

## We are family

### 1 VOCABULARY & SPEAKING family

a Look at the two pictures. Which one do you think shows the typical family of the future?

Read the first paragraph of the article and find out.



## Families have a great-great future

**Twenty years ago**, the typical extended family was 'wide'. It usually consisted of two or three generations, with many children in each 'nuclear family'. People had lots of aunts and uncles but often didn't know their grandparents. However, according to a new study by the British research group Mintel, the family is changing shape. The family groups of the future will be 'long and thin', with three or four small generations.

Here are some of their predictions:

- 1 Most children will know their **great-grandparents** (and even **great-great-grandparents**) because people are living longer.
- 2 Very few children will have brothers or sisters, and it will be common to be an **only child**. As a result, future generations will not have many **cousins** either.
- 3 Many children will grow up isolated from other children and young adults. This will make them more selfish and introverted.
- 4 More **couples** will divorce and re-marry, some more than once. They may have children with their new partners, so many children will have a **stepmother** or **stepfather** and **half-brothers** or **sisters**.
- 5 There will be many '**boomerang children**'. These are children who leave home to get married, but then divorce and return to live with their parents.
- 6 There will be more **single-parent families**.
- 7 Because houses are now so expensive, different generations may decide to live together, so parents, grandparents, and adult children may co-own their houses, and many couples will have to live with their **in-laws**.



b Now read the whole article. Match the **highlighted** words with the definitions.

- 1 \_\_\_\_\_ your grandparents' parents
- 2 \_\_\_\_\_ a child who doesn't have any brothers or sisters
- 3 \_\_\_\_\_ families where the mother or father is bringing up the children on his / her own
- 4 \_\_\_\_\_ your uncle's or aunt's children
- 5 \_\_\_\_\_ the family of your husband / wife
- 6 \_\_\_\_\_ all your relatives including aunts, grandparents, etc.
- 7 \_\_\_\_\_ your grandparents' grandparents
- 8 \_\_\_\_\_ boys who have (for example) the same father as you but a different mother
- 9 \_\_\_\_\_ the new wife of your father
- 10 \_\_\_\_\_ people who are having a relationship

c Read the seven predictions again. In pairs or small groups, answer the questions for each prediction.

- 1 Is this already happening in your country?
- 2 Do you think it will happen in the future?
- 3 Do you think it will be a good thing or a bad thing?

**Useful language**

I think so.    I don't think so.    Maybe.    Perhaps.

Probably.    I'm sure it will.

**2 GRAMMAR** future forms

a **1.9** Listen to three dialogues between different family members. Who is talking to who (e.g. brother to sister)? What are they talking about?

b Listen again and match two sentences with each dialogue (1-3). Write 1, 2, or 3 in each box.

- A Shall I make you a cup of tea?
- B You'll crash it again.
- C Are you going to go to university?
- D I'm staying at Mum's tonight.
- E I'll be really careful.
- F It's going to be cold tonight.

c With a partner, decide which sentence(s) A-F refer(s) to...

- a plan or intention
- an arrangement
- a prediction
- a promise
- an offer

d **p.130 Grammar Bank 1C.** Read the rules and do the exercises.

e Move around the class, ask other students questions, and complete the table.

Find someone who...	name	more details
is seeing a relative this weekend.		
isn't having dinner with their family tonight.		
is getting married soon.		
is going out with their brother or sister on Saturday night.		
is going to have a new nephew or niece soon.		
is going to leave home in the near future.		
is going to have a big family reunion soon.		
isn't going to go on holiday with their family this year.		



### 3 READING

- a In a family with two children, do you think it's better to be the older or the younger brother or sister? Why?
- b You're going to read an article about two sisters, Wendy (the younger sister) and Carnie (the older sister). Before you read, predict the answers to the questions below. Write W (Wendy) or C (Carnie).

#### Who do you think...?

- 1 had a more eccentric hairstyle
  - 2 admired her sister
  - 3 didn't want to be with her sister
  - 4 followed her sister everywhere
  - 5 tried to compete with her sister
  - 6 wasn't a good student
  - 7 told her parents when her sister did something wrong
  - 8 used to hurt her sister physically
  - 9 was jealous of her sister
  - 10 always defended the other sister
- c Now read the article and check your answers.
- d Look at the **highlighted** words and phrases. In pairs, choose the right meaning, a or b.
- 1 a boring  
b fashionable
  - 2 a children  
b adults
  - 3 a age difference  
b the time they weren't together
  - 4 a become friends again  
b stop speaking
  - 5 a kiss  
b hurt with your fingers
  - 6 a say bad things about  
b say good things about
  - 7 a we got on very well  
b we got on very badly
  - 8 a ask for help  
b say that somebody is responsible for something bad
- e Do you think their relationship is typical of brothers and sisters?

## We are family ...

### Two sisters tell the truth about themselves – and each other...

Wendy Wilson and her older sister Carnie are the daughters of the Beach Boys founder, Brian Wilson. They formed the band Wilson Philips (with the daughter of Michelle Philips of The Mamas and Papas) and their first album was a worldwide hit. Today they are both married and live in Los Angeles. Here they talk about their relationship.



Wendy

Carnie

#### Wendy, the younger sister says:

I always thought Carnie was really <sup>1</sup>cool. Especially when she was a teenager and had bright red spiky hair. But, like most older sisters, she wasn't at all interested in her younger sister. I desperately wanted to be with her and her friends, and sometimes I used to follow them, but she hated that.

When we were <sup>2</sup>kids we both had a lot of material things like toys and clothes, but even then we knew that Mom and Dad weren't happy. We used to talk about it all the time, and after a while they separated and we stayed with my Mom. We didn't see Dad for quite a few years, which really hurt us. But it's also the thing that brought me and Carnie closer together. When I was 16 or 17 the one and a half year <sup>3</sup>age gap between us didn't matter any more, and we started to get on with each other and to write songs together.

Being in a band – or working at anything – with a member of your family can be difficult, but it also has advantages. If we have a big argument about a song, after a while we remember that we are sisters and we <sup>4</sup>make it up. Nothing is going to stop us from being sisters.



#### Carnie, the older sister says:

I sometimes think that poor Wendy has spent all her life competing with me. She was a very quiet, shy child, while I was incredibly talkative and demanding – I was awful! I wasn't interested in studying, all I wanted to do was go to parties, and Wendy used to tell my parents. So I was horrible to her – I used to <sup>5</sup>pinch her and bite her.

I was very jealous of Wendy also because she was more attractive than me. But she always defended me when other people <sup>6</sup>criticized me, and sometimes it seemed as if she was the older sister and I was the younger one. Although we were complete opposites, <sup>7</sup>we were also very close and had a lot of fun together. We still do.

I think I suffered a lot because of my father leaving us when we were small, but Wendy helped me to understand that Dad loved us too, but in a different way. She also taught me that you can't <sup>8</sup>blame other people for your problems, you have to look at yourself.



## HOW WORDS WORK...

Look at two sentences from the *We are family* text.

'We started to get on with **each other**.'

'You have to look at **yourself**.'

- Use *each other* when A does an action to B and B does the same action to A  
*We love each other* = I love you and you love me.
- Use a reflexive pronoun (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) when the subject of the verb is the same as the object.  
*I cut myself. She looked at herself in the mirror.*
- You can also use a reflexive pronoun for emphasis.  
*Nobody helped me. I did it all myself.*

Complete the sentences with *each other* or a reflexive pronoun.

- 1 After the argument they didn't speak to \_\_\_\_\_ for a week.
- 2 This light is automatic. It turns \_\_\_\_\_ on and off.
- 3 We built the house \_\_\_\_\_. It took three years.
- 4 We only see \_\_\_\_\_ once a month.
- 5 They argue a lot. They don't understand \_\_\_\_\_.
- 6 I blame \_\_\_\_\_ for the accident. It was my fault.

## 4 VOCABULARY personality

a Can you remember? What do you call a person who...?

- 1 talks a lot \_\_\_\_\_
- 2 doesn't talk very much \_\_\_\_\_
- 3 feels uncomfortable and nervous when he / she meets new people \_\_\_\_\_
- 4 thinks someone loves another person more than him / her \_\_\_\_\_

b p.146 Vocabulary Bank Personality.

c Write down the first three adjectives of personality that you can remember from the Vocabulary Bank. Don't show them to your partner. Your teacher will tell you what they say about you.

## 5 PRONUNCIATION prefixes and suffixes

a Underline the stressed syllable.

- 1 jealous ambitious generous
- 2 sociable reliable
- 3 responsible sensible
- 4 competitive talkative aggressive sensitive
- 5 unfriendly insecure impatient

b Listen and check. Are *-ous / -able / -ible / -ive* stressed? Are *un- / in- / im-* stressed?

c Practise saying the adjectives.

## 6 LISTENING & SPEAKING



a What's your position in the family? Are you the oldest child, a middle child, the youngest child, or an only child?

b Listen to a psychologist talking about the influence your position in the family has on your personality. Complete the chart by writing four more adjectives of personality in each column.

Oldest children	Middle children	Youngest children	Only children
<i>self-confident</i>	<i>independent</i>	<i>charming</i>	<i>spoilt</i>

c Compare with a partner. Then listen to the four sections again and check your answers. Can you remember any more details?

d Look at the completed chart above. In pairs, say  
– if you think it is true for you – if not, why not.  
– if you think it is true for your brothers and sisters or your friends.

7 **SONG** *We are family*



## 1A present simple and continuous, action and non-action verbs

present simple: *I live, he works, etc.*

They work in a bank.  
Where do you live?  
He doesn't wear glasses.  
She usually has cereal for breakfast.  
I'm never late for work.

- Use the present simple for things that are always true or happen regularly.
- Remember the spelling rules, e.g. *lives, studies, watches*.
- Use ASI (auxiliary, subject, infinitive) or QUASI (question word, auxiliary, subject, infinitive) to help you with word order in questions.
- Put adverbs of frequency, e.g. *usually*, before the main verb and after *be*.

present continuous:  
*be + verb + -ing*

A Who are you waiting for?  
B I'm waiting for a friend.  
A What are you doing after class?  
B I'm going to the café.

- Use the present continuous (not present simple) for actions in progress at the time of speaking or for future arrangements.
- Remember the spelling rules, e.g. *living, studying, getting*.

action and non-action verbs

A What are you cooking tonight?  
B I'm making pasta.  
A Great! I really like pasta.

- Verbs which describe actions, e.g. *make, cook*, can be used in the present simple or continuous.
- Verbs which describe states or feelings (not actions), e.g. *like, want, be*, are not normally used in the present continuous.
- Common non-action verbs are **agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, seem, suppose**.

⚠ A few verbs have an action and a non-action meaning. The most common is *have*.  
*I have a big flat.* = possession (non-action)  
*I can't talk now. I'm having lunch.*  
= an activity (action)

## 1B past tenses

past simple: *worked, stopped, went, had, etc.*

They got married last year.  
What time did you wake up this morning?  
I didn't have time to do my homework.

- Use the past simple for finished past actions.

past continuous: *was / were + verb + -ing*

A What were you doing at six o'clock last night?  
B I was watching TV. It was a cold night and it was raining.

- Use the past continuous to describe an action in progress at a specific time in the past.

past perfect: *had + past participle*

When they turned on the TV, the match had finished.  
I felt nervous because I hadn't flown before.

- Use the past perfect when you are talking about the past and you want to talk about an earlier past action.

using narrative tenses together

When John arrived, they had dinner.  
(first John arrived, then they had dinner)  
When John arrived, they were having dinner.  
(when John arrived they were in the middle of dinner)  
When John arrived, they had had dinner.  
(they had dinner before John arrived).

- Remember Irregular verbs p.156.

## 1C future forms

*be going to + infinitive*

future plans and intentions

My sister's going to adopt a child.  
Are you going to buy a new car?  
I'm not going to go to New York next week.

predictions

I think they're going to win. (They're playing very well.)  
It's going to rain. (The sky is very dark.)

- Use *going to* NOT *will / won't* when you have already decided to do something.
- With the verb *go* you can leave out the infinitive.  
*I'm not going (to go) to New York.*

present continuous: *be + verb + -ing*

future arrangements

We're getting married in October.  
They're meeting at 10.00.  
She's leaving on Friday.

- You can usually use present continuous or *going to* for future plans / arrangements.
  - *going to* shows that you have made a decision.  
*We're going to get married in the summer.*
  - Present continuous emphasizes that you have made the arrangements.  
*We're getting married on July 12th* (e.g. we've booked the church).

*will / shall + infinitive*

I'll have the steak. (instant decision)  
I won't tell anybody where you are. (promise)  
I'll carry that bag for you. (offer)  
Shall I help you with your homework? (offer)  
Shall we eat out tonight? (suggestion)  
You'll love the film! (prediction)

- Use *will / won't* (NOT the present simple) for instant decisions, promises, offers, and suggestions.
- Use *shall* (NOT *will*) with *I* and *we* for offers and suggestions when they are questions.
- Use *will* or *going to* for predictions.



## 1A

a Correct the mistakes in the **highlighted** phrases.

Ouch! You **stand** on my foot! You're standing

- 1 They **have always breakfast** in bed on a Sunday morning.
- 2 She can't come to the phone now. She **has a shower**.
- 3 We **are needing an answer** from you before Wednesday.
- 4 I'm **studing a lot now** because I have exams next week.
- 5 She **don't eat** meat at all.
- 6 They **always are late**.
- 7 Do you **go out tonight**?
- 8 He **never replys** to my emails!
- 9 A Are you going to the park this afternoon?  
B I don't know. **It's depending on the weather**.

b Write questions in the present continuous or present simple.

- A What **are you eating**? (you / eat) B A cheese sandwich.
- 1 A Where \_\_\_\_\_ lunch today? (you / have)  
B At home. My mum's making pasta.
  - 2 A What \_\_\_\_\_? (he / do)  
B He's an accountant.
  - 3 A \_\_\_\_\_ this weekend? (you / go away)  
B No, we're staying here.
  - 4 A \_\_\_\_\_ to eat out tonight? (you / want)  
B Yes, that would be nice. Where shall we go?
  - 5 A What \_\_\_\_\_? (she / cook)  
B I don't know, but it smells good.

## 1B

a Combine the two sentences. Use the verb in **bold** in the past continuous or past perfect.

Sarah **had** a siesta from 3.00 to 5.00. Peter picked up the tickets at 4.00.  
Peter picked up the tickets when Sarah was having a siesta.

- 1 They **watched** TV from 7.00 until 9.00. I arrived at 7.30.  
When I arrived, they \_\_\_\_\_ TV.
- 2 He **left** the office at 7.00. She phoned him at 8.00.  
When she phoned him, he \_\_\_\_\_ the office.
- 3 I **studied** for the exam the night before. The exam didn't go well.  
The exam didn't go well although I \_\_\_\_\_ the night before.
- 4 He **cycled** to work this morning. In the middle of his journey, he had an accident.  
When he \_\_\_\_\_ to work this morning, he had an accident.
- 5 He only **had** five lessons. He passed his driving test.  
When he passed his driving test, he \_\_\_\_\_ (only) five lessons.

b Complete with the past simple, past continuous, or past perfect.

We didn't realize that we had been there before.  
(not realize, be)

- 1 A How \_\_\_\_\_? (the accident / happen)  
B He \_\_\_\_\_ back from Manchester when he \_\_\_\_\_ a tree. (drive, hit)
- 2 I \_\_\_\_\_ cooking the meal when they \_\_\_\_\_ me to say they couldn't come.  
(already / start, call)
- 3 When I got home I was really tired, so I \_\_\_\_\_ a shower and \_\_\_\_\_ to bed. (have, go)
- 4 I arrived too late. The concert \_\_\_\_\_ and my friends \_\_\_\_\_ home. (finish, go)
- 5 The driver \_\_\_\_\_ control of his car because he \_\_\_\_\_ on his mobile. (lose, talk)

## 1C

a Circle the correct form. Tick (✓) the sentence if both are possible.

I'm not going / I won't go to work tomorrow because it's Saturday.

- 1 I'm going to study / I'll study English here next year.
- 2 A Shall we / Will we eat out tonight?  
B Good idea.
- 3 We'll go / We're going to Brazil next week. I can't wait.
- 4 What are you going to wear / are you wearing to the party?
- 5 Do you think it will rain / it's going to rain tomorrow?
- 6 A This is heavy. B I'll help / I help you.
- 7 I'm meeting / I meet a friend this evening.
- 8 I'm really sorry. I promise I won't do / I'm not going to do it again.
- 9 They're getting / They're going to get married in May.

b Complete B's replies with a correct future form.

A Sorry, Ann's not in.  
B OK. I'll call back later. (call back)

- 1 A There's no milk.  
B Don't worry, I \_\_\_\_\_ some. (get)
- 2 A Can we meet on Tuesday?  
B Sorry, I can't. I \_\_\_\_\_ to Brighton on Tuesday. (go)
- 3 A Can we have pizza for lunch?  
B No, we \_\_\_\_\_ chicken. I've already put it in the oven. (have)
- 4 A Is that the phone?  
B Yes, but don't get up. I \_\_\_\_\_ it. (answer)
- 5 A Jane's put on a lot of weight!  
B She's pregnant. She \_\_\_\_\_ a baby in August. (have)



# Personality

## 1 What are they like?

a Complete the sentences with the personality adjectives.

affectionate /ə'fekʃənət/ aggressive ambitious bossy charming competitive independent jealous /'dʒeləs/  
manipulative moody reliable /ri'laɪəbl/ selfish sensible sensitive sociable /'səʊʃəbl/ spoilt

- 1 Spoilt children behave badly because they are given everything they want.
- 2 \_\_\_\_\_ people always want to win.
- 3 \_\_\_\_\_ people think about themselves and not about other people.
- 4 \_\_\_\_\_ people get angry quickly and like fighting and arguing.
- 5 \_\_\_\_\_ people have an attractive personality that makes people like them.
- 6 \_\_\_\_\_ people have common sense and are practical.
- 7 \_\_\_\_\_ people are friendly and enjoy being with other people.
- 8 \_\_\_\_\_ people are good at influencing other people to do what they want.
- 9 \_\_\_\_\_ people are happy one minute and sad the next, and are often bad-tempered.
- 10 \_\_\_\_\_ people like doing things on their own, without help.
- 11 \_\_\_\_\_ people like giving orders to other people.
- 12 \_\_\_\_\_ people show that they love or like people very much.
- 13 \_\_\_\_\_ people are people you can trust or depend on.
- 14 \_\_\_\_\_ people understand other people's feelings or are easily hurt or offended.
- 15 \_\_\_\_\_ people want to be successful in life.
- 16 \_\_\_\_\_ people think that someone loves another person more than them, or wants what other people have.



b With a partner, look at the adjectives again. Are they positive, negative, or neutral characteristics?

## 2 Opposite adjectives

Match the adjectives and their opposites.

extrovert hard-working mean  
self-confident stupid talkative

clever \_\_\_\_\_ lazy \_\_\_\_\_  
generous \_\_\_\_\_ quiet \_\_\_\_\_  
insecure \_\_\_\_\_ shy \_\_\_\_\_

## 3 Negative prefixes

Which negative prefix do you use with these adjectives?  
Put them in the correct column.

ambitious friendly honest /'ɒnɪst/ imaginative  
kind organized patient /'peɪʃnt/ reliable  
responsible selfish sensitive sociable tidy /'tɑɪdi/

un-	dis-	in- / im- / ir-
unambitious		



'Are we there yet? Are we there yet? Are we there yet?'

Can you remember the words on this page?  
Test yourself or a partner.