

# 1 BROTHERS AND SISTERS

## OBJECTIVES

**FUNCTIONS:** using emotive language

**GRAMMAR:** talking about habits; adverbs to express attitude

**VOCABULARY:** personality (1); personal conflict



## READING

- 1 **SPEAKING** Read what these children say. Who do you think is speaking: the oldest or the youngest child? Discuss in pairs and give reasons.

1 *He's always telling on me.*

2 *She can be really mean to me.*

3 *They used to give me all their attention.*

4 *Mum and Dad spoil her.*

5 *Mum and Dad don't seem to care about how I do at school.*

6 *He's always messing about.*

- 2 Work in pairs. Think of more complaints that oldest and youngest children might have about their brothers and sisters.

- 3 How might things change for the boys in photo 1 if they suddenly find they have a younger sister? Read the article on page 13 quickly and check your ideas.

- 4 **1.05** Read the article again. Where do these sentences come from? Match with A–E in the article. There are three you won't use. Then listen and check.

- 1 The science of how birth order affects personality is relatively new and still surrounded in controversy.
- 2 They'll have their parents' sole attention forever and equally all of their parents' energies are channelled towards them exclusively.
- 3 It's a very long list, because, of course, there are so many variables that can be taken into consideration.
- 4 There'll be no more opportunities to 'get it right' and by virtue of being the youngest, their newest offspring may well be more demanding, relatively speaking.
- 5 They'll always be lonely and their self-esteem may suffer as a result.
- 6 However, this is usually accompanied by high expectations as new parents are keen to see their child do well and the eldest child, for their part, is generally keen to meet these expectations.
- 7 And parents often get angry if they don't feel that their child is doing as well as they believe they should be.
- 8 One of the most common ways to achieve this is by making people laugh and second children are frequently the jokers of the family.

- 5 **SPEAKING** Work in pairs. Discuss the following questions.

- 1 Where do you come in your family? Which parts of the description, if any, fit you? What about your brothers and sisters?
- 2 How important do you think birth order is compared to other factors in determining personality? Give examples.

## The Pecking Order

Have you ever thought about why you are the way you are? To what extent has your personality been determined by social, genetic and geographical factors; by the era you were born into, or just by pure luck? [A] There is, however, one simple yet compelling factor that is often overlooked: birth order. Research has indicated that the position in which we are born in our family plays a major role in forming personality.

they've actually accomplished, they might also feel that they're never good enough.

### The second child

The second child has no experience of life without a sibling so they never know how it feels to suddenly have to share the attention. They'll typically look at their well-behaved elder brother or sister and decide one of two things: they'll either strive to be better – which can spur them on to succeed in life – or more commonly, they'll choose to be the complete opposite. If they decide to adopt the latter approach, then they'll tend to be more unconventional and rebellious, with less concern for the way things 'should' be done. They're also often more outgoing and constantly looking for ways to attract attention. [C]

Again, problems can emerge when another baby arrives. Suddenly, the second child becomes the middle child and may lose a clear sense of where they fit in. They tend not to be the subject of their parents' high expectations – the burden of many eldest children – but, equally, they no longer enjoy the extra attention that comes from being the youngest.

### The youngest child

With the birth of their final baby, parents will often feel this is their last chance to bring up a child. [D] This means the youngest child, more often than not, is spoilt with attention and affection. This can lead them to be rather self-centred, believing that the world revolves around them. Always being treated as the 'baby' of the family can also result in the youngest child lacking motivation and underachieving. But in an effort to break new ground in the battle for their parents' attention, youngest children also tend to be outgoing, charming and creative.

### The only child

Only children are similar to eldest children in that they're eager to please their parents and tend to copy their parents' behaviour. The difference lies in the fact that they never have to experience the arrival of another child. [E] This makes their bond with their parents even stronger and only children tend to be very confident in social situations, even around adults. However, as they grow older they may feel that this relationship is too intense and can therefore be quite keen to leave home as soon as possible.

### The eldest child

For as long as they remain the only child, the eldest enjoys their parents' undivided attention. [B] As a result, eldest children tend to be respectful and traditional, following the examples set by their parents.

The problems arise with the arrival of another child. Suddenly, the attention they're used to receiving diminishes. As a consequence, the first-born feels insecure and will try to resolve this by doing all they can to make their parents happy. Research suggests that this might lead them to achieve great things, but regardless of what

## TRAIN TO THINK

### Questioning widely accepted theories

*Although we often draw conclusions based on what we've read, heard or observed, it does not mean these conclusions are always 100% correct. The article talks about personality traits that relate to a person's position in the family. There will always be plenty of exceptions.*

#### 1 Which of these examples contradict claims made in the article?

- 1 My youngest child Tom is so thoughtful. If he knows his elder brother Jack is revising for exams, he'll always put on his headphones.
- 2 Oliver's our eldest. He wants to be a doctor, just like his dad.
- 3 Mum and Dad weren't too bothered by my low grades at school and as I'm an only child there was no brother or sister to be compared to.

2 **SPEAKING** Work in pairs. Think of people you know who contradict the claims made in the article.

3 **SPEAKING** Work in pairs. What other theories about personality have you heard or read about? Can you think of people you know who contradict these theories?

## GRAMMAR

### Talking about habits

#### 1 Match the example sentences with the descriptions. Then complete the rule.

- 1 They'll typically look at their well-behaved elder brother or sister and decide one of two things.
- 2 He's always telling on me.
- 3 They used to give me all their attention.
- 4 Eldest children tend to be respectful and traditional.

- a  Talks about a habit in the past.
- b  Expresses irritation about the habit of another person.
- c  Uses a future construction to talk about what we might expect from someone's behaviour.
- d  Talks about something that is often (but not always) true.

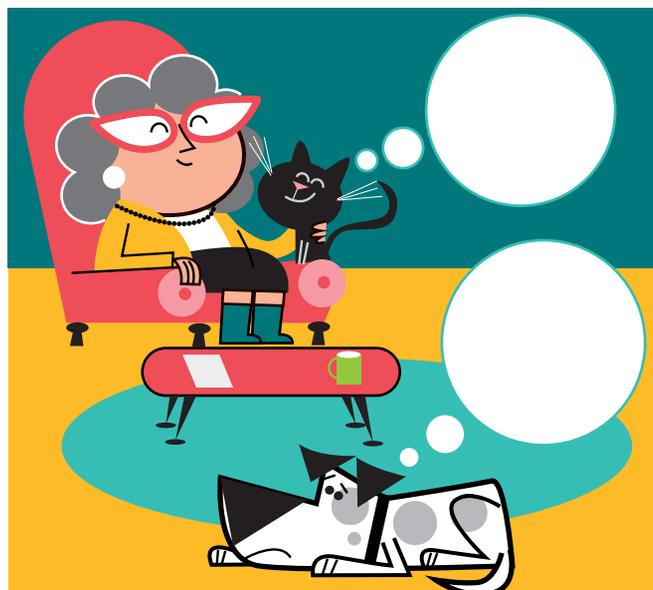
**RULE:** There are a number of ways we can talk about habits:

- *used + 1 \_\_\_\_\_* or *would + infinitive* to talk about habits in the past.
- *always + 2 \_\_\_\_\_* tense to refer to behaviour which irritates us.
- *3 \_\_\_\_\_ + infinitive* to refer to habits in general (not future).
- *4 \_\_\_\_\_ (not) to + infinitive* to refer to the way a person is likely to behave.

#### 2 Complete each space in the text with one word.

My little brother really used <sup>1</sup> \_\_\_\_\_ annoy me – and I mean *really annoy* me! Every little thing he did, every little noise he made with his mouth and every little thing he said <sup>2</sup> \_\_\_\_\_ drive me crazy. We <sup>3</sup> \_\_\_\_\_ to fight all the time and get in big trouble with our parents. It always ended up with both of us being grounded. It was terrible. These days things have improved and we tend <sup>4</sup> \_\_\_\_\_ get on a lot better. I'm not sure what changed, but I probably worked out that life would be a lot less stressful if I could try and find him less irritating. It's not always easy. I mean, he still <sup>5</sup> \_\_\_\_\_ to say silly stuff and I find myself getting annoyed, but I <sup>6</sup> \_\_\_\_\_ just get up and walk away now. There is one thing that does get me really angry, though. He's <sup>7</sup> \_\_\_\_\_ walking into my bedroom without knocking, despite the big 'Keep Out' sign on the door. When he does that, I tell him to 'get lost'. He knows I mean it and tends <sup>8</sup> \_\_\_\_\_ to hang about. It's important to make sure that he still knows who's boss!

#### 3 WRITING Look at the cartoon. What are the dog and the cat thinking? Write three sentences for each. Use the structures for talking about habits from Exercise 1.



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## VOCABULARY

### Personality (1)

#### 1 According to the article on page 13, which child (eldest, second, youngest or only) tends to be:

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

#### 2 Which adjective describes someone who:

- 1 shows admiration and consideration for someone?
- 2 doesn't do things in the usual or expected way?
- 3 only thinks about themselves?
- 4 likes to cause trouble by not doing as they're told?
- 5 doesn't like change very much?
- 6 is very sociable?
- 7 expects a lot of time and attention from others?
- 8 often feels very unsure of themselves?

#### 3 WRITING Write five sentences about the habits of people you know. Use personality adjectives.

*My sister is really outgoing. She loves talking to people and she knows everyone at school.*

#### 4 SPEAKING Read your sentences to your partner but don't say the personality adjective! Can your partner guess the adjective?

Workbook page 12

## LISTENING

1 **SPEAKING** Look at the photo and read the magazine listing. Discuss in pairs and make notes.

- How do you think the people in the photo are related?
- What do you think they're talking about?
- How are they feeling? Why?

2 **▶▶1.06** Listen to a scene from *The Street*. Check your predictions from Exercise 1.

3 **▶▶1.06** Listen again and mark the statements T (true) or F (false).

- Shreya is surprised when Rahul returns home.
- Shreya wants to go and live with her brother.
- Maya and Shreya haven't been in touch for over a year.
- Maya and Shreya fell out over a boy.
- Shreya says her brother, Samir, isn't happy about her decision.
- Shreya wants to leave because of a boy.
- Shreya's dad doesn't understand why Shreya needs to go.
- We discover something terrible about Shreya's brother, Samir, at the end.


### 7.30 – 8 pm The Street

Rahul finally finds out why Shreya's been acting so strangely and he's not happy. But how will she react when she finds out his news? More shocks and drama from our favourite soap opera.



## FUNCTIONS

### Using emotive language

1 Look at the sentences from the listening. Who says each one, Rahul or Shreya?

- I'm sick of this place. I'm sick of my dead-end job.
- But what about your job? You can't just walk out on that.
- I don't understand, Shreya. Why didn't you tell me?
- And I do need to move out, Dad. I really do.
- Tell me you haven't done that.
- It's that boy, isn't it?

2 Match each of the sentences with the emotive technique it uses.

- question tags
- repetition of a word (or phrase)
- rhetorical questions (questions for which you don't expect an answer)
- emphatic use of the auxiliary verb in positive statements
- phrases such as *tell me, I don't understand, you can't be serious or you must be joking*

3 **WRITING** Work in pairs. Remind yourselves how the scene ended and then write the next eight lines of dialogue. Use emotive language.

### Pronunciation

Intonation: showing emotions

Go to page 120.



## THINK VALUES

### Relationships

1 Think about your family and your friends. Giving examples to support your choices, write about someone who:

- you can tell anything to.
- you find it difficult to talk to.
- is really fun to be with.
- is quite boring to be with.
- you have the most in common with.
- you have the least in common with.
- knows you the best.
- doesn't know you at all.

2 **SPEAKING** Work in pairs. What could you do to improve your relationship with one of the people you wrote about in questions 2, 4, 6 or 8? Take turns to suggest some ideas to your partner. Would you be interested in trying any of these ideas? Why (not)?

## READING

- 1 Make a list of problems you might have if you were at the same school as your brother or sister. Compare with a partner.
- 2 Read the web page quickly. What two problems does it describe?
- 3 Read the web page again. Put the advice for each problem in order of usefulness. Compare with a partner. What extra advice would you give?

## SPEAKING

Work in groups of four. Take turns to talk about a problem you have with a brother or sister. This can be real or imaginary. Give each other advice on how to deal with the problem.

Think about:

- what exactly it is they do.
- how to describe their behaviour.
- how this makes you feel.
- what you've done to try and improve the situation.
- how they've reacted to this.
- what tactics you might try in the future.



## People power to help you with your problems

I've always got on well with my little brother. He's five years younger than me so I've always felt really protective towards him. Well, that was until a few weeks ago. The problem is that he now goes to the same secondary school as me and annoyingly he doesn't seem to get that school is different from home. He and his friends seem to think it's funny to follow me around and try to embarrass me. At first, my friends thought it was quite funny, but now he's really starting to get on their nerves too. I've spoken to my parents and they had a word with him, but it's made no difference. If anything, it's made things worse. Honestly, I don't know what to do next and I'm scared I'll say something to him that I might regret. **Darren93**

*Ignore him – that's the key. Obviously, you'd like him to stop right away, but I reckon the more he sees how much his behaviour annoys you, the more he'll keep on doing it. Pay no attention. He'll soon get bored and realise it's much more fun to hang out with people in his own year than to pester his older brother.* **JennyJ**

*Turn the tables on him. Follow him around and see how he likes it. Surely you know enough embarrassing things about him that you could share with his friends to make his life miserable!* **Cheeseman**

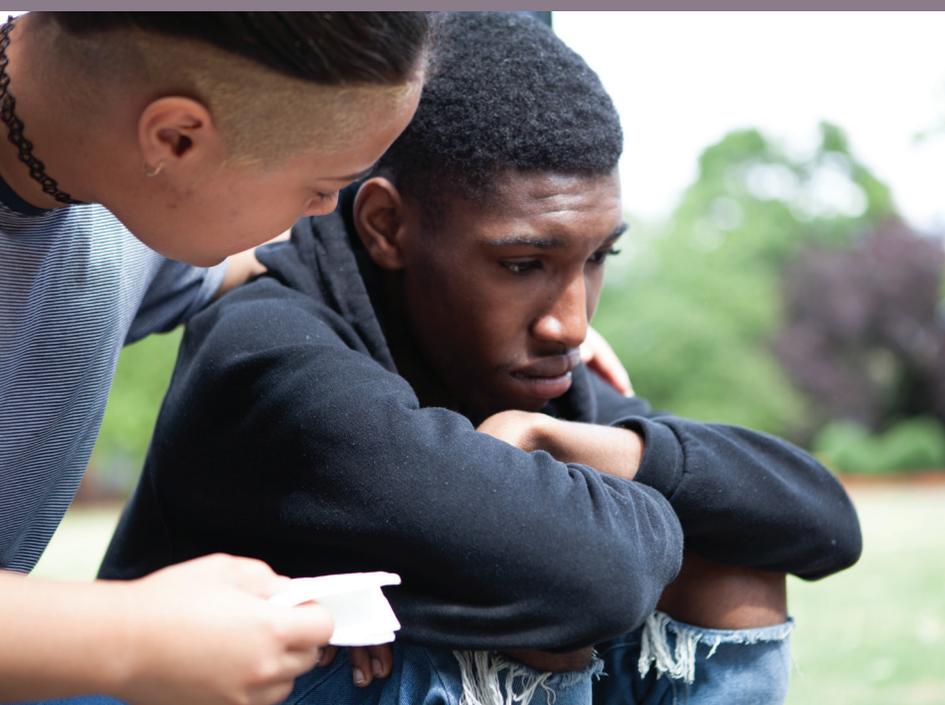
*Have another chat with him. Explain to him why it upsets you and ask him how he'd feel if you did the same to him. Hopefully, he's mature enough to understand.* **Sandybob**

My little sister's always been a bit of a tomboy. She's always liked hanging out with boys and always worn jeans and T-shirts. I've never seen it as a problem, but now she's 13 and showing no signs of changing, I'm starting to worry a little. All her friends are boys and I can see that she's getting left out of things – the other girls are excluding her. Admittedly, she doesn't seem to be bothered, but I know how mean girls can get. I've tried suggesting she might want to try some of my make-up but she just laughed and told me to stop being silly. Should I just let her be or do I need to be more direct? **Lauren92**

*Wow, she's lucky to have a sister like you. You've certainly got your eye on her. Understandably you're concerned, but I don't think you can really force her to be a certain way. All I can suggest is that you continue to make sure she's OK and be there for her if and when she really needs you.* **JB95**

*Let her be. She's still only 13. Regrettably, these days there's enormous pressure on girls to grow up too quickly. Let your sister enjoy her childhood while she still can.* **JoKenny**

*Are you serious?! I think you're the one with the problem. Surely, we should be encouraging our younger siblings to be whoever they want to be. We shouldn't be forcing them to conform to old-fashioned stereotypes!* **Sassygirl**



## GRAMMAR

## Adverbs to express attitude

- 1 Complete the sentences with the words in the list. Check your answers in the web page.

annoyingly | regrettably | admittedly | hopefully

- \_\_\_\_\_, she doesn't seem to be bothered.
- \_\_\_\_\_, he doesn't seem to get that school is different from home.
- \_\_\_\_\_, he's mature enough to understand.
- \_\_\_\_\_, these days there's enormous pressure on girls to grow up too quickly.

- 2 Find five more examples of adverbs to express attitude in the web page and use them to complete the rule.

**RULE:** Words like *annoyingly*, *regrettably*, *admittedly*, *hopefully*, <sup>1</sup> \_\_\_\_\_, <sup>2</sup> \_\_\_\_\_, <sup>3</sup> \_\_\_\_\_, <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ are used to express how we feel about what we're saying. We usually put them at the start of the clause.

- 3 Change the underlined word into an adverb and use it to make one sentence.

- My sister's always using my hair straighteners. I find this quite annoying.
- My brother might lend me his jacket. I live in hope.
- I didn't learn a musical instrument when I was younger. I regret this now.
- I'm good at languages, but my sister is better than me at Maths. This is something I have to admit.
- My brother says he's too busy to help me with my homework. I'm sure he could spare half an hour if he really wanted to.
- I would never hurt my sister. I'm being honest about this.
- My brother is jealous of me. It's obvious.
- You're angry with me for being mean to my sister. I understand that.

Workbook page 11

## VOCABULARY

## Personal conflict

- 1 Match the sentence halves. Use the web page to help you.

- My little brother really *gets on*
- Mum said she wants to *have a*
- Please don't say anything. You'll only *make*
- Stop doing that before I say *something*
- Why don't you *turn the*
- My elder brother *made*
- Why don't you just *let*
- I've *got my*

- word with me*. What could it be?!
- I might regret*.
- my life miserable* when I was a child.
- him be* and get on with your own life?
- eye on you*, so don't try and do anything silly.
- tables on her* and see how she likes it.
- my nerves* when he keeps asking me questions.
- things worse* for me.

- 2 Circle the correct words to complete the expressions.

- Mr Thomas is making my *life / time / days* miserable. He's always picking on me.
- The teacher had words *with / to / on* Tim about his behaviour in class.
- Never reply to an angry email immediately in case you *say / reply / tell* something you might regret.
- I hate the way she's always interrupting me. It really *gets / goes / puts* on my nerves.
- She's got her eye *on / at / for* you, so be careful.
- I was only trying to help, but judging by her reaction, I think I've just *done / made / caused* things worse.
- If Ian wants to spend all his money, just let him *alone / be / do*. It's his money, not yours.
- I was tired of Jim always borrowing my phone, so I *turned / switched / placed* the tables on him by leaving mine at home and borrowing his all day.

- 3 **SPEAKING** Complete the questions with the missing words and then discuss them with a partner.

- What sort of things really get on your \_\_\_\_\_?
- Have you ever said anything you later \_\_\_\_\_? What was it and what was the consequence?
- Have you ever had to have a \_\_\_\_\_ with someone? Why? What happened next?
- Can you think of a time when you tried to help someone but only made things \_\_\_\_\_? What happened?
- What sort of things would make your life \_\_\_\_\_?

Workbook page 12

# Literature



- 1 What do you think might be the pleasures and the difficulties of being part of a family with either five sisters or five brothers?
- 2  1.08 Read and listen to the extract. What do you learn about the relationship between Jane and Elizabeth, and about their individual characters?

## Pride and Prejudice *by Jane Austen*

Mr and Mrs Bennet, who live in Longbourn, are not very rich. They have five daughters – Jane, Elizabeth, Mary, Lydia and Kitty – and hope to see them all married. Lydia had run away with a soldier but then married him. Elizabeth has a love-hate relationship with the rich but (in her opinion) arrogant Mr Darcy. Mr Darcy's wealthy friend, Mr Bingley, loves Jane but Mr Bingley's sisters do not like her very much. Darcy has just helped Bingley to propose to Jane and she has happily accepted him.

Bingley, from this time, was of course a daily visitor at Longbourn, coming frequently before breakfast, and always remaining till after supper [...].

Elizabeth had now but little time for conversation with her sister; for while he was present, Jane had no attention to bestow on anyone else; but she found herself considerably useful to both of them in those hours of separation that must sometimes occur. In the absence of Jane, he always attached himself to Elizabeth, for the pleasure of talking of her; and when Bingley was gone, Jane constantly sought the same means of relief.

'He has made me so happy,' said she, one evening, 'by telling me that he was totally ignorant of my being in London last spring! I had not believed it possible.'

'I suspected as much,' replied Elizabeth. 'But how did he account for it?'

'It must have been his sister's doing. They were certainly not very pleased about his acquaintance with me, which I cannot wonder at, since he might have chosen so much more advantageously in many respects. But when they see, as I trust they will, that their brother is happy with me, they will learn to be contented, and we shall be on good terms again; though we can never be what we once were to each other.'

'That is the most unforgiving speech,' said Elizabeth, 'that I ever heard you speak. Good girl! It would upset me, indeed, to see you again being misled by Miss Bingley's pretended good opinion.'

'Would you believe it, Lizzy, that when he went to town last November, he really loved me, and nothing but a persuasion of my being indifferent would have prevented his coming down again!'

'He made a little mistake to be sure; but it is to the credit of his modesty.' [...]

Elizabeth was pleased to find that Bingley had not said anything about the interference of Mr Darcy; for, though Jane had the most generous and forgiving heart in the world, she knew it was a circumstance which would make her think badly of him.

'I am certainly the most fortunate creature that ever existed!' cried Jane. 'Oh! Lizzy, why am I singled out like this from my family, and blessed above them all! If I could only see you as happy! If there were only such another man for you!'

'If you were to give me forty such men, I never could be so happy as you. Till I have your disposition, your goodness, I never can have your happiness. No, no, let me look after myself; and, perhaps, if I have very good luck, I may meet with another Mr Collins in time.'

The situation of affairs in the Longbourn family could not be long a secret. Mrs Bennet was privileged to whisper it to Mrs Phillips, and she took the opportunity, without any permission, to do the same to all her neighbours in Meryton.

The Bennets were speedily pronounced to be the luckiest family in the world, though only a few weeks before, when Lydia had first run away, they had been generally believed to be marked out for misfortune.

### 3 Read the extract again and answer the questions.

- 1 In what way was Elizabeth useful to both her sister and to Mr Bingley?
- 2 How did Bingley's sister feel about his relationship with Jane?
- 3 What does Jane hope will happen in the future with Bingley's sister?
- 4 What does Elizabeth think about Jane's attitude towards Miss Bingley?
- 5 Why is Elizabeth happy that Jane does not know of Darcy's involvement in her relationship with Bingley?
- 6 What does Jane wish for Elizabeth?
- 7 What changes in the way other people see the Bennet family, and why?



**4 VOCABULARY** Match the **highlighted** words or phrases in the extract with the definitions.

- 1 explain
- 2 chose someone (or something) for special attention or privilege
- 3 knowing (or meeting) another person (n.)
- 4 someone's natural personality
- 5 tried to find; looked for
- 6 not caring; apathetic
- 7 get on well; have a good relationship
- 8 knew absolutely nothing

**5 SPEAKING** Work in pairs. Discuss the questions.

- 1 Which of the two – Jane or Elizabeth – do you think is older? Why?
- 2 Imagine you are Jane and someone asks you about Elizabeth's personality. How would you describe her?
- 3 What evidence is there in the extract that Jane and Elizabeth have a very close relationship?

## WRITING

### An email

**1 Read the email and answer the questions.**

- 1 How is the writer related to Sam?
- 2 How was Sam's relationship with his siblings when he was young? What reason is given for this?
- 3 How did Sam fall out of favour with his family?
- 4 What things happened in Sam's life that his parents never knew about?
- 5 What is the writer now determined to do?

**2 Read the email again. In what order is the following information mentioned in the email?**

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

**3 Complete with the missing words. Then check in the email. What effect do the missing words and expressions have on the sentences?**

- 1 \_\_\_\_\_ I told you my great-aunt May died recently.
- 2 She was very old – over a hundred, \_\_\_\_\_.
- 3 Anyway, \_\_\_\_\_ that he'd done something terrible.
- 4 My mother had \_\_\_\_\_ known what it was \_\_\_\_\_.
- 5 It turns out that \_\_\_\_\_, he was a conscientious objector.
- 6 Sadly, \_\_\_\_\_ he never made up with his parents.

**4 Use the words and expressions from Exercise 3 to make these sentences less certain.**

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

**5 Do the task.**

You have recently found out about an interesting relative of yours. Write an email to a friend (220–260 words) about the relative. Write about:

- how the person is related to you.
- how they got on with other members of the family.
- what they did that was interesting.

Dear Diana,

I think I told you my great-aunt May died recently. She was very old – over a hundred, I believe. I was helping my mother clear out some of her things when we came across some really interesting papers all about her brother Sam, my great-uncle. I'd heard a few things about him from my grandmother over the years, but on the whole he wasn't talked about much in the family. He was the youngest of five children and generally considered to be the favourite of my great-grandparents. I think the others felt he was quite spoilt.

Anyway, there was a rumour that he'd done something terrible and that's why his name was never mentioned. But my mother had never really known what it was for sure. Well, guess what – we found out everything in a small leather briefcase in my great-aunt's attic. May was the only family member that he'd kept in touch with and he'd written her dozens of letters over the years.

It turns out that, apparently, he was a conscientious objector in World War II and had refused to fight. He was 18 when the war broke out and his parents obviously felt that he'd brought great shame on the family. They sent him away to live with a distant relative in the Scottish Highlands. He eventually became a policeman and made quite a name for himself. In the briefcase, there were loads of newspaper cuttings about things he'd done and even a medal he'd won for bravery.

Sadly, it seems he never made up with his parents and they never got to meet any of the five children he went on to have. I've now made it my mission to try and find some of my missing Scottish relatives.

I'll keep you posted on what I find out! Have you ever made any interesting discoveries about people in your family?

Must run but looking forward to hearing from you soon!

Lots of love,

Helen