

# 2

# Family

The **SEVEN FAMILIES** game is from France. It's over 100 years old! Players try to collect all the cards of a family. It's a great game to play with family and friends!

WDYT?  
(What do you think?)

What is a family?

## THE SEVEN FAMILIES GAME



**Vocabulary:** family; describing people; parts of the body and face; describing hair

**Grammar:** *have got*: affirmative and negative; possessive 's and s'; *have got*: questions and short answers

**Reading:** a TV guide about a family in a reality show

**Listening:** a radio programme about unusual twins

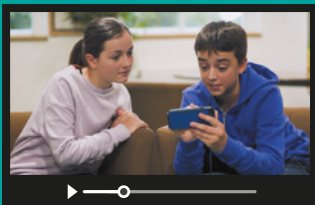
**Speaking:** talking about photos

**Writing:** an email

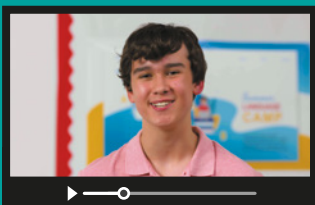
**Project:** make a circle map of important people in your life



Video skills p25



Real-world speaking p31



Project pp34–35

## Family; describing people

1 Read about the Seven Families game and answer the questions.

- 1 Where is the game from?
- 2 How old is it?
- 3 Is the game popular in your country? What is it called?

2 Look at the family tree. Complete the sentences with the words in the box.

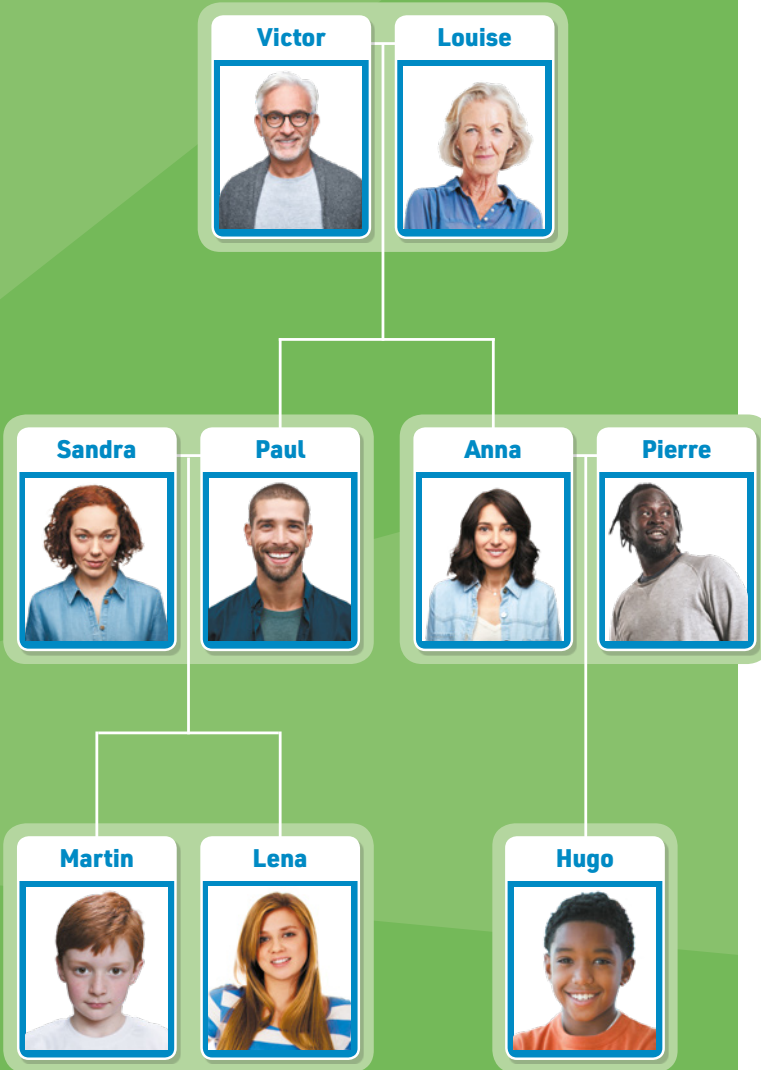
brother daughter father ~~mother~~ sister son

- 1 Louise is Paul's *mother*.
- 2 Lena is Martin's (...).
- 3 Martin is Paul's (...).
- 4 Anna is Louise's (...).
- 5 Martin is Lena's (...).
- 6 Victor is Paul's (...).

### Language note

father and mother = parents  
son and daughter = children  
A person with no brothers or sisters is **an only child**.

# The Canes



## 5 Complete the sentences with family words.

- 1 My sister's daughter is my *niece*.
- 2 My father's sister is my (...).
- 3 My mother's father is my (...).
- 4 My father's brother is my (...).
- 5 My aunt's son is my (...).
- 6 My sister's daughter is my (...).

## 6 Match the adjectives in the box with photos A–C.

dark fair old short tall young

(A)

(B)

(C)



## 7 Match a person in your family (or a family in a TV series or film) with each of the adjectives in exercise 6. Compare your answers in pairs.

*old: my grandfather (he's 79)*

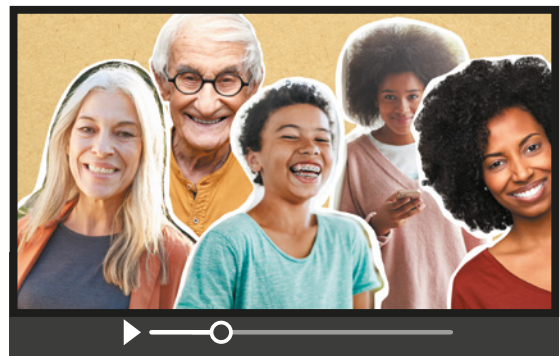
## 3 Write the name of the speaker.

- 1 'Paul and Anna are my **children**. Anna is my daughter and Paul is my son. Hugo is my **grandson**.'
- 2 'Louise is my **grandmother**. My **parents** are Sandra and Paul. Pierre is my **uncle**, Martin is my **brother** and Hugo is my **cousin**.'
- 3 'Paul is my brother. Martin is my **nephew** and Lena is my **niece**.'

## 4 Match male family members 1–8 with female equivalents a–h.

- |               |                 |
|---------------|-----------------|
| 1 father      | a daughter      |
| 2 brother     | b cousin        |
| 3 grandfather | c aunt          |
| 4 son         | d niece         |
| 5 uncle       | e mother        |
| 6 grandson    | f grandmother   |
| 7 nephew      | g sister        |
| 8 cousin      | h granddaughter |


## VIDEO SKILLS




## 8 Watch the video and answer the questions.


- 1 Who is the narrator? How old is he?
- 2 What is this video for, and why is it a good way to do this?
- 3 What is the answer to the last question in the video?

## A TV guide

1  **Work in pairs. Look at the photos on p27. Answer the questions.**

- 1 Do you think the Putmans are a big family or a small family?
- 2 Why do you think this family is unusual?

 **Subskill: Predicting what a text is about**  
Look at the photos and text type. Think about what is in the text before you read it. This can help you understand a text when you read.

2  **17 Read and listen to the TV guide article. Check your answers in exercise 1.**

3 **Read the article again and complete the sentences.**

- 1 The Putmans are from (...).
- 2 They all live in one (...).
- 3 Bill and Barb are the (...) of the family.
- 4 They've got (...) children and (...) grandchildren.
- 5 The Putmans' house is (...).
- 6 The children go to school in the family (...).
- 7 The Putmans eat together at (...) o'clock every evening.

4 **Are the sentences true or false? Correct the false sentences.**


- 1 Bill and Barb have got two daughters.
- 2 The Putmans use two bathrooms.
- 3 Each child has got a separate bedroom.
- 4 The children study together in the evenings.
- 5 The Putmans eat at one big table.
- 6 The home is very quiet.

5 **Word work** Match the definitions to the words in bold in the text.

- 1 sad because you aren't with other people
- 2 with other people
- 3 not normal or typical
- 4 use or have with another person
- 5 a TV programme about the lives of real people
- 6 an adjective to describe an activity that you like

6 **Use the words in exercise 5. Write ...**

- 1 the name of a reality show in your country
- 2 an activity that is fun
- 3 a place you and your friends go together
- 4 an unusual name for a boy or girl
- 5 an object that you share with a friend
- 6 something you do when you're lonely

7  **Work in pairs. Compare your answers in exercise 6. Are any answers the same?**

*Big Brother is a reality show.*

*You're right! So is the music show *The Voice*.*

8 **Read what the people say about their families. Answer the questions.**

✕

I haven't got any brothers or sisters. I've got friends, but I'd love a sister to talk to. **Eli, 11**

---

I've got two brothers, and they're very annoying! **Clara, 13**

---

I'm an only child, but my dad has got six brothers and sisters. It's great because I've got a lot of cousins to do things with. **Toby, 12**

- 1 Who ... ?
  - a is an only child
  - b is happy with his/her situation (Why?)
  - c isn't happy with his/her situation (Why?)
- 2 Who's got a situation similar to you? Why?

### CRITICAL THINKING



- 1 **Understand** Read the text again. Find two advantages and two disadvantages of a big family.

#### Advantages

*The children help each other with their homework.*

#### Disadvantages

*The children share a bedroom.*

- 2 **Apply** Think of two advantages and two disadvantages of a small family.
- 3 **Evaluate** What do you think is the ideal number of people in a family? Why?

### Research

Find other TV programmes about families.

# TV Guide

TV

Film

Soaps

Sport

News

On Demand

Top rated

TV highlights

Pick of the day

New series

Shows A-Z

## Meet the Putmans [+ add to watchlist](#)



The Putmans are a big, happy family. That's not **unusual**, but all 26 people in this family live in one house! Every day is interesting in the Putman family, and you can see them in this **reality show**.

The grandparents' names are Bill and Barb Putman. They've got three sons and a daughter: Billy, Brandon, Blake and Blair (yes, all the names begin with the letter 'B!'). The four children are married, with children of their own. In total, Bill and Barb have got 16 grandchildren!

The Putmans live in Montana in the USA. It's a big family, but their house is small. It's only got two bathrooms, and the children haven't got their own bedroom. They **share** a room with their brothers and sisters.

And the Putmans haven't got a car – they've got a bus! The parents use it to take the children to school.

But the children are never **lonely**. They've got a lot of brothers, sisters and cousins to play with. They help each other with their homework after school. Then at six o'clock every evening, they eat **together** with their parents at three big tables.

The Putman home is noisy, but it's **fun**. Watch them tonight at eight o'clock.


**fun facts**

Pavel Semenyuk from Ukraine has got 13 children, 127 grandchildren, 203 great-grandchildren and three great-great grandchildren. That's a Guinness World Record!

## have got: affirmative and negative

1 Read the examples. Copy and complete the table with the words in blue.

I've got a lot of cousins.  
I haven't got any brothers or sisters.  
It's got two bathrooms.  
They've got three sons and a daughter.  
The Putmans haven't got a car.

	Affirmative	Negative	
I	1 (...)	2 (...)	a brother. a lot of cousins.
You	've got	haven't got	
He/She/It	3 (...)	hasn't got	
We	've got	haven't got	
They	4 (...)	5 (...)	

2 Match contracted forms 1–4 with long forms a–d.

- |               |                |
|---------------|----------------|
| 1 've got     | a have not got |
| 2 hasn't got  | b has got      |
| 3 haven't got | c have got     |
| 4 's got      | d has not got  |

3 Complete the sentences with the affirmative or negative form of *have got*. Use contracted forms where possible.

- My mum (...) two sisters. (+)
- We (...) a big house. (-)
- I (...) four cousins. (+)
- My brother (...) a friend in the USA. (+)
- My cousin (...) her own room. (-)
- My aunt and uncle (...) a new car. (+)

## Possessive 's and s'

4 Read the examples. Match sentence halves 1–3 with a–c to make rules.

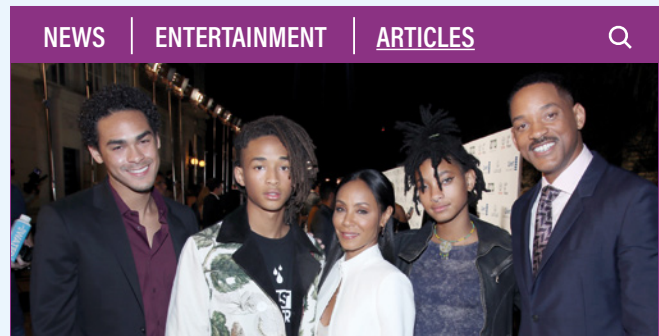
The grandparents' names are Bill and Barb.  
Their daughter's name is Blair.  
Their sons' names are Billy, Brandon and Blake.  
Toby's father has got six brothers and sisters.

- |                                    |  |
|------------------------------------|--|
| 1 We use 's and s'                 | a we add '.                            |
| 2 After singular nouns,            | b to talk about possession and family. |
| 3 After plural nouns ending in -s, | c we add 's.                           |

5 Write the underlined word with a possessive 's or s'.

- My uncle Tom is my mums brother.
- My grandparents house is very small.
- My dads car is 15 years old.
- My cousins names are Sam and Eva.
- My parents birthdays are both in June.
- My friend Lucys cat is called Missy.

6 Choose the correct option.



Family is very important to the actor Will Smith. He's married to Jada Pinkett and he **1 've/s** got two sons and a daughter. They all live in Los Angeles, and they **2 've/s** all got jobs in music or films.

His **3 son/s/sons'** names are Trey and Jaden. Jaden is a rapper and an actor, and he **4 've/s** got his own clothes brand. Trey is a music producer. The brothers **5 haven't/hasn't** got any children. His **6 daughter/s/daughters'** name is Willow and she's an actor and a singer. **7 Will's/Wills'** wife is also an actor.

Will **8 haven't/hasn't** got a big family, but they're all very famous!

7 Answer the question to solve the Brain teaser.

## BRAIN TEASER

Eva and Megan (two girls) and Paolo and Greg (two boys) are all friends.

	has got a brother	has got a sister
Eva		
Megan		
Paolo		
Greg		

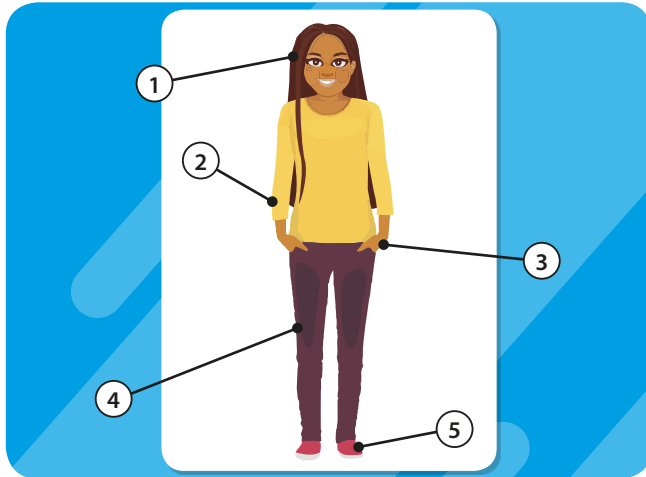
One boy has got a brother and a sister.  
The girl with a brother hasn't got a sister.  
Paolo is an only child.  
Eva has got a sister, but she hasn't got a brother.

Can you describe the girls' and boys' families?

## Parts of the body and face; describing hair

1 Match the words in the box with parts of the body 1–5. Which word has an irregular plural?

arm foot hand head leg



2 Look at the app and match pictures 1–10 with the words in the box.

beard ear eye hair moustache  
mouth nose short straight teeth



3 Look at the avatar in exercise 1 and choose the correct description.

- 1 Alice has got a big nose and blue eyes. She's got long, brown hair.
- 2 Alice has got blue eyes. She's got a small mouth and long, curly hair.
- 3 Alice has got long, straight hair and big brown eyes.

## A radio programme

4 Write a short description of the two girls in the photo. Then compare your description with your partner's.



### Subskill: Using what you know

Think about what you know about the subject before you listen. This will help you to understand.

5 What do you know about twins? Are the sentences true or false?

- 1 Twins are two children born at the same time.
- 2 There are two types of twins: identical and non-identical.
- 3 Twins are always the same sex: two boys or two girls.
- 4 Twins always look the same.

6 Listen to a radio programme and check your answers in exercise 5.

7 Listen again. Who are the people? Complete the sentences with the words in the box. There is one extra word.

a doctor a father a mother a twin (x2)

- 1 Sally is (...).
- 2 Mr Aylmer is (...).
- 3 Maria is (...).
- 4 Lucy is (...).

8 Write the hair and eye colour of each person in the family.

- 1 Lucy
- 2 Maria
- 3 Their father
- 4 Their mother

9 Work in pairs. Ask and answer the questions.

- 1 Do you know any twins?
- 2 Are they the same or different? (body, face, personality)
- 3 Say one advantage and one disadvantage of being a twin.

## have got: questions and short answers

1 Copy and complete the table with the examples in the box.

Has she **got** blue eyes? No, she **hasn't**.  
Have you **got** any interesting examples? Yes, I **have**.

Have	I/you/we/they	got ... ?
Have	you	got a brother?
<b>1 (...)</b>	<b>2 (...)</b>	<b>3 (...)?</b>
Yes,/No,	I/you/we/they	have./haven't.
<b>4 (...),</b>	<b>5 (...)</b>	<b>6 (...).</b>
No,	I	haven't.

Has	he/she/it	got ... ?
Has	he	got curly hair?
<b>7 (...)</b>	<b>8 (...)</b>	<b>9 (...)?</b>
Yes,/No,	he/she/it	has./hasn't.
Yes,	he	has.
<b>10 (...),</b>	<b>11 (...)</b>	<b>12 (...).</b>

2 Choose the correct option.

- 1 **a** Do you got a sister?    **b** Have you got a sister?  
 2 **a** Yes, I have.            **b** Yes, I've.  
 3 **a** Has your father got a beard?    **b** Have your father got a beard?  
 4 **a** No, he have not.        **b** No, he hasn't.

3 Look at the information and write all possible questions and answers with *have got*.

	sisters	a beard	long hair
<b>you</b>	Yes	No	Yes
<b>your aunt</b>	No	No	Yes
<b>your cousins</b>	No	Yes	No

Have you got any sisters?    Yes, I have.

### Language note

Have you got + a/an + singular noun  
Have you got a beard?

Have you got + any + plural noun  
Have you got any cousins?

4 Write questions with *have got* and *a/an* or *any*.

- 1 you / brothers or sisters ?  
 2 you / lucky number ?  
 3 you / favourite team ?  
 4 you / pets ?  
 5 you / favourite colour ?

5 Work in pairs. Ask and answer the questions in exercise 4.

6 19 Complete the dialogue with the correct form of *have got*. Then listen and check.

**Charlie:** Liam, **1** (...) a pen? (**you**)

**Liam:** Yes, **2** (...). Here you are. (**I**)

**Charlie:** **3** (...) any pencils? (**you**)

**Liam:** No, **4** (...). (**I**)

**Charlie:** **5** (...) any pencils? (**Jodie**)

**Liam:** I don't know. Jodie, **6** (...) any pencils? (**you**)

**Jodie:** Yes, **7** (...). What colour? (**I**)

**Charlie:** **8** (...) a blue pencil? (**you**)

**Jodie:** Sure. Here you are.

7 Choose the correct option.

### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

### Ask Alex

Home | Answer | Search



### Today's subject is TWINS

**QUESTION:** Are twins' birthdays always on the same day? (**Luke, Poland**)

**ALEX:** No, they **1 aren't/are**. Sometimes one baby is born before midnight and the other baby after midnight. **2 They/Their** birthdays are on two different days.

**Q: 3 Is it/It is** possible for twins to have birthdays in different years? (**Chloe, Spain**)

**A: 4 Yes, it's./Yes, it is.** The Shay twins from Arizona are non-identical: Sawyer **5 got/has got** dark brown hair. His brother Everett is fair. But that's not the only difference. The twins **6 has got/have got** birthdays in different years. **7 Sawyer's/Sawyer** birthday is on 31st December and Everett's is on 1st January.

**Q: 8 Have you got/You have** any more crazy twin stories? (**Shanisa, Mexico**)

**A: 9 Yes, I've got./Yes, I have.** Indianapolis twins Jacob and Jordan Wallman have got birthdays in different centuries! Jacob's date of birth is 31.12.1999 and his sister Jordan's is 01.01.2000!



## Talking about photos

- 1 Work in pairs. Describe the people in photos 1–3.
- 2 Watch the video. Who are the people in the photos?
- 3 Watch again. Which Key phrase do you not hear?
- 4 Complete the dialogue with the Key phrases. Watch again and check.

- 5 Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Find some photos of people you know (family, friends, ...).

#### PREPARE

Prepare a dialogue. Remember to use Key phrases to talk about photos.

*Who's that?*

*These are my friends, Lester and Ollie.*

#### PRACTISE

Practise your dialogue.

#### PERFORM

Act out your dialogue for the class.

- 6 **Peer review** Listen to your classmates and answer the questions.

- 1 Which Key phrases do they use to talk about the people in the photos?
- 2 Which Key phrases do they use to ask questions?
- 3 Which Key phrases do they use to give opinions?

### Key phrases

#### Talking about people in a photo:

Who are they?	This is (my auntie).
Who's this/that?	That's (their sister).
Which is (Charlie)?	These are (my cousins).

#### Asking about a photo:

Where are they?	How old is she?
-----------------	-----------------

#### Giving an opinion about a photo:

That's a great photo.	That's really nice.
That's very funny.	

### Real-world grammar

He's got blue eyes.

These are my cousins, Charlie and Johnny.

Elena: Oh, that's a nice photo. 1 (...) are they?

Owen: That's my grandma and my auntie Sarah.

Elena: 2 (...) are they?

Owen: In my aunt's house.

Elena: That's 3 (...) nice. Have you got any cousins?

Owen: Yes, three. OK, so these are my cousins, Charlie and Johnny.

Elena: Oh – they're twins! That's a 4 (...) photo. Which is Charlie?

Owen: Let's see – 5 (...) is Charlie – he's got blue eyes.

Elena: And 6 (...) this?

Owen: That's their sister Caroline.

Elena: How 7 (...) is she?

Owen: She's 13.



To: Granddad

Monday



Hi Granddad!

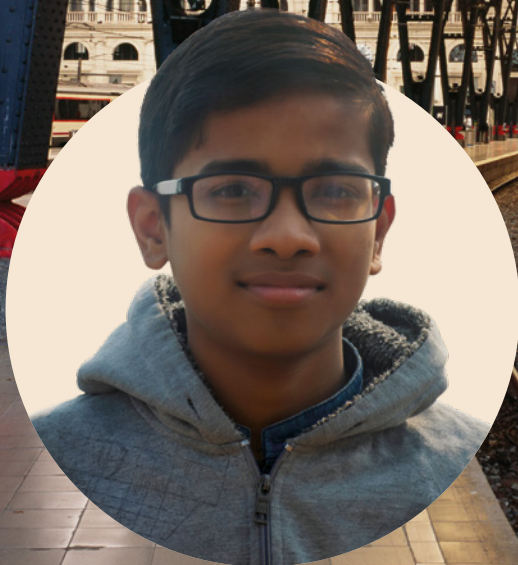
How are you? I hope you're well.

I want to ask you a favour. My friend from Manchester, Ben, is here this weekend. Ben's parents are away in Paris for two days. I've got a small problem. I'm busy on Friday evening; I've got basketball practice from 5:00 pm to 7:00 pm. Are you free to meet him at the station? His train is at 6:35 pm.

Ben's 13, too. He isn't very tall. He's got short, black hair and glasses.

I hope this is OK. Thanks, Granddad. See you about 7:15 pm on Friday.

Joshua



## An email

### 1 Read the email from Joshua to his grandfather. Choose the correct description.

- a Joshua tells his grandfather about his plans for the weekend.
- b Joshua asks his grandfather to help him.
- c Joshua tells his grandfather about a new friend.

### 2 Read the email again and put the paragraphs in the correct order.

- a Joshua thanks his grandfather.
- b Joshua describes Ben.
- c Joshua says 'hello' and asks how his grandfather is.
- d Joshua signs his name.
- e Joshua describes the problem.

### 3 Read the email again and correct the sentences.

- 1 Ben is from London.
- 2 Ben's parents are in Berlin this weekend.
- 3 Ben's train is at 5:35 pm.
- 4 Joshua's got basketball practice from 6:00 to 8:00 pm.
- 5 Ben's got curly, fair hair.

### ► Subskill: Apostrophes

We use apostrophes to show possession:  
*This is John's phone.*

We also use them to show a letter is missing, e.g. in a contracted form:  
*He's (He is) a doctor. He's got (He has got) a blue car.*

### 4 Find all the examples with apostrophes in the email. Which example shows possession?

### 5 Write the contracted forms in the email as full forms.

**6 Write the sentences with contracted forms.**

- 1 She is 14.
- 2 Do not talk.
- 3 I have got two cousins.
- 4 They are not English.
- 5 He has not got brown eyes.
- 6 It is Monday.
- 7 I am not her sister.
- 8 He is not a teacher.
- 9 You are not in this class.
- 10 We are from Istanbul.

**7 Write an email to a friend or someone in your family, asking them to meet someone for you. Follow the steps in the Skills boost.**

**SKILLS BOOST**

**THINK**

Decide:

- who to write to
- your problem – why are you busy?

**PREPARE**

- 1 Write a short description of your friend.
- 2 Plan your email. Decide what to put in each paragraph. Use the email in exercise 1 to help you.

**WRITE**

Write your email.

*Hi ...,*

*How are you? ...*

**CHECK**

Read your email. Check that it includes:

- a description of your problem
- a description of your friend
- words with apostrophes to show possession and contracted forms
- *have got*

**8 Peer review** Exchange your email with another student. Answer the questions.

- 1 Is *have got* correct?
- 2 Are the apostrophes correct?
- 3 Is the problem clear?
- 4 Is there a description of the friend?

**Grammar**

**have got**

**Affirmative**

I/You/We/They've got (**have got**) two sisters.  
He/She/It's got (**has got**) a brother.

**Negative**

I/You/We/They **haven't got (have not got)** black hair.  
He/She/It **hasn't got (has not got)** green eyes.

**Questions and short answers**

**Have** I/you/we/they **got** any cousins?

Yes, I/you/we/they **have**.

No, I/you/we/they **haven't**.

**Has** he/she/it **got** brown eyes?

Yes, he/she/it **has**.

No, he/she/it **hasn't**.

**Possessive 's**

Use 's to show possession.

*This is **Julia's** bag. That is my **father's** phone.*

Write the apostrophe after a plural noun ending in -s.

*This is my **brothers'** room. (more than one brother)*

Write 's before a plural noun not ending in -s.

*This is the **children's** mother. (more than one child)*

**Vocabulary**

**20 Family**

aunt, brother, child/children, cousin, daughter, father, granddaughter, grandfather, grandmother, grandson, mother, nephew, niece, parents, sister, son, uncle

**21 Describing people**

fair/dark, old/young, tall/short

**22 Parts of the body and face**

arm, beard, ear, eye, foot/feet, hair, hand, head, leg, moustache, mouth, nose, teeth

**23 Describing hair**

long/short, curly/straight

WDYT?  
(What do you think?)


## What is a family?

**TASK:** Make a circle map of important people in your life.

### Learning outcomes

- 1 I can describe important people in my life.
- 2 I can think about things in different ways.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1  Watch a video of a student presenting his circle map. Who are the people in the map?



### STEP 1: THINK

- 2 Look at the circle map in the Model project. Answer the questions.
  - 1 Who is in the centre of the map?
  - 2 Which family members are included?
  - 3 Who else is included? Why?
- 3 What can you see in the circle map?
  - the names and ages of the people
  - photos of the people
  - who they are (family, friends, etc.)
  - physical descriptions

### STEP 2: PLAN

- 4 Work individually. Make a list of important people in your life.
- 5 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

#### CRITICAL THINKING



#### Thinking about things in different ways

##### Tips

Don't choose your first idea. Write it down, but think about other people too.

Ask: 'Is this true for me?'

Think about why they are important to you (you see them often, you talk about things together, they help you, etc.)

##### Key phrases

*What do you think?*

*Are other people important?*

*What about your classmates?*

*Have you got any cousins/uncles/aunts ... ?*

*Is/Are your ... important to you?*

*Are you sure about that?*

- 6 Discuss your list with your partner. Choose the people you want to include in your circle map and where to put them. Use the tips and Key phrases in the Super skills box.

### STEP 3: CREATE

- 7 Make your circle map.
  - 1 Draw five circles. Colour the circles as in the Model project.
  - 2 Write the names of the people in the circles.
  - 3 Add photos and descriptions to your map.

### STEP 4: PRESENT

- 8 Read the *How to ...* tips on p118. Then work in groups of four. Take turns to present your circle map to the group.

## Model project

# Circle map

The people in the **orange circle** are the most important.  
The people in the **blue circle** are less important.

My cousin Ethan is a good friend. He's 12 years old. He's got fair hair and blue eyes. We play video games together.



Ethan

Ömer and Matthew



Ömer and Matthew are my best friends. We go to school together. Ömer's 13 and Matthew's 12. Ömer's dark, but Matthew's short and fair.

Mum



My mum is very important to me. She's got brown hair and blue eyes, like me.

Sara



Sara is my guitar teacher. I love music and I play the bass guitar. Sara's got big blue eyes and long curly hair.

Uncle Daniel



I really like my uncle Daniel. He's my mum's brother. He's tall and dark and he's got a beard.

My basketball team! We're all different, but we all love basketball!



The team!

### 9 Peer review As you listen to your classmates, answer the questions.

- 1 Who are the people in the map?
- 2 Is their map similar or different to your map? Why?

## 2 FINAL REFLECTION

### 1 The task

Do you say who the important people are for you (mum, friend, etc.) and give their names?



Do you describe the people?



### 2 Super skill

Do you think about things in different ways? Give examples.



### 3 Language

Do you use language from the unit? Give examples.

