

5

FAMILY TIES

UNIT OBJECTIVES

Vocabulary:
family members;
feelings

Grammar:
possessive adjectives
and pronouns;
whose and
possessive *'s*;
infinitive of purpose;
past simple *be*

Functions:
asking for permission



VOCABULARY

Family members

1 Find the pairs of words.

- | | |
|---|---------------|
| 0 <input checked="" type="checkbox"/> grandfather | a sister |
| 1 <input type="checkbox"/> daughter | b husband |
| 2 <input type="checkbox"/> niece | c mother |
| 3 <input type="checkbox"/> brother | d grandmother |
| 4 <input type="checkbox"/> father | e son |
| 5 <input type="checkbox"/> wife | f aunt |
| 6 <input type="checkbox"/> uncle | g nephew |

2 Describe the people in the photograph. Use two words from Exercise 1 for each person.

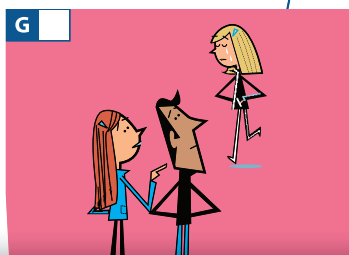
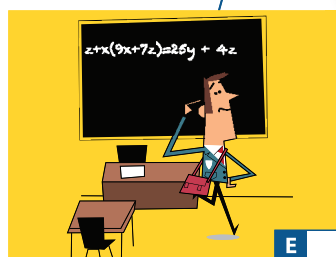
The girl is a daughter and a sister.

3 **SPEAKING** Talk about your family in pairs. Try to use as many words as possible from Exercise 1.

Feelings

4 Match the sentences.


- | | |
|---|--|
| 0 <input checked="" type="checkbox"/> e | Our daughter was first in the race. |
| 1 <input type="checkbox"/> | It was 9 pm and Mum wasn't home. |
| 2 <input type="checkbox"/> | That wasn't a nice thing to say to Miriam. |
| 3 <input type="checkbox"/> | That maths lesson was really difficult. |
| 4 <input type="checkbox"/> | I wasn't expecting a big party. |
| 5 <input type="checkbox"/> | The students were really noisy. |
| 6 <input type="checkbox"/> | It was a really good horror film. |
| 7 <input type="checkbox"/> | The test was really hard. |
| a | She's really upset now. |
| b | And the teacher was angry . |
| c | I was very surprised to see so many people there. |
| d | I'm really confused now. |
| e | We are so proud of her. |
| f | I was relieved when it was over. |
| g | I was a bit worried . Where was she? |
| h | I was really scared at the end of it. |

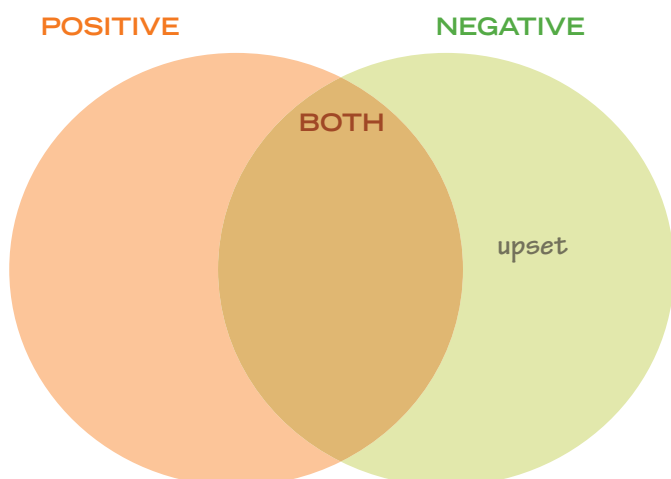


FEELINGS

NEW WORDS

- 7** In pairs compare your words. Does your partner know your new words?
- 8** **REMEMBER** Look back at all the vocabulary presented in this lesson and write down the words that are new for you.

- 5**  **1.45** Match the sentences in Exercise 4 with the pictures. Write the numbers 0-7. Listen and check.
- 6** **EXPAND** Sort the feelings from Exercise 4 into the correct category in the diagram. Try and add 4 more.

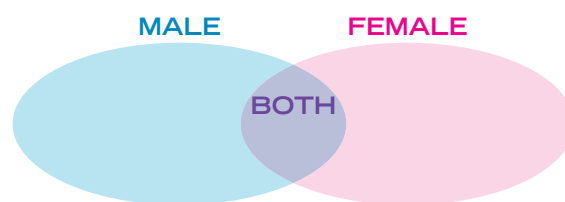


THiNK! Strategy

Sorting words into categories

Sorting new words into categories helps you to reflect on the meaning of new words and is a useful memorisation technique.

- Use a dictionary to expand the list of family words in Exercise 1.
- Sort the family words into the following categories:



- Each time you find a new family word add it to your diagram.



Who is your favourite TV family? We want to know. It's not easy. There are so many great families to choose from. But to help you start thinking, here are some of ours.

Everyone knows *The Simpsons*; Bart, his mum and dad Marge and Homer, his sisters Lisa and Maggie. And then there's Granddad and those horrible aunts, Patty and Selma. And let's not forget Bart's dog, Santa's Little Helper. I love watching this family and their adventures around the town of Springfield. They get into all kinds of trouble but they never forget they are a family. And they always make me laugh. I love this show. Thanks, Dad, for introducing it to me.

When I was eight, *Ben 10* was my favourite TV programme. The story is crazy. Ten-year-old Ben Tennyson is spending his summer holiday with his Grandpa and his cousin Gwen. They are driving around the USA. One day Ben finds a strange watch and puts it on. Suddenly he is an alien. With this watch he can turn into ten

different space creatures. But he needs these powers because some other evil alien wants Ben's new watch. So Ben spends the rest of the holiday fighting lots of monsters from outer space. But, of course, he still has time to fight with his cousin too.

The Heffley family are the stars of *Diary of a Wimpy Kid*, a really popular series of books and films centred around Greg, the middle son of the family. Greg lives with his mum and dad, his little brother Manny and his big brother Roderick. He's just a 'normal' kid who writes about his life in a journal. OK, so the Heffley family are not really a 'TV' family but they show the films on TV a lot so we think we can choose them. We want the Heffleys on our list because they are so funny. And we really love Greg and all the problems he has with his great ideas that never work out.

So these are three of our favourite TV families. Now write in and tell us about yours.



PRESENTATION

Start thinking

- 9 **SPEAKING** Work in pairs. Write down as many examples as you can of the following:

- 1 a TV brother and a sister
- 2 a TV husband and wife

- 10 **1.46** Read and listen to the article. Do they mention any of the families you talked about?

- 11 Read the text again. Correct the information in the sentences.

- 1 Bart Simpson has a cat called Santa's Little Helper.
- 2 Lisa Simpson has one aunt.
- 3 Ben Tennyson is on holiday in Europe.
- 4 Ben can change into twelve different aliens.
- 5 Greg Heffley has a little brother called Roderick.
- 6 Greg's ideas are always successful.

THiNK! Values

Family values

12 Think about your favourite fictional family. Tick (✓) the things they do.

My favourite fictional family is _____.

- They help each other. ☐
- They fight a lot. ☐
- They laugh a lot. ☐
- They spend a lot of time together. ☐
- They talk about their problems. ☐
- They are good friends. ☐

13 **SPEAKING** Work in pairs. Tell your partner about your favourite fictional family. Are they a good family?

- The Simpsons are usually a good family because ...
- But sometimes they ...

GRAMMAR

Possessive adjectives and pronouns

Possessive adjectives	Possessive pronouns
It's my book.	The book is mine .
It's your book.	The book is yours .
It's his book.	The book is his .
It's her book.	The book is hers .
It's our book.	The book is ours .
It's their book.	The book is theirs .

Rule

- **Possessive adjectives** come before a noun to show who something belongs to.
- **Possessive pronouns** can take the place of a possessive adjective and a noun.

WB p. 190

14 Look back at the text.

- 1 Circle the possessive adjectives.
- 2 Underline the possessive pronouns.

15 Complete the sentences with the correct possessive pronoun.

- 0 This is my umbrella. It's mine.
- 1 Is this your wallet? Is it _____?
- 2 That's mum's tablet. It's _____.
- 3 Where's Jack's bike? Where's _____?
- 4 That's my grandparents' car. It's _____.
- 5 Are these our tests? Are they _____?
- 6 This is my new tennis racket. It's _____.
- 7 These are Rosie and Evie's tickets. These are _____.
- 8 This is for you and me. It's _____.

LOOK!

Whose and possessive 's

- To ask about possession we use the question word **Whose**...?
Whose son is William?
- To talk about possession we can add **'s** to the end of a name / noun.
William is John's son.
- If the name / noun ends in an -s, we add the apostrophe (') after the s.
My grandparents' car.

WB p. 190

16 Circle the correct words.

- 0 A Whose Who is this phone?
B Ask Jenny. I think it's her / hers.
- 1 Hey! That's my / mine sandwich not your / yours.
- 2 I'm sure that's Kate's / Kates' bike.
- 3 A Whose / Who do you sit next to in maths?
B Rashid / Rashid's.
- 4 Is that your parent's / parents' dog?

17 Add the possessive 's or an apostrophe.

- 0 Gwen is Ben's cousin.
- 1 The Simpsons _____ house is in Springfield.
- 2 Lisa and Bart _____ mum is called Marge.
- 3 Manny _____ brothers are Greg and Roderick.
- 4 We don't know the monsters _____ names.
- 5 My family _____ favourite meal is pasta.

18 Insert the missing apostrophes into the questions (A). Then complete the answers (B) with possessive adjectives or pronouns.

- 0 A Do you like Sue's sister?
B Yes, and I really like her brother, too.
- 1 A Is this your mums phone?
B Let me see. Yes, it's _____.
- 2 A What time does the childrens school start?
B _____ school starts at nine o'clock.
- 3 A Are those your parents bikes?
B Yes, they're _____.
- 4 A Where do James parents live?
B _____ parents live in London.

19 Write down five interesting or unusual possessions that you or your family own. Then ask and answer questions to discover who each item belongs to. You can only answer yes or no.

- Is the pink elephant your sister's?
- No, it isn't hers.
- Is it your mum's?

PRONUNCIATION

3.25-3.26

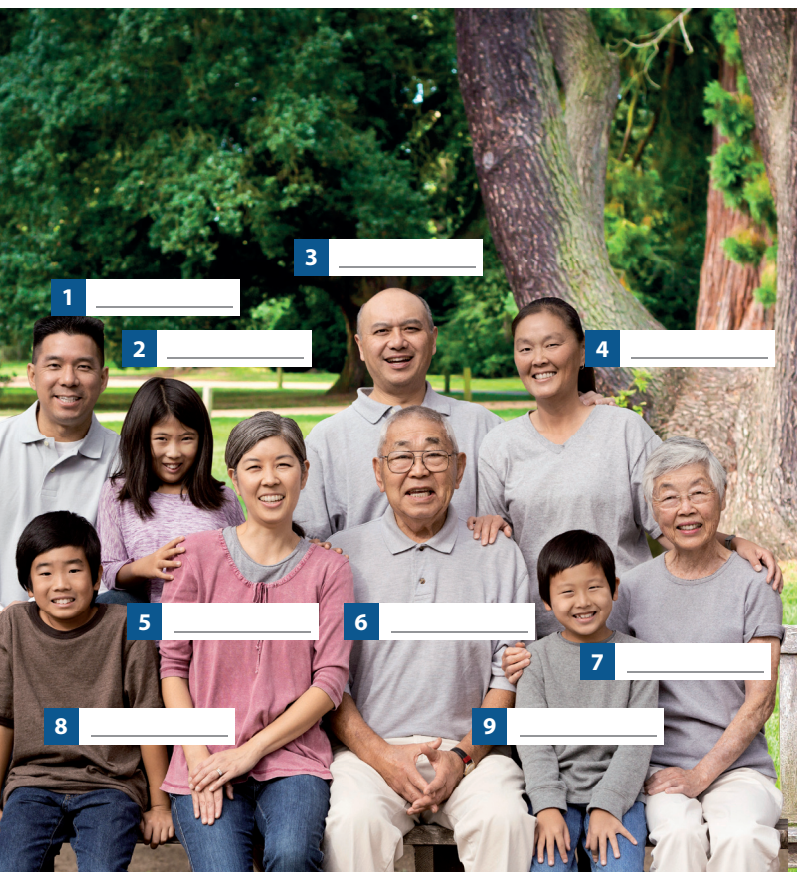
er /ə/ at the end of words

Turn to page 282. ➔

PRESENTATION

20 1.47 Read and listen to the dialogue and write the names in the photograph.

- Lucas** Is this a photo of all your family?
- Megan** Well, it's my dad's side of the family. We were all together to celebrate my grandparents' golden wedding.
- Lucas** Cool! Who's that?
- Megan** That's my uncle Bob. He's dad's big brother and he's great. He's so funny.
- Lucas** Is this his wife?
- Megan** Yes, she's my auntie Jemma so she's my dad's sister-in-law. She's also really nice. They've got two sons – Jimmy and his little brother Robin – and one daughter – Lian.
- Lucas** So they're your cousins.
- Megan** That's right.
- Lucas** So are these two people your grandparents?
- Megan** That's right. I call them Grandma Diana and Grandpa Roger. They're really nice to me because I'm their only granddaughter. I often go to their house to have lunch when mum's at work.
- Lucas** Is that your dad behind Lian?
- Megan** Yes, that's my dad. And my mum is sitting next to Grandpa Roger.
- Lucas** But where are you?
- Megan** I'm taking the photograph!



21 Read again and answer the questions.

- Why was all the family together?
- Why does Megan go to her grandparents' house?
- Why isn't Megan in the photograph?

22 **SPEAKING** In pairs, how many sentences can you make about the family in two minutes?

GRAMMAR

Infinitive of purpose

We were together **to celebrate** their golden wedding.
I go to their house **to have** lunch.

Rule

To say why we do something we use **to + infinitive**.

WB p. 190

23 Match the phrases.

- ☒ People go to the gym
 - ☐ We go to the cinema
 - ☐ I have music lessons
 - ☐ They're going to the seaside
 - ☐ I use social media
 - ☐ We're buying cheese
- a to have a holiday.
b to make pizza.
c to learn the piano.
d to see a film.
e to contact my friends.
f to get fit.

24 Complete the sentences using to + infinitive.

- I'm going to the shop because I need to buy a new pen.
I'm going to the shop **to buy** a new pen.
- I'm studying because I want to get a good mark.
I'm studying _____.
- Nicole's running because she wants to catch the bus.
Nicole's running _____.
- We're turning on the TV because we want to watch *The Simpsons*.
We're turning on the TV _____.
- I'm coming because I want to visit you.
I'm coming _____.

25 **SPEAKING** In pairs, talk about why you go to these places.

school • supermarket • park • snack bar
sports centre • grandparents' house

We go to school to learn things.

A ☐B ☐C ☐

LISTENING

- 26 Read and match three of the sentences with the pictures. Write the numbers in the boxes.

WHY MY FAMILY DRIVE ME MAD

- 1 My sister always wants to borrow my clothes. It drives me mad. (Lucy, 17)
- 2 My uncle tells really bad jokes. No-one ever laughs – just him. (Howard, 15)
- 3 My dad never gives me any money. He's so mean. (Suzie, 16)
- 4 My granddad just talks about the 'good-old days'. I'm not really interested. (Viv, 12)
- 5 I often fight with my parents about going out. They always want me to stay at home. (Tom, 14)
- 6 My brother plays games all day. He never lets me play. (Paul, 14)

- 27 1.48 Listen to the conversations. What is the relationship between the speakers?

Conversation 1: _____

Conversation 2: _____

STUDY SKILLS Listening

Inference

To understand the relationship between speakers it can help to think about:

- how old the speakers are.
- are they friendly or formal?
- what tone do they use? Are they upset, angry or relaxed?

- 28 1.48 Listen again and answer the questions.

- 1 What does Lucy's sister Kathy want to borrow?
- 2 Why does she want to borrow it?
- 3 Does Lucy say yes or no?
- 4 Where does Tom want to go?
- 5 What does his mum say?
- 6 What does his dad say?

FUNCTIONS

Asking for permission

- 29 Complete the sentences from the listening.

Asking for permission	Saying yes	Saying no
¹ <u>Can</u> I borrow your yellow and black shirt?	Of course you can.	No, you ³ _____.
² _____ I go out tonight?		

- 30 Write a short conversation for the picture.



- 31 Think of requests that you make to different members of your family. Write them down.

- Can I borrow ... ?
- Can I go ... ?
- Can I have ... ?
- Can I play ... ?

- 32 **SPEAKING** Say them to your partner. Can he / she guess who you say this to?

The swimming pool heroes



Miya Peyregne, aged nine, and her six-year-old sister Tiffany were in the swimming pool in the back garden of their house in Grandville, Michigan, USA. Their father David was with them. It was a lovely day. There wasn't a cloud in the sky. Suddenly David shouted. He was in trouble. It was his legs. His legs weren't right. He was in pain.

Then he was under the water. The girls weren't scared but they were worried. Was it just a joke or was he really in trouble? Twenty seconds later he was still under the water. Now Miya was scared.

There was no time to wait. In seconds Miya was under the water with her father. He was heavy but with the help of the water she started to pull him to one side of the pool. Now his head was out of the water. He was alive but he wasn't conscious.

There was a mobile phone in the house. Tiffany called the emergency services. Ten minutes later an ambulance was there. Soon their father was conscious again. The girls were relieved.

David still doesn't know what was wrong with his legs on that day. But he knows that his daughters were heroes and thanks them every day for saving his life. He is a very proud father.

READING

33 **1.49** Look at the photograph. How do you think these girls were heroes? Read and listen to the article and find out.

34 Read the article again. Put the sentences in the correct order. There is one thing not mentioned in the article. Where do you think it goes?

- a Miya goes under the water to help her dad. ☐
- b Tiffany phones for an ambulance. ☐
- c Their mother arrives home. ☐
- d David has a problem with his legs. ☐
- e David disappears under the water. ☐
- f Miya and Tiffany are swimming with their dad, David. ☐

1

THiNK! Values

Helping

35 **SPEAKING** Read and answer the questions. Then discuss your answers in pairs.

Do you offer to help in situations like these?
What do you do?

- 1 It's dinner time and your mum is very tired.
- 2 Your little brother is having difficulty with his homework.
- 3 Your friend falls off her bike and cuts her leg.
- 4 Your granny doesn't feel well and she needs some shopping.
- 5 Your friend has got a problem and is very worried.

GRAMMAR

Past simple *be*

+	-
I/he/she/it was late. You/we/they were late.	I/he/she/it wasn't late. You/we/they weren't late.
?	Short answers
Was I/he/she/it late?	Yes , I/he/she/it was . No , I/he/she/it wasn't .
Were you/we/they late?	Yes , you/we/they were . No , you/we/they weren't .
Wh- questions	
Where was he?	
Why were they relaxed?	

WB pp. 190-191

36 Look back at the text and circle the past simple of *be*.

37 Circle the correct option.

- Breakfast this morning was / *were* delicious, but the bananas *wasn't* / weren't very sweet.
- Mrs Donald, our English teacher, *was* / *were* really cool yesterday. We *was* / *were* happy too.
- My parents *wasn't* / *weren't* at home yesterday evening. They *was* / *were* at my school with my teacher.
- I *was* / *were* really hungry but there *wasn't* / *weren't* any sandwiches for me.
- The film *was* / *were* really boring. We *wasn't* / *weren't* very interested in it.
- They *was* / *were* very late. There *wasn't* / *weren't* many people left at the party.
- The food at the party *wasn't* / *weren't* very nice.

38 Complete the questions and answers with *was* / *were* or *wasn't* / *weren't*.

- A Were you in bed at 9 pm last night?
B No, I _____. I _____ in the kitchen with my mum and dad.
- A _____ your teacher happy with your homework?
B Yes, she _____. She _____ very happy with it.
- A _____ it hot yesterday?
B No, it _____. It _____ really cold.
- A _____ we at school yesterday?
B No, we _____. It _____ Sunday!
- A _____ your parents born in the UK?
B No, they _____. They _____ born in India.
- A _____ you tired yesterday?
B Yes, I _____.

39 Work in pairs. Ask and answer the questions in Exercise 38.

40 Re-write the sentences in the past simple.

- I'm tired today.
Yesterday I was tired.
- Where is Paul today?
_____ yesterday?
- Julie isn't at school.
_____ yesterday.
- Is your mum at work this morning?
_____ yesterday morning?
- Why are the girls worried this week?
_____ last week?
- It isn't a very nice day today.
_____ yesterday.
- You are late!
_____ yesterday.

41 Use the prompts to write questions in the past simple.

- What / your favourite song last summer?
What was your favourite song last summer?
- When / you last worried?
- Who / your favourite children's TV character?
- Where / you last Saturday afternoon?
- Who / you with yesterday evening?
- What / your score in your last English test?
- What / your favourite bedtime story as a child?
- How many people / at your last birthday celebration?
- Where / your last holiday?

42 **SPEAKING** In pairs ask and answer the questions from Exercise 41.

- What was your favourite song last summer?
- That's difficult, but I think it was ...

43 **WRITING** Write four true and two false sentences about last weekend using the past simple of *be*.

44 **SPEAKING** In pairs, read out your sentences and your partner says if they are true or false.

SKILLS AND CULTURE

UNIVERSAL CHILDREN'S DAY

Universal Children's Day is on 20th November. Children all over the world celebrate this day at school, at home and with their local communities.

The first Universal Children's Day was in 1954. It was the idea of the United Nations to have one day a year when the world's attention was on children. Its aim was to make the lives of children better.

The United Nations Convention on the Rights of the Child was in 1989. It was an **agreement** on the basic right of every child to:

- 1 **a childhood** – freedom to grow, play and enjoy life without danger and violence.
- 2 **an education** – the opportunity for all boys and girls to go to primary school and to learn how to read, write and do basic maths.
- 3 **health** – clean water, nutritious food and medical care for all children.
- 4 **justice** – the aim was to change all laws that are **unfair** to children.
- 5 **a voice** – so that all children are free to express their opinions.

Most children in the developed world enjoy these rights but there are millions of children in the developing world that do not. Think about child workers and soldiers, children looking after sick families or living in conflict zones and don't forget the millions of children living in extreme poverty.



'We were all children once. We all share the desire for the well-being of our children.'

The UN Secretary General of the United Nations, 2001.



READING

1 **Before you read, think about the lives of children in the developing world. What difficulties do you think they have?**

2  1.50 **Read and listen to the text, then answer the questions.**

- 1 Why is 20th November an important day?
- 2 When was the first Universal Children's Day?
- 3 What is the aim of Universal Children's Day?
- 4 What was 'The Convention on the Rights of the Child'?
- 5 What are the five basic rights of every child?
- 6 Which children do not have these rights?
- 7 How many children are there in the world today?
- 8 How many children never go to school?

VOCABULARY • Abstract nouns

3 **Complete the sentences with the words in the box.**

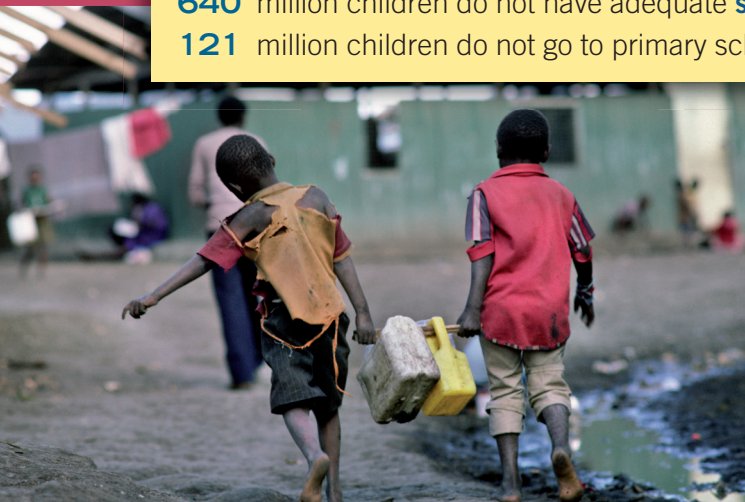
rights • freedom • childhood • education

- 1 You go to school to get an _____.
- 2 All people have _____ to the basic things that are necessary for a decent life.
- 3 _____ is a basic human right. It means living without restrictions.
- 4 Your _____ is the time of your life from birth to about 13 years old.

SOME STATISTICS ABOUT CHILDREN IN THE DEVELOPING WORLD

Of the 2.2 billion children in the world:

- 1 billion live in poverty
- 270 million children have no access to health care
- 2.2 million children die from **lack** of immunization from common diseases each year
- 400 million children do not have clean drinking water
- 1.4 million children die each year from lack of clean drinking water
- 640 million children do not have adequate **shelter**
- 121 million children do not go to primary school



Glossary

agreement	accordo
unfair	ingiusto
lack	mancanza
shelter	alloggio

LISTENING

- 4 2.02 Listen to people describing Children's Day celebrations. Tick (✓) the countries you hear.

Turkey ☐ India ☐ China ☐ Bulgaria ☐
Japan ☐ Mexico ☐ Vanuatu ☐

- 5 2.02 Listen again and match the countries in Exercise 4 to the celebrations.

- Children get special presents from their parents.
- Children do special activities at school.
- Families invite children from other countries to celebrate with them.
- Children share their favourite food with their friends.
- The most important thing is the time children spend with their parents.



SPEAKING

- 6 Discuss in pairs. When are these days celebrated in Italy?

- International Women's Day
- Labour day
- Children's Day

- 7 How do Italians celebrate these days? What activities are there? What are their objectives?

- 8 Discuss the questions in groups.

- Are special days a good way of highlighting world problems? Why?
- Are there better ways of highlighting world problems?

THiNK! Citizenship

- 9 **WRITING** In pairs, plan a Universal Children's Day event for your school.

Think about:

- the kind of event you want to organise
- who / what it is for
- place / time
- activities.

- 10 Use your notes from Exercise 9 to design an information leaflet about the event.