

# 1 BROTHERS AND SISTERS

## Objectives

FUNCTIONS	using emotive language
GRAMMAR	talking about habits; adverbs to express attitude
VOCABULARY	personality (1); personal conflict

Student's Book pages 12–13

## READING

- 1 **SPEAKING** Books closed. As a lead-in, ask: *What has the most important influence on your personality? Is it your parents, your brothers/sisters, your friends, your school?* Students discuss the question in pairs and try to come to agreement on the most important influence. Elicit answers for feedback and make a list on the board.
- Books open. If there is an interactive whiteboard (IWB) available in the classroom, the lead-in to this activity would best be done as a heads-up activity with the whole class. Display the pictures on the IWB. Ask individuals to speculate about the relationship between the people in the photos. Ask: *What might have happened before the photo? What might happen next?* Ask students to work with a partner and discuss who might have said sentences 1–6. Tell them they should give reasons for their answers. Listen to some of their ideas in open class as feedback.
- 2 Divide the class into pairs or small groups for students to make a list of more complaints. Ask them to categorise the complaints into serious complaints and minor complaints. Listen to some of their answers in open class for feedback and write them on the board to refer to after Exercise 3.
- 3 Give students a minute to think about the question, then elicit some answers in open class and write them on the board. Give students a two-minute time limit to encourage them to read the article quickly and check their ideas. Tell them to focus on the task and not to worry if they do not understand every word. Compare their findings with the ideas on the board as feedback.
- 4 **1.05** This exercise is closely modelled on Reading and Use of English part 2 of the Cambridge English: Advanced exam.
- Give students time to read through the sentences and check/clarify: *variables; by virtue of; sibling; controversy; offspring; strive*. Suggest to students that the best approach for this type of exercise is to firstly underline the key information in the sentences that will help them place the sentences in the text (e.g.

*It's* in sentence 3; *However* in sentence 6). Secondly, read the words around the gap in the text and look for connections between the text and the sentence in the gap. Do the first one as an example in open class and clarify how the sentence in the gap is connected to the text. For example, sentence 3 fits in gap A as it refers to the long list which precedes the gap. Students read the article in more detail to complete the exercise. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before whole-class feedback.

## Answers

A 3 B 6 C 8 D 4 E 2

- 5 **SPEAKING** Divide the class into pairs or small groups to answer the questions. Monitor to help with vocabulary and to prompt each individual to go into detail for question 1. For question 2, tell students to try to come to agreement as a group, as this focuses their speaking towards achievement of a goal and therefore generates maximum speaking time. Listen to some of their answers during whole-class feedback. Have a quick hands-up to find out which position in the pecking order they think is the best and nominate individuals to give reasons for their answers.

## Optional extension

Divide the class into pairs for students to write 6 questions about the text. The questions should begin with the words: *Which child...?* For example, *Which child enjoys their parents' undivided attention?* or *Which child feels insecure?*

When pairs have completed their questions re-pair students and ask students to test their new partner's memory of the article.

## TRAIN TO THINK

### Questioning widely accepted theories

- 1 Books closed. To introduce the topic of accepting theories, ask: *Do you believe everything you read on the Internet? What if it is based on scientific research?* Students discuss the questions in pairs. Listen to some of their answers for feedback.
- Books open. Read the introduction in open class. Ask students to work with a partner and decide which of the examples contradicts claims in the article. Nominate individuals to describe the contradictions as feedback.

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**Answers**

1 and 3

- 2 **SPEAKING** To prepare students for this discussion, give them time to make a note of family and friends and their positions in the family. Ask them to think of adjectives to describe the people and to think about whether they contradict the article. Divide the class into pairs for students to complete the exercise. Listen to some of their answers in open class as feedback.
- 3 **SPEAKING** Before students discuss their ideas, elicit one or two examples in open class to get them started. Divide the class into small groups. Students discuss their answers and make notes. Monitor to help with vocabulary and to ensure quieter students have an opportunity to speak. Avoid error correction unless it really hinders comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Ask each group to nominate a secretary to make notes of their answers (this could be one of the quieter students, to encourage participation). When students have some ideas, regroup students into new groups and encourage them to share information. Listen to some of the best comments in open class as feedback.

**Optional extension**

Ask students to work in pairs to create a new personality theory. Give them an example of your own to get them started. For example, assign different personality characteristics according to which month people are born in – people born in January tend to be self-centred etc.

When pairs have completed their theories regroup students into small groups and ask students to try out their theories on their new partners. Ask students to make a note of the results to report back to their original partner.

## Student's Book pages 14–15

**GRAMMAR****Talking about habits**

- 1 Read the title and give students time to read through sentences 1–4. Ask: *Which words in the sentences refer to habits? ('ll typically look at; 's always telling; used to give; tend to be).* Elicit/point out that in sentence 1, *will* refers to a repeated activity and does not refer to the future. Ask students to work with partner to complete the exercise. Check answers.

**Answers**

1 c 2 b 3 a 4 d

Students work with a partner to complete the rule. Encourage them to refer to the example sentences to help them. Check answers. Refer to the examples and give further examples of your own to clarify the rule.

**Rule**

1 to 2 continuous 3 will ('ll) 4 tend

- 2 Give students time to read through the paragraph quickly to get an overall understanding. Ask them to work individually to choose the correct word to complete each gap and encourage them to refer to the rule to check their answers. Allow them to compare answers with a partner before feedback in open class.

**Answers**1 to 2 would 3 used 4 to 5 tends 6 will/'ll  
7 always 8 not**Fast finishers**

Ask students to find further examples of the structures *will* and *tend to* in the article on page 13.

- 3 **WRITING** If you're short on time, set this exercise for homework.

Ask students to work in pairs and complete the exercise. Remind them to check if the sentence requires a positive or negative form. Check answers with the whole class, checking students' pronunciation of *used to* and *tend to*. Draw attention to the elision of the *d* and *t*. If necessary, refer back to the rule to clarify understanding.

Workbook page 10 and page 122



Be aware of common errors related to talking about habits in the present. Go to *Get it right!* on Student's Book page 122.

**VOCABULARY****Personality (1)**

- 1 Books closed. As a lead-in, brainstorm personality adjectives in open class and write any correct answers on the board.

Books open. Have a reading race for students to find adjectives 1–8 in the article. Ask students to work with a partner to discuss which child they refer to. During whole-class feedback, say the words for students to repeat. When checking pronunciation, you may like to write the words on the board and elicit and mark the stress for clarification.

**Answers**1 eldest 2 eldest 3 second 4 youngest 5 second  
6 eldest 7 youngest 8 youngest**Optional extension**

As a further check of understanding, ask students to work in pairs to decide if the adjectives are positive or negative. Check answers.

Positive: respectful; outgoing

Negative: insecure; inconsiderate; rebellious; self-centred

Neutral: traditional; unconventional

- 2 Ask students to cover the eight definitions and read through the words. Students work with a partner to try to define the words. Students can then uncover

the definitions and match them to the words. Check answers in open class.

### Answers

- 1 respectful 2 unconventional 3 self-centred  
 4 rebellious 5 traditional 6 outgoing 7 demanding  
 8 insecure

### Fast finishers

Ask students to write a list of things that someone who is each adjective does. For example, an unconventional person might dress strangely, etc.

- 3 **WRITING** Read through the example sentences in open class. Tell students that they should use five different personality adjectives and try to include four different ways of talking about habits. For more extensive writing practice, ask students to give examples of each person's habits.
- 4 **SPEAKING** In pairs, students take turns to read their sentences and guess adjectives. If they have both chosen the same adjective (e.g. *rebellious*), ask them to discuss which of the people is more rebellious. They could also discuss whether the personality traits of the people they describe fit the theory in the article. Listen to some examples in open class as feedback.

Workbook page 12

## LISTENING

- 1 **SPEAKING** Books closed. As an introduction to the topic, ask: *Do you ever watch soap operas? What type of things happen in soap operas?* Give students time to discuss the questions in pairs, then listen to some of their ideas in open class.
- Books open. Ask students to work with a partner to discuss the questions. Monitor and encourage students to speculate and expand on their ideas. Listen to some of their ideas in open class as feedback and write answers on the board to refer to after the audio.
- 2 **▶▶1.06** Play the audio for students to listen and check their predictions in Exercise 1. Ask students to check answers with a partner before referring to their ideas on the board during whole-class feedback.
- 3 **▶▶1.06** Give students time to read through the sentences and check understanding. Check/clarify: *make amends*. Ask students to underline the key information they will need to listen for and to try to answer the questions based on their first listening. Play the audio while students answer the questions. Let students compare answers with a partner before feedback in open class.

### Answers

- 1 T 2 F 3 F 4 T 5 F 6 F 7 T 8 F

### Audio Script Track 1.06

- Shreya Dad! You're home.  
 Rahul Yes, I left the office early. I wanted to ... What's that?  
 Shreya Er ... Um ... Umm ... What?  
 Rahul That – that bag. What's going on, Shreya?  
 Shreya Umm ...  
 Rahul What's going on? Where are you going?  
 Shreya I'm leaving. I'm leaving home for a while.  
 Rahul What?  
 Shreya I said I'm leaving home, Dad. I'm going to stay with Maya in London.  
 Rahul Your sister?! But you haven't spoken to her since ...  
 Shreya Since she stole my boyfriend. You can say it. I know, Dad, but that was six months ago. We've been talking and she wants to make amends.  
 Rahul Make amends. She can't make amends. I mean ... after what she did ...  
 Shreya I want to know why it happened and I want to forgive her. I want my sister back and for us to move on.  
 Rahul But, but ... how long are you planning on going for, Shreya?  
 Shreya I don't know.  
 Rahul But what about your job? You can't just walk out on that.  
 Shreya I already have, Dad. And Maya says she can get a job for me where she works.  
 Rahul What? You mean you're leaving for good? But you can't leave us. You belong here. What about me and Samir? You can't leave him. Ever since Mum ... Well, he sees you as his mother.  
 Shreya Dad, Samir's 15. He's not a baby. He's my brother and I love him, but I can't live my life around him or you. Of course I'm going to miss him.  
 Rahul You haven't told him, have you? Tell me you haven't done that.  
 Shreya I have, and he's totally cool about it. I'll still see you both. I'm only going to London – not the other side of the world. It's only an hour away.  
 Rahul I don't understand, Shreya. Why didn't you tell me? Were you just going to leave and say nothing?  
 Shreya No, Dad. I was going to phone you later, once I got there. I was worried. I was worried you'd try and stop me. You've got to understand, I'm not leaving because of you. I'm sick of this place. I'm sick of my dead-end job. I want to do something with my life. I'm 18. And I miss my sister, Dad. She was my best friend. I need to understand what happened and I need to put things right between us before it's too late.  
 Rahul It's that boy, isn't it?  
 Shreya No, Dad. It's got nothing to do with him. It's about me. It's about me making something of my life. That's not so difficult to understand, is it?  
 Rahul But I've always given you what you want, haven't I?  
 Shreya You have, Dad. You have. Maybe that's part of the problem. I need to learn to make decisions for myself. I need the space to be able to do that. I need to work out what it is that I want from life.  
 Rahul Oh come on, Shreya, you don't need to move out to work these things out. Don't you think you're being a bit selfish?  
 Shreya I'm not being selfish. And I do need to move out, Dad. I really do. This is exactly why I didn't say anything to you, Dad. I knew you wouldn't get it.

Rahul	But you never even tried.
Shreya	Look, that's my taxi. I've got to go. I'm sorry.
Rahul	Shreya, you can't just go. You can't leave us.
Shreya	Why, Dad? Why can't I go?
Rahul	Shreya, it's Samir. It's your brother. He's ...

## FUNCTIONS

### Using emotive language

- 1 Books closed. Elicit/explain that there was a lot of emotive language used in the recording. Ask students if they can remember any of it, or any other phrases used to express emotions. Write any correct answers on the board.

Books open. Look at sentences a–f with students. Play the recording again for students to listen and decide who says each one. Pause after each phrase and ask students to repeat the phrase using suitable intonation. Encourage students to sound emotive! Repeat the phrases several times chorally and individually.

#### Answers

a Shreya b Rahul c Rahul d Shreya e Rahul  
 f Rahul

- 2 Students work in pairs to complete the exercise. Check answers. Ask students to work in pairs to think of further examples of each emotive technique and listen to some of their ideas in open class as feedback.

#### Answers

1 f 2 a, d 3 b 4 d 5 c, e

- 3 **WRITING** Divide the class into AB pairs to create dialogues. Monitor to help with vocabulary and to make sure students are using emotive language where possible. When students have created their dialogues, give them time to practise, then ask them to regroup into groups of four for students to act out their dialogues. Listen to some of the best examples in open class as feedback.

## PRONUNCIATION

For practice of intonation when showing emotions go to Student's Book page 120.

## THINK VALUES

### Relationships

- 1 Give students time to read through the sentences. Check/clarify: *most/least in common with*. Ask students to write about an example of each relationship. Depending on time and the needs of the class, you could ask students either to make notes or to write full sentences. Monitor and help with vocabulary as required.
- 2 **SPEAKING** Divide the class into pairs or small groups for students to describe their choices. Monitor and help with vocabulary as necessary. Encourage students to give reasons for their choices and to

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use adjectives of personality in their discussions if possible. To aid students when giving advice, you might like to quickly elicit some expressions used when making suggestions and write them on the board (for example: *Have you thought about...?*; *It might be a good idea to ...* etc. Listen to some of their opinions in open class as feedback.

### Optional extension

For further speaking practice, regroup students into small groups and ask them to report back their conversations to their new partners. Ask students to work as a group and decide which suggestions were most useful.

### Student's Book pages 16–17

## READING

- 1 Books closed. To introduce the topic of going to the same school as siblings, ask students: *What are the benefits of going to the same school as your brother or sister?* Ask students to work with a partner and make a list of at least three benefits. Listen to some of their ideas in open class.

Books open. Ask students to work individually and think of at least three drawbacks of going to the same school as your brother or sister. Divide the class into pairs or small groups for students to compare their ideas. Listen to some of their ideas in open class as feedback.

- 2 Students read the web page to answer the question and see if any of their ideas are mentioned. Tell them not to worry about unknown words, but to focus on getting an overall understanding of the article and on checking their ideas. Students compare answers with a partner. Check answers, referring back to the ideas on the board. Did anyone think of the same problems?

### Answers

A younger brother embarrassing his older brother at school; a younger sister not making friends with other girls and not showing any interest in typical 'girl-things'.

- 3 This exercise requires a deeper understanding of the texts. Check/clarify: *pester*; *tomboy*. Working individually, students re-read the web page and underline the different pieces of advice, then rank the advice for each problem in order of usefulness. Divide the class into pairs for students to compare their rankings. Tell students to refer to the text when giving reasons for their answers. Check answers in open class and have a quick vote to decide which advice the class thought was most useful.

## SPEAKING

Give students time to read through the instructions. You may also like to give students time to make notes on their answers before the discussion stage. In groups of four, students complete the exercise. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension.



Ask some of the groups to report back on their conversations in open class for feedback.

#### Optional extension

Divide the class into pairs and ask students to make a list of reasons that the younger siblings on the web page might act as they do. When students have at least three reasons, this could lead into a role play with younger and older siblings discussing the situations. Assigning roles and giving preparation time in this way often leads quieter students to interact more and voice their opinions. Monitor and encourage all students to speak. Develop the conversations into a whole-group discussion.

## GRAMMAR

### Adverbs to express attitude

- 1 Ask students to work with a partner to choose the correct option to complete each sentence before checking answers by referring back to the web page. Check answers in open class.

#### Answers

- 1 Admittedly 2 Annoyingly 3 Hopefully  
 4 Regrettably

- 2 Working individually, students find further examples of adverbs to express attitude in the web page. Divide the class into pairs and ask students to complete the rule. Check answers in open class. Use the examples in Exercise 1 to clarify the rules.

#### Answers

honestly, obviously, certainly, understandably, surely

#### Rule

(in any order)

- 1 honestly 2 obviously 3 surely 4 certainly  
 5 understandably

#### Fast finishers

Ask students to work in pairs and decide which of the adverbs is used when a speaker is not pleased with a situation. (*annoyingly, regrettably, surely*)

- 3 If you're short on time, you can set this exercise for homework.

Students work individually to complete the exercise. Let them compare answers with a partner before checking answers in open class. During feedback, refer to the rule for clarification if necessary.

### Suggested answers

- Annoyingly, my sister's always using my hair straighteners.
- Hopefully, my brother will lend me his jacket.
- Regrettably, I didn't learn a musical instrument when I was younger.
- I'm good at languages, but, admittedly, my sister is better than me at Maths.
- Surely my brother could spare half an hour to help me with my homework if he really wanted to.
- Honestly, I would never hurt my sister.
- Obviously, my brother is jealous of me.
- Understandably, you're angry with me for being mean to my sister.

Workbook page 11

## VOCABULARY

### Personal conflict

- 1 Working in pairs, students discuss the meaning of the various forms and match the sentence halves. During whole-class feedback, elicit the form/phrase for describing personal conflict in the sentences and ask students to explain their answers by explaining the meaning of the target forms.

#### Answers

- 1 g 2 a 3 h 4 b 5 f 6 c 7 d 8 e

- 2 Students complete the exercise individually, then check answers in pairs before feedback in open class.

#### Answers

- 1 life 2 with 3 say 4 gets 5 on 6 made  
 7 be 8 turned

#### Fast finishers

Ask students to imagine a reason for each of the sentences. For example: *Mr Johnson is always picking on me because he's a bully/because he doesn't like the way I speak to him.*

#### Optional extension

Test how well students remember the collocations. Call out either the verb or the noun, and nominate a student to say the whole phrase. For example, you say either *gets on* or *my nerves*, students say the complete phrase: *gets on my nerves*. Alternatively, you could put students in pairs to take turns to test each other in the same way.

- 3 **SPEAKING** Ask students to work individually to complete the sentences and make a note of their answers to the questions. In pairs, students discuss their answers. To encourage students to tell their stories in detail, tell the listener to keep asking questions to get further information. Encourage them to use the vocabulary items from Exercise 1 as they speak.

#### Answers

- 1 nerves 2 regretted 3 word 4 worse 5 miserable

### Optional extension

For further speaking practice, regroup students and ask them to retell their stories while their partners make a note of any expressions referring to personal conflict. The speaker using the most expressions is the winner. As feedback, nominate individual students to tell the class their story.

Workbook page 12


## Student's Book pages 18–19

### LITERATURE

#### *Pride and Prejudice* by Jane Austen

- 1 Books closed. As a lead-in, brainstorm a list of films about families or brothers and sisters and write titles on the board. Divide the class into pairs for students to take turns describing a film for their partners to guess the title. Listen to some examples in open class and write any repeated themes on the board.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Ask students to look at the photo and read the introduction. Ask students to quickly discuss the question with a partner. Listen to some of their ideas in open class and write them on the board to refer to during feedback on Exercise 2.

- 2  1.08 Play the audio for students to listen and read to check their answer to Exercise 1. Tell them to concentrate on answering the question and not to worry about understanding every word. Allow students to check their answer with a partner before feedback in open class. Nominate individuals to give reasons for their answer.

#### Suggested answers

Jane rarely speaks badly of other people. Elizabeth describes this as her 'goodness' which she (Elizabeth) feels she doesn't possess. When Jane does talk about Bingley's sisters in a slightly less than favourable light, Elizabeth is surprised and delighted to see her sister being assertive. This also shows a closeness between the two sisters, as does Jane's wish that her sister could be as happy as her.

- 3 Check/clarify *involvement*. Ask students to underline the key information they will need to read for. You could encourage students to try to answer the questions before reading again. Students read the text again to check their answers. Let students compare answers with a partner before feedback in open class. During feedback, ask students to refer to the parts of the text that support their answers.

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### Answers

- 1 She was the link between Jane and Mr Bingley so whenever they were apart, she provided a connection to the other.
  - 2 She didn't approve of it.
  - 3 She hopes that they will have a better relationship in time though she doesn't imagine they'll be as close as they were previously.
  - 4 She is pleased and relieved that Jane doesn't think she will be as close to her as before and will be more cautious around her.
  - 5 She thinks it could have made Jane think badly of Darcy.
  - 6 Jane wishes that Elizabeth could find someone and be equally as happy as her.
  - 7 Other people now see the Bennet family as extremely lucky since Jane and Bingley got engaged. This contrasts with a few weeks before when there was a lot of gossip and scandal around one of the other sisters, Lydia, running away.
- 4 **VOCABULARY** Students work individually to complete the exercise, then check their answers with a partner before feedback in open class.

### Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the extract.

Weaker students can find the answers in the extract. If students need clarification of the meaning of the words, give further examples of your own to explain.

### Answers

- 1 account for 2 singled out 3 acquaintance
  - 4 disposition 5 sought 6 indifferent 7 on good terms
  - 8 was totally ignorant
- 5 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions or lexical errors to refer to during feedback. At the end write them on the board to discuss the problems with the lexical errors and to praise students who used language well. As feedback, ask for volunteers to report back to the class on their discussion.

## WRITING

### An email

- 1 Students read the email to answer the questions. Set a two-minute time limit to encourage them to read quickly and focus on the questions. Allow them to compare answers with a partner before checking in open class.

### Answers

- 1 Sam is the writer's great-uncle.
- 2 His siblings felt he was spoilt because he was their parents' favourite and the youngest.
- 3 He refused to fight in World War II.
- 4 He became a policeman, won a medal for bravery and had five children.
- 5 The writer is determined to find some of their missing Scottish relatives.

- 2 Students read the email again and order the information.

#### Answers

what she plans to do with this information – 6  
 what the scandal was – 3  
 how she made the discovery about her great-uncle – 2  
 the consequence of the scandal – 4  
 the little she already knew about her great-uncle – 1  
 the evidence she found about his life – 5

- 3 Divide the class into pairs for students to complete the exercise. Monitor and help with any difficulties. Students look for the answers in the email, then discuss the effect of the missing words and expressions. Check answers in open class.

#### Answers

1 I think 2 I believe 3 there was a rumour  
 4 never really; for sure 5 apparently 6 it seems

- 4 Give students time to read through sentences 1–6. Point out that there are various ways to make each sentence less certain. Students work with a partner to complete the exercise. Listen to some of their answers in open class as feedback.

#### Answers

1 Apparently,/It seems he wasn't very well liked by other members of the family.  
 2 Apparently,/I think/I believe he was a hero in the First World War.  
 3 Apparently,/I think/I believe I met my great-aunt when I was very young, but I don't really remember it.  
 4 Apparently,/I think/I believe he'd spent some years in prison.  
 5 I never found out if it was true for sure. / I never really found out if it was true.  
 6 Apparently, (it turns out that) he never knew he had a twin brother.

- 5 If you're short on time, you can set this exercise for homework.

Students write the email. This can be done individually or as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their emails with another pair. If students have access to the Internet in the classroom, this could be done electronically for added authenticity. Ask them to read and evaluate on the basis of content (how interesting were the ideas?); organisation (did each paragraph include a clear and distinct idea like the model answer?); communicative purpose (were you convinced by it?); and language. If you mark the writing yourself, focus on how well students have communicated, how clear and easy their writing is to follow and whether they wrote about relevant details. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to de-motivate learners than to make them try harder next time.