short and long hair.
- Tell students to look carefully at the picture before answering the questions.
- Call on students to say answers.

Presentation

15 minutes

2 LISTEN

**A** Look at the picture. Ernesto is...

- Ask: *What do you see in the picture? What is happening?*
- Read the directions.
- Ask: *Who are they talking about?* Write the answer choices on the board and read them.
- Play CD 2, Track 10. Circle the correct answer on the board. Tell students to raise their hands if their guess was correct.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 283 as they listen to the conversations.

**B** Listen again. Check (✓) all the things...

- Read the directions. Play Track 10 again. Students listen and check all the things that are true.
- Call on a student to say answers.

**C** Listen to the whole conversation....

- Read the directions. Ask students to look at the pictures. For each one, call on students to describe the person in the picture (for example, a. *He has long hair. He has a mustache.*).
- Play CD 2, Track 11.
- Call on students to say answers.

Expansion: Vocabulary Practice for 2C

- With the class, brainstorm additional physical characteristics for hair (for example, *short hair*, *long hair*, *curly hair*, *straight hair*). Write several terms on the board and draw stick figures to illustrate.
- Tell students to write at least three characteristics that describe themselves (for example, *short*, *average weight*, *short hair*) in their notebooks.
- Call on students to share their answers with the class. Repeat after students, modeling complete sentences. For example: S: *Short hair*. T: *Yes, you have short hair*. Note: Do not ask students to produce complete sentences, since they have not yet learned the grammar.

Controlled Practice

20 minutes

3

CONVERSATION



Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercises 2A and B on page 74.
- Play CD 2, Track 12. Students listen and read along silently.
- Ask: *What's a carpenter?* (a person who builds things from wood, such as a house or a boat) As needed, explain *wood* by pointing to something made of wood, such as a bookshelf.
- Explain: *What's he like?* means *Tell me about this person.*
- Resume playing Track 12. Students listen and repeat.

Expansion: Grammar Practice for 3

- Pair students. Student A points to the first line and asks: *What is the possessive adjective?* Student B answers (*your*). Then Student B points to the second line and asks the same question. Pairs continue for the whole conversation.
- Then students circle all the possessive adjectives in the conversation. Tell students to look back at the grammar chart on page 70.

4

PRACTICE

A PAIRS. Practice the conversation. Then make...

- Pair students and tell them to practice the conversation in Exercise 3.
- Ask students to look at the family photo. Say: *Imagine that this is your family.* On the board, draw three stick figures to represent the three people in the picture. Label them *uncle*, *cousin*, and *aunt*.
- Ask students to call out the physical characteristics for each person's height (*short*, *average*, or *tall*), weight (*thin*, *heavy*), and hair (*short*, *long*). Write the correct description near each drawing on the board (for example, *uncle: average height, thin, short hair*). Tell students to write this information under each person in the picture on the page.
- Read the directions. Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with one of the choices.

- Ask on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role.
- Walk around and check that students are using pronouns and physical characteristics correctly.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

Communicative Practice

10 minutes

B MAKE IT PERSONAL. PAIRS. Make your own...

- Read the directions. Student B talks about one person because students haven't studied the plural form *have* yet.
- With an above-level student, make up a new conversation and practice in front of the class. Base the conversation on Exercise 3.
- Pair students. Tell students they can talk about a friend if they want to.
- Walk around and check that students are using contractions correctly and are asking and answering questions properly.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Tell students to use the vocabulary on page 74 as much as possible. Teach students to say *no* before a characteristic (for example, *no beard*) in order to give students greater opportunity to use all the vocabulary.

Above-level Student B discusses two people (for example, B: *My brother and my sister are here.* A: *Oh. What's your brother like?*). A can ask about each person separately. For added challenge, ask B to talk about one person they look like and one person they don't.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to practice describing people with have. In the conversation on page 75, Ernesto used this grammar.*
- Play CD 2, Track 12. Students listen. Write on the board: *He has long hair.* Underline *He has*.

- Say: *The sentences are about people in the picture. Find the people in the picture when you answer.*
- Remind students to look at the subject of the sentence before answering and to look at the grammar chart for help.
- Students compare answers with a partner.
- Call on students to say answers.

Presentation

5 minutes

Descriptions with *have*

- Copy the grammar charts onto the board or show the charts on Transparency 4.4 and cover the exercise.
- Read the sentences in the left chart and ask the class to repeat. Strongly pronounce *have* in isolation so that students notice the /v/ sound.
- Read the sentences in the right chart and ask the class to repeat. Since *have* and *has* sound similar, clearly differentiate *has* from *have* when you say them. To make sure students can discriminate between *have* and *has* when they hear them, ask the class to write *has* on one scrap of paper and *have* on another. Say each word randomly and ask the class to hold up the word they hear.
- Using students with varying hair lengths as examples, point to students and tell the class to call out sentences to describe them. Provide practice with examples from both charts so that students can correctly identify when to use *have* or *has*.
- Ask students to close their books. Remove any visual aids for the charts. On the board, write several incomplete sentences:
We _____ short hair. You _____ a mustache.
He _____ a beard. Maria _____ long hair.
 Call on students to come to the board and complete the sentences with *have/has*.
- If you are using the transparency, do the exercise with the class.

- **B PAIRS.** Look at the picture again. Circle Paul.

- Read the directions.
- Hold up the picture and ask: *Where is Paul in the picture?* Tell students to answer using *on the left/right* or *next to*, which they learned in Unit 3. (Possible answers: Paul is on the right. Paul is next to his sister.)

Communicative Practice

5 minutes

- **C PAIRS.** Look at the pictures. Describe the people....

- Ask students to look at the pictures.
- Read the directions and the example.
- Walk around and check that students are using *have/has* correctly and are adding periods.
- Tell students to take turns reading their answers to each other.

MULTILEVEL INSTRUCTION for 1C

Cross-ability Ask higher-level students to check their partners' answers. Higher-level students can also ask their partners to come up with one more descriptive sentence for each picture (for example, *1. Elias has short hair.*) and to write it on a piece of paper. If the lower-level partner has difficulty, the higher-level partner can help.

Expansion: Writing Practice for 1C

- Form groups of 5. Each student writes three sentences to describe one person in the group (for example, *He has short hair. He has a beard. He looks like Marc Anthony.*).
- Each student reads his or her sentences out loud, and the rest of the group guesses the person (Ss: *Is it Hugo?* S: *Yes!*).

Controlled Practice

10 minutes

1

PRACTICE

- **A** Look at the picture. Underline the correct word.

- Read the directions and the example. Write the example on the board and ask: *What's the subject? (I)*
 Ask: *Do you use have or has with I? (have)*

Presentation

10 minutes

Descriptions with *be* and *have*

- Copy the grammar charts onto the board or show the charts on Transparency 4.4 and cover the exercise. Tell the class they will learn how to describe people using *be* and *have*.
- Read sentences from the left chart and ask the class to repeat.
- On the board, write several example sentences with blanks for *be*. Use names of your students for third-person singular. Call on students to complete the sentences. Write in the correct form of *be*.
- Do the same for the right chart. Call on students to complete the sentences. Write in the correct form of *have*.
- Say: *Use be to talk about height and weight. Use have to talk about hair.*
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

2

PRACTICE

A Read about Donna's family. Underline...

- Read the directions. Say: *Remember, use be for height and weight. Use have for hair.*
- Walk around and check that students are choosing answers based on whether the physical characteristic is related to hair (*have*) or weight (*be*).
- To check answers, read the paragraph and tell the class to call out answers.

Communicative Practice

20 minutes

B PAIRS. Look at the pictures of Donna and...

- Read A in the example conversation with an on-level student reading B and finishing the line.
- Ask: *What are the differences in the pictures?* (In picture A, Donna has short hair. She is thin. In picture B she has long hair. She is heavy. In picture A, Donna's husband is heavy. He has long hair and no beard. In picture B, he is average weight. He has short hair and a beard.)
- Pair students. Call on pairs to perform for the class.

Show what you know!

GROUPS OF 3. Look at your classmates. Complete...

- Copy the chart onto the board. Play A and read the example conversation with an on-level student.
- Ask: *Who has a beard?* (Carlos, Chen, and Viktor) Write 3 in the chart. Read the directions.
- Pair students. Say: *Now, Student A, ask Who has . . . ? or Who is . . . ? for every box. Student B, answer the questions.* Write the question starters for A on the board and point to them as you speak.
- Walk around and check that students are summarizing the information (for example, *So, three women have . . .*).
- To wrap up, call out questions to the whole class for every element in the chart (for example, *Who has a beard?*) and call on students to answer.

MULTILEVEL INSTRUCTION

Cross-ability Assign a higher-level student to be a group leader. The group leader is responsible for asking questions (for example, *Who has long hair?*). The lower-level students must answer the questions, and the leader records the information in the chart and summarizes it.

Expansion: Vocabulary Practice

- Redo "Show what you know!" with new categories: *curly hair, wavy hair, straight hair, thin hair, and bald*. As needed, explain each term by drawing a stick figure with each hair style.

Progress Check

Can you . . . describe people?

Say: *We have practiced describing people. Now, look at the question at the bottom of the page. Can you describe people?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 36–37



pages 43–44

Getting Started

5 minutes

1 TALK ABOUT MONTHS AND DATES

A CLASS. What are some important dates in...

- Write today's date on the board.
- Hold up your book and point to the calendar. Ask: *What is this?* (a calendar) *How many months do you see?* (12) *What is today?* ([today's date]) Point to the date on the board if students need a visual aid to answer the question. Clearly pronounce today's date and ask the class to repeat.
- Ask the question in the directions. If students don't understand, name some important dates on the board, explaining the significance of each as needed (for example, *My birthday is February 10. My son's birthday is . . .*).

Presentation

5 minutes

B Look at the calendar pages. Listen...

- Read the directions.
- Play CD 2, Track 13. Students listen and point.
- Resume playing Track 13. Students listen and repeat.

Controlled Practice

30 minutes

2 PRACTICE

A GROUPS OF 3. Student A, say a month....

- Read the directions.
- Play A and read the example with two on-level students.
- Form groups and assign roles. Tell students to look at the calendar pages if they need help with the names of the months.
- Walk around and check that students are saying months in order.

B Look at the numbers. Listen and...

- Read the directions.
- Play CD 2, Track 14. Students listen and point.
- Resume playing Track 14. Students listen and repeat. Pause the track after *4th*, pronounce *4th* (voiceless *th*), and ask the class to repeat. Model how to pronounce voiceless *th* and make sure that the class can do it. Say: *Put your tongue between your teeth and breathe out* [demonstrate].
- Read the note about writing and saying dates.

C Look at the calendar above...

- Read the directions. Say a few dates and ask the class to repeat.
- Play CD 2, Track 15. Walk around and check that students are pointing to the dates in the calendar for January.
- If students have difficulty, play Track 15 again.
- To check comprehension, copy the January calendar onto the board. Call on individual students to come to the front of the class. Say dates in random order (for example, *January 22nd*) and tell the student to point to them.

Expansion: Listening Practice for 2C

- Pair students.
- Student A dictates three important dates in his or her family (for example, A: *March 16th, May 20th, August 1st*). Student B writes them down and shows them to Student A for confirmation.
- Then, Student B asks the significance of each date (for example, B: *Why is March 16th important?* A: *It's my daughter's birthday.*). Partners switch roles and repeat.

Progress Check

Can you . . . talk about months and dates?

Say: *We have practiced talking about months and dates. Now, look at the question at the bottom of the page. Can you talk about months and dates?* Tell students to write a checkmark in the box.

D Look at the calendars. Write the dates. Use...

- Read the directions and the Writing Watch note.
- As a warm-up, ask: *What is today's date?* Point to the date on the board and tell students to copy it into their notebooks. Say: *Write yesterday's date in your notebook. Write tomorrow's date in your notebook.* Look around the room to see that students are writing the correct dates and capitalizing the months. Then write these dates on the board. Point to them as you say them and allow students to check their own work.
- As students complete the exercise, walk around and check that they are writing dates in month/day/year order.
- Call on students to say the dates. Correct students who say, for example, *twenty-four* instead of *twenty-fourth*. To wrap up, write the dates on the board so students can check that they wrote them the same way.

E Look at the calendars again. Write the dates...

- Read the directions. On the board, write today's date in numbers as in the example. Say: *Each of the 12 months has a number. January is 1. February is 2, and so on.*
- Walk around and check that students are writing dates in the correct order and using dashes.
- Call on students to write answers on the board.

F  Listen to the conversations. Which...

- Read the directions. Play CD 2, Track 16.
- To check answers, play Track 16 again and write answers on the board as the track plays.
- To reinforce the differences between the answer choices, read each one and ask the class to repeat.

3 GIVE YOUR BIRTHDAY

 Listen and read the conversation. Then...

- Play CD 2, Track 17. Students listen and read along silently.
- Write *July 29* on the board. Point to it and say: *When you read this date, remember to say th—twenty-ninth.*
- Resume playing Track 17. Students listen and repeat.

Communicative Practice 20 minutes

4 PRACTICE

A Walk around the room. Practice the conversation...

- Write the conversation in Exercise 3 on the board with blanks for the name and birthday date.
- Practice the conversation with an on-level student. Fill in the blanks.
- Pair students. Say: *Use your own names and birthdays. Take turns playing A and B.*
- Walk around and check that students are pronouncing ordinal numbers correctly.
- Call on pairs to perform for the class.

B NETWORK. Find classmates with the same...

- Read the directions. Ask several students: *What is your birthday month?* Write your own birthday month on the board and ask if anyone has a birthday in that month. Write each student's name whose birthday falls on a day in your birthday month next to the day of his or her birthday.
- Say: *Walk around and ask other students when their birthday is. When you find another student with the same birthday month, stay with them.*
- Once all the groups are formed, tell each group to make a calendar page for their month and to include their names on the dates of their birthdays.

Expansion: Speaking Practice for 4B

- When all the calendar pages are finished, ask one representative from each group to present the calendar to the class by reading the birthday dates and names (*Rosa's birthday is May 22. Rafael's . . .*).

Progress Check

Can you . . . give your birthday and date of birth?

Say: *We have practiced giving birthdays and dates of birth. Now, look at the question at the bottom of the page. Can you give your birthday and date of birth?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 45–46

Getting Started

5 minutes

Culture Connection

- Say: *In the United States, children go to elementary school. Elementary school starts with kindergarten. Children begin kindergarten when they are four or five years old. Then there is first grade, second grade, . . .*
- Ask: *In your country, do you have elementary school? How old are children when they go to school?*
- Say: *Every school district in the United States has different laws or rules about going to school. It is important to know when your child needs to go to school.*
- Ask: *Do you have a child in elementary school? Call on students to answer and explain more if possible (for example, Yes, I have a daughter. She is seven years old. She is in second grade.).*

1 BEFORE YOU LISTEN

A Look at picture 1. Label the people in the picture....

- Read the directions.
- Say: *Boys is the plural form of boy. Girls is the plural form of girls. Children means boys, girls, or both.*
- Say: *You can also say kids instead of children. Just remember that kids is informal—you use it in conversation.*
- Students compare answers with a partner.
- Call on students to say answers by prompting them, for example, *Who is first?* (children)

B CLASS. Look at picture 2. Read the conversation....

- Read the directions and information while students read along silently.
- Ask: *What about in your country?* Ask on-level and above-level students to explain why in their country asking adults about their age is OK or not. (Possible answers: In my country, it is rude to talk about age. In my country, only close family members talk about age. In my country, we say our age in a job interview. All people talk about age.)

Presentation

25 minutes

2 LISTEN

A Look at the picture.... Guess:...

- Read the directions. Ask: *What do you see in the picture? What is happening?* As needed, explain that *babysitting* is when you watch children for a few hours when their parents are not home.
- Ask: *How old are the children?* Write *Boy* and *Girl* on the board. Call on students to guess. Write their guesses on the board.
- Tell students they will listen for the answer in Exercise B.

B Listen to Zofia's phone conversation...

- Read the directions. Play CD 2, Track 18.
- Circle the correct answer on the board. (The boy is 11, and the girl is 6.) Ask: *Was your guess correct?*

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 283 as they listen to the conversations.

Listen again. Complete the sentences.

- Read the directions and the sentences and answer choices. Play Track 18 again.
- Students compare answers with a partner.
- Call on students to say answers.

C Listen to the whole conversation....

- Read the directions and the questions and answer choices. Play CD 2, Track 19.
- Students compare answers with a partner.
- Call on students to say answers.
- Ask: *Why does Zofia's friend (Terry's mother) call Terry "Terry the Terrible"?* Hint: *Look at the picture. What is Terry doing?* (She's drawing on the wall.) *Does Zofia see Terry drawing on the wall?* (No.)

3

CONVERSATION

A Listen. Then listen and repeat.

- Read the directions and the Pronunciation Watch note.
- Ask students to name the letters that are vowels. Write them on the board. Ask: *What are consonants?* (all the other letters)
- Read the sentences. Write the sentences with the links on the board.
- Say each sentence slowly and ask the class to repeat. Then say them at normal speed (with connected sounds) and ask the class to repeat. Next, slow down the connected sound speech and ask the class to repeat so that they notice that the consonant sound is merging with the vowel sound in the following word.
- Play CD 2, Track 20. Students listen.
- Resume playing Track 20. Students listen and repeat.

B Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 80.
- Play CD 2, Track 21. Students listen and read along silently.
- Resume playing Track 21. Students listen and repeat. There is an extra pause in Zofia's last line (after *fifth grade*) to give students time to repeat.

Controlled Practice

20 minutes

4

PRACTICE

A **PAIRS.** Practice the conversation. Then make new...

- Read the conversation in Exercise 3B to the class and ask students to repeat the places where the consonant sound of a word links to the vowel sound of the next word:
 A: Where are
 B: I'm at
 A: How old, old are
 B: son is, He's in, daughter is, she's in
- Pair students and tell them to practice the conversation in Exercise 3B.

- Then, in Exercise 4A, point to each picture and ask: *How old are the students? What grade are they in?*
- Read the directions.
- Copy the conversation in Exercise 4A onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with the correct words from the boxes.
- Tell pairs to take turns playing each role and to use different ages and grades to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners. Call on pairs to perform for the class.

Communicative Practice

10 minutes

B **MAKE IT PERSONAL. PAIRS.** Make your own...

- With an above-level student, make up a new conversation and practice in front of the class. Base the conversation on Exercise 3B. Play A. Continue the conversation for three or four exchanges.
- Pair students. Walk around and check that students are asking and answering questions about age.

MULTILEVEL INSTRUCTION for 4B

Cross-ability The lower-level student in each pair should play A. The higher-level student is responsible for asking more questions (for example, *How old are they? When are their birthdays? What grade are they in?*).

Expansion: Speaking Practice for 4B

- Tell students to include information about physical characteristics (for example, hair length, height) while talking about children they know.

5

LIFE SKILLS WRITING

Turn to page 256 and ask students to complete the emergency contact form. See pages Txi–Txii for general notes about Life Skills Writing activities.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study questions with How old. In the conversation on page 81, Assefa used this grammar.*
- Play CD 2, Track 21. Students listen. Write *How old are they?* on the board. Underline *How old*.

Presentation

5 minutes

Questions with *How old*

- Copy the grammar charts onto the board or show the charts on Transparency 4.5 and cover the exercise.
- Read the questions in the left chart and ask the class to repeat.
- Read the questions in the right chart and ask the class to repeat.
- Ask students to close their books. Remove any visual aids for the chart. On the board, write: *How old _____ you? How old _____ he?*
- Call on students to tell you whether to put *is* or *are* in the blanks.
- Then ask the question with *you* and call on a few students to answer. After a student answers, ask the rest of the class: *How old is he/she?* Find two students who are the same age and ask the class: *How old are they?*
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

PRACTICE

- A** Complete the conversations. Ask about age. Use...
- Read the directions and the example.
 - Write the son's date of birth on the board. Calculate his current age based on today's date. Write his age on the board and ask the class to complete B's line.
 - Tell students to look at the pictures before they answer.
 - Remind students to use subject pronouns for B's line in items 3 and 4.

- Walk around and, as needed, help students with the subtraction calculation to determine the age of the people in the exercise.
- Students compare answers with a partner.
- Call on students to perform for the class.

Community Building

Pair or group students so they can help one another do the calculations.

Communicative Practice

10 minutes

B PAIRS. Look at these photos of famous people....

- Read the directions. Say each name, ask the class to repeat, and say why each person is famous (*Zhang Ziyi is an actress. George Clooney is an actor. Diego Maradona is an athlete; he plays soccer. Oprah Winfrey is a talk-show host; she is on TV.*).
- Play A and read the example conversation with an on-level student.
- Pair students. Tell students to use *I don't know* and *I think* when they talk with their partner. Explain that here *around* means *close to* or *about*.
- Walk around and check that each partner is guessing the ages of the famous people.

MULTILEVEL INSTRUCTION for B

Cross-ability The higher-level partner plays A and initiates the conversation.

Expansion: Speaking Practice for B

- Pairs students and tell them to cut out pictures of people from magazines and guess how old the people are.
- Then call on students to present their pictures to the class while the class guesses how old they are. Above-level students can offer why they think a person is a particular age (for example, *I think he's 50 because he has gray hair.*).

Extra Practice



Interactive Practice



pages 38–39



pages 47–49

1 GRAMMAR

Look at the picture. Who is Tina? Complete...

- Read the directions and the example. Explain: *The picture is Tina's family. When you read, look at the picture to guess who is who.*
- Tell students to refer back to the grammar charts on pages 70 (possessive adjectives) and 76–77 (descriptions with *be* and *have*) as needed.
- Say: *Read the sentence before you answer and remember to look at the picture.*
- Students compare answers with a partner.
- Read the paragraph and call on individual students to say answers. When reviewing answers, point out how the sentence before reveals the correct answer (for example, *For number 2, the answer is My because Tina is speaking in number 1.*).
- Ask: *Who is Tina?* (the tall woman in the back row with a white blouse)

2 WRITING

STEP 1. Look at the picture again. Who is Morris?...

- Read the directions and the example.
- Remind students that they are writing about Morris.
- Students compare answers with a partner.
- Read the paragraph and call on individual students to say answers. Ask: *Who is Morris?* (the man in the middle of the back row)


STEP 2. Look at the picture and read the paragraph...

- Read the directions. Go back to the picture again and find ask: *Where is Mike?* (He is next to Tina. He has a green shirt.)
- Say: *You are Mike. Write about your family. Write at least five sentences.*
- Read the first sentence and ask the class to repeat. Ask: *Is Mike tall?* (Yes.) Write on the board: *I am _____.* Call on students to complete the sentence. (I am tall.)
- Walk around and check that students are writing sentences similar to the ones in Step 1.
- Students compare answers with a partner.
- Call on some students to write sentences on the board.

Expansion: Speaking Practice for STEP 2

- Review questions with *How old* from page 82.
- Pair students and tell them to read their writing from Step 2 to each other. The partner asks questions about the writing (for example, *How old are your daughters?*).

CD-ROM Practice

 Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 4, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice



pages 40–41

3 ACT IT OUT

STEP 1.  **Listen to the conversation.**

- Play CD 2, Track 22. Students listen.
- As needed, play Track 22 again to aid comprehension.

STEP 2. PAIRS. You are co-workers.

- Read the directions and the guidelines for Students A and B.
- Talk about each picture. Ask students to call out information they see in each picture.
- Pair students. Students practice at their desk with their partner. If possible, tell Student B to use a picture of his or her family to show Student A. Student B may also use one of the pictures on the page.
- Walk around and check that Student A is asking about what Student B's family member is like.
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

4 READ AND REACT

STEP 1. Read about Hae-Jin's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh-* questions to check comprehension, for example, *Who lives with her family?* (Hae-Jin) *Does her grandfather live alone?* (Yes.) *Where does Hae-Jin work?* (at a bank)

STEP 2. PAIRS. Talk about it. What is Hae-Jin's....

- Pair students. Read the directions and the question.
- Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Hae-Jin.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, *I don't think she can turn her phone off because her grandfather will be sad.*).
- Now tell students to think of one new idea not in the box (for example, *She can call him after work.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea, too (*Do you think this is a good idea? Why or why not?*).

MULTILEVEL INSTRUCTION for STEP 2

Pre-level For additional support, students work in groups of 3.

Above-level Tell pairs to cover the list of ideas and to come up with three or four of their own solutions first. Then they can look at the list in the book to compare.

5 CONNECT

Turn to page 247 for the Goal-setting Activity and page 267 for guidelines for the Team Project. See pages Txi–Txii for general notes about teaching these activities.

Progress Check**Which goals can you check off? Go back to page 65.**

Ask students to turn to page 65 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.