

# Unit 1 Friends and family

In this unit, students use gerunds and noun clauses after *be* to talk about themselves and their families. They also practice describing personal changes and expressing likes and dislikes.



## *What kind of person are you?*

**Tell me about yourself.**

### **starting point**

These activities introduce the theme of personality traits and preview the grammar.

#### A

- 1 Books closed. Ask Ss what the words *talkative*, *serious*, and *friendly* describe when talking about personality traits. Ask Ss for other examples of words describing personality traits. Write the answers on the board. Ask Ss to raise their hands if any of these words describe them.
- 2 Books open. Explain that Ss are going to take a personality quiz. Ask where personality quizzes are commonly found (answer: magazines). Have Ss read the ten statements in the quiz silently while you circulate, answering vocabulary or comprehension questions. Write the vocabulary items that Ss asked about on the board, and check that Ss understand the following:

**to avoid** to make an effort not to do (something)  
**(can't) stand** (very difficult) to tolerate  
**to accomplish** to finish something successfully  
**definitely true** true all of the time  
**generally true** true most of the time  
**definitely not true** never true

- 3 Suggest that Ss circle any new words they come across for self-study.
- 4 Have Ss work alone to complete the quiz, adding two more items of their own.

#### B Pair work

Books open. Explain that Ss will compare their quiz results with a partner. Have Ss form pairs to compare answers and discuss differences.

#### C Group work

- 1 Books open. Explain that Ss are now going to use the statements in the quiz and their own examples to explain the meaning of the adjectives in the exercise.

- 2 Check that Ss know the meanings of the adjectives, especially the following:

**ambitious** having a strong desire to achieve success  
**reserved** shy and unwilling to talk about feelings  
**sympathetic** showing that you understand and care about others

- 3 Pronounce the words that might cause Ss difficulty. Suggest that Ss circle any new words. Then have each pair of Ss from Exercise 1B join another pair. Tell Ss to match each of the ten adjectives to a statement in the personality quiz.
- 4 Have Ss read the example sentence in the speech balloon, and explain that they should use this sentence pattern when giving their answers. Check answers by going through the list of adjectives one by one, with selected Ss providing answers.

#### Answers

An adventurous person is the kind of person who is interested in visiting unusual places. (10)  
An ambitious person is the kind of person who loves to accomplish goals. (9)  
An impatient person is the kind of person who can't stand waiting for people. (3)  
An organized person is the kind of person who likes to make a daily schedule. (4)  
A practical person is the kind of person who loves finding solutions to problems. (5)  
A reserved person is the kind of person who avoids showing others what he/she is feeling. (2)  
A romantic person is the kind of person who enjoys walking on the beach at sunset. (1)  
A sociable person is the kind of person who likes to have lots of friends. (8)  
A sympathetic person is the kind of person who doesn't mind listening to people's problems. (7)  
A talkative person is the kind of person who enjoys spending hours on the phone. (6)

#### Optional activity 1: *My personality*

Time: 10 minutes. Ss further practice using descriptive adjectives and talking about their personalities.

- 1 Books open. Ask Ss to check (✓) the two adjectives from Exercise 1C that most closely describe their own personality. Then have Ss write new example sentences to illustrate the meaning of each adjective they chose.
- 2 *Pair work* Ss take turns explaining their adjectives to a partner, like this: "I'm reserved. I'm the kind of person who avoids situations where I have to talk a lot."
- 3 Ask several Ss to share one of their answers with the class.

#### Optional activity 2: *Class survey*

Time: 10 minutes. Ss use the personality quiz in Exercise 1A to identify the various personality types in their classroom.

- 1 *Group work* Books open. Take a class survey of the personality quiz. Have Ss raise their hands to show their responses as you call out "definitely true," "generally true," and "definitely not true." Tally the responses on the board. You can also categorize the responses by tallying them as male or female.

- Put Ss into small groups to discuss the results on the board (e.g., Were they surprised to see that there were so many “romantics” in the class?).



### What do you have in common?

#### discussion

In this activity, Ss find out about each other's personality traits and practice using expressions for agreeing and disagreeing.

Pair work

- Books open. Explain the task and point out the sample dialog and the phrases in the box. Model the phrases to illustrate correct stress and intonation, and have Ss repeat after you.
- Have Ss work in pairs to find two personality traits they have in common and one they don't. Ask selected pairs to share their answers with the class.

#### Optional activity: Chain reaction

Time: 10 minutes. Ss practice using phrases of agreement and disagreement.

- Conduct a chain drill around the class. One S starts by saying, for example, “I'm reserved. It takes me a long time to feel comfortable talking to someone about my thoughts or feelings,” and then quickly says another S's name.
- The S whose name is called either agrees, using a phrase from the box and giving an example (e.g., “So am I. I'm . . .”), or disagrees using a rejoinder and giving an example (e.g., “I'm not at all like that. I'm . . .”). He or she then says the name of another S.
- Continue the chain around the class until someone makes a mistake. Then have Ss begin again with a new starter sentence. For large classes, divide the class into two or more groups to do the activity.



### Gerunds

#### grammar focus

The grammar box presents the use of gerunds after selected verbs and the gerund as the object of a preposition. The exercises give Ss practice in expressing likes and dislikes using gerunds and infinitives.

**Grammar notes** Gerunds and infinitives often perform the role of nouns in sentences. What they name are activities, rather than things or people. They are usually introduced by verbs that describe mental processes or verbs of perception (e.g., *like*, *love*, and *enjoy*).

The verbs *enjoy*, *dislike*, *don't mind*, and *avoid* are always followed by a gerund, whereas *like*, *love*, *hate*, and *can't stand* can be followed by either a gerund or an infinitive.

Other common verbs that are followed by gerunds include *finish*, *give up*, *can't help*, *imagine*, *keep*, *miss*, and *suggest*.

Other common verbs that can be followed by either a gerund or an infinitive include *start* and *try*.

A gerund always follows *interested in* as the object of the preposition. Some other common prepositions that are followed by a gerund are *look forward to, be used to, be accustomed to, keep on, be afraid of, be sorry about, and feel sure of*.

- 1 Books open. Discuss the information in the grammar box, and model the example sentences. Explain that the verbs in the left-hand column are always followed by a gerund (a verb ending with *-ing*), whereas the verbs in the right-hand column are followed by either a gerund or an infinitive (*to* + a base-form verb). Point out that many Ss make mistakes because they don't know which verbs are followed only by gerunds and which can be followed by a gerund or infinitive.
- 2 **Optional:** Books closed. Solidify the grammar point by conducting a quick drill. Call out the verbs in the grammar box one by one, and ask Ss to say whether it's followed only by a gerund or either by an infinitive or a gerund. Then have Ss make short sentences with each verb.

A Pair work

- 1 Books open. Ss work alone to write a sentence explaining how they feel about each of the eight things, as you circulate to offer help and check for accuracy. Then put Ss in pairs to compare and discuss their answers. Encourage them to ask and answer follow-up questions, such as "How often do you talk on the phone with friends?" or "What kind of junk food do you like to eat?"
- 2 Ask several Ss to share one or more of their sentences with the class.

B Pair work

- 1 Books open. Read the instructions and go over the model sentences with the class, pointing out that the second sentence in each model gives additional information. Tell Ss to give explanations for their sentences about themselves.
- 2 Ss work alone to write statements about themselves using each of the verbs in the grammar box. Then ask Ss to form new pairs to compare and discuss their answers. They should ask at least three questions about the statements their partner wrote.

**Optional activity: *Who am I really?***

Time: 10 minutes. Ss are given additional practice using gerunds and infinitives to talk about themselves.

- 1 *Pair work* Books open. Ss work individually to write two true and two false statements about themselves using the verbs in the grammar box. Then they take turns reading their sentences while their partner asks questions to determine which sentences are true and which are false.
- 2 Ask selected Ss to read one of their sentences aloud. The class guesses with a show of hands whether it is true or false. Ask a couple of Ss to give reasons for their answer.



## Who would you like to know?

**discussion** These activities consolidate the use of adjectives, gerunds, and infinitives to describe personalities.

### A

- 1 Books closed. Ask the class if they have ever read personal ads in newspapers or magazines, and what kind of information these ads usually contain (answer: personality profiles). Explain that personal ads are used by people who want to meet someone, usually for romantic purposes. Ask Ss if people in their country use personal ads as a way of meeting.
- 2 Books open. Explain the task. Have Ss read the four personality profiles. Check that Ss understand the following words:

**avid** extremely eager or interested  
**dedicated** giving a lot of time and effort to an activity  
**fan** a person who has a great interest in someone or something  
**incurable** something that cannot be healed or changed

- 3 Suggest that Ss circle any new words. Tell Ss to read the profiles again and answer the questions. Then put Ss in pairs or groups to compare and discuss their answers.

### Optional activity: *The personals*

Time: 5 minutes. Ss add to the text using the vocabulary for personality traits, and gerunds and infinitives.

- 1 *Pair work* Books open. Put Ss in pairs, and tell them to add at least one more appropriate personal quality to each personality profile.
- 2 Have pairs join another pair to compare their additions. Tell them to explain to each other why they think their addition is appropriate.

### B Class activity

- 1 Books open. Explain the task and have Ss individually write their own personality profile (without their names on it and without letting anyone else see it). Collect the papers and put them in a bag. Each S pulls one paper from the bag and thinks about who the profile describes.
- 2 Tell Ss to ask questions similar to the one in the speech balloon. Ss should sit down once they have been matched to their own profile and once they have found the person who wrote the profile they picked.
- 3 Once all Ss are seated again, ask them if any of the profiles surprised them, and if so, why.



## Time for a change

### listening



In these activities, Ss first discuss personality changes over time and then listen to three people talk about how they've changed and would like to change.

#### A Group work

- 1 Books closed. Introduce the topic by giving an example of how you've changed in the last five years and why. Then ask one or two Ss to give an example to share with the class.
- 2 Books open. Ask Ss to discuss the two questions in groups of four or five. Circulate, giving help as needed.
- 3 Have Ss report back to the class about some of the personal changes their groups discussed.

#### B

- 1 Books open. Have Ss read the instructions and look at the chart.
- 2 **Optional:** Pre-teach any of the following vocabulary items that you think will be helpful for your Ss:

**homebody** a person who enjoys spending a lot of time at home  
**to settle down** to stop moving around and live permanently in one place  
**corporate headquarters** the main offices of a company  
**benefits** extra allowances provided by an employer, such as paid vacation days, bonuses, and health insurance  
**to commute** to travel to and from work [also used as a noun]  
**self-employed** working for yourself  
**in terrible shape** in poor physical condition

Alternatively, wait until after the first listening to see if Ss need help with any of these vocabulary items.

- 3 Suggest that Ss listen to the audio program once without attempting to complete the chart. Play the audio program.
- 4 Before playing the audio program again, explain that Ss are to write in note form. Point out that there is not enough time to write more than just a few key words. If necessary, model this by playing the first segment of the audio program while you make notes on the board. (Ss can construct sentences from their notes later on.)
- 5 Replay the audio program. Have Ss complete the chart as they listen. Then ask Ss to compare answers with a partner. Go over the answers with the class, replaying the audio program if necessary.

## Answers

	Luis	Celine	Diana
Used to be	single, enjoyed going out, was a lot more sociable	in a large company, was very ambitious	more reserved, hardly exercised, rarely spent time outside, was in terrible shape
Change	got married, became more of a homebody	became self-employed	more talkative, started exercising frequently
Reason	was tired of going out all the time, ready to settle down	got tired of the job, didn't like commuting	worried about health

## Transcript

Listen to how Luis, Celine, and Diana have changed in the last five years. Why did they decide to change? Complete the chart.

**Luis:** Well, I guess the biggest change in my life over the last five years is that I got married. I used to be single, and now I'm not! I used to enjoy going out with friends every weekend – you know, I was a lot more sociable. Now, I'm more of a homebody – I like to stay at home, watch TV – that kind of thing. It's not so bad. I guess you could say that I grew up – I was tired of going out all the time and ready to settle down and start a family.

**Celine:** For me the change has been with my work. I used to work in a large company. I worked in their corporate headquarters downtown in the accounting department. It was a great job – good money, decent benefits. When I first started at that company, I was very young and very ambitious. But after a while, I got tired of it. I was so unhappy there, and the commute was killing me! But one evening two years ago, I attended a seminar on working for yourself – you know, being self-employed and starting your own company. So I quit my job and gave it a try. It was scary at first, but after a little while I could see it was going to work out just fine for me. I couldn't be happier.

**Diana:** Gosh, five years ago I was a completely different person. You wouldn't have recognized me if you'd seen me then! I talk a lot now, but I was more reserved then. And I hardly exercised at all. I never played any sports and rarely spent time outside. I was in terrible shape and worried about my health. But all that changed when I met my friend Judy. See, she convinced me to start slowly, you know, by walking every morning before work and swimming twice a week. Well, now I spend most of my free time outside – hiking, swimming when the weather's good, playing tennis or racquetball – those kinds of things. I'm in pretty good shape now and feeling wonderful.

## C

- Books open. Explain the task. Play the remainder of the audio program once completely through while Ss write their answers on the chart. Again, emphasize that Ss are to write key words only.
- Replay the audio program to give Ss the opportunity to check their answers before having Ss compare with a partner. Go over the answers with the class, replaying the audio program if necessary.

**Answers**

	Luis	Celine	Diana
<b>Wants to change</b>	be more practical about wasting money and not buy things he doesn't need	be better organized at work and hire an assistant	be a better mountain climber, become mentally and physically stronger, and go climbing in the Himalayas

**Transcript**

Listen again. What does each person still want to change?

**Luis:** Well, my wife is always saying that I'm not very good with money, not practical at all. She's always teasing me about my spending habits, but she's right. When I see something I want, I just go and buy it, even if it is something I don't really need. I guess I waste a lot of our money. We're expecting our first child in December, and now that there's going to be three of us, well, I think I do need to be more careful.

**Celine:** Working at home has been a real struggle. It's been a lot harder than I imagined. I needed to be more organized, that's for sure. So, I've decided to hire a part-time secretary – you know, someone who can come in a couple of times a week and help out with the phones, the filing, and just clean up in general. I'm so busy that sometimes I kind of let things get out of hand – the office gets really messy! I sure could use some help.

**Diana:** Well, I started mountain climbing a year and a half ago, and I just love it. Well, the next step for me is to concentrate on that sport and see where I can go with it. I'd love to someday – say, five or ten years from now – go mountain climbing in the Himalayas. They have some of the highest and most beautiful mountains in the world. That would be a real adventure! But before I do anything like that, I have to practice, practice, practice! And I have to get stronger – mentally as well as physically.

**Optional activity: Who has changed the most?**

**Time:** 10 minutes. Ss evaluate the changes of the three speakers' lifestyles.

**Pair work** Books open. Tell Ss to rate Luis, Celine, and Diana by the amount of change in their lives, giving a 1 to the person whose lifestyle they think has changed the most. Then put Ss in pairs to compare and discuss their ratings. Ask them to discuss which of the three people they think they are the most similar to.

**discussion** In this activity, Ss discuss how they've changed in the last five years and what they want to change about themselves now.

A

Books open. Explain the task and lead Ss through the sample language in the box. Point out that in the United States and Canada, change is usually considered something positive and a part of self-improvement. Have Ss individually complete the chart. Circulate to provide help as needed.

B Pair work

- 1 Books open. Explain that Ss will now take turns asking and answering questions about each other's charts. Point out B's follow-up question in the sample dialog and how it encourages A to give more information.
- 2 Put Ss in pairs to do the activity. Make sure that Ss don't simply show each other their charts but rather discuss them. Circulate to help Ss with appropriate and useful follow-up questions.
- 3 **Optional:** Have Ss who finish early discuss whether they found filling in the chart easy or difficult, and why.

**Optional activity: Class reunion**

Time: 10 minutes. Ss role-play attending a class reunion in the future to describe how they've changed.

- 1 *Class activity* Books closed. Tell the class to imagine that it is ten years from now: How might they have changed? Tell Ss to think about their own personal goals for the future.
- 2 Have the class stand up and move about the room, greeting at least five classmates as old friends and talking about how they've changed in the last ten years.
- 3 When the class sits down again, ask Ss if any of their classmates' changes were particularly surprising, and if so, ask them to identify the classmate and describe the change.

### Main ideas in paragraphs

**writing** In this activity, Ss learn that an English paragraph has one main idea and that all information in the paragraph must relate to that main idea.

A

- 1 Books closed. Ask Ss what they know about writing paragraphs in English. Try to elicit the information that appears in the box at the top of the page.

- 2 Books open. Explain the task and check that Ss understand the meaning of the following:

frustrating annoying  
to misplace to lose something because you can't remember where you put it  
clutter mess; untidiness

- 3 Have Ss silently read the two paragraphs, find the main ideas, and underline them. Then ask Ss to compare answers with a partner.

**Answers**

**First paragraph:** My most positive quality is that I'm very practical.  
**Second paragraph:** My most negative quality is that I'm an extremely disorganized person.

**B**

- 1 Books open. Explain the task and have Ss silently read the two paragraphs again to find and cross out any information that is not related to the main idea.
- 2 **Optional:** As this task may be more difficult than the task in Exercise 7A, you may want to work with Ss on the first paragraph, and then let Ss do the second paragraph on their own.
- 3 Have Ss compare with a partner before going over the answers with the class.

**Answers**

**First paragraph:** His computer is a powerful one.  
**Second paragraph:** My sister is very neat.

**C**

- 1 Books closed. Have Ss individually make a list with phrases describing their most positive and most negative qualities.
- 2 **Optional:** Ss add a personal example to illustrate each quality in their list.
- 3 Ask a few Ss to share their answers with the class. Explain that these could each be the main idea of a paragraph.

**D**

- 1 Books open. Explain the writing task, reminding Ss that they should write only one paragraph about either their most positive or their most negative quality.
- 2 **Optional:** Ss choose the quality they want to write about. Then they make a list of some examples to illustrate that quality before they begin writing.
- 3 Books open or closed. Have Ss work individually to write their paragraphs. Remind them to make sure that each sentence is related to the main idea.

## E Pair work

This is a peer-editing activity that gives Ss the opportunity to read each other's paragraphs and make suggestions for improving them. If peer-editing is new to the Ss, remind them that their comments should be interpreted as helpful rather than critical, and that someone else's comments and questions will help to show them where their writing is not clear.

- 1 Books open. Explain the task and read the two questions. Give some examples to illustrate the second question, pointing out that the answers to this question should give the writer more ideas about his or her topic.
- 2 Books open or closed. Have pairs exchange paragraphs and try to improve each other's paragraphs by answering the two questions. They should discuss one paragraph at a time.
- 3 Circulate to help and make sure Ss are editing properly. Encourage them to ask and answer follow-up questions. It can be helpful to show Ss how they could include the answers to the follow-up questions in their paragraphs.



## *Every family's different.*



### *Let me tell you about my family.*

#### **starting point**

These activities introduce the theme of families and preview the grammar.

## A Group work

- 1 Books closed. To introduce the topic, you may wish to bring in several photos of your own family or of families from magazines. Ask Ss to identify family members in each photo and to say what they think might be special or unusual about each family.
- 2 Books open. Explain the task and have Ss read the phrases under each picture and the sentence in the speech balloon. Check that Ss understand the meaning of the following:

**nuclear family** a family consisting of two parents and their children, but not including aunts, uncles, grandparents, etc.

**bicultural family** a family where the parents are from two different cultures

- 3 Put Ss in groups of four or five to discuss the questions.
- 4 **Optional:** Ss compare their families with those pictured and decide which one is most similar to theirs.
- 5 **Optional:** Write answers on the board to make a class chart of advantages and disadvantages of each family type.

## B Pair work

- 1 Books open. Explain the task. Have Ss read the questions individually and put a check in the boxes by the questions they want to discuss. In pairs, Ss take turns asking and answering their questions. Circulate and encourage Ss to ask and answer follow-up questions.
- 2 When things begin to quiet down, ask several Ss to share one or more answers with the class. Lead a class discussion.

## How are their families different?

### listening



In these activities, Ss first listen to two people talking about their families and how they are different. Then they work in pairs to discuss which family is most similar to their own.

## A

- 1 Books open. Explain the task and go over the chart, making sure Ss understand what information is needed. Emphasize that Ss are to write in note form.
- 2 Check that Ss know the meaning of the following:

**close-knit family** a family whose members have good relationships with each other  
**spread out** far apart  
**leftovers** food that has not been eaten

- 3 Play the audio program completely, and have Ss individually work to fill in the chart. Then ask them to compare answers with a partner. If necessary, replay the audio program for Ss to complete the chart and check their answers. Go over the answers with the class. (*Note:* Ss are asked to come up with two differences between Paul's and Andrea's families. Encourage them to write down more than two, if possible.)

### Possible answers

Paul	Andrea
family lives nearby	family doesn't live nearby (inferred)
not close-knit	close-knit
smaller family (three brothers)	larger family (six kids)
rarely get together as a family	tries to get home as much as possible
mother cooks meals at home	family eats meals in restaurants

## Transcript

Listen to Paul and Andrea talking about their families. What are two things that are different about their families? Complete the chart.

**Paul:** So, Andrea, you going home for the holidays?

**Andrea:** I sure am. I've booked a flight for tomorrow afternoon and I can't wait!

**Paul:** That sounds great.

**Andrea:** What about you? Going home, too?

**Paul:** I haven't decided yet. I'm still debating. . . .

**Andrea:** Haven't decided? Oh, you're never going to get a flight out of here. I'm sure all the seats have been reserved by now. It's the holiday season, after all!

**Paul:** Well, it's not such a big deal for me. My family only lives about a hundred and fifty miles from here. I usually drive or take the train. It's a short trip.

**Andrea:** You don't sound very excited about it.

**Paul:** Well, we're not really a very close-knit family. I have three brothers, and they're spread out all over the place. One lives on the East Coast and the other on the West Coast. I even have a brother in Montreal!

**Andrea:** Oh, wow! What does he do?

**Paul:** Translation work. It's kind of strange, but we rarely get together as a family anymore.

**Andrea:** Well, I try to get home as much as possible. We're a big family – there are six of us children – so it's always a lot of fun.

**Paul:** Six kids?

**Andrea:** Yep. And we're all really close. You should see it – most of us are married, too, so it makes for a very crowded house over the holidays.

**Paul:** I can imagine.

**Andrea:** Of course, there are too many people to cook dinner for. It's a real headache for my parents. So we end up going out to dinner a lot. It's pretty crazy.

**Paul:** Well, at my house my mother loves to cook. So, when all of us do get home – which isn't that often – she always cooks big, homemade meals. We have leftovers for days!

### B Pair work

- 1 Books open. Explain the task. Then put Ss in pairs to discuss the questions. Remind Ss to explain the reasons for their answers.
- 2 Ask selected Ss to share their answers with the class.

### Optional activity: *Unusual and typical families*

Time: 5–10 minutes. Ss talk about atypical families in their own cultures and compare them to families in the United States or other cultures they are familiar with.

- 1 *Group work* Books closed. Ask Ss to think about what would constitute an unusual family in their culture (e.g., large/small family, divorced parents, nuclear/extended family, adult children living far away from/with their parents, working mothers). Have Ss write down a few ideas on a sheet of paper.
- 2 Put Ss in groups of four or five to compare notes about unusual families.



## Noun clauses after *be*

### grammar focus

The activities in the grammar focus present and practice the use of noun clauses after *be*.

**Grammar notes** A noun clause is a group of words that functions together as a noun. Every noun clause has at least a subject and a predicate.

Noun clauses are dependent clauses (they cannot function independently as sentences) that fill noun phrase slots in a sentence, such as direct object or subject. The introductory word *that* does not have any meaning in the sentence, and its role is to signal the beginning of a noun clause.

Books open. Look at the grammar box, and point out that *that* in noun clauses after *be* is optional. Emphasize the use of the prepositions *of* after *advantage* and *disadvantage*, *about* after *best thing* and *worst thing*, and *with* after *problem*.

A

- 1 Books open. Explain that Ss should first work alone to complete each sentence with their own information. Circulate to check for accuracy, and provide help as needed. Check that Ss know the meaning of:

**supportive** being helpful and sympathetic to someone

- 2 Put Ss in pairs to compare answers, and encourage them to ask and answer follow-up questions to explain their ideas.
- 3 Ask a few Ss to read one or more of their sentences aloud, and write down the most interesting ones on the board.

#### Possible answers

1. An advantage of having an extended family is (that) you always have someone to take care of young children.
2. The worst thing about being a parent is (that) you worry a lot about your children.
3. The best thing about having a nuclear family is (that) it's less crowded in your house.
4. A disadvantage of being an only child is (that) you don't have other children to play with.
5. The worst thing about living near your parents is (that) they can drop by without calling first.
6. A problem with being the oldest child is (that) you have to look after your younger brothers and sisters.
7. The best thing about having a supportive family is (that) you have people you can talk to.

## B

- 1 Books open. Ss first complete the sentences on their own. Then they compare their answers with a partner. Have Ss choose the sentence of their partners that they think is the most interesting.
- 2 Go over the answers with the class by having selected Ss read their partner's most interesting sentence aloud. Write these sentences on the board.

### Answers

1. An advantage of being the most talkative person in your family is (that) you get a lot of attention.
2. A disadvantage to being the youngest in your family is (that) you are treated like a baby.
3. An advantage to being a twin is (that) you always have someone around who understands you.
4. An advantage to having young parents is (that) they have lots of energy.
5. A disadvantage to working in the family business is (that) you never get away from the family.
6. A problem with living alone is (that) you have to pay all the rent.
7. A disadvantage to having a large family is (that) you have to share things with your brothers and sisters.

## C

- 1 Books closed. Ask Ss at what age most children stop living with their parents. Explain that in the United States and Canada, it is not uncommon for teens to go to a college far away from their parents' home. Many others who do not go on to college move out of their parents' homes to live in apartments with friends.
- 2 Books open. Have Ss read the instructions and the survey answers, and then list their two advantages and disadvantages.
- 3 **Optional:** Put Ss in groups to discuss their advantages and disadvantages, and ask a spokesperson from each group to share some of their ideas with the class.



## Your place in the family

**discussion** In these activities, Ss have another opportunity to talk about their families and practice the grammar and vocabulary of the lesson.

## A

- 1 Books open. Explain the task and have Ss read the eight statements. Check that Ss know the following:

**frankly** openly and honestly

**strict parents** parents who set many rules and insist on the rules being followed

**to follow in someone's footsteps** to do the same thing as someone else who came before you

- 2 Have Ss work alone to check (✓) the statements that are true for them.
- 3 **Optional:** Ask selected Ss to read one of the statements they checked and to provide an example to illustrate it (e.g., "My parents were very strict when I was a child. They wouldn't let me go out on weekdays."). Have other Ss ask follow-up questions and provide examples of their own.
- 4 Take a tally of the number of answers for each statement, and put the totals on the board to form the basis of a class discussion.

## B Group work

Books open. Explain the task. Then put Ss in groups of four or five to talk about the advantages and disadvantages of the statements they checked.

### **Optional activity:** *Family survey*

Time: 15 minutes. Ss think of their own survey questions and use noun clauses to discuss the results.

- 1 *Group work* Books open or closed. Put Ss in groups of four or five, and ask them to write a yes-no question about an aspect of family life. Ss stand up and circulate around the class, asking their classmates their question.
- 2 Ss return to their groups and discuss the results of their survey. Have Ss list the advantages and disadvantages of the topic of their question.



## *Describing parents and children*

### **vocabulary**

These vocabulary activities present some more adjectives to describe personalities and provide practice in using them to describe family members.

## A

- 1 Books open. Have Ss read the instructions and the list of adjectives, helping out with stress and pronunciation when needed. Check that Ss understand the following:

mischievous naughty  
sensible reasonable, practical

- 2 Check that Ss understand the meaning of *neutral* in this instance, giving an example, such as "Jim is very talkative." Point out that if you were trying to study with Jim, *talkative* would be a negative trait, whereas at a party, *talkative* would be a positive trait. Have Ss work alone to decide whether the words are positive, negative, or neutral.
- 3 Have Ss compare answers with a partner, and encourage them to give reasons to support their decisions. Remind Ss that several of the words will be viewed differently by different people. Go over the answers with the class, having Ss give reasons for their answers.

**Possible answers** (*Note: These answers are culturally dependent.*)

**Positive** active, adventurous, generous, innocent, patient, responsible, sensible, supportive  
**Negative or neutral** frank, inexperienced, mischievous, strict

B

- 1 Books open. Explain the task and have Ss work alone to fill in the charts. Then put Ss into pairs to compare answers. Encourage Ss to give reasons or examples.
- 2 Bring the class back together, and have several pairs share their answers with the class.

**Possible answers**

Parents	Children
generous, patient, responsible, sensible, strict, supportive	active, adventurous, frank, inexperienced, innocent, mischievous

**Optional activity: *Teachers and students, siblings, and parents***

Time: 5 minutes. Ss use adjectives that describe personality to talk about other categories of people.

Books open. Repeat the same procedure as in Exercise 5A, but this time have Ss decide which adjectives describe teachers and students, brothers and sisters, or mothers and fathers.

C

- 1 Books open. Explain the task and have Ss work individually to make their lists, while you circulate to help.
- 2 **Optional:** Allow students to use an English-English dictionary for this activity.

**Possible answers**

Adjectives	Opposites
active	inactive, lazy
adventurous	careful, cautious
frank	reserved
generous	stingy, cheap
inexperienced	experienced
innocent	worldly, experienced
mischievous	well behaved
patient	impatient
responsible	irresponsible
sensible	impractical
strict	relaxed, easygoing, lenient
supportive	unsupportive

D Pair work

- 1 Books open. Explain the task. Ask Ss to silently select an adjective to describe each of their family members and think of reasons for their adjective selections.
- 2 **Optional:** Have Ss write their adjectives with the name of the appropriate relative on a slip of paper.
- 3 Lead Ss through the model dialog. Put Ss in pairs to talk about their own family members. Encourage them to ask and answer follow-up questions.

**Optional activity: *Guessing game***

Time: 5 minutes. Ss are given more practice with adjectives that describe personalities.

Books open. Ask selected Ss to silently choose one of the adjectives and either explain its meaning to the class, give an example, or provide a word with the opposite meaning. However, Ss must not use the word itself. Others guess the adjective.

6

**Family rules**

**discussion**

In this activity, Ss talk about rules they followed in their families when they were growing up.

Group work

- 1 Books closed. Ask Ss what kinds of tasks they perform at home. Then ask if they have family rules they have to follow, and whether or not they like these rules. Have a couple of Ss call out a family rule, and then ask a follow-up question about that rule.
- 2 Books open. Explain the task and clarify that Ss are to write lists of rules related to the topics given. Go over the language in the speech balloons. Check that Ss understand the following:

**household chores** jobs around the house, such as cleaning the dishes and vacuuming the carpet  
**disputes** arguments  
**to settle disputes** to resolve arguments

- 3 Put Ss in groups of four or five to discuss the topics and add more topics. Each group makes a list of rules that are shared by their families.

**Optional activity: *The strictest family rules***

Time: 10 minutes. Ss write their own family rules.

- 1 *Group work* Books closed. Have Ss, working in small groups, write a list of five very strict family rules that they'd never want to follow or be able to follow (e.g., *You're not allowed to watch TV on the weekend.*).
- 2 Have groups take turns reading their list of strict rules to the class. Then the class votes on the strictest set of rules.



**reading** This text introduces the topic of family discipline. Ss make predictions and then read the article to check their answers.

A Pair work

- 1 Books open. Tell Ss that reading is easier when they give some thought to the topic of the passage before starting to read it. (A good way to do this is to look at the title and predict what might be contained in the text.)
- 2 Put Ss in pairs to discuss the pre-reading questions.
- 3 Have Ss silently read the text to compare their ideas with the author's. Suggest that as Ss read they underline up to five unfamiliar words they feel they need to know to understand the text.
- 4 Bring the class back together, and go over any vocabulary items Ss need clarified.
- 5 Put the Ss back in pairs to discuss the pre-reading questions again.
- 6 **Optional:** Have Ss check their own comprehension by closing their books and working in pairs to write a definition of an upside-down family. Then ask several pairs to share their definition with the class.

B Pair work

In this post-reading activity, Ss work in groups to draw inferences from the reading.

- 1 Books closed. Explain that to do this task, Ss will be making *inferences*, using what they know about the author's ideas to make good guesses.
- 2 Books open. Have Ss read the statements. Do the first one together. Elicit or provide the explanation that the author probably wouldn't agree that children usually don't challenge authority because as stated in this article: "Challenging authority is a normal part of child development."
- 3 Put Ss in pairs to decide which statements the author is likely to agree with. Encourage Ss to say why or why not.

**Answer**

The author would agree with statements 3 and 4.

**Optional activity: *Making inferences***

Time: 5 minutes. Ss are given additional practice in making inferences.

*Pair work* Books open. Write the following statements on the board, and then have pairs decide whether the author would agree or disagree with them, and why.

1. *Children want to feel equal to parents.*
2. *Many parents think they are helping their children by trying to be a friend.*
3. *Children want parents to make rules.*

**Answers**

The author would agree with statements 2 and 3.

**C Group work**

In this activity, Ss personalize the ideas in the reading.

- 1 Books open. Go over the two questions with the class, and then put Ss in groups to discuss them. Encourage Ss to discuss the reasons for their opinions and to relate their opinions to ideas in the article.
- 2 Ask a group spokesperson to share the highlights of their discussion with the class.