

1 FRIENDS AND FAMILY

LESSON A ► What kind of person are you?

1 STARTING POINT

Personality survey

A Do you agree with these statements? Complete the survey.

Personality Survey		Definitely agree	Somewhat agree	Definitely disagree
1.	I'm not afraid of giving speeches in front of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I enjoy going to parties where I don't know everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I avoid expressing my feelings and ideas in public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I insist on making my own decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I don't mind giving up my time to help other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I never worry about getting places on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I always feel like going dancing!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I can't stand being in a messy, disorganized room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I prefer telling people how I feel, even if it's embarrassing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B Pair work Compare your responses to the survey. Find two ways you and your partner are different.

"I'm not afraid of giving speeches in front of the class. How about you?"

"Oh, I'm definitely afraid of doing that!"

2 VOCABULARY & SPEAKING

How would you describe yourself?

A Which statement from the survey best matches these personality traits? Write the correct number. Then compare answers with a partner.

- | | | |
|---|-------------------------------------|---------------------------------|
| <u> 2 </u> a. friendly and outgoing | <u> </u> d. kind and generous | <u> </u> g. wild and crazy |
| <u> </u> b. strong and independent | <u> </u> e. honest and sincere | <u> </u> h. calm and cool |
| <u> </u> c. laid-back and relaxed | <u> </u> f. shy and reserved | <u> </u> i. neat and tidy |

B Pair work Choose another partner. Find two traits you have in common. Find one way that you're different.

"So, how would you describe yourself?"

"Well, I'd say I'm pretty laid-back and relaxed."

"Me, too. I never worry about getting places on time."

"I don't either. I like taking it easy and . . ."

Useful expressions

Same traits

So am I. (I am, too.)
I'm the same way.
So do I. (I do, too.)
Neither do I. (I don't either.)

Different traits

I'm not like that.
I'd say I'm more . . .
Really? I don't.
That's not true for me.

VOCABULARY PLUS see page 130

3 GRAMMAR

Verbs followed by gerunds

Use the gerund form after these verbs.

- I **enjoy going** to parties where I don't know everyone.
- I **avoid expressing** my feelings and ideas in public.
- I **don't mind giving up** my time to help other people.

Use the gerund or infinitive form after these verbs.

- I **can't stand being / to be** in a messy room.
- I **love taking / to take** my friends to cool new clubs.
- I **hate getting up / to get up** for early morning classes.

Use the gerund form after these expressions containing prepositions.

- I **insist on making** my own decisions.
- I always **feel like going** dancing!
- I'm **into going out** to new foreign restaurants.

GRAMMAR PLUS see page 106

A Look at the Starting Point on page 2 again. Can you find other expressions that are followed by gerunds? Which of them can also be followed by infinitives?

B Pair work How do you feel about these things? Discuss your answers using verbs or expressions followed by gerunds and infinitives.

- | | |
|---|---|
| 1. tell people that I'm angry with them | 4. eat a full meal late at night |
| 2. help with chores around the house | 5. start conversations with people I don't know |
| 3. listen to people's personal problems | 6. go to places where I have to use English |

"I usually avoid telling people that I'm angry with them. I guess I'm just afraid of making them angry at me."

4 SPEAKING

Personal profiles

A Look at the information about these people. Which person is most similar to you? Why?

Meet Your Neighbors

				
	Emily	Carlos	Linda	Chris
Job	college student	artist	lawyer	teacher
Personality	friendly and outgoing	wild and crazy	shy and reserved	laid-back and relaxed
Lifestyle	<ul style="list-style-type: none"> • loves playing sports • into traveling 	<ul style="list-style-type: none"> • loves to dance • can't stand going home early 	<ul style="list-style-type: none"> • into watching old movies 	<ul style="list-style-type: none"> • enjoys cooking meals for friends • loves to tell jokes

B Class activity Write a similar profile for yourself. Don't write your name. Your teacher will take your profile and give you the profile of another student. Ask questions around the class to find the other student.

5 LISTENING

Changes

A Listen to Marcos and Heather talk about how they have changed over the last five years. How did they change? Complete the chart with the expressions from the box.

kind and generous friendly and outgoing shy and reserved wild and crazy

	used to be . . .	has become . . .
 <p>Marcos</p>		
 <p>Heather</p>		

B Listen again. Choose the person you think would be more likely to do each of these things this weekend.

	Marcos	Heather
1. stay out late at a big party	<input type="checkbox"/>	<input type="checkbox"/>
2. stay at home and watch TV	<input type="checkbox"/>	<input type="checkbox"/>
3. help someone with a personal problem	<input type="checkbox"/>	<input type="checkbox"/>
4. invite a friend to a funny movie	<input type="checkbox"/>	<input type="checkbox"/>

6 DISCUSSION

How have you changed?

A How have you changed over the last five years? What do you want to change now? Complete the chart.

	How I've changed	How I'd like to change
Habits		
Personality		
Likes and dislikes		

B Pair work Compare your charts. Ask follow-up questions.

- "I used to watch a lot of TV, but now I don't."*
- "Really? What made you change?"*
- "Well, I was afraid of getting out of shape. So I . . ."*

Useful expressions

Describing how you've changed

I used to . . . , but now I . . .
 I think I've become more . . .

Describing how you'd like to change

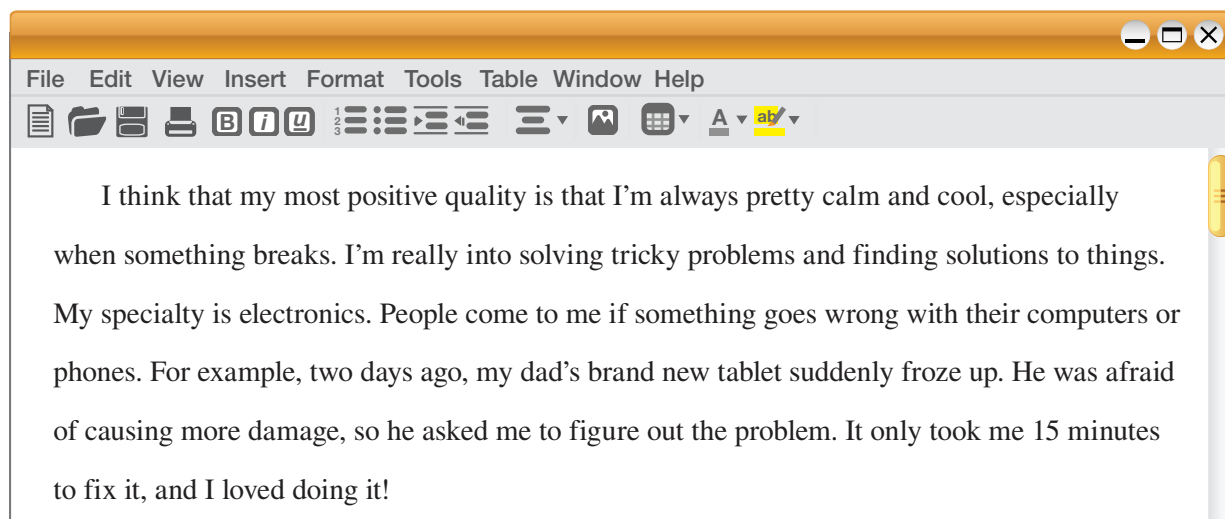
I'd like to be more . . .
 I'm interested in . . .

7 WRITING

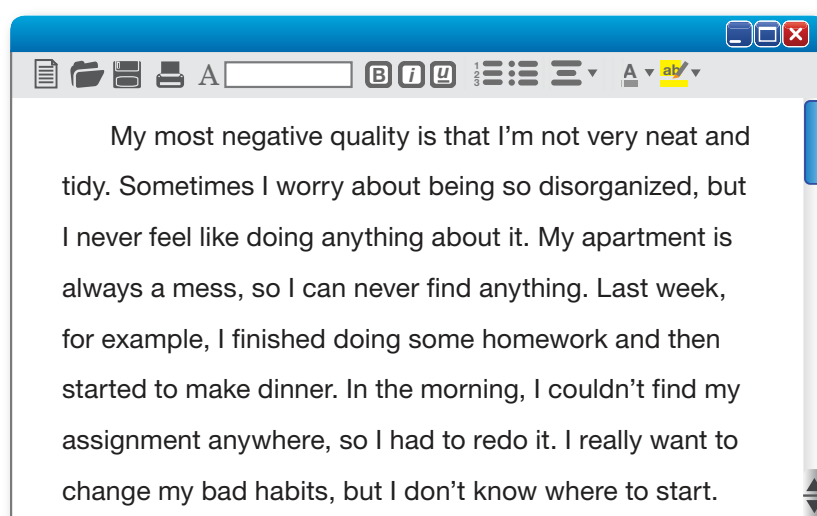
Topic sentences

The main idea is usually found in the first sentence of the paragraph. This sentence is called the topic sentence.

A Read these paragraphs about people's best and worst qualities. Underline the topic sentence in each paragraph.



I think that my most positive quality is that I'm always pretty calm and cool, especially when something breaks. I'm really into solving tricky problems and finding solutions to things. My specialty is electronics. People come to me if something goes wrong with their computers or phones. For example, two days ago, my dad's brand new tablet suddenly froze up. He was afraid of causing more damage, so he asked me to figure out the problem. It only took me 15 minutes to fix it, and I loved doing it!



My most negative quality is that I'm not very neat and tidy. Sometimes I worry about being so disorganized, but I never feel like doing anything about it. My apartment is always a mess, so I can never find anything. Last week, for example, I finished doing some homework and then started to make dinner. In the morning, I couldn't find my assignment anywhere, so I had to redo it. I really want to change my bad habits, but I don't know where to start.



- B** Think about your own personal qualities. Make a list. Then decide which quality is the most positive and which is the most negative. Circle each one.
- C** Write a paragraph about either your most positive or your most negative quality. Make sure your paragraph has only one main idea.
- D Pair work** Exchange paragraphs with a partner. Then answer the questions.
1. What is your partner's topic sentence? Underline it.
 2. What examples does your partner give to support the topic sentence?
 3. What do you find most interesting about your partner's paragraph?

LESSON B ▶ Every family is different.

1 STARTING POINT

Different types of families

A Look at the families in the pictures. What's different about each type of family?

What's Your Family Like?



The Watsons, Sydney

"My wife and I both work now, and the extra money is great. The only trouble with being a **two-income family** is we don't spend as much time together."

The Wangs, Vancouver

"We're an **extended family** now that Grandma has moved in. The big advantage of having her at home is that she can babysit more often."



The Patels, London

"We're a typical **nuclear family** – it's just my sister, my parents, and me. The only bad thing about living in our house is there's only one bathroom!"

B Pair work What are some more advantages and disadvantages of each type of family in part A? Compare ideas.

"In a nuclear family, you might not see your grandparents every day. That's a disadvantage."

2 LISTENING & SPEAKING

How are their families different?

A Listen to Paul and Andrea talk about their families. What kind of family did each person grow up in? How have their families changed?

B Listen again. Match the people on the left with the phrases on the right.

- | | |
|--------------------------------|---|
| 1. Andrea <u> b </u> | a. has two daughters. |
| 2. Andrea's husband ____ | b. doesn't know her in-laws very well. |
| 3. Andrea's sister-in-law ____ | c. has three brothers. |
| 4. Paul's sister ____ | d. is looking forward to seeing the family. |
| 5. Paul ____ | e. will be cooking for 12 people. |
| 6. Paul's mother ____ | f. is a law student. |

C Pair work Is your family similar to Paul's or Andrea's? How is it similar? How is it different?

3 GRAMMAR

Noun clauses after *be*

A noun clause is a part of a sentence with a subject and a predicate that functions as a noun. *That* is optional in noun clauses after *be*. Also notice the prepositions followed by gerunds in the first part of the sentences.

The only trouble **with** being a two-income family is **(that) we don't spend as much time together**.
 The big advantage **of** having Grandma at home is **(that) she can babysit more often**.

GRAMMAR PLUS see page 107

A Look at the Starting Point on page 6 again. Can you find the noun clause in the last paragraph? Which preposition is used in the first part of the sentence?

B Combine the sentences. Then compare answers with a partner.

- I'm the youngest in the family. The nice thing is I get a lot of attention.
The nice thing about being the youngest in the family is that I get a lot of attention.
- I have a younger sister. The trouble is she always wants to borrow my clothes.
- I'm away at college. The bad part is that I miss my family.
- I work at night. The worst thing is I can't have dinner with my family.
- I'm the oldest in the family. One bad thing is that I always have to babysit.

C Complete the sentences with your own ideas. Then compare answers with a partner.

- An advantage of being a twin is . . .
that you always have someone to hang out with.
- A problem with being an only child is . . .
- One benefit of being the oldest is . . .
- A big disadvantage of having an older sibling is . . .
- The best thing about having a big family is . . .



4 DISCUSSION

Family matters

A Choose at least three questions you'd like to talk about with your group.

- What's the best thing about spending time with your family? What's the worst thing?
- What's one advantage of having a close family?
- What are some rules that people have to follow in your family?
- What's a benefit of having strict parents?
- Are you most likely to confide in a parent, a sibling, or a friend?
- Do you believe mothers and fathers should do the same chores?
- What are the advantages and disadvantages of having a two-income family?

B Group work Discuss the questions you chose in part A. Ask follow-up questions and make sure everyone in your group participates.

5 VOCABULARY

Compound family terms

A Match the family members on the left with the definitions on the right.

- | | |
|-----------------------------------|---|
| 1. Your great-aunt is ____ | a. your father's or mother's grandmother. |
| 2. Your granddaughter is ____ | b. your mother's or father's aunt. |
| 3. Your sister-in-law is ____ | c. your son's or daughter's daughter. |
| 4. Your great-grandmother is ____ | d. your wife's or husband's sister, or your brother's wife. |

B Pair work Which of the family members in the box can be combined with a prefix or suffix in the chart? Complete the chart with a partner. What does each term mean?

aunt	daughter	mother	niece	son
brother	father	nephew	sister	uncle

great-	grand-	great-grand-	-in-law
<i>aunt</i>	<i>daughter</i>	<i>mother</i>	<i>sister</i>

"Your great-nephew is your brother's or sister's grandson."

VOCABULARY PLUS see page 130

6 LISTENING

Family reunion

A Listen to Victor tell a friend about his family reunion. What were they celebrating at the reunion?



B Listen again. In addition to Victor, who else was at the reunion? Select the people mentioned.

- | | | |
|--|---|---|
| <input type="checkbox"/> 1. his grandfather | <input type="checkbox"/> 4. his sister-in-law | <input type="checkbox"/> 7. his mother-in-law |
| <input type="checkbox"/> 2. his uncle's cousin | <input type="checkbox"/> 5. his niece | <input type="checkbox"/> 8. his cousin |
| <input type="checkbox"/> 3. his brother | <input type="checkbox"/> 6. his son | <input type="checkbox"/> 9. friends of the family |

7 READING

A family of friends

A Group work Do you tend to rely more on friends or family for help and advice? Why? Discuss with your group.

From Circle of Friends to Modern Tribe

Who celebrates birthdays and holidays with you? Who do you call when a crisis hits or when good luck strikes? If your answer is "my friends," you may have a "tribe."

When Ethan Watters took stock of his life a few years ago, the San Francisco writer realized that he was more dependent on friends than family, who lived hundreds of miles away.

"My friends were the centerpiece of my social life," he says. "They had taken on all the responsibilities that family members typically tackle – connecting me to the city, being a matchmaker, and helping me find jobs and places to live."

This circle of friends had become a tribe, which started when a group of artists, writers, and photographers began meeting for dinner every Tuesday night. Before long, they had begun functioning as a family of choice.

Watters grew to believe that non-family members forming close-knit social networks was a growing trend in the United States, and he wrote a book about it called *Urban Tribes: Are Friends the New Family?*

Modern tribes like Watters's often grow out of a shared interest or experience, but not every group of friends becomes a tribe.

The shift from "circle of friends" to tribe happens when members begin to treat each other like

family – offering support without expectation of repayment; sheltering each other from gossip, stress, and attack; and looking out for everyone's overall well-being in life, work, and relationships.

Modern tribes often have a regular meeting place, annual parties, and group trips. Shared rites and rituals create a tribal story. "The members of the group may change," Watters says, "but the story of that group has central elements that remain. It gives the group a history."

Every tribe usually has an individual or core group that tends to its growth and survival. These tribal leaders are the ones who get everyone together on a regular basis and make the phone calls that get members excited about upcoming events.

Like families, tribes have a way of shaping their members: Individuals feel more confident, secure, loved, and stable. Even if your own family is close-knit, you may benefit from cultivating a family-like circle of friends. "The love and support we get from one," Watters says, "does not take away from the love and support we get from another."

Source: "My Tribe," by Erin Peterson, *Experience Life*



B Read the article and answer the questions. Then compare answers with a partner.

1. In what ways does Watters's circle of friends function as a family?
2. According to the article, what are some differences between a tribe and a family?
3. How does a group of friends become a tribe?

C Group work Discuss these questions. Then share your answers with the class.

1. What are some advantages and disadvantages of relying on friends for family-like support?
2. Do you consider yourself a member of a modern tribe? Why or why not?

2 MISTAKES AND MYSTERIES

LESSON A ▶ Life lessons

1 STARTING POINT

Learning the hard way

A Read about these people's problems. What mistake did each person make?

What Did I Get Myself Into?

Three mistakes that led to big messes

I was supposed to be studying for a math test this weekend, but my friends made me go to the beach with them instead. I mean, I didn't have to go with them, but I did. Now the test is in two hours, and I'm totally unprepared. I should have stayed home and studied!
 — Alicia, Tepic, Mexico

In high school, I had to wear a uniform, so I didn't have a lot of fashionable clothes. When I started college, I thought I needed to have more, so I wasted a lot of money on trendy outfits. But I really shouldn't have done it. Now I'm broke!
 — Kenichi, Osaka, Japan

We weren't supposed to cook in our dorm rooms, but I had a microwave anyway. The cafeteria was right next door, so I really didn't need to have it. Anyway, I got caught making popcorn last week, and the school took the microwave away.
 — Melanie, Toronto, Canada



B Pair work What should each person do differently in the future? Compare ideas.

"I don't think Alicia should listen to her friends in the future."

"Yeah, I agree. She shouldn't let them influence her like that."

2 LISTENING

I'll never do that again!

A Listen to Frank talk about a bad decision he made. What was his decision? Why was it a bad one?

B Listen again. Are these statements true or false? Choose the correct answer.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. Frank and his neighbor were good friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Frank knew he was allergic to cats. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Frank marked his calendar to remember to feed the cat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Frank forgot what time his train was going to leave. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Frank remembered to feed the cat on Saturday. | <input type="checkbox"/> | <input type="checkbox"/> |

3 GRAMMAR

Past modals and phrasal modals of obligation

Should have, was supposed to, had to, and needed to all describe obligations in the past, although they have slightly different uses.

I **should have** stayed home and studied! (*It was a good idea, but I didn't do it.*)

I **was supposed to** be studying this weekend. (*It was expected, but I didn't do it.*)

I **had to** wear a uniform. (*We were forced to do this.*)

I **didn't have to** go with my friends, but I did. (*There was no obligation.*)

I thought I **needed to** have more clothes. (*I thought this was necessary.*)

GRAMMAR PLUS see page 108

- A** Look at the Starting Point on page 10 again. Can you find other examples of past modals and phrasal modals of obligation? What does each one mean?
- B** Choose the answer that is true for each sentence. Then compare answers with a partner.
- | | |
|--|--|
| 1. I shouldn't have invited them. | 3. We didn't have to study for the test. |
| <input type="checkbox"/> a. I didn't invite them. | <input type="checkbox"/> a. We forgot to study. |
| <input type="checkbox"/> b. I invited them. | <input type="checkbox"/> b. We were prepared for the test. |
| 2. That was a secret! You weren't supposed to tell anyone! | 4. I know Jane didn't like my cooking, but she didn't need to be so rude about it. |
| <input type="checkbox"/> a. You didn't tell anyone. | <input type="checkbox"/> a. Jane was rude to me. |
| <input type="checkbox"/> b. You told someone. | <input type="checkbox"/> b. Jane wasn't rude to me. |
- C** Complete the sentences with information about yourself. Then compare answers with a partner.
- After I started high school, I had to . . .
study a lot harder.
 - I made someone angry once because I wasn't supposed to . . .
 - I wasted a lot of money once because I thought I needed to . . .
 - When I had the opportunity, I should have . . .

4 DISCUSSION

Past experiences

- A** Look at the survey and choose the items that are true for you.

Have you ever . . .

- enjoyed doing something you weren't supposed to do?
- not done something you should have done?
- done something foolish that you didn't need to do?
- had to follow a rule you didn't like?
- had to enforce a rule you didn't like?



- B Pair work** Discuss your answers. Ask follow-up questions.

"Have you ever enjoyed doing something you weren't supposed to do?"

"Sure. At my old job, I wasn't supposed to take a long lunch, but I took long lunches at the park, anyway. How about you?"