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## 1.1 VOCABULARY Family

pages 10 and 11

## Lesson learning objective

Students can talk about people in a family.

## Materials:

- Student's Book
- audio tracks 1.13, 1.14, 1.15, and 1.16
- 10 x 10 cm squares of white cardboard paper (3 per student)
- black markers (1 per student)
- envelopes to keep the self-assessment cards (1 per student)

## Warm-up

- (*Books closed*) Organize students into two teams. Play *Snowman* with words from the Welcome Unit. On the board, write a dash for each letter of a word from one of the vocabulary boxes. Teams take turns to guess the letters of the word. Draw a part of the snowman for each wrong guess (a small snowball for the head, a large snowball for the body, two sticks for arms, a hat, eyes, a nose, a mouth, two or three buttons). The team who guesses the word before the snowman is complete wins a point. If a team does not guess correctly before the last part of the snowman is drawn, they lose a point.
- Brainstorm family words with the class. Ask students who know some words to say and translate them.
- (*Books open*) Ask students to look at pages 10 and 11. (*L1/L2*) Explain the lesson objective. Then ask students to predict what they will be able to say in English by the end of the lesson.

## 1 Read these words. What do they mean?

- Choose a word (e.g., *dad*), translate it, and say *I know that!* with a "thumbs up" gesture. Ask students if they know the other words. If they do not, present them using the relationships in the family tree.

2  1.13 Listen and repeat.

- Students look at the family tree on page 10. Introduce Mark by saying: *This is Mark*. Then say: *This is Mark's family*.
- Play the audio, pausing for students to repeat each word as a whole group and point to the corresponding person.
- Check understanding by holding up your own book and pointing to the person so that students can confirm their ideas. Explain the meaning of the words if necessary.

## 3 Complete the family words. Use the Vocabulary box to help you.

- Make sure students understand that the words on the column on the left refer to men and boys, while those on the right refer to women and girls.
- Students complete the chart individually.
- Using the Lollipop Stick technique, choose students to write the answers on the board.

## 4 Match 1-4 to a-d.

- Students do the matching activity individually. Then they compare answers in pairs.
- (*L1/L2*) Ask if words 1-4 are formal or informal (formal). Then ask the same about words a-d (they are informal).
- (*L1/L2*) Have a discussion with the class. Compare the English family words with formal and informal family words in the students' language.

## Watch out!

- Using the family tree on page 10, point to Mark and then at his dad. Say: *Mark. Dad. Mark's dad*. Explain that in this example 's is used to express the relationship between people.

## 5 Look at the family tree on page 10 and write the names.

- Students write the names for the people, according to the family tree.
- When they have finished, check the answers with the whole class.

### 6 Look at the family tree again. Complete the sentences.

- Students do the activity individually.
- Students compare answers to a classmate's. Then correct the activity with the whole class. Point out the use of the 's after the second name, when the family member is related to two different people (e.g., *David is Rose and Paul's son*).

#### Speak up!

### 7 1.14 Listen to the tongue twister, paying attention to the letters in blue. Say it with a classmate.

- Play the audio for students to listen. Then say each word individually for students to repeat, showing them how to articulate the /ð/ sound.
- Play the audio again. Students repeat the tongue twister.
- Organize students into pairs. They practice the tongue twister together. Encourage students to say it faster each time they repeat it.

### 8 1.15 Listen and circle true (T) or false (F).

- Play the audio and pause after the example to make sure students understand what they have to do.
- Play the audio for the other items. Students do the activity individually. You can pause after each sentence to give students time to circle the answers.
- When they have finished, students compare answers in pairs.

#### Audio script

- 1 John is Julia's son.
- 2 Anna is Peter's daughter.
- 3 Julia is Agatha's mother.
- 4 Julia is Tom's sister.
- 5 Paul is John's son.
- 6 Mark is David and Lucy's brother.

### 9 1.16 Listen and check your answers.

- Play the audio for students to listen to the sentences in Activity 8 again and the replies.
- You can ask students to correct the false sentences in their notebooks.

#### Audio script

W = Woman      M = Man

1

W: John is Julia's son.

M: No, he's Julia's father.

2

W: Anna is Peter's daughter.

M: Yes, that's right. Anna is Peter's daughter.

3

W: Julia is Agatha's mother.

M: No, that's wrong. Agatha is Julia's mother. Julia is Agatha's daughter.

4

W: Julia is Tom's sister.

M: Um . . . no. She's his mother.

5

W: Paul is John's son.

M: Yes, that's right.

6

W: Mark is David and Lucy's brother.

M: Mark? Yes, that's correct.

#### Extra activity

- (*Books open*) Organize students into two teams - A and B. Ask them to look at Mark's family tree for one minute.
- (*Books closed*) A student in Team A names a person in Mark's family. Then a student in Team B says the person's relationship to Mark (e.g., *Mark's uncle*). If the relationship is correct, the student scores a point for Team B. Teams take turns to name the people and say the relationships until all the members of Mark's family have been mentioned.

#### And YOU?

### 10 In your notebook, draw and write the names of three family members. Work in pairs and make guesses about each other's family.

- Organize students into pairs. On the board, draw three members of your family and write their names. Demonstrate the activity with 2-3 students.
- Students tell each other about their family. As you monitor, give positive feedback and encourage students to use complete sentences (e.g., *My dad is Mark. My sisters are . . .*).

#### Wrap-up

- Hand out the squares of cardboard paper and the markers. Students prepare self-assessment cards by using the marker to draw a face (☺, ☹, 😐) on each square. Explain to students that they will use the cards throughout the year to show how they feel about their performance in class.
- Read the lesson objective and ask: *Can you talk about people in a family?* Students use their self-assessment cards to show how they feel about their performance in the lesson.
- When students have finished, hand out the envelopes. Explain that they should put the self-assessment cards inside the envelope and keep it in a place they can easily access during class.

#### Further practice

- Workbook, Activities 1-4, page 136

**Lesson learning objective**

Students can use the affirmative form of the verb *to be* and possessive adjectives.

**Materials:**

- Student's Book
- audio tracks 1.17, 1.18, and 1.19

**Warm-up**

- (*Books closed*) Point to your lips and say *Look!* Mouth a family word, but do not say it aloud. Students guess the word by reading your lips.
- Organize students into pairs. They take turns mouthing other family words for their classmate to guess.
- (*Books open*) Write a few sentences with *to be* on the board (e.g., *I am your teacher. You are students.*). Ask students to identify the verbs. Explain the lesson objective.
- Point to the pictures in the photo story and ask: *Who is he/she?* (Alex/Jen). Students guess who the new characters are.
- Use the pictures to pre-teach (*birthday*) *cake* and *gift*.

**1**  **1.17 Listen and read. How old is Jen and Alex's grandma today?**

- Read the question. Students predict the answer.
- Check the answer by writing *seven*, *seventy*, *seventeen* on the board. Ask students to vote for the correct answer.

**2** **Read the sentences. Circle true (T) or false (F). Correct the wrong sentences.**

- Students do the activity individually.
- Check answers with the whole class. Play the audio again or refer students to the photo story to confirm the answers or to help them correct the false sentences.

**3**  **1.18 Listen and repeat. Find these expressions in the story. How do you say them in your language?**

- Play the audio, pausing for students to repeat each expression.
- Play the audio for the photo story again. Students shout *STOP!* when they hear each expression. Alternatively, students find and underline the expressions in the dialogue.
- Check if students understand the phrases and explain further if necessary. Encourage them to translate the expressions into their language.

**Extra activity**

- Organize students into pairs. They write more true/false sentences about the photo story in their notebook. Then they take turns saying their sentences and decide if they are true or false.

**4**  **CLASS VOTE Jen and Alex's mom says "Oh, no!". Why?**

- Encourage students to share their ideas with the whole class. (*L1/L2*) Ask individual students to explain their choice. Do not confirm whether they are correct yet.

**5**  **1.19 Listen and check.**

- Play the audio for students to check their answers.

**Audio script**

**M = Mom    D = Dad    AM = Aunt Megan**

**J = Jen    S = Sophie    A = Alex**

**M:** Oh, no!

**D:** What?

**M:** Look at the cake.

**AM:** Oh, no! It's the wrong cake.

**J:** It's a baby's cake! Look!

**S:** "Happy birthday baby Luke"

**A:** Luke is one today!

**D:** And the cake is delicious!

**J & A:** Dad!

**Get Grammar!**

- Read the sentences in the speech balloons aloud. Students repeat after you as a whole group.
- Read items 1 and 2 aloud and do the tasks with the whole class. It is important that students work out how to form the contractions for the verb *to be*.

**6** **Find the sentences in the story. Write the missing form of *to be*.**

- Students work individually to complete the sentences with the contractions. They then compare answers in pairs.

**7** **Circle the correct answer.**

- You can ask students to underline the subject of each sentence before they circle the verb.
- Students compare answers with a classmate's.

**Watch out!**

- Read aloud the examples in the box with the whole class. (*L1/L2*) Explain that we use possessive adjectives to talk about the possession of things and people and that they are related to the personal pronouns. Elicit other examples from the class.

**8** **Complete the sentences. Use the Watch OUT! box to help you.**

- Students complete the sentences individually. Then they work in pairs. They look at each other's answers, discuss them, and decide if any are wrong, and why.

**9 Read and circle the correct answer.**

- Students work individually to complete the activity.
- When correcting the activity, use the Traffic Lights technique to check who needs more support.

**Extra activity**

- In their notebooks, students write three sentences about a classmate, similar to those in Activity 9. They read the sentences to another classmate, but they do not say who the student is. The other classmate guesses who the sentences are about.

**And YOU?****10 Read the poem. Make changes to talk about a friend, a classmate, or a person in your family.**

- Organize students into pairs. Read the poem aloud with students, clapping the rhythm as you read.

- After practicing for some time, pairs continue, changing the words in blue.

**Wrap-up**

- Ask individuals to say sentences with *to be*. Then ask: *Can you use the affirmative form of to be and the possessive adjectives?* Students use their self-assessment cards (😊, 😐, 😞) to show how they feel about the use of the structure.

**Further practice**

- Workbook, Activities 5–10, page 137
- Grammar Time, page 122

**1.3 GRAMMAR** *to be - negative*

pages 14 and 15

**Lesson learning objectives**Students can use the negative form of the verb *to be* to talk about countries and nationalities.**Materials:**

- Student's Book
- audio tracks 1.20 and 1.21
- bilingual dictionaries (1 per every 2 students)

**Warm-up**

- (*Books closed*) Write on the board: 1 *The bag* \_\_ *blue*. 2 *Alex* \_\_ *twelve*. 3 *We* \_\_ *in the classroom*. 4 *You* \_\_ *the teacher*. 5 *I* \_\_ *cool*. 6 *Dug and Kit* \_\_ *best friends*. Ask different students to come to the board and complete the sentences with *am*, *are*, or *is*. Ask students to reflect on how much they remember from Lesson 1.2. Keep the sentences on the board.
- (*Books open*) Pointing to picture 1 in the comic story, ask: *Who's he?* (Superdug) *Who's she?* (Kit). Students tell you what they remember about them (e.g., Superdug is a super hero. Kit is Dug's best friend.)
- Students tell you what they can see in the other pictures. Use picture 1 to pre-teach *family album*. Pre-teach/elicite *happy*. Point to picture 3, shake your head and say: *Dug isn't ... (happy)!* Pre-teach/elicite *hungry*: rub your stomach, say *I'm ... (hungry)!*
- Draw students' attention to pages 14–15. (L1) Ask: *What will you learn in this lesson?* Ask students to share their ideas. Explain the lesson objective. Then students look at the sentences on the board again. Encourage them to make the sentences negative.

**1**  **1.20 Listen and read. What nationality is Uncle Roberto?**

- Play the audio while students listen and read.
- Check the answer with the whole class. Ask students to point out the passage in the story that justifies their answer.

**2 Read the sentences. Circle true (T) or false (F).**

- Students do the activity individually.
- Check answers using the Basketball technique.

**Get Grammar!**

- Students repeat the dialogue after you as a whole group.
- Read aloud the rule about negative forms and do the task with the whole class.
- It is advisable not to teach the alternative negative forms (e.g., *you're not*, *he's not*) as this could be confusing.

**3 In your notebook, write negative sentences. Use the short form of the verb to be.**

- Students do the activity individually. Make sure they use contractions.
- When correcting the activity, choose students to write the answers on the board. Involve the other students by asking: *Is this correct?* The other students help if necessary.

**4**  **1.21 Look, listen, and repeat. How do you say your country and nationality?**

- Draw students' attention to the chart. Pre-teach the countries and nationalities if necessary. Refer to famous landmarks in the countries to check students' understanding (e.g., *The Eiffel Tower is a French monument. True or false?*)

- Play the audio, pausing for students to repeat each word as a whole group.

### 5 Look at the flags. Complete the sentences about Dug's family with *is* or *isn't*. Correct the false sentences.

- Tell students that the flags show the nationalities of Superdug's family members.
- Students complete the sentences individually.
- Check answers with the whole class. Practice the pronunciation of the countries and nationalities if necessary.

### 6 In your notebook, write sentences about Kit's friends and family.

- Draw students' attention to the example. Point out that the (✓) indicates affirmative sentences and the (✗) indicates negative sentences.
- Ask different students to write the answers on the board.

#### Culture note

- Read aloud the content of the box with the whole class. Encourage students to talk about where their family is from, thinking about their parents and grandparents. Help them say the countries in English.

#### Extra activities

- 1 Students write negative and affirmative sentences about their friends and family, similar to those in Activity 6. Students can also work in pairs to write about world celebrities instead, looking up words they do not know in a bilingual dictionary.
- 2 Students use a bilingual dictionary to find the names of three more countries and corresponding nationalities.

#### And YOU?

### 7 Choose a nationality and play *Three Guesses*.

- Organize students into pairs. Have each student choose a new nationality and write it in their notebook.
- Draw students' attention to the model dialogue. Explain that they only have three chances to guess their classmate's nationality. Then demonstrate the activity with two or three students.
- Walk around the classroom to monitor students' work. Make sure they take turns to guess their classmate's nationality and keep their questions to three guesses.

#### Wrap-up

- Say affirmative sentences about this lesson that are false. Ask individual students to correct you, for example, you can say, *Dug's mom is British*. (No, she isn't. She's Australian.) *Cousin Chen is French*. (No, she isn't. She's Chinese.) *Grandma Flossie is Spanish*. (No, she isn't. She's American.)
- Read the lesson objectives. Students use their self-assessment cards (😊, 😐, 😞) to show how they feel about their performance in this lesson.

#### Further practice

- Workbook, Activities 11-14, page 138
- Grammar Time, page 122

## 1.4 COMMUNICATION Introductions

page 16

### Lesson learning objective

Students can make introductions.

#### Materials:

- Student's Book
- audio tracks 1.22, 1.23, and 1.24

#### Background notes

Pre-teens in English-speaking countries may call a married woman they do not know well or a teacher *Mrs.* + last name, e.g., *Mrs. Hall*.

#### Warm-up

- (*Books closed*) Organize students into pairs. Have them write three negative sentences about a character from the book. One sentence should be false. They read the sentences to another pair for them to decide which sentence is false.

- (*Books open*) Introduce one student to another. Say: *X, this is Y. He's/She's my classmate. Y, this is X. He's/She's my friend*. Then ask the class to guess what they will learn in this lesson and explain the lesson objective.
- Point to the picture and ask: *Who are the children?* (Jen and Lucas); *Who is the woman?* (Jen's mom); *Where are they?* (At Jen's home). Pre-teach/elicite *neighbor*: Draw two houses with one person next to each. Say: *They're ... (neighbors)*.

### 1 1.22 Listen and read. Complete Jen's name.

- Play the audio for students to write Jen's last name.
- Check the answer with the whole class. Ask students to explain how they found the answer.

### 2 1.23 Listen and repeat.

- Play the audio for students to listen and repeat the expressions as a whole group. Answer any questions students might have about the expressions.

## Extra activity

- Organize students into two groups and sit in two circles. Ask them to invent new names for themselves. Each student greets the classmate on his/her left and then introduces himself/herself and all the students that have spoken so far, (e.g., Student 1: *Hello. I'm X.* Student 2: *Hello. I'm Y. This is X.* Student 3: *Hello. I'm Z. This is X and this is Y.*). The first group to say a person's "new" name incorrectly loses the game.

### 3 1.24 Put the dialogue in the correct order. Then listen and check.

- Students work individually to order the dialogue. They then listen and check their work.

### 4 In groups of three, act out the dialogue in Activity 3.

- Organize students into groups of three. Monitor while students act out the dialogue. Do not correct any mistakes immediately; try to give positive feedback first.
- When students have finished, correct any mistakes they have made on the board.

### 5 Circle the best answer.

- Students work individually to do the activity. Check answers with the whole class.
- Use the Traffic Lights technique to check how students felt about this activity.

## And YOU?

### 6 Write the names of three famous people. Then introduce them to your friends!

- Organize students into groups of three. Allow students some time to choose the celebrities they want to introduce.
- Demonstrate the activity two or three times with different students. The "celebrity" should speak, too.
- Walk around the classroom to monitor students' work. Take notes of major mistakes they make. When they have finished, discuss the mistakes on the board with the whole class.

## Extra activity

- In their notebooks, students write a dialogue in which they introduce two friends to each other.

## Wrap-up

- Read the lesson objective. Students use their self-assessment cards (😊, 😐, 😞) to show how they feel about their performance in this lesson.

## Further practice

- Workbook, Activities 15-17, page 139

## 1.5 READING and VOCABULARY Family album

page 17

### Lesson learning objective

Students can understand a blog post about family pictures and places.

## Materials:

- Student's Book
- audio tracks 1.25 and 1.26

## Warm-up

- (Books closed) Organize students into groups of three and ask them to act out introducing a celebrity. (See Lesson 1.4, Activity 6.)
- (L1/L2) Ask: *Do you read blogs? If so, what are they about?* Encourage students to share their ideas with the whole class.
- (Books open) Ask students to look at page 17. Ask what they expect to learn in this lesson. Explain the lesson objective.
- Students look at each picture and say what they can see (e.g., in picture A, *two girls, grandma*).

## Reading tip

- Read the information in the box with the whole class. Explain to students that they will have a chance to put the tip into practice in Activity 1.

### 1 1.25 Read and listen to Alicia's blog post. What family members does she mention?

- Ask students to scan the text to find the family members. Encourage them to underline the words, as suggested in the Reading tip box.

### 2 Complete the sentences about the text with one word.

- Students work individually to complete the sentences.
- Use the Lollipop Stick technique to check the answers.

### 3 Read the sentences. Circle true (T) or false (F).

- Students do the activity individually. Then they compare answers to a classmate's.

### 4 1.26 Listen and repeat. How do you say these in your language?

- Students read the phrases before listening. Challenge students to translate them into their language.
- Play the audio, pausing after each phrase for students to listen and repeat as a whole class.

## Extra activity

- In their notebook, students write sentences about the pictures in Alice's blog post.

## 5 Look at the pictures and write the places.

- Students do the activity individually. When they have finished, check the answers with the whole class.

## 6 Work in pairs. Go to page 130. Take turns describing the pictures.

- Organize students into pairs and have them find the page at the end of their books. Draw their attention to the model dialogue and read it aloud.
- As students describe their picture to their classmate, walk around the classroom and monitor their work. Take notes of major mistakes.
- When students have finished, discuss their mistakes on the board with the whole class.

### Wrap-up

- (L1/L2) Use the Traffic Lights technique to find out how difficult or easy students found the blog post they read in the lesson.
- Read the lesson objective. Students use their self-assessment cards (😊, 😐, 😞) to show how they felt about the lesson.

### For the next class

- Ask students to bring a picture of themselves with their best friend. Explain that they will use the picture in the Writing Time activity.

### Further practice

- Workbook, Activities 18-21, page 140

## 1.6 LISTENING and WRITING Capital letters

page 18

### Lesson learning objectives

Students can understand short spoken texts and write a blog post about best friends.

### Materials:

- Student's Book
- audio track 1.27
- students' picture with their best friend

### Warm-up

- (*Books closed*) Play *Telephone* with the family members words from Lesson 1.5. Organize students into two teams and have them form two lines. Whisper a word to the last student in each line. Each student whispers it to the classmate directly in front of him/her once. The student at the front says the word aloud. If it is the same word you whispered, the student scores a point for his/her team.
- Write on the board: *Why are friends important?* (L1/L2) Have a discussion with the whole class.
- (*Books open*) (L1/L2) Explain the lesson objectives.

### 1 Look at the website. What's the radio show about?

- Students look at the website and guess what it is about.

### 2 1.27 Listen to the radio show. Match callers 1-3 to pictures of their best friends A-C.

- Encourage students to describe the pictures before listening to the audio.
- Play the audio twice if necessary. Pause after each speaker and ask students to do the matching activity.
- Play the audio once more to check the answers.

### Audio script

P = Presenter T = Tom M = Maria J = Juan

P: It's International Friendship Day! Phone 005468976 and tell me about your best friends.

1

P: Hello, caller one!

T: Hi! I'm Tom. My best friend is my cousin Monica. She's eleven. Monica's from France. Now she's in the UK with her family.

P: Thank you, Tom!

2

P: Our next caller is Maria from Argentina.

M: Hello. My best friend's name is Jack.

P: How do you spell Jack?

M: J-A-C-K. He isn't from Argentina. He's Chinese. Oh, and he's two years old!

P: That's interesting! Thank you Maria!

3

P: Caller three is Juan. Hello, Juan!

J: Hi! My two best friends aren't my classmates. They're my neighbors, Julia and Mateus. They're from Brazil. Hello, Julia and Mateus!

P: Thanks, Juan! Happy Friendship Day, everyone!

### 3 1.27 Read the questions. Listen again. Write a number or country.

- Before you play the audio again, ask students to read the questions and check if they remember any of the answers.
- Check the answers with the whole class.

### 4 Read about Alex and answer: How old is Holly?

- Encourage students to scan the blog post quickly to find Holly's age. You can set a time limit for the task.
- Check the answer with the whole class.

**Writing: Capital letters**

- Pre-teach/ elicit *capital letter* by writing some on the board. Then write some lower-case letters and say: *These aren't capital letters.*
- Encourage students to compare the rules with the writing rules in their language.

**5 Find and circle the capital letters in Activity 4.**

- Students do the activity individually. When they have finished, students compare answers to a classmate's.

**Extra activity**

- Students find the capital letters in the blog post on page 17.

**Writing Time****6 Write a blog post about you and your best friend.**

- Read the steps in the writing activity with the whole class, providing examples and clarification whenever necessary.
- Ask students to take out the picture of themselves with their best friend requested in the previous class.
- Allow students some time to brainstorm ideas for a blog post about themselves and their best friend. Make

sure students include names, ages, countries, and nationalities.

- Once they have brainstormed ideas, students start writing their draft. Explain that they should think of a title for their blog post and pay attention to the use of capital letters. Point out the model language in the book. Walk around the classroom to monitor students' work.
- Organize students into pairs for feedback. Monitor pairs' work to ensure appropriate and constructive feedback. You can list on the board common mistakes students have made on their drafts for whole class discussion.
- Students write the final version of the blog posts, making sure they include the picture of themselves with their best friend. You can collect the texts for correction.

**Wrap-up**

- Read the lesson objectives. Students use their self-assessment cards (😊, 😐, 😞) to show how they feel about their performance in this lesson.

**Further practice**

- Workbook, Activities 22 and 23, page 140

**1.7 CLIL: Art Families in Art**

page 19

**Lesson learning objective**

Students can understand a short text about families in art.

**Material:**

- Student's Book
- audio track 1.28

**Background notes**

**John Singleton Copley (1738–1815)** was born in Boston, Massachusetts. He was a popular and successful portrait artist. In 1774 he left the United States for Europe, and in 1775 he was joined by his wife and family in England, where they lived until he died. Copley painted about 350 paintings in his lifetime.

**Warm-up**

- (*Books open*) Focus students' attention on the Vocabulary box and pre-teach/ elicit the meaning of the words (e.g., mime *artist* by pretending to draw or paint a picture on an easel).

**1  1.28 Listen and repeat.**

- Play the audio, pausing for students to repeat each word.

**2 Do you have a family picture? Who is in it?**

- Ask students if they have a favorite family picture. Then ask a student to go to the board and write who is in their favorite picture.

**3 Look at the painting and read the text. Number the people in the line drawing.**

- Ask students to look at the painting. Say: *What can you see in the picture?* and elicit the answer (a family).
- Point to the younger man in the top left corner of the painting and ask: *Who is he, the grandfather or the father?* (He is the father.) Ask students who they think the mother is.
- Read the text aloud pronouncing the names clearly.
- Organize students into pairs and ask them to read the text again. Then ask: *What's the father's name?* (John Singleton Copley) Students work together to number the people in the line drawing.
- Check answers by pointing to the people in the painting one at a time and asking: *What's his/her name?* Finally, share the information in the Background notes with the whole class.

**4 Read the text again. Complete the sentences with one word.**

- Ask students to do the activity individually and then compare their answers with a classmate's.
- Check the answers with the whole class.

## 5 Look at the three paintings. Which artists have the same nationality? What is it?

- Briefly review countries and nationalities. On the board write the words for countries in a list, but with blanks for some letters, such as *Chi \_ \_* (China), *F \_ \_ \_ ce* (France), *\_ \_ ain* (Spain), *the U \_ \_ \_* (the UK), and *the U \_ \_ \_* (the USA).
- Ask students to come to the board and complete the words. Then ask other students to come to the board to write the nationalities.
- Students do the activity individually. Then check answers with the whole class.

## 6 Match the paintings A–C to their titles 1–3.

- Read the titles of the paintings with the whole class. Then students do the activity individually.
- Check answers with the whole class.
- **Critical thinking** Encourage students to explain how they matched the titles to the paintings. It is important that students realize that they had to analyze the paintings and draw conclusions about the family members and/or family relationships in the paintings to do the activity.

## 7 In pairs, test your memory. Look at the paintings and information in Activities 5 and 6. Cover the page. Challenge your classmate by asking if the statements are true (T) or false (F).

- Organize students into pairs. Practice the pronunciation of the names of the artists and family

members in the activity with the whole class. Keep in mind that students may have difficulty pronouncing the artists' names, but do not overcorrect them.

- Go through the model dialogues with the class. Ask a student to read the first statement and answer with you. Then act out the second dialogue with another student.
- As students work in pairs to challenge each other on the statements, walk around the classroom and monitor their work. When they have finished, they can switch roles and repeat the activity.

## 8 **CLASS VOTE** Have a class vote about the paintings in this lesson. Which one do you like best?

- Ask students to look again at the paintings in Activity 5. Then point to each painting, one at a time, and ask students if it is their favorite. Keep a tally of the votes on the board.

### Wrap-up

- Read the lesson objective. Students use their self-assessment cards (😊, 😐, 😞) to show how they feel about their performance in this lesson.

### Further practice

- Workbook, Activity 24, page 140

## Wordlist and Vocabulary in action

page 20

### Materials:

- Student's Book
- audio track 1.29

### 1.29 Activity 4

- Demonstrate to students the pronunciation of /v/ and /b/ before playing the audio.
- Play the audio, pausing for students to listen and repeat the sentences.

### Activities 1–3

- Allow students some time to do the activities individually. Check answers with the whole class.

## Self-check

page 21

### Activities 1–7

- Allow students some time to do the activities individually. You can use this lesson for informal assessment. Check answers with the whole class or individually.

### Extra activity

- After Activity 2, students work in pairs to write two more “odd one out” items for another pair.

### Further practice

- Workbook, Self-assessment, page 141