

Unit Overview

Topic: Talking about friends and family

Topic: In this unit students focus on talking about friends and family. In the Conversation, students listen as Ana and Chris talk about Ana's brother. They learn the rules for asking wh-questions in How English Works. Students talk about pictures in various Situations. The Communication section offers students a chance to talk about their own friends and family. In English Out There, students talk about musicians and music they like.

Audio CD-2:

Vocabulary Preview
Conversation

CD 2 track 16
CD 2 track 17

Conversation questions (1-3)
How English Works (1-10)
Situations (1-5)

CD 2 track 18
CD 2 track 19
CD 2 track 20

Warm Up (books closed)

This activity will help the students activate vocabulary for talking about friends and families.

1. Greet students and introduce the warm up. T: *Hi, welcome back. Today we're going to talk about our families and our friends.*
2. Show a picture of your family or some friends. Introduce them, and encourage students to ask questions about them. T: *This is my friend Jose. What do you want to know about him? (Ask me some questions about him.)*
3. If students are unsure of what questions to ask, you can model questions or write some possible questions on the board: What's his (her) name? How old is he (she)? What does he (she) do? Where does he (she) live? etc.

Unit Goals & Vocabulary Preview page 83

- 1 Read over the Unit Goals with the students.
- 2 Introduce the vocabulary. T: *In this unit, we're going to talk about friends and family.*

Vocabulary Preview: word stress and other examples


Family members		Other examples	Hobbies and Interests
mother	uncle	<i>son</i>	music (rock, hip-hop, classical)
father	stepfather	<i>daughter</i>	sports (baseball, basketball, soccer)
sister	stepmother	<i>husband</i>	computers
brother	stepsister	<i>wife</i>	computer games
grandmother	stepbrother	<i>grandson</i>	hiking
grandfather	brother-in-law	<i>granddaughter</i>	working out
cousin	sister-in-law	<i>parents</i>	reading
aunt		<i>niece</i>	movies
		<i>nephew</i>	
			Other examples
			<i>dancing</i>
			<i>surfing the Internet</i>
			<i>painting</i>


Conversation page 84

This conversation provides model language for talking about friends and family

① Warm up with some questions about the Conversation illustrations. T: *Now turn to page 84. Look at the illustrations. Look at Frame 1, where are these people? [at work/in a kitchen/in the office kitchen] What are they doing? [looking at pictures/talking about someone] In Frame 4, what do you think the woman is talking about? [the picture/what's happening in the picture]*

② Set up the situation before playing the audio. T: *Ana is looking at family pictures at work. Chris asks her about them. Let's listen.*

③  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along.* Have the students listen twice, once with books open and once with books closed.

④  Play or read the Conversation questions and have students circle the answers.

Question 1: *Who is Marcelo?*

Question 2: *How old is Marcelo?*

Question 3: *What is Marcelo studying?*

⑤ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (a) Ana's brother (In Frame 2, Ana says, "That's my brother.")
2. (b) He's 22. (In Frame 3, Chris asks, "How old is he?" Ana answers, "He's 22.")
3. (c) engineering (In Frame 5, Ana says, "He's studying engineering.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *Are Chris and Ana good friends? Why or why not? What do you think Marcelo is like? What do you think he looks like?*

⑥ Put the students into pairs. T: *Work with your partner and practice the conversation. After you read it once, switch characters and read it again.*

Practice Point

Have students use real pictures or drawings of family members or friends.

- Ask questions about the people in the picture: Who's that? How old is she/he? What does she/he do? What does she/he do in her/his free time?
- Answer with real information.
- Give comments: Oh?/That's interesting./ That's great.

⑦ Have students practice a third time, substituting the words at the bottom of the page for the words in red.

⑧ Walk around the classroom, checking to see if students need help.

⑨ Ask for a few volunteers to perform the Conversation from memory. You can put some question cues on the board (Who's, How old, Is he, What's he...-ing, What does) to help the students remember the conversation.


Culture Notes

- Chris sees Ana looking at pictures. He comments, "Oh, pictures." (Frame 2) A comment like this is one way to start a friendly conversation.
- Chris asks Ana a lot of questions: "Who's that?" (Frame 2) "How old is he?" (Frame 3) "Is he a student?" (Frame 4) "What's he studying?" (Frame 5) Personal questions between friends are usually okay. But often personal questions to acquaintances or strangers are too direct and are not appropriate.

How English Works page 85

This activity focuses on *wh-* questions.

Checking students knowledge

- ① Have students work individually or in pairs to read the examples and the rules and to fill in the blanks.
- ②  Play the audio so students can check their answers. Have students record their score.
- ③ Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: *Wh-* questions

- ④ Say the example. T: *Who's that?*
T: *Can you find this statement in the Conversation? (Frame 2)*
Can you find other wh- questions in the conversation? (Frame 5: What's he studying? Frame 6: What does he play?)
- ⑤ Write on the board: *Who's that woman?*
T: *What word do we use to ask about people? (Who)*
Underline Who. T: *We use "who" to ask about people.*
- ⑥ Read through the rest of the Rule and More about it: short answers. Check to see if students have questions.
Grammar Point 2: **Using "how"**
- ⑦ Say the example. T: *How old is he?*
T: *Can you find this question in the Conversation? (Frame 3)*
- ⑧ Write on the board: *How long do you study every night?*
Underline How long. T: *We use "how" with an adjective (point to or circle "long") to ask for more information.*
- ⑨ Read through the rest of the Rule and More about it: "how" with qualities and conditions.

Grammar Point 3: *Wh-* questions with present continuous

- ⑩ Say the example. T: *What's he studying?*
T: *Can you find this sentence in the Conversation? (Frame 5)*
- ⑪ Write: (Name) is studying English. T: *Who can make a wh- question from this sentence?*
Prompt: "What is (name) studying?" Or "Who is studying English?"
- ⑫ Read through the rest of the Rule and More about it: short answers.

Using the grammar

- ⑬ Ask some *wh-* questions about your students.
 - T: *Where's...* (your home/your office)?
 - T: *How far...* (do you commute)?
 - T: *How long...* (does it take you to get to school/work/do you surf the Internet every evening)?
 - T: *How...* (is your English class/is (name of a movie)?)
 - T: *When's...* (a school/work event)?
T: *How many...* (brothers/cousins/friends) *do you have?* Let the class know that if a question is too personal they can answer, "I'd rather not say."

Grammar guide

Grammar Point 1: Have students practice how to answer *wh-* questions as well as how to form them.

who/what: answer with a noun phrase (my friend, a CD player)

when: answer with just the time (tomorrow, this summer) or with a preposition and the time: **in** the morning, **on** Tuesday)

where: answer with just the place (the store, Brazil) or with a preposition and the place (from Korea, in the classroom).

Grammar Point 2: Have students practice answering "how" questions as well.

how: answer with adjectives (It's great. I'm fine.)

how often: answer with adverbs of frequency (often, once in a while)

how much: answer with a price or an amount (five dollars, three pounds)

how many: answer with a number (five, seven)

Grammar Point 3: We can use present continuous to describe future events if the event has already been scheduled. (Example: We're having a test next Wednesday.)

Answers

1. What's she doing?
2. When's the party?
3. Why is she at home?
4. Spaghetti.
5. How far do you drive every day?
6. How many brothers do you have?
7. How are you?
8. How's your English class?
9. What are you studying next semester?
10. When are you leaving?

Situations page 86

These situations focus on asking questions about people.

① Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, where are the people? [at home/in the living room] What are the women talking about in Frame 2? [a picture] In Frame 3, what are the people looking at? [a fountain/a statue] In Frame 4, who is it a picture of? [a couple/two people] Where are the boys in Frame 5? [a dorm room/an apartment]*

② Put students into pairs and have them fill in the missing parts of the conversations. T: *Now work with your partner and fill in the blanks.*

③ Give students about 10 minutes to fill in all the blanks and then ask if there are any questions.

④ Have the students say the conversations together.

Everyday Expressions

Write these expressions on the board. If students finish early they can practice again with the substitution phrases.

Frame 1: Those are my granddaughters. = They're my grandchildren.

Frame 2: He's cute. = He's handsome. (Note: "Cute" is used mostly by women.)


Frame 3: Who's that? = Who is that man?

That's the founder of our company. = He's the president of our company.

Frame 4: all the time = too much

Frame 5: Wow, he's big. = Wow, he's a big guy.

⑤ Have students switch A-B roles and read the conversations again. T: *Switch roles and practice the conversations again.*

⑥  Play the audio and have students check their answers. T: *Now we'll listen to the conversations. Listen and check your answers.*

⑦ Have students practice the conversations without looking at the words. T: *Now, cover the words and try them again.*

⑧ After students have practiced all 5 conversations, have them ask their partner questions. T: *Now look at number 6. Draw a picture of your family. Ask your partner about his or her family.*

⑨ Elicit a few answers from the class. T:

(Name), how many people do you have in your family? How about (your partner)'s family? What is your (mother's, father's, brother's) name? How old is he/she?

Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *You are showing a picture of your class to a friend and telling him/her about your classmates.*

Situation 2: *You are telling your pen pal about your family.*

Students can write their dialogues before they say them. Have a few students perform their dialogue for the class.

Answers

1. A: Who are these girls?

B: Those are my granddaughters, Emily and Sarah.

A: How old are they?

B: They're seven.

A: Are they twins?

B: Yes.

2. A: Who's this?

B: That's my old boyfriend.

A: Oh? He's cute.

B: Do you think so?

A: Yes, he has a nice smile and beautiful eyes.

3. A: Who's that?

B: That's the founder of our company.

A: Why is he holding a teddy bear?

B: That's our company's main product.

4. A: Who are they?

B: They're my parents.

A: Where do they live?

B: In Morristown.

A: How often do they visit you?

B: Ah... All the time.

5. A: Who's this?

B: That's my roommate, Chad.

A: Wow, he's big. How much does he weigh?

B: About 250 pounds.

A: 250 pounds. How many kilos is that?

B: That's about 120 kilos.

Communication page 87

In this activity, students learn more about each others' friends and family.

① Warm up: Say a little bit about your family. T: *My father is really funny. He always tells jokes. And my mom talks a lot. She really likes talking to people.* Ask students a few questions about their family. *What is your (father, sister) like? Is he/she funny?*

② Introduce the main activity. T: *Look at the phrases at the top of page 87. Go over them with the class, explaining any new vocabulary.* T: *Make a check if the phrase describes someone in your family. This includes aunts, uncles, grandparents, and cousins.* You can also have the students write the names of the person next to the phrase.

③ Explain Step 2. T: *Now draw pictures of two people in your family or 2 of your friends.* (Show the students the picture in the book.) *Write 4 sentences about each person.* Writing the sentences will help students remember the information about each person.

④ Ask for a volunteer to model the example. T: *Would anyone like to read the example? Thanks, (name).* Put the students into pairs and explain Step 3. T: *Look at your partner's pictures. Ask 5 questions about each of the people.*

⑤ Choose 2 students to model the example. T: *(Names), would you 2 read the example together?*

⑥ Check that students know what to do, and have them begin the second part of the activity. T: *Okay, now ask your partner about his or her pictures.*

⑦ Walk around the room as students ask questions, helping when necessary.

⑧ After students have finished, elicit answers from the class. T: *Who drew a picture of his or her parents? What are they like? Who drew a picture of a friend? How old is he or she? (Name), who did you learn about?*

Communication expansion

1. Divide the class into groups of 7-10 students and tell each group that they are a family.
2. Tell the groups that they will tell the class a little bit about their family (their new names, where they live,

who's married to who, etc.) and then each member will introduce themselves to the class.

3. Allow 10 minutes for the groups to assign roles and write some information about their families.
4. Ask each group to come up to the front of the room (one group at a time). One person should tell a little about the family (Our name is... We're from...) and then each member should introduce himself or herself by stating their position in the family and their age (I'm the youngest sister, I'm 10).
5. After the introductions are finished, ask all the other groups to ask the family 1 question each.
6. Repeat for the other groups.

Bonus

⑨ Put the students into groups of 5 and introduce the activity. T: *Now pretend you're a family.* (Hold up your book to show the chart.) *Each person choose a role in the family and write it down.* If students can't decide, they can write down the names of family members on cards and choose a card. *Then write your imaginary name, age, occupation, and 1 future plan.*

⑩ Students may need some time to choose their roles and to decide their imaginary identities. Walk around the class, offering help as needed.

⑪ After students have filled out the chart, have them introduce themselves to other imaginary families. T: *Now walk around the room in your family groups. Meet other families.*

Optional

After 10 minutes or so, ask students what they learned. T: *What other families did you meet? What were they like? What was each family member like?*

Extension Writing Activity

1. Write a few sentences describing a friend, a family member, or a teacher. (Example: My sister's name is... She speaks English and... She wants to be...)
2. Write 3-4 sentences describing your perfect spouse or perfect friend. (He is handsome and loves kids...)

English Out There page 88

In this activity, students talk about their taste in music.

❶ Warm up: Play some short music samples and ask students for their reactions. Or ask students a few questions about what kind of music they like. T: *What kind of music do you like? Who are your favorite musicians or bands?*

❷ Introduce the activity. *Look at the names of musicians and bands on page 88. (Show the list to the class. Read a few of the names.) Do you see your favorite ones on the list? If not, add their names.*

❸ Put students in pairs and have them compare their taste in music. T: *Ask your partner about his or her favorite musicians, bands, and songs.*

❹ Walk around and offer students help when needed.

❺ After a few minutes, ask for volunteers to tell the class about their taste in music. T: *Would anyone like to tell the class about your favorite musicians and songs? Do you and your partner like the same music?*

Out There homework

❻ Read instructions for the homework assignment. T: *Look at the bottom of page 88. Read the homework instructions.*

❼ Give students ideas of how to find music online. T: *Page 111 has a list of websites where you can look for music. You can use the sites listed or find your own.*

❽ Explain how the homework will be presented in a later class. T: *Bring in the CD and the lyrics. The class will fill in the missing words.*

In the Computer Lab

Page 111 lists websites that provide music news and audio.

1. There are different types of software you can use to listen to music on the Internet. You may have to lead the class through the download process if the software is not already on your students' computers.
2. Students can browse the articles and music samples, or they can search for their favorite artist by typing the artist's name in the search box or clicking on the artist directory.

3. Encourage students to find out about one new group and listen to one new song. Have them read or listen together and discuss with a partner. T: *Find a new group or musician. Listen to 1 new song. What does your partner think?*

Out There follow up (next class)

If you have assigned the homework:

- ❾ Have students bring their CDs or tapes and lyrics to class.
- ❿ You can photocopy the students' lyrics before class, or you can have each student write the lyrics with the words missing on the board.
- ⓫ Play the CD or cassette, and have students fill in the missing words.
- ⓬ Play the CD or cassette again, pausing to say the missing words. (You can have the student who chose the song do this step as well.)

If you haven't assigned the homework:

1. Bring in a few songs with clear lyrics. Bring in photocopies of the lyrics with some words missing that you've prepared beforehand.
2. Pass out the lyrics and play the songs. The students will fill in the missing words.

English in the Real World

Here are some ways you can use the ideas in this unit outside of class.

With another student or a native speaker

Talk about your favorite band and then exchange CDs and listen to each other's music.

Take it further

Go to a CD store and ask the clerk to make a recommendation about a new type of music. Listen to a new type of music to see if you like it.