



APEX ENGLISH

Your voice. Global.

C1 · GENERAL ENGLISH

UNIT 1 · 1A

We are family

Theme · People & Belonging



Unit 1 · 1A

We are family

Theme: People & Belonging

Learning objectives

- Expand C1 vocabulary related to **personality**.
- Use **participle clauses (reduced relative & adverbial)** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at

alunos.apexenglish.com.br/general-c1/1a. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs, talk for about a minute on each prompt before feedback:

- 1 What comes to mind when you hear the theme **"People & Belonging"**?
- 2 How comfortable are you using vocabulary about **personality**? Give one recent example.
- 3 When did you last use — or misuse — **participle clauses (reduced relative & adverbial)**?

Reading

The invisible weight we inherit

When my mother speaks, I sometimes catch a version of my own voice — a phrase, a pause, an unmistakable rise at the end of a rhetorical question. It is unsettling, and quietly reassuring, in equal measure. We tend to think of family resemblance as physical, but the deeper inheritance is choreographic: the way a person stands in a doorway before entering a room, how they close a book, how much silence they can tolerate before filling it. These micro-habits are learned so early and so completely that they feel, by adulthood, like weather rather than upbringing — something that simply happens to us.

Psychologists distinguish between the family we are born into and the "family we internalise": the running commentary of expectations, warnings and half-remembered praise that stays with us long after we leave home. That inner chorus is why so many adults, when placed under pressure, react not as the person they have become but as the child they once were. A missed deadline can trigger, at forty, the same shrunken feeling that a bad school report produced at nine; a partner's careless remark can echo, note for note, a parent's disappointment from three decades earlier. Awareness of this pattern does not switch it off, but it does allow for something new: a pause between the inherited impulse and the chosen response.

The therapist and writer Terry Real calls this pause "the second family" — the one we build deliberately, in adulthood, out of the fragments we choose to keep and the ones we quietly refuse. Some inheritances are worth defending: a grandmother's stubborn courtesy, a father's habit of reading to children at night, an aunt's refusal to gossip. Others deserve, at last, to be interrupted. The trickiest are the traits that come bundled: the same fierce loyalty that once protected you can, unchecked, calcify into a smallness of world; the same discipline that carried a parent through poverty can pass on as an anxious inability to rest.

Whether we treat this legacy as a burden, a resource, or both, is perhaps the most consequential decision any of us makes in our thirties. It is also, oddly, the least public.

Ask the teacher — notes to bring to class



There is no ceremony for the moment you decide to stop replying to your mother's voice in your head — only, one ordinary Tuesday, the strange lightness of realising you no longer need to.

Comprehension — choose the best answer.

1. The writer suggests that the strongest family resemblance is:
 - (A) physical, in the face and voice
 - (B) behavioural, in gestures and habits
 - (C) financial, in the assets passed down
 - (D) linguistic, in the accent and dialect
2. The 'family we internalise' refers to:
 - (A) distant relatives we rarely see
 - (B) the ancestors we research online
 - (C) an inner voice of expectations and warnings
 - (D) the family created by marriage
3. According to the writer, awareness of this pattern:
 - (A) eliminates old reactions completely
 - (B) creates space between impulse and response
 - (C) makes people behave more like their parents
 - (D) is only possible in therapy
4. Terry Real's 'second family' is described as:
 - (A) a group of blood relatives you rediscover
 - (B) the family we deliberately build in adulthood
 - (C) the family a therapist assigns you
 - (D) the ancestors we honour in rituals
5. The final paragraph suggests that reshaping family legacy is:
 - (A) a public, celebrated event
 - (B) an unremarkable but consequential inner shift
 - (C) always a formal breakup with the family
 - (D) reserved for old age

Ask the teacher — notes to bring to class



Vocabulary

Focus: **personality**

Study these C1 items and their meanings.

self-effacing — modest — reluctant to draw attention to yourself

headstrong — determined to do things your own way, ignoring advice

discerning — having good judgement and taste, especially in subtle matters

highly-strung — easily upset, agitated or nervous

quick-witted — able to think and respond cleverly at speed

level-headed — calm and sensible, even under pressure

self-assured — confident in your own abilities, without arrogance

stand-offish — distant and unfriendly, especially at first

thick-skinned — not easily upset by criticism

pig-headed — stubborn in an unreasonable, irritating way

unassuming — not attempting to impress others; modest in manner

highly principled — guided by strong moral rules, even when inconvenient

Choose the best answer.

- Which pair are near-opposites?
(A) self-assured / self-effacing
(B) quick-witted / discerning
(C) level-headed / thick-skinned
(D) unassuming / stand-offish
- 'Pig-headed' is a stronger, more negative version of:
(A) level-headed
(B) headstrong
(C) discerning
(D) highly-strung
- Choose the odd one out (positive qualities in a crisis):
(A) level-headed
(B) quick-witted
(C) self-assured
(D) highly-strung
- A ____ person tolerates public criticism without collapsing.
(A) stand-offish
(B) thick-skinned
(C) self-effacing
(D) highly-strung

Ask the teacher — notes to bring to class



5. 'Highly principled' most naturally collocates with:

- (A) a bargain
- (B) a decision
- (C) a haircut
- (D) a hobby

Ask the teacher — notes to bring to class



Grammar

Focus: **participle clauses (reduced relative & adverbial)**

Study the online lesson notes, then complete the interactive tasks at **alunos.apexenglish.com.br/general-c1/1a**.

Ask the teacher — notes to bring to class



Speaking

- 1 Tell a partner about a personal experience connected to **people & belonging**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *personality* list.
- 3 Discuss: *Is it possible to be objective about people & belonging?* Justify your view.

Writing

Write 220–260 words on: **“People & Belonging — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*participle clauses (reduced relative & adverbial)*).

Ask the teacher — notes to bring to class



Workbook

Home practice

Complete on your own; check answers in class.

1. She won three awards and mentioned none of them at dinner — very _____ of her.
(A) headstrong
(B) self-effacing
(C) stand-offish
(D) highly-strung
2. He never panics; even during the fire alarm, he was completely _____.
(A) quick-witted
(B) self-assured
(C) level-headed
(D) discerning
3. A _____ collector — she only buys pieces after months of research.
(A) discerning
(B) headstrong
(C) stand-offish
(D) highly-strung
4. His humour is so _____ that he can turn any awkward moment into a joke.
(A) level-headed
(B) quick-witted
(C) self-effacing
(D) stand-offish
5. New neighbours find her a bit _____, but she warms up quickly.
(A) stand-offish
(B) self-effacing
(C) discerning
(D) level-headed

Ask the teacher — notes to bring to class

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Workbook · 1A. We are family

Home practice · personality & participle clauses · answer key included



Class Book

Full lesson · in-class material



Workbook

Home practice · with answer key

VOCABULARY

10 min

1 · Personality — choose the best adjective

1. She won three awards and mentioned none of them at dinner — very _____ of her.

- a. headstrong
- b. self-effacing ✓
- c. stand-offish
- d. highly-strung

2. He never panics; even during the fire alarm, he was completely _____.

- a. quick-witted
- b. self-assured
- c. level-headed ✓
- d. discerning

3. A _____ collector — she only buys pieces after months of research.

- a. discerning ✓
- b. headstrong

c. stand-offish

d. highly-strung

4. His humour is so _____ that he can turn any awkward moment into a joke.

a. level-headed

b. quick-witted ✓

c. self-effacing

d. stand-offish

5. New neighbours find her a bit _____, but she warms up quickly.

a. stand-offish ✓

b. self-effacing

c. discerning

d. level-headed

Score: 5 / 5

Try again

GRAMMAR

10 min

2 · Complete with the correct participle

WORD BANK — DRAG OR TAP, THEN TAP A GAP

Having

standing

Knowing

Raised

seen

1. **Having** _ grown up as an only child, she found large family dinners overwhelming.
2. The man **standing** _ next to my father in the photo is my great-uncle.
3. **Knowing** _ how sensitive he was, we broke the news gently.
4. **Raised** _ by his grandmother, he speaks Portuguese with an old-fashioned accent.

5. Seen _ from the outside, the family looks perfectly harmonious.

Score: 5 / 5

Try again

GRAMMAR

10 min

3 · Rewrite using a participle clause

Rewrite each sentence using a reduced relative or adverbial participle clause.

1. *Because she had never met her cousins, she felt shy at first.*

Show answer

2. *The woman who is talking to my mother is our neighbour.*

Hide answer

The woman talking to my mother is our neighbour.

3. *After he had lived abroad for ten years, he saw his family with new eyes.*

Hide answer

Having lived abroad for ten years, he saw his family with new eyes.

4. *The letters which were written in the 1940s survived the fire.*

Hide answer

The letters written in the 1940s survived the fire.

VOCABULARY +

8 min

4 · Family idioms

DRAW THE MEANING ONTO THE WORD

Reset

a child who is very similar to a parent

a family member seen as different or disreputable

someone who looks exactly like another person

to be common among relatives across generations

to resemble a parent or relative in appearance or behaviour

to take after (someone)

to resemble a parent or relative in appearance or behaviour

Hide answer

to resemble a parent or relative in appearance or behaviour

the spitting image of

someone who looks exactly like another person

Hide answer

someone who looks exactly like another person

a black sheep

a family member seen as different or disreputable

Hide answer

a family member seen as different or disreputable

to run in the family

to be common among relatives across generations

Hide answer

to be common among relatives across generations

a chip off the old block

a child who is very similar to a parent

Hide answer

a child who is very similar to a parent

LISTENING

10 min

5 · A family therapist explains

Listen to a monologue by a family therapist on birth-order stereotypes.

▶ 0:00 / 0:00



1. What is the therapist's opinion of birth-order stereotypes?

Hide answer

Partially useful, but often exaggerated.

2. Which sibling role does she say is most misunderstood?

Hide answer

The middle child.

3. What single piece of advice does she give listeners?

Hide answer

Update your family story — don't stay the child you once were.

WRITING

20 min

6 · Reply to a friend (120–150 words)

A friend writes: *"I feel I'm turning into my mother and I hate it."* Reply with empathy, using at least two personality adjectives and one participle clause.

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