

**SOLUTIONS ELEMENTARY 1**  
**UNIT 1: FAMILY**  
**1G**

**PEGAH BAHOJB GHASEMI**

1F

Reading

## Sibling rivalry

*I can understand a text about brothers and sisters.*

**Revision:** Student's Book page 14



**1** Complete the sentences with the prepositions below.

about for from in of on to with

- 1 Is the teacher angry \_\_\_\_\_ your homework?
- 2 My dad is very similar \_\_\_\_\_ his brother.
- 3 Barbados is famous \_\_\_\_\_ its beautiful beaches.
- 4 My sister is very proud \_\_\_\_\_ her exam results.
- 5 I'm not very interested \_\_\_\_\_ sport.
- 6 Are you keen \_\_\_\_\_ music?
- 7 Jake is very different \_\_\_\_\_ his father.
- 8 Are you pleased \_\_\_\_\_ your new bike?

**2** Read the text. Match paragraphs 1–5 with the headings below (a–e).

a Educational advantages

b Step-siblings

c Introduction

d Girl power

e Learning important skills

## THE SIBLING EFFECT

**1**  We don't always get on well with our brothers and sisters – but we get a lot of benefits from them. Research shows that siblings have a big effect on our personalities – and in general, it's a good effect.

**2**  When you're young, you argue with your brothers and sisters. It's part of life. <sup>1</sup>\_\_\_\_\_ Why? Because you learn important skills from these arguments. And according to research, you don't get these skills from friends, only from siblings.

**3**  A big brother or sister is also an advantage at school. According to research, when your big brother or sister does well at school, you do well too. <sup>2</sup>\_\_\_\_\_ They can also give you important information about your school and your teachers. The research shows that a big brother or sister can bring you an extra 4% in your exams! (And for children from poor families, it's 11%.)

**4**  Some benefits are only true when your sibling is a girl. For example, according to research at the University of Ulster, in Northern Ireland, boys with sisters are usually good at talking about emotions. This helps them to be happy, because when they feel worried about something, they can share their feelings. <sup>3</sup>\_\_\_\_\_

**5**  But what about stepbrothers and stepsisters? <sup>4</sup>\_\_\_\_\_ The answer is: yes, they do – but only when they are part of the family for six years or more.



### Reading Strategy

When you want to know if a sentence fits a gap, read the sentences before and after as well as the sentence itself, and ask yourself these questions:

- Does it make sense?
- Does it fit grammatically? (Think about tense, pronouns, singular and plural, *this / that*, etc.)
- Does it match the topic of the paragraph?

**3 Read the Reading Strategy. Then match gaps 1–4 in the text with sentences A–E. There is one extra sentence.**


**A** This is because they help you with homework.

**B** Boys with sisters are also good at talking to girls.

**C** Do they offer the same advantages?

**D** Nobody is very keen on arguments, but in fact, they can be a good thing.

**E** Do you get on well with your brother or sister?

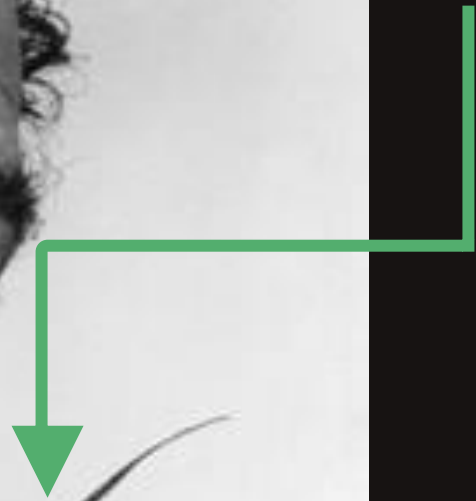


**CAN YOU  
DESCRIBE YOUR  
PREVIOUS  
TEACHER?**





**MUSTACHE**









**BEARD**



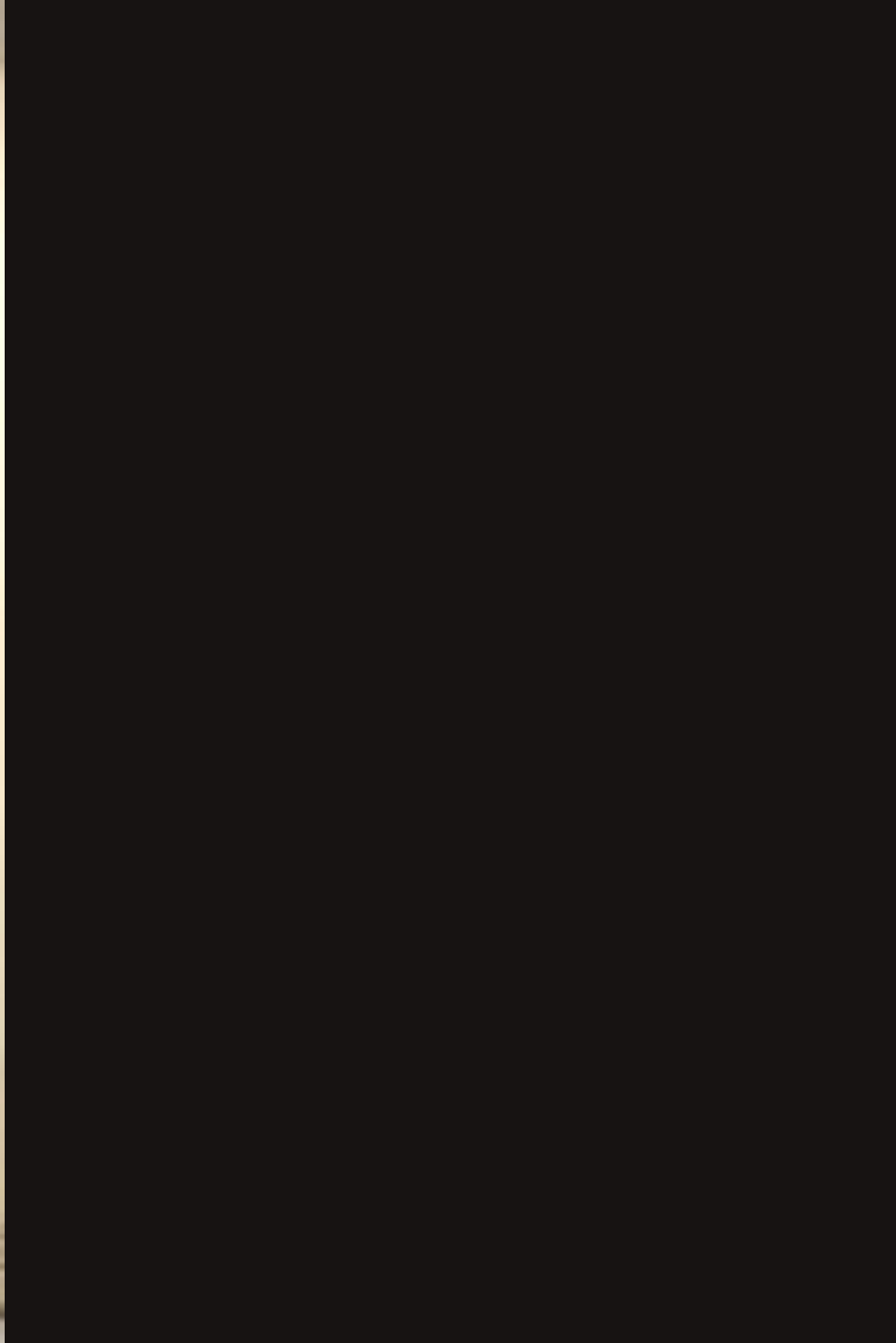


WAVY





**CURLY**





**STRAIGHT**







**SPOTS**





**TALL**

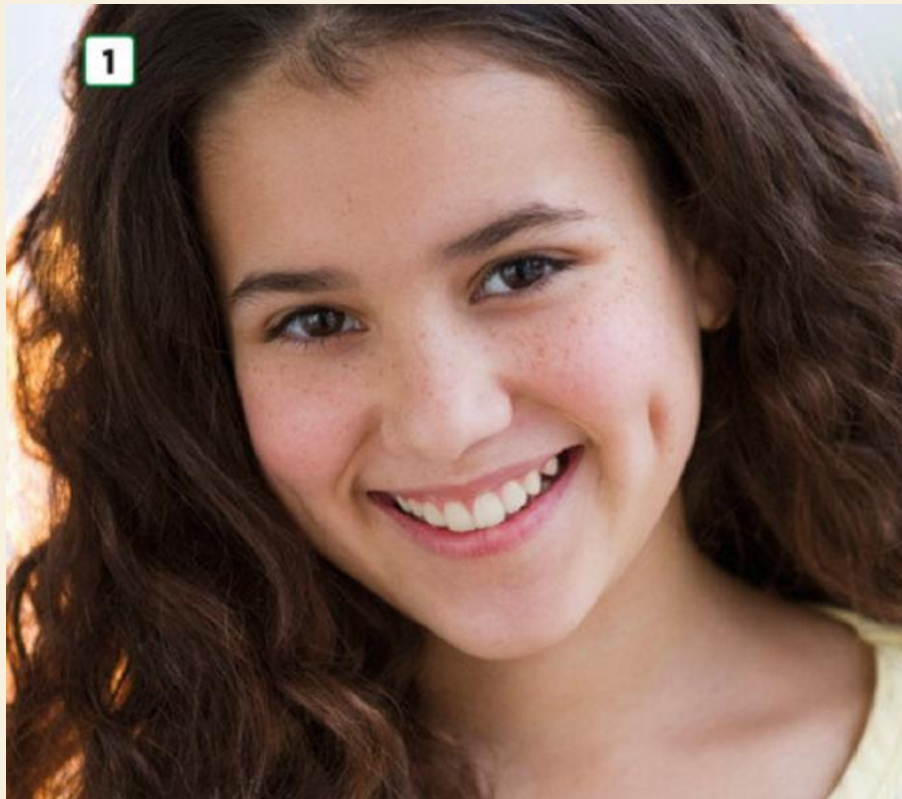
**MEDIUM-LENGTH**

**SHORT**

1 **VOCABULARY** Look at the photos. What do the people look like? Complete the descriptions below.


**Describing people** blue glasses long moustache  
short straight wavy

- 1 She's good-looking with **long** dark \_\_\_\_\_ hair.
- 2 He's got medium-length \_\_\_\_\_ fair hair and \_\_\_\_\_ eyes.
- 3 He's got \_\_\_\_\_ dark hair, \_\_\_\_\_, a beard and a \_\_\_\_\_.







2  1.23 Read and listen to the dialogue. Identify Tom and Brendan in the photo above.

**Amy** Do you know Tom?

**Toby** No, I don't. Is he here?

**Amy** Yes, he's over there.

**Toby** Where? What does he look like?

**Amy** He's tall and he's got short dark hair.

**Toby** Is he next to Milly?

**Amy** No, that's Brendan. Tom's got a white T-shirt.

**Toby** Oh, yes. I see him. Is he your friend?


**Amy** Yes, he's really nice. Let's go and talk to him.

**Toby** OK.

- 3 **SPEAKING** Work in pairs. Choose someone in your class. Describe him or her, but do not say the name. Can your partner guess who it is?

She's tall. She's got long, straight brown hair.

Is it Joanna?

4  **1.24** Listen to three more dialogues at the party. Circle the correct answers.

### Dialogue 1

- 1 Marcus wants to find **Dan / Sally**.
- 2 Sally **is / isn't** with Dan.


### Dialogue 2

- 3 Ryan knows **one person / lots of people** at the party.
- 4 George **is / isn't** Lisa's brother.

### Dialogue 3

- 5 Lucy thinks it's a **good / bad** party.
- 6 Lucy **likes / doesn't like** Kate.



5  1.24 Listen again. Correct the mistakes in the descriptions.

- 1 Dan is quite short, with long red hair. His T-shirt is blue and he wears glasses.
- 2 George has got a black jacket and blue trousers. He's got curly fair hair and green eyes.
- 3 Kate is tall, with curly fair hair. Her dress is blue.

6 Imagine you are at a barbecue with your friends. Prepare a dialogue like the one in exercise 2. Then complete the table below.

	first person	second person
Description		
Clothes		



## Speaking Strategy

- Speak in a loud, clear voice.
- Look at the other person when he or she is speaking to you and when you are speaking to him or her.
- Listen very carefully to everything the other person says so that you can reply appropriately.

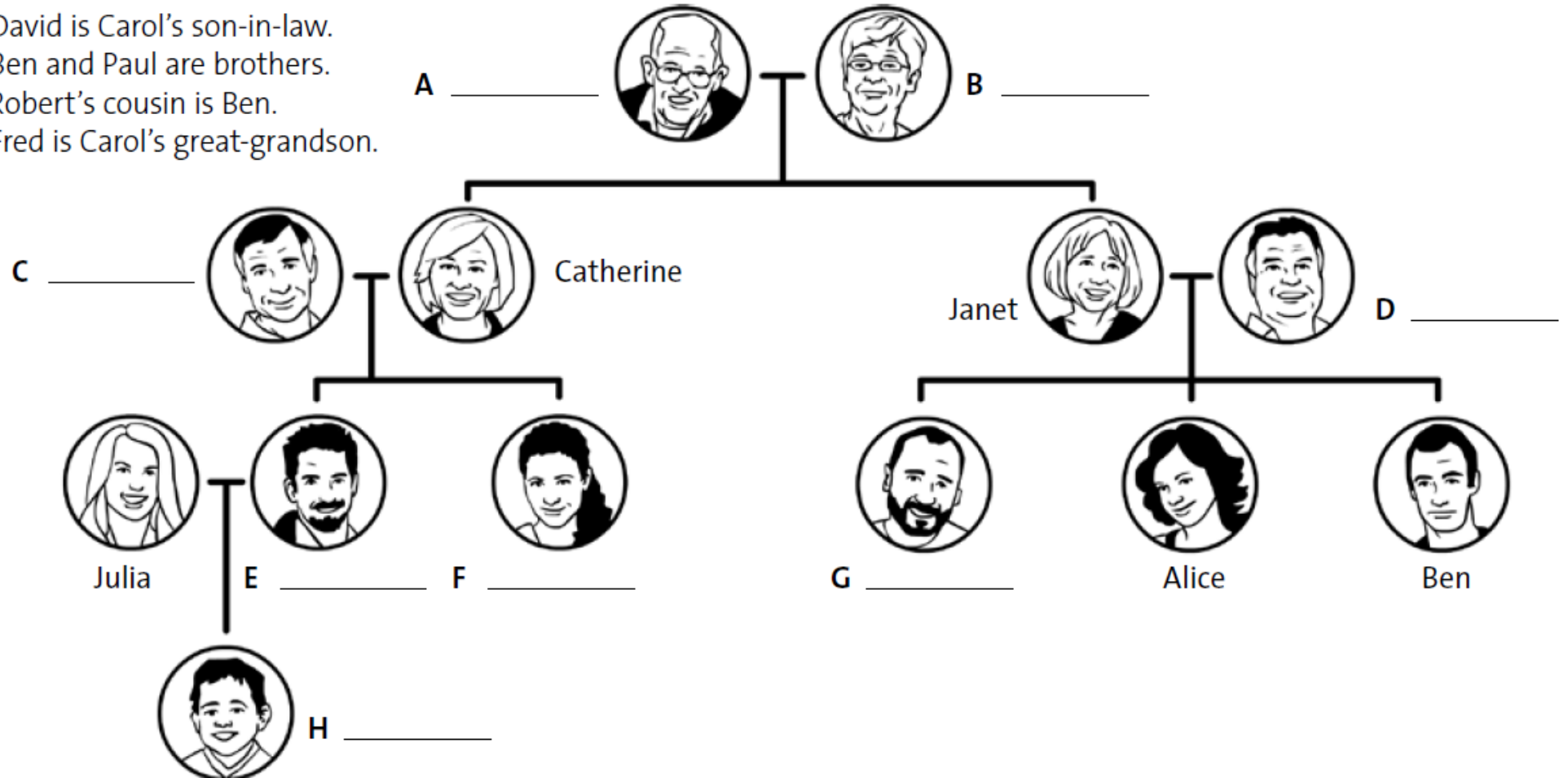
**7 SPEAKING** Read the **Speaking Strategy**. Then act out your dialogue, using the notes you made in exercise 6.

# 1

## Functional Language Practice: Describing people

1 Read the sentences and complete the family tree.

- 1 Daniel is Alice's grandfather.
- 2 Henry is Janet's brother-in-law.
- 3 Carol's got five grandchildren.
- 4 Fiona is Janet's niece.
- 5 David is Carol's son-in-law.
- 6 Ben and Paul are brothers.
- 7 Robert's cousin is Ben.
- 8 Fred is Carol's great-grandson.



**2** Complete the dialogue with the correct words.  
The first letter of each word is given.

**Julia** This is a photo of my family.

**Sally** Is that your grandfather with the grey  
<sup>1</sup>h\_\_\_\_\_ and a <sup>2</sup>m\_\_\_\_\_?

**Julia** Yes, it is.

**Sally** Who's that next to him with <sup>3</sup>c\_\_\_\_\_ hair  
and dark <sup>4</sup>e\_\_\_\_\_? Is it your sister?

**Julia** No, it isn't. That's my cousin, Fiona.

**Sally** Which are your parents?

**Julia** The woman with the <sup>5</sup>w\_\_\_\_\_, fair hair is  
my mum. My dad's the man on the right with  
the <sup>6</sup>b\_\_\_\_\_.

**Sally** Who's that <sup>7</sup>t\_\_\_\_\_ man at the back? He's  
<sup>8</sup>g\_\_\_\_\_ - I \_\_\_\_\_!

**Julia** The man with the short, <sup>9</sup>d\_\_\_\_\_ hair and  
<sup>10</sup>g\_\_\_\_\_?

**Sally** Yes.

**Julia** That's my husband, Richard.

**3** **SPEAKING** Work in pairs. Prepare a dialogue like the one in exercise 2.

**Student A** Look at the picture. Imagine this is your family. Answer Student B's questions about your family.

**Student B** Look at the picture again. Ask Student A some questions about the people in the picture.



**ASSIGNMENT:  
WORKBOOK 1 G  
VOCABULARY  
BUILDER PAGE 117**

**DEADLINE: THURSDAY**