

4

our/their • Possessive 's
Family relations • *has/have*
The alphabet • On the phone

Family and friends

Introduction to the unit

The title of this unit is 'Family and friends' and it aims to extend the range of personal information students can give. The unit introduces the possessive 's with family vocabulary, *has/have*, and irregular plurals. Students get practice in all four skills with listening and speaking tasks, reading texts on family and friends, and a guided writing task.

The lexical set of family is presented and another important communicative tool – the alphabet – is introduced in *Everyday English*. This section also covers phone language.

Language aims

Grammar – possessive 's The possessive 's is introduced via the context of family. The way of expressing possession in English is different from many other languages and so students may initially have problems with this. Students are given lots of controlled practice in the Student's Book and Workbook, and the Grammar spot highlights possible confusion with 's as a contraction of *is*.

has/have *Has/have* are introduced in the affirmative. We introduce *have* rather than *have got*, as *have* can generate a broader range of uses, e.g. *I have three children* (possession), and *I have lunch at 12* (*have* as main verb). *Have got* operates differently and may cause confusion when students meet the Present Simple and have to deal with *do/does* forms. This is avoided in *New Headway Beginner* as the Present Simple is introduced in Unit 5 after students have practised *has/have* in the affirmative. Apart from in the third person singular affirmative, *have* will operate like all the other verbs presented in the Present Simple and so students won't be overloaded by new language. *Have got* is covered in *New Headway Elementary*.

Irregular plurals These are introduced as part of the presentation on families and are covered in Grammar Reference 4.3.

Possessive adjectives *Our* and *their* are introduced in this unit, and there is a review of all possessive adjectives and subject pronouns.

Vocabulary The lexical set of the family is introduced and practised and there is also a focus on the language of describing a friend. Basic adjective + noun combinations are introduced via the reading texts, e.g. *a good job*.

Everyday English The alphabet is introduced and practised and there is also a focus on phone language.

Workbook The lexical set of the family is recycled.

Possessive 's is consolidated. There are exercises to help with potential confusion between both the possessive 's and the contracted form of *is*, and plurals.

Possessive adjectives and subject pronouns are consolidated.

Has/have are reviewed and consolidated.

There is a vocabulary categorizing exercise to review vocabulary from Units 1–4.

Students are given extra practice in listening and reading.

There are exercises on word stress.

The alphabet and phone language from *Everyday English* are reviewed.

Notes on the unit

STARTER (SB p24)

- 1 **T 4.1** This section reviews all the possessive adjectives students have seen in Units 1–3 and also presents *our* and *their*. Focus students' attention on the subject pronoun column and briefly review *I, you, etc.* by pointing to yourself and students and eliciting the correct pronoun. Focus attention on the examples in the table. Get students to continue completing the table, working in pairs. Play the recording and let students check their answers. Play it again and get students to repeat chorally and individually. Make sure they can distinguish *you/you, they/their*, and that they can pronounce *our* correctly.

Answers and tapescript

| | | | | | | |
|----------------------|----|------|-----|-----|-----|-------|
| Subject pronoun | I | you | he | she | we | they |
| Possessive adjective | my | your | his | her | our | their |

- 2 Focus attention on the examples in the speech bubbles. Say the sentences, pointing to relevant objects and getting students to repeat. Elicit more examples by pointing to objects that belong to the students and objects in the classroom.

SALLY'S FAMILY (SB p24)

Possessive 's – family relations

- 1 Focus attention on the photographs.

T 4.2 Play the recording and ask students to follow the text in their books. Check comprehension of *husband, bank manager, children, and college*.

Point to one member of the family and ask *Who's this?* to elicit the person's name. Take the opportunity to further practise *How old is ... ?* and *(I think) She's ...* by asking *How old is (Sally)?*, etc. to elicit possible ages.

GRAMMAR SPOT

- 1 Focus attention on the examples. Make sure that students understand that 's is the contracted form of *is*.
- 2 Review the use of *her* and then focus attention on the use of possessive 's. Make sure that students understand that we use this form to express possession.
- 3 Review the use of *his* and then focus attention on the other examples with possessive 's. Ask students to circle the examples of possessive 's in the text about Sally. Make sure students don't confuse the contracted form of *is* with possessive 's.

Read Grammar Reference 4.1 and 4.2 on p123 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

Grammar Reference 4.3 on p123 focuses on irregular plurals. Read it together in class, and/or ask students to read it at home. Ask students to find an irregular plural in the text about Sally on p24 (*children*).

- 2 Elicit the answers to questions 1 and 2 (*Yes, she is.* and *It's in London.*). Get students to continue answering the questions in pairs.

Answers and tapescript

- 1 Is Sally married?
Yes, she is.
- 2 Where's their house?
It's in London.
- 3 What is Sally's job?
She's a teacher.
- 4 Where's her school?
It's in the centre of town.
- 5 What is Tom's job?
He's a bank manager.
- 6 Where is his bank?
It's in the centre of town.
- 7 Are their children doctors?
No, they aren't. They're students.

T 4.3 Play the recording and get students to check their answers.

- 3 **T 4.4** Focus attention on the words in the table. Play the recording and get students to repeat as a class.
- 4 **T 4.5** Focus attention on the family tree. Ask *Who's Sally?* and get students to point to the correct person in the photo. Now focus attention on the example and play sentence 1 on the tape. Continue playing the sentences, pausing at the end of each one and getting students to write the correct words. Play the recording again and get students to check their answers.

Answers and tapescript

- 1 Sally is Tom's wife.
- 2 Tom is Sally's husband.
- 3 Kirsty is Sally and Tom's daughter.
- 4 Nick is their son.
- 5 Sally is Nick's mother.
- 6 Tom is Kirsty's father.
- 7 Kirsty is Nick's sister.
- 8 Nick is Kirsty's brother.
- 9 Sally and Tom are Kirsty and Nick's parents.
- 10 Kirsty and Nick are Tom and Sally's children.

Play the recording through again, pausing after each sentence and getting students to repeat chorally and individually. Make sure they reproduce the possessive 's accurately.

SUGGESTION

With a weaker group, use the family tree in a teacher-lead presentation, e.g. point to Sally and then to Tom and say *wife*. *Sally is Tom's wife*. Have students repeat the word in isolation first, then the whole sentence chorally and individually. Make sure that they pronounce the possessive 's. Students can then listen to the recording and write the words down as reinforcement.

- 5 Write the following on the board to reinforce the use of possessive 's.

Who's Nick? 's = is

He's Kirsty's brother 's = possessive, not is

Drill the question and answers in open pairs. Then drill a plural example, e.g. *Who are Tom and Sally? They're Nick's parents*. Get students to continue asking and answering about Sally's family in open pairs. Make sure that they give all possible answers about the different relationships and that they include plural examples, too. Students continue asking and answering in pairs. Monitor and check for correct use of possessive 's and is/are.

SUGGESTION

You can give students further practice on families and possessive 's by referring to famous people. Draw the family tree of a famous family, e.g. the British or Spanish royal family and get students to ask and answer questions with *Who?* Alternatively, you can prepare true/false statements about the family relationships. You can also try a quiz based on famous people. Prepare questions based on relationships that your students will know. You can include film stars, pop stars, politicians, and sportspeople, e.g.

Who's Victoria Beckham? (*She's David Beckham's wife.*)

Who's Guy Ritchie? (*He's Madonna's husband.*)

Who's Kiefer Sutherland? (*He's Donald Sutherland's son.*)

Who's Stella McCartney? (*She's Paul McCartney's daughter.*)

Be prepared to modify the questions to suit the age and experience of individual groups.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercises 1 and 2 Further practice of family vocabulary.

PRACTICE (SB p26)

The family

- 1 Focus attention on the photo of Rachel Chang's family and on the names. Ask some general questions about the family: *Where are they from? What are their names?* Focus attention on the table and make sure students understand what information they have to listen for by eliciting possible answers for each category, e.g. name – Bob, age – 16, job – student.

T 4.6 Play the first part of the recording as far as *He's a student at college*. Elicit the answers about Rachel's brother (*Steve, 15, student*). Play the rest of the recording and get students to complete the table.

Check the answers with the whole class.

Answers

| | Name | Age | Job |
|------------------|-------|-----|-------------|
| Rachel's brother | Steve | 15 | student |
| Rachel's mother | Grace | 42 | doctor |
| Rachel's father | Bob | 44 | businessman |

T 4.6

Hello! My name's Rachel, and I'm from the United States. This is a photo of my family. Our house is in San Diego. This is my brother. His name is Steve, and he's 15. He's a student. This is my mother. Her name's Grace. She's forty-two, and she's a doctor. And this man is my father, Bob. He's forty-four, and he's a businessman.

As a follow-up, point to each of Rachel's relations and get students to give a brief description, e.g. *This is Steve. He's Rachel's brother. He's 15 and he's a student.*

- 2 Focus attention on the example and then get students to complete the sentences in pairs.

Check the answers with the whole class, making sure students have included possessive 's where necessary.

Answers

2 Her mother's name is Grace.

3 Grace is Bob's wife.

4 'What's his job?' 'He's a businessman.'

5 'Where's their house?' 'It's in San Diego.'

- 3 Demonstrate the activity by writing the names of your own family on the board and talking about them. Give the information quite slowly but naturally and then ask a few questions to check understanding, e.g. *Who's this?, What's her job?*, etc.

SUGGESTION

If possible, it's a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit them around you and talk about the pictures

slowly but naturally and pass them around. Encourage students to ask questions, following the models in exercise 3 on p26.

Get students to draw their own family tree (and have their family photos ready if relevant). Divide the class into pairs and get students to ask about each other's family. Monitor and check for correct use of *he/she, his/her, and a + job*.

Ask a few students to choose someone in a family tree or in a photo and give a brief description of him/her. The person can be from their own or their partner's family.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 3 Further practice of possessive 's.

Exercises 4 and 5 Exercises to help with potential confusion between possessive 's and the contracted form of *is*, and possessive 's, the contracted form of *is*, and plural -s.

my/our/your...

4 This section consolidates the possessive adjectives covered in the *Starter* section. Focus attention on the example and then get students to complete the sentences. Ask students to check in pairs before checking with the whole class.

Answers

- 2 'What are your names?' 'Our names are Kirsty and Nick.'
- 3 Jean-Paul and André are students. Their school is in Paris.
- 4 'My sister's married.' 'What's her husband's name?'
- 5 'My brother's office is in New York.' 'What's his job?'
- 6 We are in our English class.
- 7 'Mum and Dad are in Rome.' 'What's their phone number?'

ADDITIONAL MATERIAL

Workbook Unit 4

Exercises 6 and 7 Further practice of possessive adjectives.

SALLY'S BROTHER (SB p27)

has/have

1 This section recycles the family vocabulary, possessive 's, and possessive adjectives, and also presents *has/have*. Point to the picture of Sally on p24 and ask *Who's this?* Elicit the answer *It's Sally Milton*. Tell students they are going to read about Sally's brother.

T 4.7 Focus attention on the photograph of David and his family and play the first line of the recording as an introduction. Play the rest of the recording through to the end. Check comprehension of *farm* and *dogs* by pointing to the photo, and check students understand that *child* is the singular of *children*.

2 Elicit the answer to sentence 1 with the whole class as an example (true). Then get students to complete the exercise working alone.

Get students to check their answers in pairs before checking with the whole class.

Answers

1 ✓ 2 ✓ 3 X 4 X 5 X 6 X

GRAMMAR SPOT

Focus attention on the table and the examples. Students complete the table with the other forms of *have*.

Answers

I have
You have
He has
She has
We have
They have

Ask students to circle the examples of *has* and *have* in the reading text. Refer students to Grammar Reference 4.4 on p123.

3 **T 4.8** This is a dictation activity. Each sentence is recorded twice, once at normal speed and once more with time for students to write. Demonstrate the activity by playing the first sentence and getting students to listen only, then play it again and get them to write it down. Tell students there are seven sentences in total. Play the rest of the sentences in the same way. Write the sentences on the board and get students to check their answers.

Answers and tapescript

- 1 I have a small farm in Wales.
- 2 My wife has a job in town.
- 3 We have one son.
- 4 We have two dogs.
- 5 My sister and her husband have a house in London.
- 6 He has a very good job.
- 7 They have a son and a daughter.

Play the recording again, pausing at the end of each sentence and getting the students to repeat as a class. Students then repeat the lines individually.

4 In this exercise students write about themselves. Focus attention on the examples in the speech bubbles. Write a few more examples about yourself on the board and list the categories students can write about: brothers/sisters, children, home, job, animals. Go round helping and checking.

Then ask a few students to tell the rest of the class about themselves and their family.

has/have

- 1 Focus attention on the example. Students then complete the exercise working alone.

Get students to check their answers in pairs before checking with the whole class.

Answers

- 2 My parents **have** a house in the country.
 - 3 My wife **has** a Japanese car.
 - 4 My sister and I **have** a dog.
 - 5 You **have** a very nice family.
 - 6 Our school **has** fifteen classrooms.
 - 7 We **have** English classes in the evening.
- 2 Focus attention on the examples in the speech bubbles. Drill the sentences chorally and individually. List the categories students can talk about on the board: number of teachers/students/classrooms; size of school; equipment at your school (e.g. TV, video, CD player, computer. You will need to modify the examples to include equipment that students know you have at your school so that they only generate affirmative sentences.) Divide the class into pairs and get students to talk about their school. Monitor and check for correct use of *has/have*.

ADDITIONAL MATERIAL**Workbook Unit 4**

Exercises 12 and 13 Further practice of *has* and *have*.

Questions and answers

- 3 This exercise reviews the question words students have covered to date and also includes a *Yes/No* question. Focus attention on the example and then get students to match the other questions and answers.

T 4 9 Play the recording and get students to check their answers. Then let them practise the questions and answers in pairs.

Answers and tapescript

- 1 How is your mother?
She's very well, thank you.
- 2 What's your sister's job?
She's a nurse.
- 3 How old are your brothers?
They're ten and thirteen.
- 4 Who is Sally?
She's David's sister.
- 5 Where is your office?
It's in the centre of town.
- 6 Are you and your husband from Italy?
Yes, we are.

Check it

- 4 Focus attention on the first pair of sentences as an example. Remind students of the convention of ticking (✓) to indicate that something is correct. Students continue working individually to choose the correct sentence.

Get students to check their answers in pairs before checking with the whole class.

Answers

- 1 Mary's children are married.
- 2 What's your daughter's name?
- 3 What's his job?
- 4 They're from Germany.
- 5 Their parents have a house in Bonn.
- 6 My brother has a good job.
- 7 Our house is in the centre of town.

ADDITIONAL MATERIAL**Workbook Unit 4**

Exercise 8 This provides further listening practice.

Exercise 9 A vocabulary categorizing exercise that reviews lexis from Units 1–4.

Exercise 10 and 11 Word stress exercises.

Exercise 14 In this exercise students translate sentences containing the main grammar points presented in the unit.

READING AND WRITING (SB p28)**My best friend****NOTE**

Students need access to dictionaries to check new lexis in the reading text. If students don't usually bring dictionaries to class or if there isn't a class set of dictionaries available, ask students to check the new words (in **bold**) in the text for homework before the reading lesson.

- 1 Working alone or in pairs, students read the text and check the new words (in **bold** in the text). (If students have done the dictionary work for homework before the lesson, ask them to do the reading and matching straightaway.)
- 2 Demonstrate the activity by eliciting the photo that goes with paragraph a (photo 1). Students continue to match the other photos and paragraphs, and say who they think the people in the photos are. Check the answers with the whole class.

Answers

Photo 1 – paragraph a (Andy and Carrie)

Photo 2 – paragraph d

Photo 3 – paragraph c (Andy's sisters, Alison and Molly)

Photo 4 – paragraph b (Andy's parents)

- 3 Focus attention on the example sentence. Students complete the activity working individually and then check their answers in pairs. Check the answers with the whole class.

Answers

1 a student, nice, funny

2 two sisters, a girlfriend, a lot of CDs

3 Andy's girlfriend, American, beautiful

4 a flat, three children

5 a fan of *Mood*, a fan of Manchester United

- 4 Focus attention on the speech bubble and then get students to give more information about Andy. Divide the class into pairs and get students to take it in turns to talk about Andy, using the information they underlined in exercise 3. Monitor and check for correct use of *he/she/they, his/her/their, is/are, has/have*, and possessive 's.
- 5 Prepare students for the writing phase by eliciting what sort of information can complete each sentence. If you have time, build up a connected description on the board of an imaginary person to provide the students with a model. Get the students to write their description in class or for homework.

SUGGESTION

It's a good idea to let students look at each other's written work to help correct it. When you correct the work, make a note of the most common mistakes in recent target language and get students to correct them as a class activity before you hand back individual work.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 15 A short reading providing further practice of family vocabulary, possessive 's, and *have*.

EVERYDAY ENGLISH (SB p30)

The alphabet

This section covers the alphabet and spelling. Once students have learnt the alphabet, take the opportunity whenever possible to spell new words to the students and to get them to spell words in class.

- 1 **T 4 10** Tell the students they are going to practise the alphabet in English. Play the recording, pausing after each letter and getting the students to repeat as a class.

Review the letters that students find confusing and drill these thoroughly:

a, r
e, i, y
g, j
u, w

- 2 The letters in this exercise are arranged according to sound. Demonstrate this by reading the first group of letters /eɪ/. Say these letters again and get students to repeat as a class. Repeat for the other groups of letters and then get individual students to read different letter groups aloud.

Write different letters on the board at random and elicit them from the students. Pay special attention to the vowels as these often give problems. Then put some known words on the board and elicit the spelling. (You could feed in *How do you spell ... ?* at this point.)

- 3 **T 4 11** Check comprehension of *first name* and *surname* and tell students they are going to hear five people spelling their names. Play the recording of the first name as an example. Then play the other names, pausing at the end of each surname. Students write the names and then check their answers in pairs. Then check the answers with the whole class by writing the names on the board and getting students to spell them aloud.

Answers and tapescript

What's your name? Sally Milton.

How do you spell your first name? S-A-L-L-Y.

How do you spell your surname? M-I-L-T-O-N.

What's your name? Javier Ruiz.

How do you spell your first name? J-A-V-I-E-R.

How do you spell your surname? R-U-I-Z.

What's your name? Quentin Wexham.

How do you spell your first name? Q-U-E-N-T-I-N.

How do you spell your surname? W-E-X-H-A-M.

What's your name? Sumiko Matsuda.

How do you spell your first name? S-U-M-I-K-O.

How do you spell your surname? M-A-T-S-U-D-A.

What's your name? Fabien Leclerc.

How do you spell your first name? F-A-B-I-E-N.

How do you spell your surname? L-E-C-L-E-R-C.

- 4 Focus attention on the examples in the speech bubbles and drill the exchanges chorally and individually. Students practise spelling their own names in open and closed pairs.
- 5 Focus attention on the examples in the speech bubbles in exercise 5. Drill the exchange chorally and individually. Students practise the exchange with different words from the text, working in open pairs. Students continue working in closed pairs. Monitor and check for accurate pronunciation of the letters.

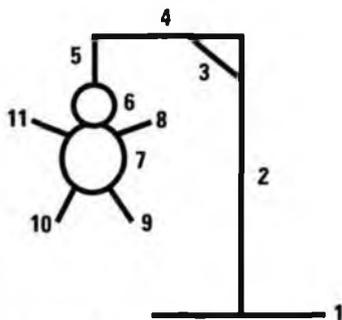
- 6 Focus attention on the example. Students continue with the other countries. Get them to check their answers in pairs before checking with the whole class. Get the students to give the spelling of each country, rather than just the name.

Answers

- | | | | |
|----------|----------|-------------|-----------|
| 1 France | 3 Brazil | 5 Australia | 7 England |
| 2 Spain | 4 Japan | 6 Italy | |

SUGGESTIONS

- You can use anagrams such as the ones in exercise 6 to review vocabulary at any stage. Write the jumbled letters on the board and ask students to work out the word in pairs or teams. Always get the class to give the spelling letter by letter to review the alphabet as often as possible.
- This is a spelling game called *Hangman*. You can use it at the beginning of lessons as a 'warmer' or as a 'filler' to revise vocabulary. You can divide students into two or three teams for this, or play as a class.



Choose a word and indicate on the board the number of letters it has, using a dash for each letter (i.e. if your word is *doctor*, write _ _ _ _ _). One team/The class suggests a letter. If the letter appears in your word, write it in the correct place on the dashes, as many times as it appears (i.e. if the letter suggested is *o*, you should write _ o _ o _ for the word *doctor*). If the letter doesn't appear in your word, write the letter in that team's column at the side of the board with a line through it, and draw one line of the gallows. Then the second team suggests a letter, and so on.

If you are playing in teams, the winning team is the one that guesses the final letter to complete the word or that guesses the whole word at an earlier point. If you complete the drawing of the gallows before the teams/class guess the word, then you win and the teams/class lose.

On the phone

- 7 **T 4 2** Focus attention on the first business card and ask *What's his name?*, *Where's his company?*, and *What's his phone number?*. Play the recording through once and get students to follow in their books. Make sure students understand that *And your name is?* is a polite way of asking *What's your name?* over the phone.

Play the recording again, pausing at the end of each line and getting students to repeat chorally and individually. Students practise the conversation in closed pairs. Repeat the above procedure for the second conversation, but use the feminine forms *What's her name?*, *Where's her company?*, and *What's her phone number?* about the second business card.

- 8 Ask students to write their own information on the blank business card. They should include first name, surname, address, and phone number and they can invent a company name if they like.

Get students to practise conversations 1 and 2 in open pairs, using their own information. Students continue working in closed pairs.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 18 Further practice of the phone language in the *Everyday English* section.

Don't forget!

Word list

Ask the students to turn to p129 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

Video

A video accompanies *New Headway Beginner*. It takes the form of six episodes centred around four people sharing a house in Oxford. The first episode can be shown after the end of Unit 4, and subsequent episodes after Units 6, 8, 10, 12, and 14.

Episode 1 *Three plus one*

Helen, David, and Matt are looking for a fourth person to share the house. The interviews go rather badly, with a stream of unsuitable applicants, until Jane turns up, and gets the room.

EXTRA IDEAS UNITS 1-4

On TB p108 there are additional photocopiable activities to review the language from Units 1-4. There is a reading text with tasks, a question formation exercise, and a matching activity on everyday English. You will need to pre-teach/check *divorced* for exercise 1 of the *Language work* section.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercises 16 and 17 Further practice of the alphabet and spelling.