

Warmer

Write the following questions on the board: *How many people are in your family? Do you have any brothers and sisters? How many do you have?* Students discuss their answers with a partner. Listen to some of their answers with the whole class.

▶ 07 Get **THINKing**

Play the video and discuss the question with your class.

1 **Check/clarify:** *son, daughter, husband, wife.*

Say each of the names of the family members for students to repeat and check pronunciation. Point out the long vowel in *father* and the silent *gh* in *daughter*.  
A 4 B 2 C 3 D 1

2 Give your own example to get students started. Listen to some of their ideas in open class as feedback.

3 Before students do the task, get them to cover the article on p31 and just look at the title and photos. In pairs, give students two minutes to think about the answer to the question. Give students another two minutes to read the article quickly and check ideas. Encourage them not to focus on every word for now.

4 **3.01 Check/clarify:** *lawyer, famous, twins, UN Goodwill Ambassador.*

Tell students to underline key information in the article that helped them decide whether each sentence is true or false. During feedback, ask students to justify their answers by quoting the text they underlined. Ask students to correct any false information.  
1 T 2 F 3 F 4 T 5 F

# 3 FAMILY TIME



Get **THINKing**

Watch the video and think: who's in your family?

OBJECTIVES

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

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

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



**READING**

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

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

2 **SPEAKING** Work in pairs. Think of famous examples of the following.

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

*Kit Harington and Rose Leslie are a famous husband and wife.*

30

3 **SPEAKING** Look at the photos on the next page. Do you know the people? Talk to a partner.

4 **3.01** Read and listen to the article. Mark the sentences T (true) or F (false).

- 0 Emma Watson is English.
- 1 Her mother is a lawyer.
- 2 She's got two brothers and three sisters.
- 3 Chris Hemsworth's grandmother is Dutch.
- 4 His wife, Elsa Pataky, is Spanish.
- 5 He has got three sons.

Activity idea Extension

Groups take turns to say the name of a famous person (e.g. Javier Bardem) and the rest of the groups race to be first to name a relation and the relationship (e.g. Penélope Cruz – husband and wife). Give groups one point for each correct answer.

Objectives

**Functions and speaking** Describing good qualities; talking about family; paying compliments

**Grammar** Possessive 's; possessive adjectives; *this / that / these / those*

**Vocabulary** Family members; house and furniture

**Values** Families

**Life Competencies** Good manners

Resources for this unit

All available online

Videos


- Get **THINKing**: *Who's in your family?*
- Grammar rap!: *this / that / these / those*
- Vlog: Good manners

Tests

- Unit, extension and skills test 3
- End of term test 1

Worksheets

- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: My family
- Communication: Me and my family
- Get **THINKing**, Grammar rap! and Life Lessons video Worksheets

5  Look at the seven words/phrases with students in open class. During whole-class feedback, give students examples of situations when the words would be used. Ask *Which word is negative?* (*strict*). Say the words for students to repeat and check pronunciation. Point out the silent *i* in *friendly* and the *sh* sound of the first *t* in *patient*. When the meaning of the words is clear, students work individually to complete the sentences using their own ideas.

6 Invite students to share their answers with the rest of the class during feedback.

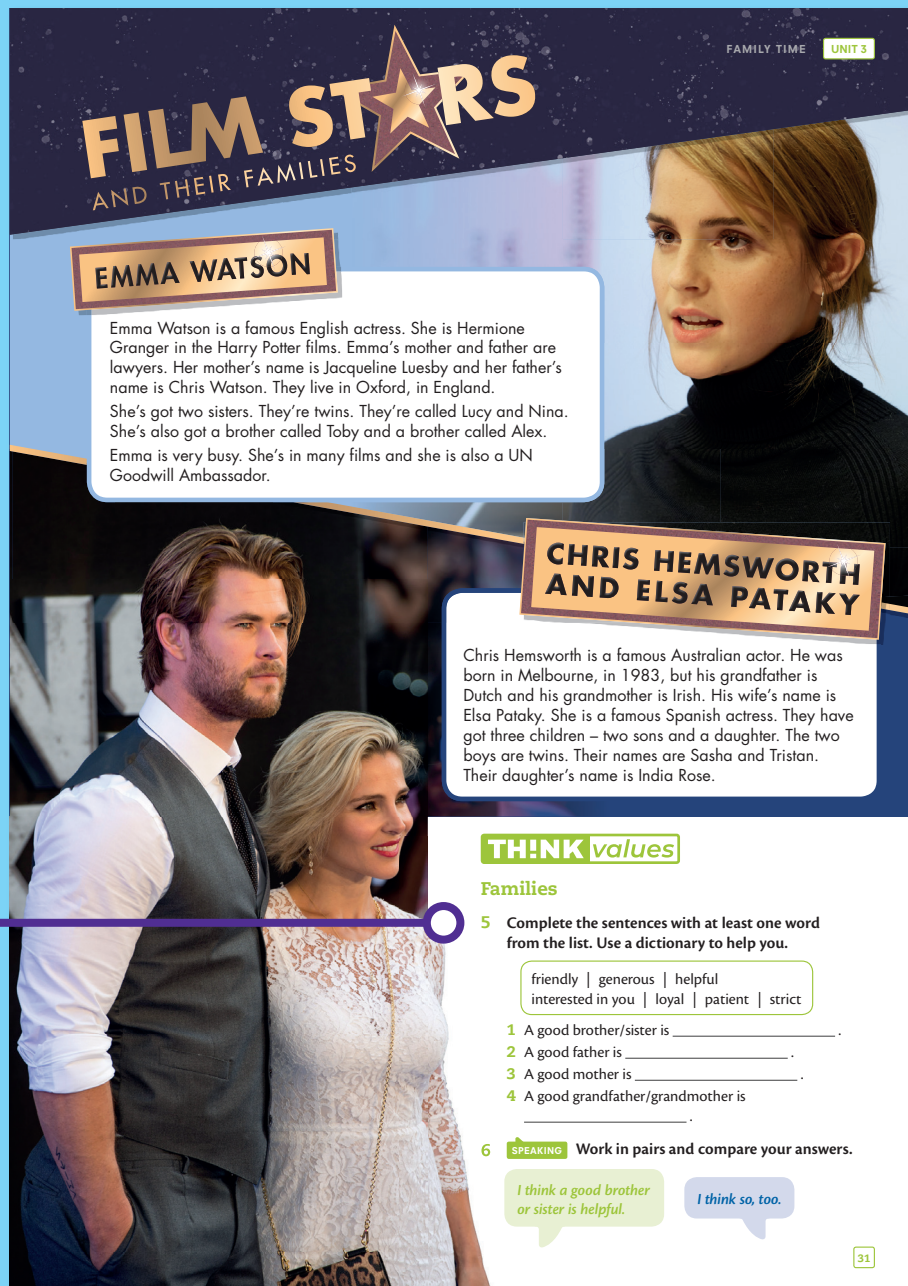
### Homework

Ask students to find a photo of a film star they admire and upload it. Ask students to research this person and make a poster which includes a short text similar to the ones on p31. As a follow-up, students can bring the poster to the next lesson and present it to the class without saying who the person is. The rest of the class can try to guess. The posters could be displayed in the classroom.

### Culture notes

Emma Watson is actress, model and activist from England. She was born in Paris in 1990 and rose to fame at the age of 11 as Hermione Granger in the *Harry Potter* film series. Her other films include *the Perks of Being a Wallflower*, *Beauty and the Beast* and *Little Women*. Between 2009 and 2014, Watson continued her education while also working on films. In May 2014, she graduated from Brown University, USA with a bachelor's degree in English literature. That same year, she was appointed as a UN Women Goodwill ambassador and helped launch the UN Women campaign HeForShe, which encourages gender equality.

Christopher Hemsworth is an actor from Australia. He was born in 1983 and rose to fame playing Kim Hyde in the Australian television series *Home and Away*. He is best known for playing Thor in eight Marvel Universe films. His other films include *Star Trek*, *Ghostbusters* and *Rush*. He is the middle brother to actors Luke and Liam Hemsworth.



#### EMMA WATSON

Emma Watson is a famous English actress. She is Hermione Granger in the *Harry Potter* films. Emma's mother and father are lawyers. Her mother's name is Jacqueline Luesby and her father's name is Chris Watson. They live in Oxford, in England. She's got two sisters. They're twins. They're called Lucy and Nina. She's also got a brother called Toby and a brother called Alex. Emma is very busy. She's in many films and she is also a UN Goodwill Ambassador.

#### CHRIS HEMSWORTH AND ELSA PATAKY

Chris Hemsworth is a famous Australian actor. He was born in Melbourne, in 1983, but his grandfather is Dutch and his grandmother is Irish. His wife's name is Elsa Pataky. She is a famous Spanish actress. They have got three children – two sons and a daughter. The two boys are twins. Their names are Sasha and Tristan. Their daughter's name is India Rose.

#### THINK values

##### Families

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

friendly | generous | helpful  
interested in you | loyal | patient | strict

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

6 **SPEAKING** Work in pairs and compare your answers.


*I think a good brother or sister is helpful.* *I think so, too.*

31

A United Nations goodwill ambassador is a celebrity or public figure who supports and promotes a specific global issue. The largest of these United Nations programs is UNICEF (United Nations Children's Fund for children's rights) which has over 300 ambassadors around the world. UNWOMEN, which works for the empowerment of women, launched in 2011 and some of its most famous ambassadors include Anne Hathaway and Emma Watson. The United Nations began using goodwill ambassadors to promote their work in 1954.

### Activity idea Extension

Divide the class into small groups and ask them to describe family members and other people that they know using the adjectives in Exercise 5. Encourage them to use other adjectives if necessary. Listen to some of their examples in open class.

 **Social Responsibilities**  
Understanding personal responsibilities as part of a group and in society – including citizenship  
*Is aware of positive behaviour in different groups.*

### THINK more

#### Worksheets

- Project My family
- Communication Me and my family
- Get **THINK**ing Who's in your family?

Warmer

Ask several of the students to give you an object (a pen, rubber, etc.). Show them to the group and then hide them from view. Tell students you want them to remember who each item belongs to. After completing Exercise 2, show the items again and ask students who they belong to (elicit *It's Juan's pen*, etc.)

1 Read through the first example and ask *Why is 's used in this example?* (because it refers to the family of Emma). Do the same with the second example.  
**RULE:** 3 's

2 Encourage stronger students to think of more than one example for each photo. Clarify that the possessive 's is different from when we contract *is* to 's.  
1 *William's bike* 2 *Mrs Smith's cat*  
3 *my cousin's book* 4 *Hannah's house* 5 *my uncle's car*

Workbook p28

Get it Right!  
Possessive 's; Family vocabulary

Student's Book p123

3 **3.02 Check/clarify:** *cousin*. Read through the words with students and explain that we use the same word for male and female cousins. Check that students understand the concept of a family tree.  
1 *grandfather* 2 *father* 3 *mother*  
4 *uncle* 5 *aunt* 6 *brother*  
7 *sister* 8 *cousin*

4 Ask students to try to answer the sentences from memory before referring back to the article on p31 to check.  
1 *daughter* 2 *husband* 3 *son*

5 Monitor and check they are using the possessives correctly.

Workbook p30

THINK more

Workbook

Grammar p28, Ex.1  
Vocabulary p30, Ex.1-3

Worksheets

Grammar Worksheets 3  
Vocabulary Worksheets 3

GRAMMAR  
Possessive 's

1 Look at the sentences from the article on page 31. Then complete the rule.

- 1 Emma's mother and father are lawyers.
- 2 His wife's name is Elsa Pataky.

**RULE:** We talk about possession with noun + 's.  
Peter's \_\_\_\_\_ sister = the sister of Peter

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



0 *my sister's phone*



3 \_\_\_\_\_



1 \_\_\_\_\_



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_

Look

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

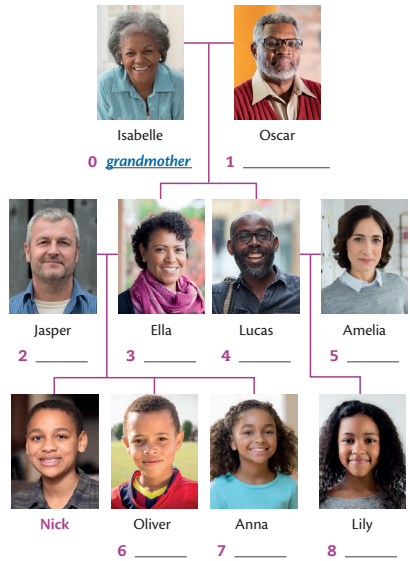
→ workbook page 28

32

VOCABULARY  
Family members

3 **3.02** Complete Nick's family tree with the words in the list. Listen and check.

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



4 Look again at the article on page 31. Complete the sentences with the words in the list.

daughter | father | husband | son

- 0 Chris Watson is Emma's father.
- 1 Lucy is Chris Watson's \_\_\_\_\_.
- 2 Elsa Pataky's \_\_\_\_\_'s name is Chris Hemsworth.
- 3 Tristan is Chris Hemsworth's \_\_\_\_\_.

5 **SPEAKING** Work in pairs. Write three or four sentences about your family. Tell your partner.

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

→ workbook page 30

Activity idea Fast finishers

Ask student to draw arrows pointing to other objects in the photos (or other photos in the book) and write new sentences using the possessive 's (e.g. *Emma's black jumper; the boy's boat*).

Activity idea Extension

In pairs, ask students each to draw a family tree and ask each other questions. *Who is Grace? She's Anna's sister. Is Toby Maria's brother? No, he isn't. He's Maria's cousin*, etc.

- 6 Ask students to try to complete the sentences from memory before referring back to the article to check. Encourage them to underline the sentences in the article. Point out that *its* does not have an apostrophe and that *your* can be both singular and plural.  
1 Her - b 2 Their - c 3 His - a  
4 his 5 her 6 their
- 7 During feedback, ask students who the possessive adjectives refer to in each case.  
1 your 2 her 3 your 4 our  
5 Their 6 his

Workbook p28

- 8 **3.03** Before doing the task, ask students to look at the pictures for 30 seconds to try to memorise the number and type of people in each picture. Then ask students to close their books, work with a partner and describe the pictures. Tell students not to focus on understanding every word for now, but to focus on listening to match.  
A 2 B 3 C 1
- 9 **3.03 Check/clarify: kind, patient.**  
Pause after each dialogue to allow time for students to note down their answers.  
1 three, good 2 big, cousin  
3 small, one, kind

- 10 Refer students back to the adjectives from Think Values on p31, to help them complete the Adjective column. Monitor and help with other adjectives as required.
- 11 This can be done as a speaking activity, to allow students to practise pronunciation of the adjectives. If space allows, encourage students to walk around the classroom to find a new partner.
- 12 If your class is small, ask students to describe their own table or their partner's table to the class. With larger classes, re-group students and ask them to describe their lists to the new group.

**GRAMMAR**  
Possessive adjectives

- 6 Look at the article on page 31. Complete the sentences with *His, Her or Their* and match them with the people. Then complete the table.
- 1 \_\_\_\_\_ mother is a lawyer.   
2 \_\_\_\_\_ sister is a famous actress.   
3 \_\_\_\_\_ daughter's name is India Rose.
- a Chris Hemsworth  
b Emma Watson  
c Toby and Alex

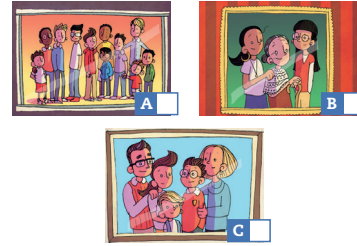
Subject	Possessive adjective
I	my
you	your
he	4 _____
she	5 _____
it	its
we	our
they	6 _____

- 7 Complete the dialogue with the correct possessive adjectives.
- Steve Hello. <sup>0</sup> \_\_\_\_\_ *My* name's Steve. What's <sup>1</sup> \_\_\_\_\_ name?  
Jane Hi. I'm Jane and this is Renata. She's Brazilian. She's here on holiday with <sup>2</sup> \_\_\_\_\_ mother and father.  
Steve Hi, Renata.  
Renata Hi, Steve. How are you?  
Steve Fine, thanks. So, you and <sup>3</sup> \_\_\_\_\_ parents are from Brazil?  
Renata That's right - we speak Portuguese. It's <sup>4</sup> \_\_\_\_\_ first language.  
Jane Have you got any brothers or sisters?  
Renata No, just me! And you?  
Jane Yes, I've got two brothers. <sup>5</sup> \_\_\_\_\_ names are Phil and Ricky. They love football! And they love Brazilian football!  
Renata Great! My father is a football fan, too - <sup>6</sup> \_\_\_\_\_ favourite team is Cruzeiro.

→ workbook page 28

**LISTENING**

- 8 **3.03** Listen to three people talking about their family. Write 1-3 in the boxes.



- 9 **3.03** Listen again. Complete the sentences. Write one word in each space.
- 1 Ina has got \_\_\_\_\_ cousins, but they're in the US. Her brothers are very \_\_\_\_\_ to her.  
2 Jake's family is very \_\_\_\_\_. His \_\_\_\_\_ George is his best friend.  
3 Maria's family is \_\_\_\_\_. She's got \_\_\_\_\_ sister, Antonia. Their grandmother is very \_\_\_\_\_ and patient.

**SPEAKING**

- 10 Complete the 'Me' table. Write the names of four people in your family who are important to you and a word to describe them.

Me	
Name	Adjective
1	
2	
3	
4	

Partner	
Name	Adjective
1	
2	
3	
4	

- 11 Work in pairs. Ask your partner about their table. Write his/her answers in the 'Partner' table.

- 12 Tell the class about ...  
a your table. b your partner's table.

**Homework**

Ask students to find photos of their friends and family and write a short text about them. They should use a possessive adjective or possessive 's to describe each of the relationships and an adjective to describe the person. Alternatively, you could ask students to draw their own family tree using the one on p32 as a model. Encourage them to use colours and drawings and to add adjectives around each family member to describe them.

**Activity idea Extension**

Ask students to write sentences using each of the possessive adjectives. Listen to some of their answers in whole-class feedback.

**THINK more**

**Workbook**  
Grammar pp28-29, Ex.2-4  
Listening p34, Ex.1-2

**Worksheets**  
Grammar Worksheets 3

Warmer

Revise family vocabulary by giving students a family word and eliciting the opposite gender, e.g. *grandfather* – *grandmother*. Correct. Once you've demonstrated this with one or two examples, pairs take turns to test each other in the same way.

1 **3.04** Tell students not to focus on understanding every word for now, but to focus on listening for the answers.

1 in *Ellie's bedroom* 2 *Anna's sister*

2 **Check/clarify:** *armchair, bed, photo(graph).*

Tell students not to worry about the gaps at this stage. Ask them to underline the parts of the dialogue that gave them the answers.

1 *No, she isn't. (She's on the bed.)*

2 *Yes, she is.* 3 *Yes, they are.*

4 *Yes, they are.*

5 *No, he isn't. (He's her cousin.)*

3 **3.04 Check/clarify:** *bedroom, armchair, cushions.*

Stronger classes could fill the gaps from memory before listening again to check their answers. During feedback, compare the short vowel sound in *this* to the long vowel sound in *these*.

1 *this* 2 *these* 3 *That* 4 *that*

5 *those* 6 *that*

▶ 08 Grammar rap!  
*this / that / these / those*

4 **check/clarify:** *near to, far from.*

A 3 B 1 C 4 D 2

RULE: 5 *singular* 6 *plural* 7 *near to* 8 *far from*

5 1 *these* 2 *those* 3 *that*

Workbook p29

THINK more

Workbook

Reading p32, Ex.1–3  
Grammar p29, Ex.5–6  
Pronunciation p118

Worksheets

Grammar Worksheets 3

READING

1 **3.04** Read and listen to the dialogue and answer the questions.

- Where are the two girls?
- Who is Ellie?

2 Read the dialogue again and answer the questions.

- Is Lucky on the armchair?
- Is Lucky happy where she is?
- Are the family happy in the photo?
- Are Anna's mother and father in the photo?
- Is the boy Anna's brother?

Lottie So, is <sup>0</sup> this your bedroom?  
Anna No, it isn't! It's my sister Ellie's bedroom. Do you like it?  
Lottie I love <sup>1</sup> \_\_\_\_\_ armchair here. And <sup>2</sup> \_\_\_\_\_ cushions on the chair are great! But why are we in here?  
Anna My cat, Lucky. Look! She's on the bed. She's always there.  
Lottie Oh, yes. She's very beautiful. Can we take her to your room?  
Anna No, let's leave her here. She's happy here. Come on. Let's go to my room and watch a film.  
Lottie Oh, just a minute, Anna. <sup>3</sup> \_\_\_\_\_'s a nice photograph. Over there, next to the bed.  
Anna Yes, it's me and my family, on holiday in Turkey. We're all very happy!  
Lottie Cool. And is <sup>4</sup> \_\_\_\_\_ your sister Ellie, there?  
Anna Yes, it is. That's Ellie.  
Lottie Oh, she's beautiful. And are <sup>5</sup> \_\_\_\_\_ two people your parents?  
Anna Yes, they are.  
Lottie And who is <sup>6</sup> \_\_\_\_\_ tall boy next to you? Is it your brother?  
Anna No, it isn't. That's my cousin. His name's Max. He lives in Turkey with his mother and father. They're English teachers.

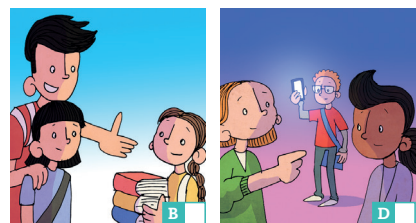
3 **3.04** Complete the dialogue with the words in the list. Listen again and check.

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



GRAMMAR  
*this / that / these / those*

4 Match the sentences with the pictures. Write 1–4 in the boxes. Then complete the rule.



- This is my sister.
- That's my brother.
- These are my pens.
- Those are my friends.

RULE: The words *this* and *that* are <sup>0</sup>*singular* / *plural*. The words *these* and *those* are <sup>6</sup>*singular* / *plural*. We use *this* and *these* to talk about things that are <sup>7</sup>*near to* / *far from* us. We use *that* and *those* to talk about things that are <sup>8</sup>*near to* / *far from* us.

5 Look at the pictures in Exercise 4 again. Complete the sentences with *this*, *that*, *these* or *those*.

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

→ workbook page 29

PRONUNCIATION

*this / that / these / those* Go to page 120. **i**

Pronunciation  
*this / that / these / those*

Student's Book p120

Activity idea Extension

Walk around the class picking up or pointing to items (pens, books, etc.) from students' desks. Ask questions, such as *Whose pen is this?* Students will need to be careful as the answer must be *That's Juan's pen*. Vary the questions to include questions with *those* and *that* (e.g. pointing to a student's bag: *Whose book is that?*).

6 **3.07 Check/clarify:** room, furniture.

This exercise would best be done as a heads-up activity with the whole class. During feedback, say the words for students to repeat and for you to check pronunciation. Point out that stress falls on the first syllable of all of these words.

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

7 **3.08**

A3 B5 C7 D4  
E6 F2 G1 H8

8 During feedback, elicit further examples of furniture for each room to check understanding and to help students remember them.

Living room: armchair, sofa

Kitchen: cooker, fridge

Bedroom: bed

Bathroom: bath, shower, toilet

9 Stress that the house should be unusual and give your own example to get them started.

Workbook p30

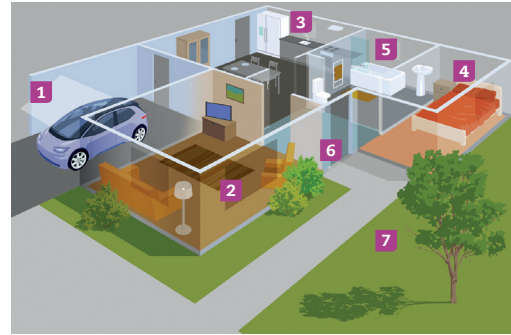
10 You could divide the class into pairs and ask students to discuss their answers to the questions and make notes on their answers. It is not necessary for students to agree on which is their favourite room.

11 If you're short on time, set this exercise for homework.

**VOCABULARY**  
House and furniture

6 **3.07** Match the rooms in the picture with the words. Write 1-7 in the boxes. Listen and check.

- bathroom
- bedroom
- garage
- garden
- hall
- kitchen
- living room



7 **3.08** Match the words with the photos. Write 1-8 in the boxes. Listen and check.

1 armchair | 2 bath | 3 bed | 4 cooker | 5 fridge | 6 shower | 7 sofa | 8 toilet



8 Complete the table with the words A-H from Exercise 7.

Living room	Kitchen	Bedroom	Bathroom

9 **SPEAKING** Work in pairs. Draw an unusual house. Put the furniture in different rooms. Tell your partner about your house.

*The shower is in the kitchen. The bed is in the bathroom.*

→ workbook page 30

**WRITING**  
Your favourite room

10 Think about your favourite room in your house. Answer the questions.

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

11 Write a description of your favourite room (about 50 words).

**Homework**

If you're short on time, students can do Exercise 11 for homework. If you have done this in the class, ask students to exchange their descriptions with another student for them to read at home and give feedback on content and structure. Students could check if the description answers all the questions.

**Activity idea Fast finishers**

Ask students to think of more items of furniture for each column from Exercise 8. Allow them to use dictionaries. While they are working, draw the table on the Interactive Whiteboard (IWB). For feedback, ask individuals to come to the board and add their words to the table.

**Activity idea Extension**

This activity can be done in small groups or as a whole class. One student begins by saying an item of furniture that they have in their house. The next student must repeat the first item and add a new item. The game continues in this way until a student can't remember the items in the correct order or can't think of a new item.

S1: *In my living room I have a sofa.*

S2: *In my living room I have a sofa and in my kitchen I have a fridge.*

**THINK more**

**Practice Extra**  
Unit 3 Practise it!

**Workbook**  
Vocabulary p30, Ex.4-6  
Vocabulary Extra p31, Ex.1-2  
Developing Writing p33

**Worksheets**  
Vocabulary Worksheets 3

Warmer

Revise household vocabulary by describing a household object or item of furniture and asking students to guess what is being described. Make the description clearer with each sentence and give points for each correct answer. Reduce the points as more information is given. For example, for three points: *it's heavy; two points: it's heavy and it's in the kitchen; one point: it's heavy, it's in the kitchen and it's cold ... A fridge. Correct!*

- Tell students to cover the dialogue, look at the photo and discuss the question in pairs. *looking at their phones/tablet*
- 3.09 Tell students not to worry about understanding every word for now, but to focus on listening for the answer. *because it is Abby's dinner time*
- Check/clarify: dinner, lunch.** Complete question 1 as a class. Encourage students to think about the correct answer to the false statements.  
1 T 2 F (*Abby's cousin looks like her brother.*) 3 F (*It's almost time for dinner.*) 4 F (*They want to look at photos again tomorrow.*)
- Tell students to underline the language in the dialogue. Make sure students are translating the meaning of the expression rather than a literal translation of the individual words.  
1 Carla 2 Abby 3 Abby 4 Carla
- During feedback, drill the dialogue for students to repeat all together, paying attention to the intonation of sentences and questions.  
2, 4, 6, 1, 5, 3
- Drill the sentences to ensure correct pronunciation.  
1 Really 2 Oh, right  
3 Just a minute; Let's go

DEVELOPING

- Look at the photo. What are the three kids doing?
- 3.09 Now read and listen to the dialogue. Why do Paul and Carla go?

Carla: Wow, what a cool photo!  
Abby: Thank you.  
Paul: Who are all those people?  
Abby: That's my family, of course, on holiday in Spain.  
Carla: Ah, OK. So, those are your parents and ... that's your brother?  
Abby: No, that's my cousin. My brother is this one, here.  
Carla: Really? Your cousin looks like your brother!  
Abby: I know!

SPEAKING



Mum: Excuse me. Hello, everyone.  
Paul: Hello.  
Mum: Abby, it's almost dinner time.  
Abby: Oh, right. Just a minute, Mum.  
Carla: Come on, Paul. Let's go.  
Abby: Sorry. Let's look at more photos tomorrow.  
Paul: Sure. That sounds great. See you, Abby.

- Read the dialogue again. Mark the statements T (true) or F (false).

- It's a photo from a holiday in Spain.
- Abby's sister looks like her brother.
- It's almost time for lunch.
- They want to look at photos again next week.

Phrases for fluency

- Find the expressions 1–4 in the dialogue. Who says them? How do you say them in your language?

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

- Put the sentences in the correct order to make a dialogue.

- Tom Just a minute. Let me look at the map.
- Tom Thanks. Oh, Sally, this is the wrong map.
- Tom Thanks. Ah, we're on the right road. Let's go.
- Sally Where are we?
- Sally Really? Oh, right. Sorry. Here's the right map.
- Sally OK. The map's here. Here you are.

- Complete the dialogues with the expressions in Exercise 4.

- A I love this band. They're fantastic.  
B \_\_\_\_\_? I don't like them.
- A This is a photo of my best friend.  
B \_\_\_\_\_. She's very nice.
- A Are you ready?  
B \_\_\_\_\_, where's my phone?  
Oh, here it is. \_\_\_\_\_.

FUNCTIONS

Paying compliments

KEY LANGUAGE

- This is / These are [great / cool / awesome / ...].
- He / She / It looks [nice / good / great / ...].
- That's [great / fantastic / cool / ...].
- What a nice [picture / photo / ...].
- I really like ...

- Complete the dialogues with compliments from the Key Language box.

- A This photo \_\_\_\_\_.  
B Thanks. I like it, too.  
A Is that your brother in the photo?  
He \_\_\_\_\_.  
B Yes, his name's Alex. He's 16.
- A \_\_\_\_\_ your shirt.  
B Oh, thank you.  
A The colours \_\_\_\_\_.  
Where's it from?  
B It's from my holiday in Turkey.

- SPEAKING** Act out the dialogues in Exercise 7. Then make new dialogues and act them out, too.

- SPEAKING** Tick (✓) the situations when you pay a compliment. Tell a partner what you can say.

*I really like your poster.*

- It's a sunny day.
- Your friend's sister is in New York on holiday.
- There is a great poster on your friend's bedroom wall.
- Your friend has a great new tablet.

- Check/clarify: compliments, awesome, shirt.** Say *I like your bag/pen/shoes*, etc. to different students. Elicit responses and write any suitable language on the board. Tell students that you are paying compliments.
- Before students act out the dialogues, drill sentences to ensure correct pronunciation.
- Encourage students to sound enthusiastic when they give compliments.

Activity idea Disappearing sentences

Write out the dialogue in Exercise 5 on the board. Put students in AB pairs and get them to practise the conversation. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students practise the dialogue again, including the part which they have to remember.

Students have to try to remember the part they can no longer see. Repeat the activity again and again, covering more and more of the dialogue each time. Continue until all the dialogue is covered and students are practising the dialogue from memory.

THINK more

Workbook  
Listening p34, Ex.3–7

Warmer

Write *good manners* on the board and elicit the meaning in this context (*being polite when people talk to you*). Ask students to give themselves a mark for good manners between 0 and 10. Do their manners change depending on who they are interacting with?

▶ 09 Life Lessons:  
Good manners

- ▶ 09 Ask students to compare their ideas with a partner.  
*Ethan's little brother*
- ▶ 09 Ask students to try to answer the questions from memory before watching the video again to check.  
*a please b sorry c thank you*
- Give students one minute to scan the dialogues and find the answers. Encourage them not to focus on every word.  
*James and Olivia; Tina and Dad. They use polite words and phrases. goodbye, thanks, please*
- Make sure students are translating the meaning of the expression rather than a literal translation of the individual words.
- At the end of the exercise, listen to some of the students' ideas and encourage open class discussion.

🏠 Homework

Ask students to keep a diary for two or three days and make a note of the times when they had good manners, or if they didn't, times when they should have had good manners! How would the outcome be different?

Activity idea A poster

Students could make posters of their polite phrases for display and reference in the classroom.



Communication

Using appropriate language and register for context

Uses appropriate forms of address, greetings and farewells.

FAMILY TIME UNIT 3

# LIFE COMPETENCIES

Someone says, 'goodbye'. You say, 'goodbye', too. Someone says, 'hello'. You say, 'hello', too. Someone says, 'How are you?' You say, 'Fine, thanks and you?' These are examples of having good manners – being polite when people talk to you.

Good manners

- ▶ 09 Watch the vlog. Who is Ben?
- ▶ 09 Watch the vlog again. Write the words *thank you, sorry and please* under the pictures.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

**3** Read the dialogues. Who has good manners? How do you know? Find the polite words and phrases.

**1**

Olivia Hi, Suze.  
Suze Hello, Olivia. This is my best friend, James.  
James Nice to meet you, Olivia.  
Olivia Nice to meet you, too, James. I love your shirt.  
Suze Really? I don't like it.  
Olivia Oh, I think it's really cool.  
James Thanks, Olivia.  
Suze Well, we're in a hurry. Bye.  
James Bye.  
Olivia Oh, OK. Goodbye, James. Bye, Suze.

**2**

Dad Hello, everyone.  
Felix Yeah.  
Tina Hi, Dad. How are you?  
Dad I'm fine, thanks. Are you ready for dinner?  
Tina Yes, please, Dad.  
Felix I'm really hungry. What is it?  
Dad It's pasta today. Ready in half an hour.  
Tina Great! I love pasta! Thanks, Dad.

**Me and my world**

**4** **SPEAKING** How do you say these words in your language? When do you use them?

hello	please
nice to meet you	sorry
thank you / thanks	goodbye

**5** **SPEAKING** Think about other polite things you say in your language. How important is being polite in your language?

TIPS FOR HAVING GOOD MANNERS

- When you study a new language, learn the important words for showing good manners.
- Learn when to use them.
- Remember that things might be different in other countries or cultures.

THINK more

Practice Extra

Unit 3 Master it!

Worksheets

Life Lessons: Good manners

Tests

Unit, extension and skills test 3

End of term test 1