

## The Extended Family

## COMMUNICATION GOALS

- 1 Report news about relationships.
- 2 Describe extended families.
- 3 Compare people.
- 4 Discuss family cultural traditions.

## PREVIEW



**A FAMILY VOCABULARY REVIEW** Look at Andrew's family photos. Write the missing relationship words in the yellow boxes.

**B** 2:02 **VOCABULARY • The Extended Family** Listen and repeat.

**C PAIR WORK** Ask and answer questions about Andrew's relatives. Use Who.

Who are Barbara and Rick?

Who's Jeff's wife?

Maureen.

They're Diane's in-laws.

# The Extended Family

## PREVIEW

Before Exercise A, give students a few minutes of silent time to look at the family photos.

### A Family vocabulary review

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 10–14 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- For a warm-up, ask the class *Do you have photos of your family? Where do you keep your photos?*
- Make sure students understand the family relationships in the photos. Say *The lines connect the parents and their children.*
- To support lower-level students, write the words they need to complete this exercise on the board.  
*mother, father, sister, brother, son, daughter*
- Check students' answers by asking:  
*What's Andrew's mother's name? (Barbara.)*  
*What's Andrew's father's name? (Rick.)*  
*What's his daughter's name? (Jenny.)*  
*What's his son's name? (Zach.)*  
*What's his sister's name? (Carrie.)*  
*What's his brother's name? (Jeff.)*

### B 2:02 Vocabulary

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 3 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

#### V Vocabulary Flash Card Player

- Make sure the meaning of *in-law* is clear. Point to the pictures and say *Diane and Andrew are married. Tom is Diane's father, so Tom is Andrew's father-in-law. Jeff and Maureen are married. Jeff is Andrew's brother, so Maureen is Andrew's sister-in-law.*
- Make sure students understand the meaning of *extended family*. Pointing, say *Andrew has a brother, a sister, parents, a wife, and two children. This is his immediate family. His grandparents, aunt and uncle, niece and nephew, and in-laws are his extended family.*
- After students listen and repeat the family relationships, pronounce the names and have students repeat.
- Check comprehension by asking a few *yes / no* questions with *be* about Andrew's family; for example:  
*Is Rick Andrew's father? (Yes, he is.)*  
*Is Carrie Andrew's daughter? (No, she's not.)*  
*Is Louise Andrew's mother-in-law? (Yes, she is.)*  
*Is Louise Diane's mother? (Yes, she is.)*

*Option: (+5 minutes)* Using the photos, introduce other vocabulary for family relationships, such as granddaughter, grandson, daughter-in-law, son-in-law, great-grandmother, and great-grandfather. For example, say *Andrew is Louise and Tom's son-in-law. Diane is Barbara and Rick's daughter-in-law.*

#### Language and culture

- We refer to a spouse's cousins and aunts / uncles as *my wife's cousin* or *my husband's aunt*. A *great-grandmother* and *great-grandfather* are the grandparents of one of your parents. A *great-granddaughter* and *great-grandson* are the children of one of your grandchildren. A *great great-grandmother* is the mother of your great-grandmother. *Sibling* is another way to refer to your brother or sister.

### C Pair work

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 3 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

- To support lower-level students, write the structure of the Pair Work questions on the board like this:  
*Who's \_\_\_'s \_\_\_?*  
*Who are \_\_\_ and \_\_\_?*

*Option: (+5 minutes)* Extend the activity by having students ask for the names of Andrew's family members; for example, *What's his sister's name? (Carrie.)*

*Option: (+5 minutes)* To challenge students, ask questions about Diane's family:

- Who is Diane's father-in-law? (Rick.)*
- Who is Diane's brother-in-law? (Jeff.)*
- Who is Diane's brother? (David.)*
- Who is Diane's father? (Tom.)*
- Who is Diane's niece? (Ellen.)*

*Option: (+10 minutes)* Extend the activity by having students write about Andrew's family. Students choose one of Andrew's family members. Students write three sentences about how that family member is related to other family members; for example, *Jenny is Zach's sister. She's Carrie's niece. She's Seth's cousin.*

## D 2:03 Photo story

|                          |            |                            |  |
|--------------------------|------------|----------------------------|--|
| Suggested teaching time: | 10 minutes | Your actual teaching time: |  |
|--------------------------|------------|----------------------------|--|

- Make sure students understand the words *younger* and *older*. Have students look at the photos on page 26. Point to Andrew's children. Say *Jenny is Zach's older sister. Zach is Jenny's younger brother*. Then say *Look at Andrew and his sister Carrie. How old do you think Andrew is? How old do you think Carrie is? Who's older? (Andrew.) Who's younger? (Carrie.)*
- Before students read and listen, have them look at the photos. Point to the woman on the left. Say *This is Emma*. Point to the second woman. Say *This is Grace*. Ask *What are they looking at?* (Family photos.)
- After students read and listen, ask *Who are the people in Grace's photos?* (Her brother-in-law and her nephew in New York, her niece and two nephews in Vancouver.) *Does Grace have a younger sister?* (Yes.)

### Language and culture

- The word *kids* means *children*. It is used only in informal spoken language but is very commonly used. When we say two people *look alike*, it means that they are similar in some way. (I have blond hair. My sister has blond hair. We *look alike*.) When we say *looks like*, it means *it seems*. (They are smiling and laughing in the photo. It *looks like* they are having fun.)
- Many English learners make the mistake of saying *He's the only child* instead of *He's an only child*.
- **From the Longman Corpus:** Native speakers are about twenty times more likely to use the word *guy* than English learners (non-native speakers typically use the word *man*). The word *guy* is used quite often in informal American English.

### ENGLISH FOR TODAY'S WORLD

The box at the top of this page, titled "English for Today's World," indicates that one or both of the speakers in the Photo Story is not a "native speaker" of English. Remind students that in today's world, they must learn to understand both a variety of standard and regional spoken "native" accents as well as "non-native" accents because most English speakers in the world are not native-speakers of the language. Language backgrounds are shown in the box so you can point them out to students.

**FYI:** The subtitle of the *Top Notch* series is *English for Today's World*. This is in recognition of the fact that English is a language for communication between people from a variety of language backgrounds.

## E Think and explain

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 6–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

- Have students complete the exercise independently.
- Ask these additional comprehension questions:  
*Who is adopted?* (Aiden.)  
*Where does Grace's older sister live?* (In New York.)  
*Who are twins?* (Cole and Casey.)  
*Where does Grace's younger sister live?* (In Vancouver.)
- Review answers and explanations as a class. (2 True. Matthew is married to Grace's sister. 3 False. Matthew is Ariana's uncle. 4 False. Alexa has one niece and two nephews. 5 True. Their mothers are sisters. 6 False. Matthew and Alexa have *one child*. / Aiden is an only child.)

## SPEAKING

### A Complete the chart . . .

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 7–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

- Before students start the activity, ask the class *Do you have a big family? How many people are in your family? Do you have a large extended family?*

### B Group work

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 6–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

- Model the activity with an advanced student; for example:  
**Teacher:** *How many brothers do you have?*  
**Student:** *Two. How about you?*  
**Teacher:** *I have one brother, but I have two sisters. How many sisters do you have?*
- After students compare in groups, ask the class *Which students have large extended families? Which students have small extended families?* Make two lists on the board.

## EXTRAS

### Workbook

**D** ▶ 2:03 **PHOTO STORY** Read and listen to two women discussing family photos.



**Emma:** Who's that guy? Your brother?

**Grace:** No, that's my brother-in-law, Matthew. He's married to my older sister, Alexa. And this is their son, Aiden. He's adopted.\*

**Emma:** Do they have any other children?

**Grace:** No, just the one. He's an only child.



**Emma:** Looks like they're having a great time in New York.

**Grace:** Actually, they live there.

**Emma:** They do? Wow! How often do you see them?

**Grace:** We get together about twice a year.



**Emma:** And what about these kids?

**Grace:** They're my younger sister's. Ariana's the girl. And these are her little brothers, Cole and Casey.

**Emma:** Cole and Casey look so much alike! Are they twins?\*

**Grace:** They are. They all live in Vancouver, but we keep in touch on the Internet.

\*adopted: Matthew and Alexa aren't Aiden's birth parents.

\*twins: Cole and Casey were born at the same time.

**E** **THINK AND EXPLAIN** Check true or false, based on information from the Photo Story. Then explain each answer.

- |  | true                                | false                               |
|--|-------------------------------------|-------------------------------------|
| 1 Grace is Aiden's aunt.                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2 Grace is Matthew's sister-in-law.            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3 Matthew is Ariana's brother-in-law.          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4 Alexa has one niece and three nephews.       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5 Ariana, Cole, and Casey are Aiden's cousins. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6 Matthew and Alexa have two children.         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

“ It's true. Aiden is her sister's son. ”

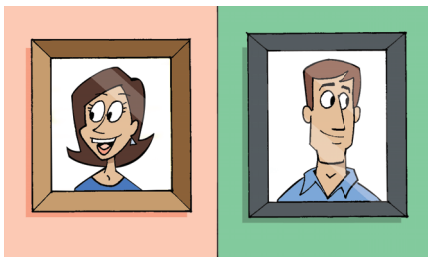
**SPEAKING**

**A** Complete the chart with information about your extended family. Write the number of people for each relationship.

| I have . . .     |                |                         |
|------------------|----------------|-------------------------|
| ..... brother(s) | ..... uncle(s) | ..... cousin(s)         |
| ..... sister(s)  | ..... aunt(s)  | ..... brother(s)-in-law |
| ..... nephew(s)  | ..... niece(s) | ..... sister(s)-in-law  |

**B** **GROUP WORK** Compare charts with your classmates. Who in your class has a very large extended family?

“ How many \_\_\_\_s do you have? ”

**VOCABULARY** Relationships and marital status**A** ▶ 2:04 Read and listen. Then listen again and repeat.They're **single**.They're **engaged**.  
(He's her **fiancé**. / She's his **fiancée**.)They're **married**.They're **separated**.They're **divorced**.  
(He's her **ex-husband**. / She's his **ex-wife**.)She's **widowed**.**B** ▶ 2:05 **LISTEN TO CLASSIFY** Listen and infer the marital status of the person in each conversation.  
Circle the correct status.1 The woman is (single / engaged / married).2 His aunt is (engaged / widowed / divorced).3 His sister is (engaged / separated / divorced).4 Her sister is (engaged / separated / divorced).**GRAMMAR** The simple present tense: Review**Affirmative statements**My in-laws **live** in Rio.  
My ex-wife **lives** in Tokyo.**Negative statements**My aunt and uncle **don't work** in an office.  
My cousin **doesn't work** at home.**Yes / no questions and short answers****Do** they **have** any children? Yes, they do. / No, they don't.  
**Does** she **have** any nieces or nephews? Yes, she does. / No, she doesn't.**Contractions**  
**don't** = do not  
**doesn't** = does not**Spelling rules with he, she, and it**Add **-s** to the base form of most verbs.  
works likes plays callsAdd **-es** to verbs that end in **-s**, **-sh**, **-ch**, or **-x**.  
washes watches relaxes**Exceptions:**do → does  
go → goes  
have → has  
study → studies**GRAMMAR BOOSTER** p. 126

- The simple present tense: usage and form

## VOCABULARY

## A ▶ 2:04 Read and listen . . .

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 3 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

## V Vocabulary Flash Card Player

- After students read and listen, have them use the Vocabulary to describe their own family members. They can write sentences or tell a partner. Model the activity by writing a sentence about one of your family members on the board. For example, *My brother is single. My aunt and uncle are separated.* Some examples of what students may write are as follows:

*My sister is single.*

*My brother is married.*

*My uncle is divorced.*

*My grandmother is widowed.*

*My cousin is engaged.*

## B ▶ 2:05 Listen to classify

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 4–7 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Point out that item 1 is about the woman who is speaking in the conversation. You may want to model this item for the class.

## AUDIOSCRIPT

## CONVERSATION 1

**M:** Who are these people in the picture?

**F:** That older couple? Those are my in-laws.

**M:** Of course! They look just like Larry.

**F:** Yeah, they do.

## CONVERSATION 2

**F:** These two are a cute couple! Who are they?

**M:** That's my aunt . . . and that's her ex-husband.

**F:** Her ex-husband?

**M:** Yeah. They're not married anymore.

## CONVERSATION 3

**F:** Is that your sister?

**M:** Yes, it is.

**F:** And who's that guy? Her husband?

**M:** Not yet. That's her fiancé!

**F:** Oh, how nice!

## CONVERSATION 4 [M = Russian; F = Australian English]

**M:** Who's that in this picture?

**F:** That's my sister and her husband.

**M:** Nice-looking couple.

**F:** Yeah. They WERE a nice-looking couple. They're thinking about getting divorced.

**M:** Oh, that's too bad.

**F:** Yeah. She's living with my parents right now.

## GRAMMAR

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 7–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

## Affirmative statements

- Emphasize adding -s to the base form of the verb for third-person singular. Ask *Where do you live?* Students should answer in the first person; for example, *I live in \_\_\_\_*. Then write on the board *\_\_\_\_ lives in \_\_\_\_*. Continue until you have statements about several students on the board.
- Circle two sentences about students who live in the same place. Then write on the board *\_\_\_\_ and \_\_\_\_ live in \_\_\_\_*.

## Negative statements

- On the board, write the following verbs:  
*live, work, have, study, speak, like*
- Make a negative statement about yourself, using one of the verbs from the board; for example, *I don't speak French*. Ask a volunteer to change your statement to the third person. (*[Teacher's name] doesn't speak French*.) Have the same student then make a negative statement and have another student change the statement to the third person. Continue until all students have participated.
- Ask *Did any students make the same negative statement?* Write on the board *\_\_\_\_ and \_\_\_\_ don't \_\_\_\_*.

## Spelling rules

- To ensure students understand the spelling rules, write two columns on the board:  

|                      |                       |
|----------------------|-----------------------|
| <i>He lives.</i>     | <i>He washes.</i>     |
| <i>She play____.</i> | <i>She relax____.</i> |
| <i>It work____.</i>  | <i>It catch____.</i>  |
| <i>He think____.</i> | <i>He fix____.</i>    |
- Call on students to say which letter or letters should go at the end of each word. When all words are complete, write "+ s" or "+ es" at the top of the appropriate column.
- Draw attention to the "Exceptions" box. Explain to students that these are four common words with spelling exceptions for the simple present tense.

*Option: (+5 minutes)* For more practice with affirmative and negative statements, ask students to write five simple present tense statements about family members; for example, *My older sister has three kids*.

*Option: (+10 minutes)* For practice with *yes / no* questions and short answers, write the questionnaire below on the board. On a sheet of paper, students answer the questions with *Yes, I do* or *No, I don't*. Students then switch papers and tell the class or another pair about their partners.

## Questionnaire

- Do you have a big family?*
- Do you have any children?*
- Do you have lots of photos of your family?*

## Language and culture

- In British English, *have* and *has* are *have got* and *has got*. For example, *I've got two sisters*. In informal spoken American English, this usage is also very common.

*Option:* **GRAMMAR BOOSTER** (Teaching notes p. T126)



Inductive Grammar Charts

## Grammar practice

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 3–6 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Point out that *do* and *don't* are used with *I*, *you*, *we*, and *they*. *Does* and *doesn't* are used with *he* and *she*.



### Extra Grammar Exercises

## CONVERSATION MODEL

### A ▶ 2:06 Read and listen . . .

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

These conversation strategies are implicit in the model:

- Use Actually to introduce a topic.
  - Respond to good news with Congratulations!
  - Respond to bad news with I'm sorry to hear that.
  - Use Thanks for asking to acknowledge an inquiry of concern.
- Point out there are two conversations: the first one is about reporting and reacting to good news and the second one is about reporting and reacting to bad news.
  - After students read and listen to the two models, ask *What is the good news?* (Her sister got engaged.) *What is the bad news?* (Her sister got divorced.)

#### Language and culture

- Get* has many meanings in English and is part of many idioms. With the past participles *engaged*, *married*, *separated*, and *divorced*, *get* expresses the act of divorcing, marrying, etc.

### B ▶ 2:07 Rhythm and intonation

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

- After students listen again and repeat, have them underline the questions in the conversation. Ask them what kind of intonation they should use with each question. Make sure they remember to use rising intonation with *yes / no* questions and falling intonation with information questions.
- Have students repeat each line chorally. Make sure students:
  - pause after *Actually* and *Well*.
  - say *Congratulations!* with enthusiasm.
  - say *I'm sorry to hear that* with concern.

## NOW YOU CAN Report news about relationships

### A Notepadding

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 4–6 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- To model the notepadding activity, say *I'm going to talk about my brother. He just got engaged. He is a teacher.*

*His fiancée is from [Ecuador]. As you speak, write the information on the board; for example:*

*Relationship: My brother*

*News: He got engaged.*

*Occupation: Teacher*

*Other: Fiancée from [Ecuador]*

## B Conversation activator

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 10–12 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|



### Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the ActiveTeach. The script also appears on page 180 of this Teacher's Edition.
- To model the conversation with a more confident student, play the role of Student B and use the information you wrote on the board.
- Be sure to reinforce the use of the conversation strategies; for example, have students say *Congratulations!* with enthusiasm to respond to good news.

**DON'T STOP!** Extend the conversation. Before students begin their conversations, brainstorm with the class more questions students can ask one another from the Don't stop! box. Write the questions on the board; for example:

*Is he / she married?*

*Is he / she single?*

*Does he / she have any children?*

*Does he / she live in \_\_\_?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones on the page. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



### Conversation Activator Video Script; Conversation Activator Pair Work Cards

## C Change partners

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 10–12 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- Ask *What is other good or bad news you can report?* Have students write notes about two other pieces of good or bad news.

*Option: (+5 minutes)* To extend the activity, ask a few students to tell the class about their partner's news.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 1

## GRAMMAR PRACTICE Complete the conversations. Use the simple present tense.

- 1 A: ..... **Does** ..... your cousin ..... **have** ..... (have) any children?  
 B: Yes, she ..... **does** ..... She ..... **has** ..... two kids—a girl and a boy.
- 2 A: ..... **Do** ..... your in-laws ..... **live** ..... (live) in Toronto?  
 B: No, they ..... **don't** ..... They ..... **live** ..... in Ottawa.
- 3 A: ..... **Do** ..... your parents ..... **work** ..... (work) in Quito?  
 B: Yes, they ..... **do** ..... They ..... **work** ..... for the government.

- 4 A: ..... **Does** ..... your fiancé ..... **like** ..... (like) hip-hop?  
 B: No, he ..... **doesn't** ..... He ..... **doesn't like** ..... it at all.
- 5 A: ..... **Does** ..... her ex-husband ..... **see** ..... (see) their kids?  
 B: Yes, he ..... **does** ..... He ..... **sees** ..... them a lot.
- 6 A: ..... **Do** ..... you ..... **call** ..... (call) your nieces every day?  
 B: No, I ..... **don't** ..... They ..... **call** ..... me!

## CONVERSATION MODEL

- A ▶ 2:06 Read and listen to good news about a relationship.

- A: What's new?  
 B: Actually, I have some good news. My sister just got engaged!  
 A: That's great. Congratulations!  
 B: Thanks!  
 A: So tell me about her fiancé. What does he do?  
 B: Well, he works at Redcor. He's an engineer.

### Or bad news . . .

- B: Actually, I have some bad news. My sister just got divorced.  
 A: I'm sorry to hear that. Is she OK?  
 B: Yes, she is. Thanks for asking.



- B ▶ 2:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

## NOW YOU CAN Report news about relationships

- A **NOTEPADDING** Imagine that you have good or bad news about someone in your extended family (or use real news). Write notes to plan a conversation.

- B **CONVERSATION ACTIVATOR** Personalize the Conversation Model. Tell your partner your news. Then change roles.

- A: What's new?  
 B: Actually, I have some ..... news. My .....  
 A: ..... .

- C **CHANGE PARTNERS** Practice the conversation again. Report other good or bad news.

|                        |
|------------------------|
| Relationship to you:   |
| What's the news?       |
| What does he / she do? |
| Other information:     |

### DON'T STOP!

#### Ask yes / no questions.

Is [she] \_\_\_? / Does [he] \_\_\_? / Do [they] \_\_\_?

#### Use the simple present tense to say more.

He lives / works \_\_\_\_.  
 She likes / hates / studies \_\_\_\_.  
 They have / don't have \_\_\_\_.

**good news**  
 got married  
 got engaged

**bad news**  
 got separated  
 got divorced

## VOCABULARY Other family relationships

A ▶ 2:08 Read and listen. Then listen again and repeat.

Steve is my **stepfather**. He's my mother's second husband.



1

Trevor

Steve

Julia is my **stepmother**. She's my father's second wife.



Ingrid

Julia

Lance is my **stepbrother**. His mother married my father.



2

Ashley

Lance

Ashley is my **stepsister**.

Cody is my **stepson**. I married his father three years ago.

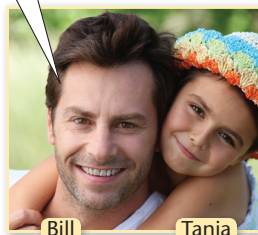


3

Irene

Cody

Tania is my **stepdaughter**. I married her mother when Tania was three.



Bill

Tania

Darcy is my **half-sister**. We have the same mother, but different fathers.\*



4

Jake

Darcy

Jake is my **half-brother**.

\*Half-brothers and half-sisters can also have the same father but different mothers.

B PAIR WORK Ask your partner to find people in the photos.

“ Who's Cody's stepmother? ”

“ Cody's stepmother is Irene. ”

C ▶ 2:09 LISTEN TO INFER Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

- 1 Her brother has three ..... **stepdaughters** .....
- 2 Carol is his ..... **stepsister** .....
- 3 She calls her ..... **stepmother** ..... “Mom.”

- 4 Leo is his ..... **stepson** .....
- 5 Hank is her ..... **half-brother** .....

## GRAMMAR The simple present tense—information questions: Review

What **do** your in-laws **do**?  
Where **do** their cousins **live**?  
When **do** you **visit** your aunt?  
Who **do** their stepchildren **live** with?  
How often **do** you **call** your niece?  
How many children **do** they **have**?

What **does** your sister-in-law **do**?  
Where **does** your stepsister **live**?  
When **does** your brother **visit** his niece?  
Who **does** your stepdaughter **live** with?  
How often **does** she **call** her nephew?  
How many half-brothers **does** he **have**?

**Be careful! Who as subject:**

Who **lives** in Hong Kong?

NOT Who ~~does live~~ in Hong Kong?

**GRAMMAR BOOSTER** p. 127

Information questions in the simple present tense:

- Form
- Questions with **Who**
- Common errors

A FIND THE GRAMMAR Look at the Photo Story on page 27 again. Find and underline one information question in the simple present tense. How often do you see them? (Note: Students may answer “Who's that guy?” However, the present tense of *be* is not generally referred to as *the simple present tense*, but *the present of be*.)

## VOCABULARY

### A ▶ 2:08 Read and listen . . .

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

### V Vocabulary Flash Card Player

- To check students' comprehension, ask *Do half-brothers have the same birth mother or birth father? (Yes.) Do stepbrothers have the same birth mother or birth father? (No.)*

#### Language and culture

- Stepbrother* and *half-brother* are both compound nouns, but they are written in different ways. Some compound nouns are written together as one word; for example, *stepmother* or *stepfather*. Other compound nouns are written with a hyphen between the two words; for example, *half-brother* or *half-sister*. There is no rule to explain why some words go together and others are separated by a hyphen. The best way to find out how to write a compound noun is to look it up in the dictionary.

### B Pair work

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 2–3 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Have pairs check off each name as they use it in a question. Each student should ask six questions.

*Option: (+5 minutes)* To support lower-level students, you can brainstorm the Pair Work questions as a class and write them on the board. These are possible questions:

*Who is Steve's stepson?  
Who is Tania's stepfather?  
Who is Julia's stepdaughter?  
Who is Jake's half-sister?  
Who is Darcy's half-brother?*

### C ▶ 2:09 Listen to infer

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 3–5 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Have students read the sentences before they listen to the conversations.

#### Language and culture

- In the U.S. and Canada, children usually call their mothers "Mom" or "Mum" and their fathers "Dad." In some families, stepchildren call their stepmothers "Mom" and their stepfathers "Dad." In other families, children call their stepparents by their first name; for example, in Vocabulary Exercise A, Trevor calls his stepfather "Steve."

#### AUDIOSCRIPT

##### SPEAKER 1

**F:** Well, after a few years my brother finally got married again. His new wife is really nice. She has three daughters and I know he loves them a lot.

##### SPEAKER 2

**M:** Carol and I are very close. Her mom married my dad when I was about seven. So we really grew up together.

##### SPEAKER 3

**F:** My parents got divorced when I was only three. After a few years, my father married again. We don't live together, but I call his new wife "mom."

##### SPEAKER 4 [M = Jamaican English]

**M:** Leo's a great kid. I'm really glad I married his mother. The three of us are really happy together.

##### SPEAKER 5

**F:** Hank and I have the same father. My mom is his stepmother. HIS mother is MY father's ex-wife.

## GRAMMAR

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 7–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

- To make it clear how to form information questions in the simple present tense, write the following headings on the board:

*question word(s) + do / does + subject + base form of verb*

- Write the first few questions from the Grammar box on the board, putting each part of the sentence under the appropriate heading.
- After reviewing the examples in the Grammar box, ask each information question to a different student; for example, *Where do your cousins live?*

*Option: (+2 minutes)* To practice *do* vs. *does* with the question *What do you do?*, call out a subject and have the class respond with *do* or *does* in a question; for example: *you* (What do you do?); *they* (What do they do?); *your daughter* (What does she do?); *his parents* (What do they do?); *her mother-in-law* (What does she do?); *Andrew* (What does he do?); *Andrew and Diane* (What do they do?); *his ex-wife* (What does she do?)

*Option: (+10 minutes)* For more practice, write the following questions on the board:

*What do you do?  
Where do you live?  
When do you study English?  
What time do you go to bed?  
How many languages do you speak?  
How often do you see your brothers and sisters?*

In pairs, have students ask and answer the questions in complete sentences. Then have them write sentences about their partners, using their partner's answers; for example, *My partner works with children. She lives in . . . , etc.*

*Option:* **GRAMMAR BOOSTER** (Teaching notes p. T127)

### Inductive Grammar Charts

### A Find the grammar

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 1–2 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Have students underline all information questions in the Photo Story on page 27.

## B Grammar practice

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 2–4 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Point out that students will need to write more than one word in some of the spaces.
- To check their work, have students read each conversation aloud with a partner.



### Extra Grammar Exercises

## CONVERSATION MODEL

### A ▶ 2:10 Read and listen . . .

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

These conversation strategies are implicit in the model:

- Use *Well* to introduce a lengthy reply.
- Ask follow-up questions to keep a conversation going.
- To set the context of this conversation, remind the class of the information they learned when they talked about their extended families in Exercise B on page 27.
- To make sure students understand what *On my [mother's / father's] side* means, say *On my father's side* means *in my father's family*. *On my mother's side* means *in my mother's family*.
- After students read and listen, point to the man in the photo. Ask:  
*How many brothers does he have?* (Two.)  
*How many sisters does he have?* (None.)  
*How many aunts and uncles does he have?* (Eight.)

### B ▶ 2:11 Rhythm and intonation

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

#### Language and culture

- In some cultures it is not polite to ask about other people's families. However, in English-speaking countries, it is. In fact, it is expected in friendly conversation.
- Have students repeat each line chorally. Make sure students:
  - pause briefly after *Well*.
  - accurately imitate the intonation for *That's pretty big!*

### NOW YOU CAN Describe extended families

#### A Notepadding

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 4–6 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- As a class, review the relationships students will list on their notepads (aunts, uncles, cousins, nieces, nephews).

## B Conversation activator

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 10–12 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|



### Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 181 of this Teacher's Edition.
- Be sure to reinforce the use of the conversation strategies; for example, ask *What information can you ask about with What about . . . ?*

**DON'T STOP!** Before students begin their conversations, brainstorm more questions students can ask one another from the Don't stop! box. Write the questions on the board; for example:

*Is he / she single?*  
*What does he / she do?*  
*Where do they live?*  
*When do you see them?*  
*Who lives here in [name of city]?*  
*How often do you see your [cousins]?*  
*How many children does he / she have?*

*Option: (+5 minutes)* To provide feedback to students on their usage of the simple present tense, circulate throughout the class and listen in. Take note of any errors. When students have finished, review some of the most common errors you heard during their conversations. Have students correct the errors on the board or orally.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones on the page. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



### Conversation Activator Video Script; Conversation Activator Pair Work Cards; Learning Strategies

## C Group work

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 10–12 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- Give students a few minutes to write notes about their partner's family before they speak to the class. They may want to check with their partners to make sure their information is accurate.

*Option: (+5 minutes)* For a different approach, have students form small groups of two pairs each and then tell the group members about their partner's family.

### EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 2

**B GRAMMAR PRACTICE** Complete the conversations with the simple present tense.

- 1 A: Where does your sister live ?  
B: She lives in Dublin.
- 2 A: How many nieces and nephews do you have ?  
B: Three. My sister has two girls—both adopted—and my brother has a stepson.
- 3 A: Who do you stay with when you visit Los Angeles?  
B: I stay with my aunt and uncle.

- 4 A: Who lives with your grandfather?  
B: My half-sister Louise lives with him.
- 5 A: What does your stepfather do?  
B: He works in a restaurant. He's the chef and manager.
- 6 A: Where does your uncle work?  
B: At the hospital around the corner.  
A: Does your aunt work there, too?  
B: No, she doesn't.

**CONVERSATION MODEL**

- A** ▶ 2:10 Read and listen to people describing their families.

- A: Do you come from a large family?  
B: Not really. I have two brothers.  
A: What about aunts and uncles?  
B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.  
A: That's pretty big!

- B** ▶ 2:11 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



**NOW YOU CAN** Describe extended families

- A NOTEPADDING** List your extended family relationships on the notepad.

- B CONVERSATION ACTIVATOR** With a partner, use your notepads to personalize the Conversation Model. Describe your extended family. Then change roles.

- A: Do you come from a large family?  
B: ..... I have .....  
A: What about ..... ?  
B: Well, I have ..... on my ..... 's side.  
And .....  
A: .....

**DON'T STOP!**

**Ask for more information.**

Tell me about your [aunts / uncles / cousins].  
What about your [sister-in-law]?  
Does he \_\_\_\_? / Do they \_\_\_\_?  
Is she / Are they [single]?  
What \_\_\_\_? How old \_\_\_\_?  
Where \_\_\_\_? How often \_\_\_\_?  
When \_\_\_\_? How many \_\_\_\_?  
Who \_\_\_\_?

|  | On my father's side . . . | On my mother's side . . . |
|--|---------------------------|---------------------------|
|  |                           |                           |
|  |                           |                           |
|  |                           |                           |
|  |                           |                           |
|  |                           |                           |
|  |                           |                           |
|  |                           |                           |
|  |                           |                           |

- C GROUP WORK** Now tell your classmates about your partner's extended family.

## BEFORE YOU LISTEN

DIGITAL  
FLASH  
CARDS

## A ▶ 2:12 VOCABULARY • Similarities and differences

Read and listen. Then listen again and repeat.

## How are you similar?

We **look alike**.We wear **the same kind of** clothes.We **both** like rock music.

## How are you different?

We **look different**.We wear **different kinds of** clothes.I like rock, **but** he likes classical.

**B PAIR WORK** Find similarities and differences between you and a partner. Write sentences describing the similarities and differences. Use the Vocabulary.

## LISTENING COMPREHENSION

**A ▶ 2:13 LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES** Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

| Lucille and Laura . . . |   |  |  |
|-------------------------|---|--|--|
| 1                       | <input checked="" type="checkbox"/> look alike.                   | <input type="checkbox"/> look different.                           |  |
| 2                       | <input checked="" type="checkbox"/> like the same kind of food.   | <input type="checkbox"/> like different kinds of food.             |  |
| 3                       | <input checked="" type="checkbox"/> like the same kind of movies. | <input type="checkbox"/> like different kinds of movies.           |  |
| 4                       | <input type="checkbox"/> like the same kind of music.             | <input checked="" type="checkbox"/> like different kinds of music. |  |
| 5                       | <input checked="" type="checkbox"/> have the same number of kids. | <input type="checkbox"/> have different numbers of kids.           |  |
| 6                       | Lucille and Laura are   | <input checked="" type="checkbox"/> twins.                         | <input type="checkbox"/> stepsisters. <input type="checkbox"/> half-sisters. |



## BEFORE YOU LISTEN

### A ▶ 2:12 Vocabulary

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

#### Vocabulary Flash Card Player

- As a class, give names to the four people pictured; for example, *Krista, Jane, Alexander, and Joe*. Ask:  
*Does [Krista] like rock music?* (Yes, she does.)  
*Does [Jane] like rock music?* (Yes, she does.)  
*Does [Alexander] like rock music?* (Yes, he does.)  
*Does [Joe] like rock music?* (No, he doesn't.)  
*What kind of music does [Joe] like?* (He likes classical.)

#### Language and culture

- To *be like [someone]* means that you are very similar: *I am like him. She is like me.* To *look like [someone]* is another way to say two people look alike.

### B Pair work

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 5 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

- Model this conversation with a more confident student in the class. Ask questions about the student's family and musical tastes; for example:

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

**Student:** *I have two sisters. What about you?*

**Teacher:** *I have one brother. Do you like hip-hop music?*

**Student:** *Yes, I do.*

**Teacher:** *I do, too!*

- Then write on the board: *We both like hip-hop music.*

**Option: (+5 minutes)** To support lower-level students, ask the class to brainstorm questions they would ask to find out about similarities and differences. (Do you like [hip-hop music]? How many cousins do you have? Do you like to play basketball? Do you have children?) Write their ideas on the board. Encourage students to refer to these questions for support as they do the Pair Work activity.

**Option: (+10 minutes)** For a different approach, have students find one thing they have in common with five people in the class. Have students pair up and ask each other questions until they find one way in which they are alike. They write a sentence and then move on to ask and answer questions with another classmate.

## LISTENING COMPREHENSION

### A ▶ 2:13 Listen to identify similarities and differences

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 14–16 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- Have students look at Exercise A, Vocabulary. Point to the first picture under *How are you similar?* Say *They both wear glasses.* Then point to the third picture under *How are you different?* Ask *Do they like the same kind of music?* (No). Point and say *He likes rock music, but he doesn't.*
- To help students prepare for the listening task, have them read the list of statements before listening to the interview.
- The first time through, have students listen only for how Lucille and her sister Laura are alike. The second time, have students listen for how Lucille and Laura are different.

#### AUDIOSCRIPT

**M:** We're talking today with Lucille, who comes from a family of three kids and . . . Lucille, I hear you have a younger brother . . .

**F:** Right. Five years younger.

**M:** And a sister.

**F:** That's right.

**M:** And you and your sister are twins. Is that right?

**F:** Right. She was born eight minutes before me. I was the little one.

**M:** Well, tell us a bit about your sister. What's her name, by the way?

**F:** Her name's Laura.

**M:** Laura! So, Lucille. Do you look alike?

**F:** We do, actually. A lot of people can't tell us apart.

**M:** Really.

**F:** But I wear glasses all the time. She only wears them for reading.

**M:** I see. Some people say twins like the same things. Is that true for you two?

**F:** Well, we both LOVE Mexican food. We always have the same thing when we go to restaurants. And let's see . . . we like the same kinds of movies.

**M:** Anything else?

**F:** Well, this is kind of funny. Sometimes we each buy almost the same clothes. Not because we want to. It just happens by accident. I go to visit her and she's wearing the same shirt I am. It's always a surprise.

**M:** So how are you different from each other?

**F:** Well, Laura's a great dancer. And me, I can't dance at all.

**M:** Anything else?

**F:** Let's see . . . her favorite color is green; mine's blue . . . She loves football and I love baseball . . . I could go on and on.

**M:** Well, how about musical tastes?

**F:** Oh yeah. I love classical music. But she really prefers pop. I actually play the piano, but she doesn't play any musical instrument. I'd say she's really more of a dancer than a musical person.

**M:** And how about your own marriages and families? Are they similar in any way?

**F:** Well, we both have two kids. I've got a boy and a girl. She's got two boys. But our husbands are completely different . . . Not at all alike.

**M:** Really! Well, thank you, Lucille Kennedy, for talking with us today about you and your twin sister.

**F:** Thank YOU. That was fun!

## B ▶ 2:14 Listen to take notes

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 5–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

- Tell the class *We are going to listen one more time. This time take notes about Laura and Lucille's appearance, their sports preferences, their families, their favorite colors, their musical tastes, and their clothes.*
- Read the example aloud. Ask *What does appearance mean?* (How they look.)

*Option: (+5 minutes)* To provide a little more support, you can draw the following graphic organizer (without the answers) on the board, or print a blank version and have students complete it as they listen.

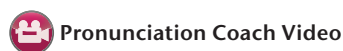
|                    | Laura                      | Lucille                     |
|--------------------|----------------------------|-----------------------------|
| Appearance         | <i>glasses for reading</i> | <i>glasses all the time</i> |
| Sports preferences | <i>football</i>            | <i>baseball</i>             |
| Families           | <i>two sons</i>            | <i>a son and a daughter</i> |
| Favorite colors    | <i>green</i>               | <i>blue</i>                 |
| Musical tastes     | <i>pop</i>                 | <i>classical</i>            |
| Clothes            | <i>same</i>                | <i>same</i>                 |



## PRONUNCIATION

### A ▶ 2:15 Read and listen . . .

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|



- Be sure students listen one time before they listen and repeat the sentences.

### B Now practice . . .

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 2 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

- To be better able to hear their own voices, have students cover one ear as they practice pronouncing the sentences.

*Option: (+5 minutes)* To extend the practice linking sounds, have students read the questions aloud in the Grammar boxes on pages 28 and 30.

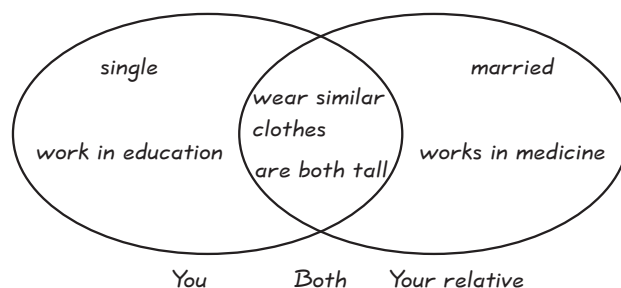


## NOW YOU CAN Compare people

### A Notepadding

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 5–8 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Model the activity by comparing yourself to one of your family members. Copy the Venn diagram on the board, filling in your information; for example:



- To make students aware of the items in the Ideas box, have them check off each idea as they use it in their Venn diagrams.

### B Pair work

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 10–15 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- Model the activity with a more confident student. Tell something about the family member you wrote about on the board.
- In their conversations, students should focus on the family member they wrote about in Notepadding. If students have photos of their relatives with them, have them show the photos to their partners. If students stop talking, tell them to ask and answer questions about other members of their partner's family.
- To encourage students to use as much language from the Recycle box as possible, have students check off the phrases as they use them. Make note of the students who were able to use most of the phrases in the Pair Work activity.

*Option: (+5 minutes)* To extend the activity, have students write sentences comparing themselves to the relative from the Notepadding activity.

## EXTRAS

Workbook or MyEnglishLab



**Speaking Activities: Unit 3, Activity 3; “Find Someone Who . . .” Activity**

- B** ▶ 2:14 **LISTEN TO TAKE NOTES** Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are similar or different.

|   |  |
|---|--|
| appearance <i>Lucille and Laura look alike.</i>                             | favorite colors <i>Laura's favorite color is green, but Lucille's is blue.</i> |
| sports preferences <i>Laura loves football, but Lucille loves baseball.</i> | musical tastes <i>Laura likes pop music, but Lucille likes classical.</i>      |
| families <i>Laura has two boys, but Lucille has a boy and a girl.</i>       | clothes <i>Lucille and Laura wear the same kind of clothes.</i>                |

DIGITAL  
VIDEO  
COACH

## PRONUNCIATION *Linking sounds*

- A** ▶ 2:15 Read and listen. Pay attention to the linking of sounds in does she and does he. Then listen again and repeat.

1 */dʌʃi/*  
**Does she** have any stepchildren?

3 */dʌzi/*  
**Does he** live near you?

2 How many stepchildren */dʌʃi/*  
**does she** have?

4 Where */dʌzi/*  
**does he** live?

- B** Now practice the questions on your own. Pay attention to blended sounds.

## NOW YOU CAN Compare people

- A** **NOTEPADDING** Choose someone in your extended family. On the notepad, write your similarities and differences. Use the Vocabulary from page 32.

| The person's name: | Relationship to you: |
|--------------------|----------------------|
| You                | Both of you          |
|                    | Your relative        |

### Ideas

- marital status
- occupation
- family relationships
- appearance
- clothing
- likes and dislikes
- abilities

- B** **PAIR WORK** Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.



### RECYCLE THIS LANGUAGE.

#### Similarities and differences

How are you similar?  
How are you different?  
Do you look alike?  
Do you both \_\_\_?  
Do you \_\_\_ the same kind of \_\_\_?  
Do you \_\_\_ different kinds of \_\_\_?

#### For more information

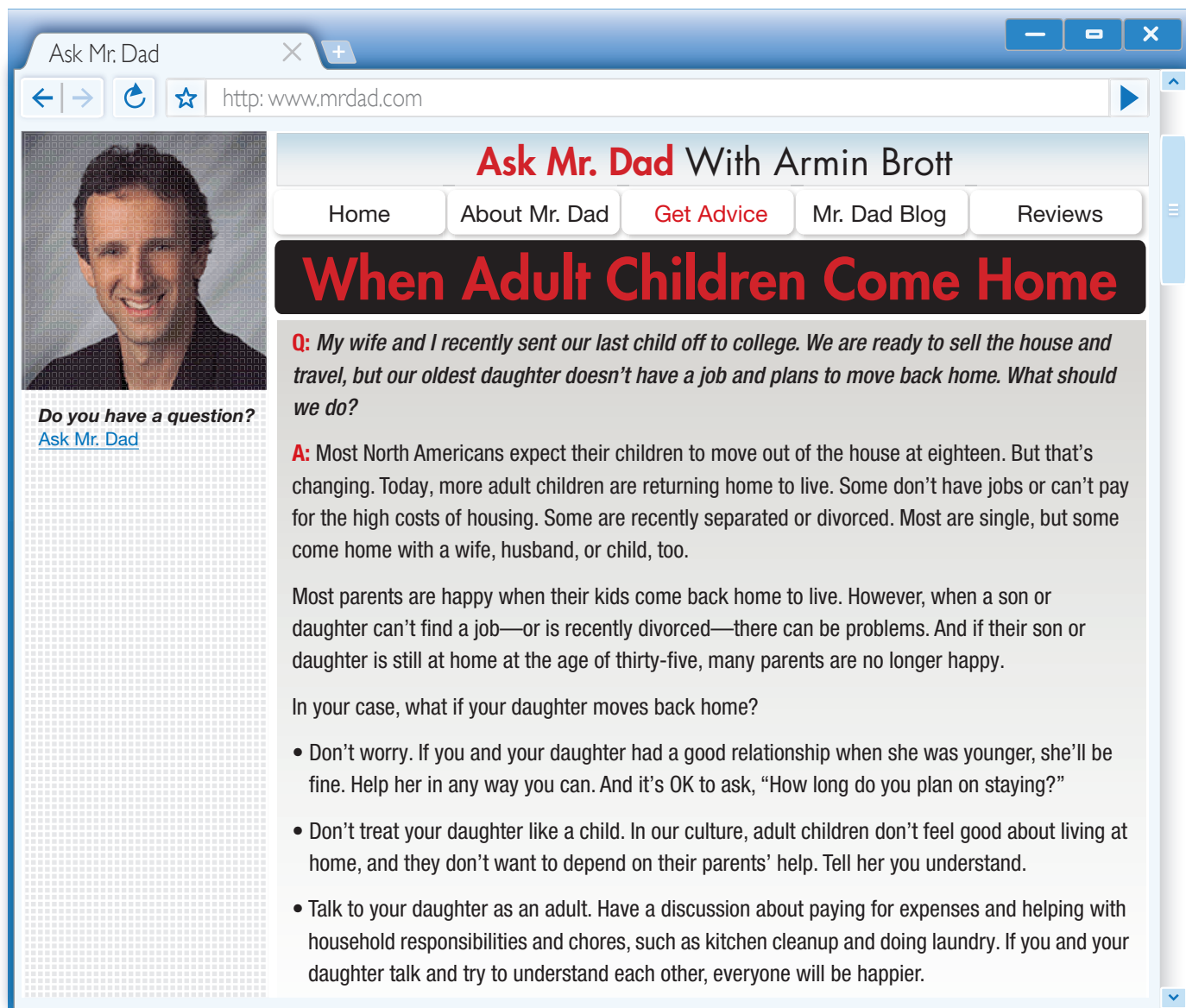
How about \_\_\_?  
Do you have any \_\_\_?  
How old \_\_\_?  
What does your \_\_\_ do?  
Where does your \_\_\_ live?  
How many \_\_\_ does your \_\_\_ have?

“ My cousin and I are both single. ”

“ My uncle likes rock music, but my aunt likes classical. ”

## BEFORE YOU READ

**WARM-UP** In your opinion, how long should adult children live in their parents' homes?

READING ▶ 2:16


The screenshot shows a web browser window with the address bar displaying 'http: www.mrdad.com'. The page title is 'Ask Mr. Dad With Armin Brott'. There are navigation tabs: 'Home', 'About Mr. Dad', 'Get Advice' (highlighted), 'Mr. Dad Blog', and 'Reviews'. The main heading is 'When Adult Children Come Home'. Below it, a question is posed: 'Q: My wife and I recently sent our last child off to college. We are ready to sell the house and travel, but our oldest daughter doesn't have a job and plans to move back home. What should we do?'. The answer follows: 'A: Most North Americans expect their children to move out of the house at eighteen. But that's changing. Today, more adult children are returning home to live. Some don't have jobs or can't pay for the high costs of housing. Some are recently separated or divorced. Most are single, but some come home with a wife, husband, or child, too. Most parents are happy when their kids come back home to live. However, when a son or daughter can't find a job—or is recently divorced—there can be problems. And if their son or daughter is still at home at the age of thirty-five, many parents are no longer happy. In your case, what if your daughter moves back home?'. Three bullet points provide advice: 1. Don't worry. If you and your daughter had a good relationship when she was younger, she'll be fine. Help her in any way you can. And it's OK to ask, "How long do you plan on staying?" 2. Don't treat your daughter like a child. In our culture, adult children don't feel good about living at home, and they don't want to depend on their parents' help. Tell her you understand. 3. Talk to your daughter as an adult. Have a discussion about paying for expenses and helping with household responsibilities and chores, such as kitchen cleanup and doing laundry. If you and your daughter talk and try to understand each other, everyone will be happier.

Source: [www.mrdad.com](http://www.mrdad.com)

**A CONFIRM FACTS** Complete each statement.

- The parents are worried because their daughter ...<sup>a</sup>... .
  - wants to move into their home
  - wants to move away from their home
  - doesn't want to leave their home
  - doesn't want to come home
- According to Armin Brott, most North Americans expect children to move out of their parents' home when they ...<sup>a</sup>... .
  - reach the age of eighteen
  - finish college
  - find a job
  - get married

## BEFORE YOU READ

### Warm-up

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 1–2 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Model the activity by answering the question yourself; for example, *I think adult children should leave their parents' home when they get married.*
- Ask *What do you think? When should an adult child leave home?* Write students' ideas on the board to generate discussion.

### ▶ 2:16 READING

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 15–18 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- Say *This is an advice website. When people have family problems, they can write Mr. Dad and ask for advice.*
- Have students look at the website. Ask *What is Mr. Dad's real name?* (Armin Brott.)
- Tell students *When you're reading something for the first time, it's helpful to read for general information first. Write on the board What is the problem? What does Armin Brott suggest?*

*Option: (+5 minutes)* As an alternate approach based on listening, begin by having students close their books and listen to the question on the audio. Ask *What advice would you give?* Then have students listen to the response and say whether or not they agree with the advice.



### Learning Strategies

## A Confirm facts

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 3–5 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Have students open their books and complete the exercise on their own. Then have students read the website again to check their answers.
- Now have students read the article again more carefully. Ask:

*Why does the daughter plan to move back home?* (She doesn't have a job.)

*Did the parents expect their oldest daughter to return home?* (No.)

*Do many adult children return home in the U.S.?* (Yes, today more adults are returning home to live.)

*Does Mr. Dad think it will be a difficult situation for the parents?* (Yes.)

*Does Mr. Dad think it will be a difficult situation for the daughter?* (Yes.)

## B Infer information

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 3–5 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- As students complete the exercise, have them underline the corresponding information in the text. The words are not exactly the same, so students have to think about the meaning of the text.

*Option: (+5 minutes)* To challenge students, have them read all the suggestions in item 2. Ask *Which ones do you agree with? Why?*

*Option: (+5 minutes)* To extend the activity, say *Think about the daughter. What should she do when she moves back home? What can she do to have a good relationship with her parents?* Have students discuss their ideas in pairs and then share their ideas with the class.



### Extra Reading Comprehension Exercises

## NOW YOU CAN Discuss family cultural traditions

### A Frame your ideas

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 3–5 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- Say *Think about this (or your) country when you answer these questions.*
- After students compare answers with a partner, have pairs write something in the *Other* category for items 2–4.

### B Notepadding

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 8–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

- To help students contrast the two sets of information, have them go back to the survey in Exercise A and respond again to the questions with a different color pen. This time they should think about what the website says about families in North America. Now students have two sets of information they can compare easily. For example:

| What's the same?  | What's different?                 |
|---|-----------------------------------|
| <i>Parents are very happy when adult children are home.</i> | <i>Children leave at 18.</i>      |
| <i>Adult children help with the chores.</i>                 | <i>Children go away to study.</i> |

*Option: (+5 minutes)* To challenge students, have them write complete sentences about the differences between North American cultural traditions and their cultural traditions. For example:

*In North America, adult children usually leave home at age 18, but in this / my country children usually leave at age 25.*

*In North America, adult children leave home to study, but in this / my country adult children leave home when they get married.*

## C Group work

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 12–15 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- Remind students to use their responses in the survey to guide them when they speak.
- Give students a limit of two minutes speaking time each.

**Text-mining:** Have students write their Text-mining examples on the board. Encourage students to use the expressions in their discussions. Check them off as they are used.

*Option: (+10 minutes)* Divide the class in half. Assign one half to prepare a talk about adult children living at home in North America and the other half to prepare a talk about the same subject in their own country. Then pair students one from each group so that, in pairs, Student A speaks about North America and Student B talks about the home country.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 4

**B INFER INFORMATION** Check all the correct answers, according to what Armin Brott says.

- 1 What are the reasons adult children are moving back home?
- ☒ They don't have jobs.
  - ☒ They get divorced.
  - ☒ They can't afford housing.
  - ☐ They feel good about living with their parents.
  - ☐ They want to depend on their parents.

- 2 What are Mr. Brott's suggestions to the father?
- ☐ to sell his house and go traveling
  - ☒ to discuss chores at home
  - ☐ to ask his daughter to find a job
  - ☒ to try to understand his daughter
  - ☒ to not worry too much about his daughter

## NOW YOU CAN Discuss family cultural traditions

**A FRAME YOUR IDEAS** Complete the survey about adult children in your country. Then compare answers with a partner.

### Living At Home?

1 At what age do children usually leave home in your country?

- ☐ between 18 and 20
- ☐ between 21 and 25
- ☐ between 26 and 30
- ☐ over 30
- ☐ It depends on their marital status.

2 What are the reasons adult children usually leave home?

- ☐ They get a job.
- ☐ They get married.
- ☐ They go away to study.
- ☐ They don't want to depend on their parents.
- ☐ Other .....

3 How do parents feel when their adult children are living at home?

- ☐ They're very happy.
- ☐ They're very worried.
- ☐ They don't think about it.
- ☐ They don't want them to stay.
- ☐ Other .....

4 What do adult children usually do when they live at home?

- ☐ They help with the chores.
- ☐ They help pay for expenses.
- ☐ They look for a job.
- ☐ They look for a new place to live.
- ☐ Other .....

**B NOTEPADDING** Write some similarities and differences between family cultural traditions in your country and those Armin Brott describes.

| What's the same? | What's different? |
|------------------|-------------------|
|                  |                   |
|                  |                   |
|                  |                   |
|                  |                   |
|                  |                   |
|                  |                   |
|                  |                   |

**C GROUP WORK** Imagine you are speaking to a visitor to your country. Explain your country's family cultural traditions about adult children living at home. Use your notepad.

#### Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work. For example: "household responsibilities."

# REVIEW

- A** ▶ 2:17 Listen to the people talk about their families. Check the box for family size for each speaker. Then listen again and write the number of children in each person's family.

|   |        | A big family                        | A small family                      | Number of children |
|---|--------|-------------------------------------|-------------------------------------|--------------------|
| 1 | Brenda | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 1                  |
| 2 | Steven | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 8                  |
| 3 | Leslie | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 6                  |
| 4 | Jason  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 2                  |

- B** Complete the sentences with the correct word or phrase.

- Larry doesn't have any brothers or sisters. He's an *only child*.
- Bob's brother is Ron. They have the same birth date. They are *twins*.
- Jun's brother has two daughters. They are Jun's *nieces*.
- Eva is Alfonso's wife. Alfonso's parents are Eva's *in-laws*.
- Hariko's father has five nieces and nephews. They are Hariko's *cousins*.
- Jill's father married Wendy's mother. Jill's father is Wendy's *stepfather*.
- Julie and Brett are divorced. Brett is Julie's *ex-husband*.
- Teresa's mother has two brothers. They are Teresa's *uncles*.

- C** Complete the questions. Use the simple present tense.

- A: Where *does your brother live* ?  
B: My brother? He lives in Cuzco, Peru.
- A: What *does your sister do* ?  
B: My sister? She's a nurse.
- A: How many *children do you have* ?  
B: I have two sons and a daughter.
- A: *Do you have any cousins* ?  
B: Cousins? Yes, I do. I have seven.
- A: Where *does your brother live* ?  
B: My brother? He lives near me.
- A: *Does your sister have any children* ?  
B: Children? Yes. My sister has two daughters.

## WRITING

Compare two people in your family. Write six statements about how they are similar and how they are different. Start like this:

*My brother and his wife are similar in some ways,  
but they are also very different...*

### WRITING BOOSTER p. 143

- Combining sentences with and or but
- Guidance for this writing exercise

For additional language practice...

TOP NOTCH POP • Lyrics p. 149  
"An Only Child"

DIGITAL  
SONG

DIGITAL  
KARAOKE

## A ▶ 2:17 Listen to the people . . .

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 4–7 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

- For the first listening, have students cover the third column *Number of children*, so they focus on the main idea (big family or small family) first.

*Option: (+5 minutes)* To extend the activity, have students listen a third time and answer this question you write on the board:

*Is the speaker happy with the size of his/her family?*  
*Yes No Not enough information*

### AUDIOSCRIPT

#### SPEAKER 1

**F:** My name's Brenda. My parents, George and Nancy McCann, live in Houston. My father's an engineer and my mom's a homemaker. I'm actually an only child, so when I was a kid I sometimes really wanted to have lots of brothers and sisters. But I was pretty lucky. I had lots of friends . . . and my parents loved me. So it was OK. And now I'm an engineer like my dad.

#### SPEAKER 2 [M = Canadian English]

**M:** You want my name first? OK. Steven Bartmeyer. I'm 22. Let's see . . . well . . . Growing up, I actually always wanted to be an only child. It was sometimes a little crowded around the house with seven brothers and sisters . . . I'm the baby in the family. But my mom and dad were great.

#### SPEAKER 3

**F:** Leslie Green here. You want to hear about my family? OK, let me think. Well, there's uh . . . sorry, there's a bunch of us . . . Maya, Ricky, and me, I'm in the middle . . . Walter, Sandra, and . . . Andrew. There, that's everyone. But you know something—we have a lot of fun. We're a happy family.

#### SPEAKER 4 [M = U.S. regional]

**M:** Hi. I'm Jason. Jason Sanders. I have a younger brother, Gus. That's it. He's a manager over at PBM. Actually, he lives in Vancouver now, so I don't see him very much. What else . . . Well . . . my father's retired—he stopped working two years ago. And my mom, she still works. She's a professor.

## B Complete the sentences . . .

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 5 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

- To provide more support, write the exercise answers in a word bank on the board. Tell students to choose words from the board as they complete the exercise. For example:  
*cousins, uncles, stepfather, nieces, twins, only child, in-laws, ex-husband*
- To review, have students read their answers aloud.

## C Complete the questions . . .

|                          |             |                            |  |
|--------------------------|-------------|----------------------------|--|
| Suggested teaching time: | 6–8 minutes | Your actual teaching time: |  |
|--------------------------|-------------|----------------------------|--|

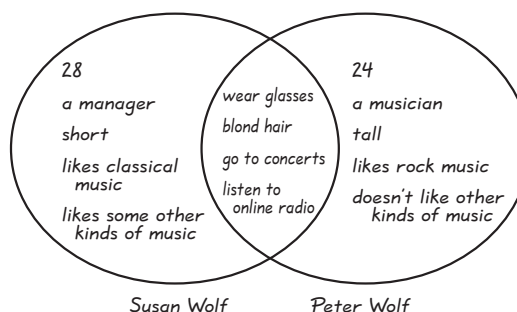
- To remind students how to form questions in the simple present, have them quickly review the Grammar boxes on pages 28 and 30.
- To review answers, have students who finish early write the questions on the board. Sometimes students will not notice errors they make with *do / does* and the base form. By putting the answers on the board, students can carefully check their answers.

## WRITING

|                          |               |                            |  |
|--------------------------|---------------|----------------------------|--|
| Suggested teaching time: | 10–15 minutes | Your actual teaching time: |  |
|--------------------------|---------------|----------------------------|--|

- Brainstorm with the class ways to compare two relatives; for example:  
*marital status*  
*occupation*  
*appearance*  
*clothing*  
*likes and dislikes*  
*abilities*
- If helpful, have students write one paragraph about how their two relatives are similar and one paragraph about how they are different.

*Option: (+10 minutes)* Students can use a Venn diagram to brainstorm the similarities and differences between their two relatives. Draw a Venn diagram on the board for students to copy. For example:



*Option: **WRITING BOOSTER** (Teaching notes p. T143)*



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

## ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the family tree and become familiar with it.

### Contest

|                          |           |                            |  |
|--------------------------|-----------|----------------------------|--|
| Suggested teaching time: | 5 minutes | Your actual teaching time: |  |
|--------------------------|-----------|----------------------------|--|

- On the board, write *Enrique Iglesias*. Ask *Who is he?* (He's a singer.)
- Preview the family tree. Make sure students understand the family relationships.
- Ask these comprehension questions:  
*Who is Enrique Iglesias's father?* (Julio Iglesias.)  
*Who is his mother?* (Isabel Preysler.)  
*Who is his stepmother?* (Miranda Rijnsburger.)  
*How many children did his father have?* (Eight.)
- Point out that to make *Iglesias* possessive, you add 's /iz/: *Iglesias's*. Pronounce it and have students repeat.
- Read the question aloud so that all students hear it at the same time. The first student to answer it correctly wins.

#### Possible responses . . .

Enrique Iglesias has one brother and one sister. He has three half-brothers and two half-sisters.  
 Julio Iglesias has one brother, one half-sister, and one half-brother.

**Option: (+5 minutes)** Extend the activity. Point to two people in the picture and have students explain their relationship. For example:

**Teacher:** [points to Ronna Keitt and Julio Iglesias]

**Student:** *Stepmother and stepson.*

### Pair work

|                          |              |                            |  |
|--------------------------|--------------|----------------------------|--|
| Suggested teaching time: | 5–10 minutes | Your actual teaching time: |  |
|--------------------------|--------------|----------------------------|--|

- To prepare, have the class think of some questions. Write them on the board:  
*Who is Julio Iglesias's stepmother?*  
*What are the names of the twins?*  
*What is the name of Julio's first child?*  
*What does Julio Jr. do?*  
*How many half-brothers does Julio Iglesias have?*  
*When was Dr. Julio Iglesias Puga born?*

**Option: (+15 minutes)** To play a game, divide the class into groups of four. Split each group into two teams. For five minutes, have each pair work together to write twenty questions about the family tree. Then have the pairs take turns asking and answering their questions. Each correct answer gets a point. If the pair cannot answer the question in 15 seconds, the team who asks the question gets a point.

## Game

|                          |            |                            |  |
|--------------------------|------------|----------------------------|--|
| Suggested teaching time: | 10 minutes | Your actual teaching time: |  |
|--------------------------|------------|----------------------------|--|

- Model the activity. Describe the Iglesias family from one person's view and then ask *Who am I?* For example:

**Teacher:** *Julio Iglesias is my father. Rodrigo is my younger brother. Who am I?*

**Student:** *Miguel Alejandro.*

**Option: (+10 minutes)** For a different approach, have students write three sentences about one person in the family tree. Students then pass the sentences to a partner who must write the name of the person described.

#### Possible responses . . .

I have three children, a son-in-law, and a daughter-in-law. I have two grandchildren. I am Julio Iglesias's ex-wife. (Isabel Preysler)  
 I am Isabel's son. I have a younger sister. Julio Iglesias is my grandfather. (Alejandro)

### Option: Oral Progress Assessment

Use the family tree on page 37 for an oral test. Have students compare two members of the Iglesias family. For example:

*Julio Jr. and Enrique are brothers. They are both singers.  
 Julio Jr. is married, but Enrique is single.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



### Oral Progress Assessment Charts

#### Option: Top Notch Project

Have students create a family scrapbook with photos from home and written descriptions of their relatives. Have students tell the class about their families.

**Idea:** Write the questions that follow on the board. Say *Use the questions on the board for ideas.*

*What are their names?  
 How old are they?  
 Where do they work? / What do they do?  
 Where do they live?  
 Are they married, single, divorced, or widowed?  
 Do they have any children?  
 Who do they look like?  
 What do they like?*

## EXTRAS

#### On the Internet:

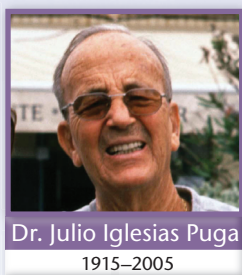
- Online Teacher Resources: [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

#### Additional printable resources on the ActiveTeach:

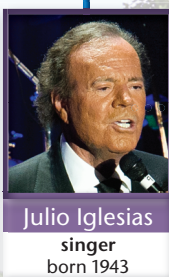
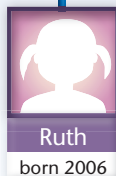
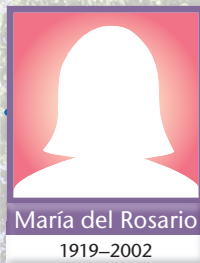
- Assessments
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides



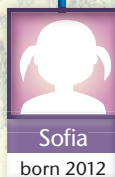
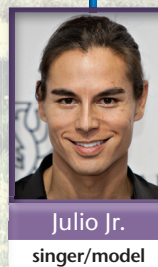
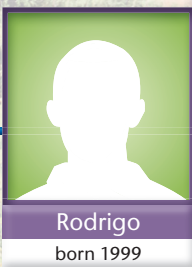
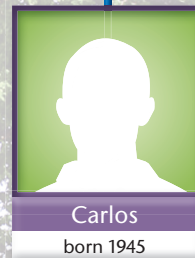
## Enrique Iglesias's Family



(divorced)



(divorced)



## ORAL REVIEW

**CONTEST** Study the family tree. Who can answer this question first: How many sisters, brothers, half-sisters, and half-brothers do Enrique Iglesias and Julio Iglesias each have?

**PAIR WORK** Ask and answer questions about the family relationships. Use Who, What, When, and How many. For example:

*Q: Who is Isabel Preysler?*

*A: She's...*

**GAME** Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:

*I am Julio Iglesias's daughter, and my uncle is Carlos.*

## NOW I CAN

- ☐ Report news about relationships.
- ☐ Describe extended families.
- ☐ Compare people.
- ☐ Discuss family cultural traditions.