

VOCABULARY

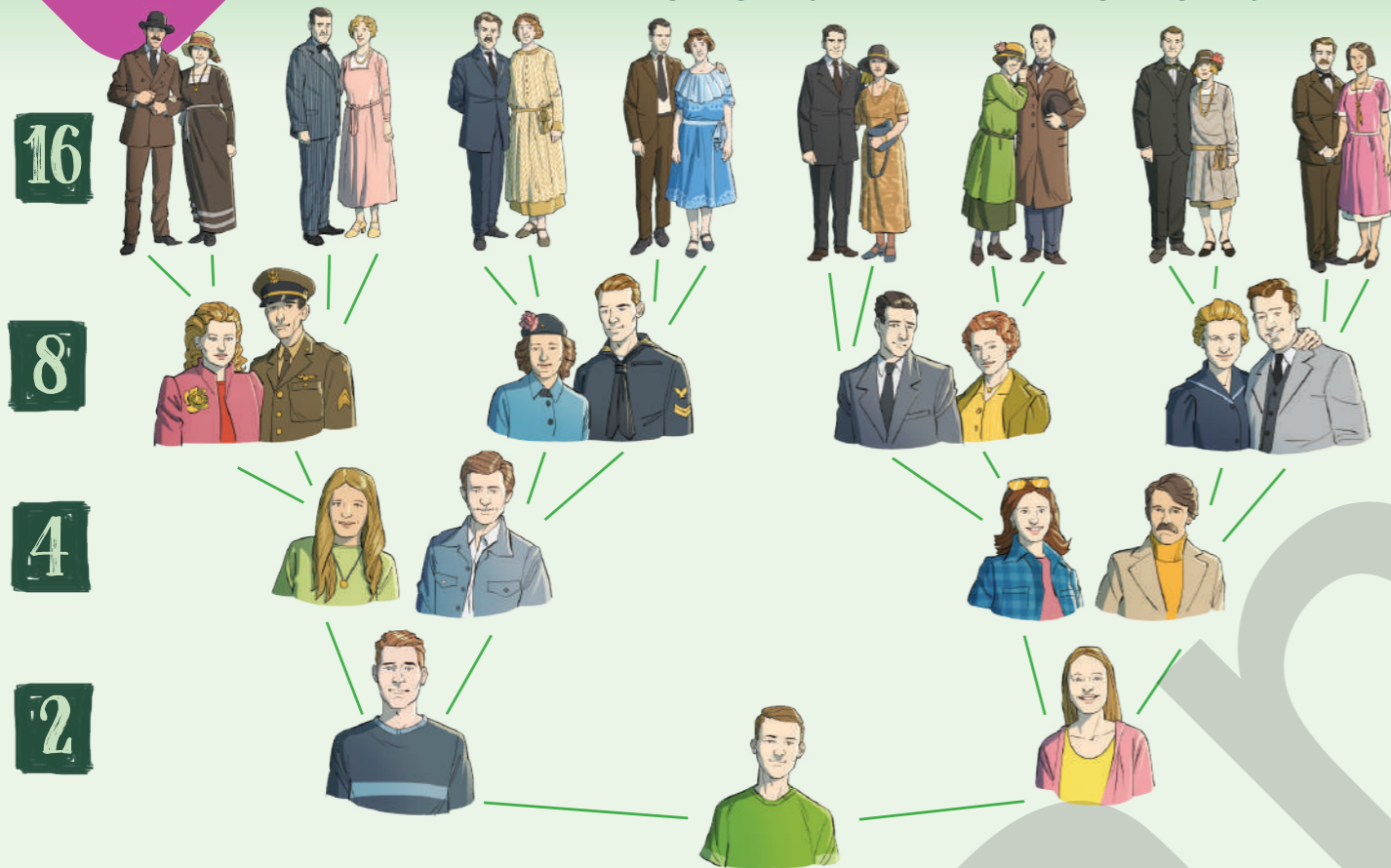
Word building: family | Phrasal verbs | Collocations: relationships | Relations | Collocations with get

GRAMMAR

Second Conditional | Relative clauses

Family Maths

It doesn't matter if your family is big or small; some numbers are the same for all of us. For every person on the planet there are ¹ _____ people who are their biological parents. That means you have four biological grandparents and ² _____ great-grandparents.



The diagram shows one person's parents and their parents' parents over ³ _____ generations. You can see that one person has ⁴ _____ great-great grandparents.

It's interesting to think of all their different experiences. How did they meet? Did they all grow up in the same place or did some of them move away?

This diagram doesn't tell the whole story. There might be many brothers and sisters in each family, or even step-parents and half-brothers and half-sisters. Also, you can't see all the aunts, uncles and cousins on this diagram. Most people have many first, second and third cousins. Even if you're in a city with ⁵ _____ of people, it's possible that you have relations there. So be kind to those loud neighbours of yours – they might be your cousins!

7.1 Vocabulary

Family and friends

1 How many people are there in your family, including all of your relations? How often do you see them?

2 **7.1** Look at the diagram and complete the text with the words below. Listen and check.

eight four sixteen thousands two

3 **7.2** Study Vocabulary box A. Complete the explanations with the prefixes in bold in the box.

VOCABULARY A Word building: family

great-grandmother **great**-grandfather
great-grandparent
half-brother **half**-sister
stepmother **step**father **step**son **step**daughter
stepbrother **step**sister

- The prefix _____ - describes a family relative who is three generations away from you. Add an extra _____ - for each extra generation.
- The prefix _____ - describes a brother, sister or parent who is related to you by marriage but not by blood.
- The prefix _____ - describes a brother or sister who is related to you through one shared biological parent.

4 **7.3** Study Vocabulary box B. Then complete the quiz. Listen and check.

VOCABULARY B Phrasal verbs

deal with (a problem) grow up
get on with/get along with hang out (with)
get together move away
go out (with)

Have you got great people skills?

Give yourself a score between 1 and 5 for each statement.

1 = strongly disagree 2 = disagree 3 = it depends 4 = agree 5 = strongly agree

- My cousins and I always helped each other when we were growing _____.
- I get _____ well with my cousins, aunts, uncles and grandparents.
- When I get _____ with my friends, I always include everyone.
- I enjoy going _____ with a group of my friends.
- I'm not sure how to deal _____ friendship problems.
- My friends and I like to hang _____ at one another's homes.
- I would hate to move _____ from my home town.



5 Do the quiz in Exercise 4. In pairs, compare your answers. Are you similar or different?
Both of us like/dislike ...
I think I'm quite similar to/different from ...

6 **7.4 WORD FRIENDS** Check you understand the phrases below. Then complete the texts with them. Listen and check. Who do you agree with? Stefan or Nadia?

get to know someone
have an argument
have something in common
have the same sense of humour
see each other after school
share an interest in something
spend time with someone

Friends: similar or different?

Stefan I think it's good to be similar. I ¹ *got* to know Adam after I moved away from my home town last year. Adam and I ² _____ a lot in common. We both like volleyball and comedy films. We ³ _____ the same sense of humour too. We ⁴ _____ loads of interests and we're like brothers or cousins.

Nadia I'm completely different from my friend Marta, but we get on well. Marta hates to ⁵ _____ arguments, but I think it's good to disagree. Marta loves to ⁶ _____ time on her own, but I like to go out. We don't ⁷ _____ each other often, but when we meet, we get on well.

YOUR WORLD

7 Is it important for friends to have similar interests? In pairs, discuss your opinions.

VIDEO



A DILEMMA

- Abe: Yay, a party invite! Oh no!
 Bea: Hi, Abe!
 Abe: Hiya. I can't go to the end-of-term party on Saturday.
 Bea: Why not?
 Abe: Because if I went to the party, I wouldn't be able to meet my mum at the airport. My dad wouldn't be very happy with me if I did that.
 Bea: Oh! That's true. And I think you'd feel bad if you didn't meet her.
 Abe: I guess you're right. I do miss her. What would you do if you were me?
 Bea: If I were you, I'd try to go to both. What time does your mum arrive?
 Abe: She arrives at 9.00. The party starts at 8.00.
 Bea: Yeah, it's complicated.
 Abe: It's impossible!
 Bea: How would your mum react if you told her about the party?
 Abe: She'd tell me to go to the party, of course.
 On Saturday ...
 Dad: The airport, then?
 Abe: The airport!
 Dad: Are you sure? Mum would understand if you chose to go to that party.
 Abe: I know, but I never listen to my parents, remember?



- Look at the photo of Abe looking at an end-of-term party invitation. How do you think he feels? Why?
- 34 7.5 Watch or listen and check your ideas from Exercise 1. What does Abe decide to do?
- Study the Grammar box. Find more examples of the Second Conditional in the dialogue.

GRAMMAR Second Conditional

If her flight **arrived** earlier, I'd **be** able to go to the airport.
 What **would** you **do** if you **were** me?

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VIDEO



WIDER WORLD

- 35 Watch four people talking about different situations. How do they complete the sentences below?
 - If my friend phoned when I was busy, ...
 - If there was a big wedding in our family, ...
 - If I was late for a family meal, my parents ...
 - I'd be very worried if ...
 - It would be a nightmare for me if ...
- Finish the sentences in Exercise 6 to make them true for you. In pairs, compare your ideas.
If my friend phoned when I was busy, I'd probably talk to her. What about you?

4 7.6 Complete the Second Conditional sentences with the correct form of the verbs in brackets. Listen and check.

- If I **had** (have) enough time, I _____ (help).
- If you _____ (listen) carefully, you _____ (understand).
- _____ (you/go) to the beach if you _____ (be) free today?
- He _____ (not come) here if he _____ (not want) to.
- What _____ (you/do) if you _____ (earn) a lot of money?
- I _____ (phone) your dad if I _____ (be) you.

5 What would you do if you were Abe? Why? Discuss in pairs.

Making friends

- Is it important to make new friends? Why?/Why not?
- 7.7 Read the article quickly and match headings a–e with steps 1–5.
 - Understand each other's identity
 - Chat about a few different things
 - Make a friendly comment
 - Spend time talking or being together
 - Show interest by listening
- Read the article again and complete the sentences with 1–3 words in each gap.
 - The article tells us that there are five steps to _____.
 - For the first step, you may share information about things you like or _____.
 - When you've shared information, it's easier to have _____.
 - If both friends often listen and support each other, they have reached step _____.
 - A friend who supports your social identity acts like _____.
 - If you and your friend are in different places, you can call or _____.
- 7.8 Study the Vocabulary box. Find the words in the article. Check you understand them.

VOCABULARY Relations

People

best friend classmate mate stranger teammate

Phrases with **friend(s)**

be friends have a friend keep friends make friends

- 7.9 Complete the sentences with words from the Vocabulary box. Listen and check.
 - I've made friends with a few of my _____ from volleyball.
 - Sara was nervous about the new school, but it was easy to _____.
 - When we moved here, I felt like a _____ as nobody knew me.
 - I've got lots of friends, but Ben is my _____ because he understands me.
 - Sam changed secondary school, but his new _____ are friendly.




Five steps to friendship

If you wanted a new friend, what would you do? It's not as simple as you might think. We usually find friends in the places where we live, study, work or relax. So our classmates and teammates can easily become friends, but how?

- The first step normally happens when one person shares some information. This could be anything from a comment about a funny TV show to food that you can't stand. Or you could tell someone about your likes and dislikes, for example.
- That's a great start. You aren't strangers, but you aren't best friends yet. Next, we need the other person to reply with similar thoughts about that TV show or another horrible food. From here, it's easier to have more conversations about other things. When two people have talked about their thoughts and opinions, they're starting to make friends.
- The third step involves being a good friend. To take this step, you need to listen to your friend and help them. Over time, you can share problems and talk about lots of things. You know the other person is always ready to listen and support you. That's a really good friendship.
- The fourth step is about looking for friends who support our social identity. What does that mean? If dancing or basketball is really important in your life, then you will probably want friends who see you as a good dancer or a basketball player. That's why we choose friends who are like a mirror. They show us a picture of how we want to be.
- Finally, remember to stay in touch with your friends. A good way to do this is to make time to see your friends or to phone them and send messages when you're not in the same place. It's important to remember that friendship needs work!

- Work in pairs. What else is important for making and keeping friends?

YOUR WORLD

- 1 What are two things that you always carry with you? Are they your favourite objects?
- 2  7.10 Read the quiz questions below (1–10). Match them with Hannah's answers (a–j). Listen and check.
 - a The guy next door, Ben, is a friend who always listens.
 - b *We Will Rock You*, which is my dad's favourite, is in my head.
 - c The evening is best for me to work.
 - d Iceland, where there are loads of volcanoes, is a place I'd love to visit.
 - e My uncle Joe is the funniest person I know.
 - f Mr Ketling, who was my first teacher, was the most helpful.
 - g One thing which I'd rescue is my handheld console.
 - h One place where I like to relax is our youth club.
 - i A teddy bear, which my grandmother gave me, used to be my favourite.
 - j I eat olives any time I feel hungry.



What makes you YOU?

Name:

- 1 one thing which you would rescue in a flood
 - 2 one person who you always have fun with
 - 3 a place where you like to relax
 - 4 one food that you often eat as a snack
 - 5 the primary school teacher who helped you the most
 - 6 a place where you want to go in the future
 - 7 a friend who always listens
 - 8 a toy that you loved when you were small
 - 9 a song which you can't stop singing
 - 10 the time of day when you work best
- 3 Do the quiz in Exercise 2. In pairs, compare your answers.

- 4 Study the Grammar box. Find more examples of defining and non-defining relative clauses in the quiz and in Hannah's answers in Exercise 2.

GRAMMAR Relative clauses

Defining relative clauses (essential information)

Ben is a friend **who/that** always listens.
One thing **which/that** I'd rescue is my handheld console.
Our youth club is one place **where** I like to relax.

Non-defining relative clauses (extra information)

Mr Kipling, **who was my first teacher**, was the most helpful.
We Will Rock You, **which is my dad's favourite**, is in my head.
Iceland, **where there are loads of volcanoes**, is a place I'd love to visit.

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WATCH OUT!

The woman who/that lives next door is my great-aunt.
(defining relative clause)
Mrs Baker, who/that lives next door, is my great-aunt.
(non-defining relative clause)

- 5 Rewrite the sentences using defining relative clauses.

- 1 Holly has a good friend. She lives next door.
Holly has a good friend who lives next door.
- 2 In Gran's house there's a picture. It's 100 years old.
- 3 This is the camera. My dad uses it on holiday.
- 4 There's a park. The children play in it.

- 6 Write sentences using non-relative clauses. Add commas where necessary.

- 1 Mrs Morris is sixty-seven. (who / be / Lucy's grandmother)
Mrs Morris, who is Lucy's grandmother, is sixty-seven.
- 2 Paddy uses his bike every day. (which / be / new)
- 3 Number 24 is an old house. (where / Molly / live)
- 4 They live in Park Street. (which / be / near the town centre)
- 5 Mr Jones often leaves the house early. (who / work / at the hospital)
- 6 Our school is very big. (which / be / two kilometres away)

- 7 Make one true and one false sentence about your favourite place, music, object or food. Use relative clauses. In pairs, guess which of your partner's sentences is true and which is false.


YOUR
WORLD



Finn and Nala





Tilly and Prince

- 1 Can animals be your friend or part of your family? Why?/Why not?
- 2 Can dogs help people? How? Look at the photos. How can the dogs help the people?
- 3 Read the questions. What do you think Finn's sister will talk about?
 - 1 What did Finn think of his morning routine?
a It was boring. b It was sad. c It was stressful.
 - 2 How old was Finn when he got Nala?
a a baby b a child c a teenager
 - 3 What does Nala do to help with Finn's everyday routine?
a She brings his shoes. b She washes his feet. c She puts his shoes on.
 - 4 Based on what Finn's sister's says, which adjective best describes Nala?
a busy b funny c clever
- 4  7.11 Listen and choose the correct answer in Exercise 3.
- 5 Read the questions and answers. What does each question ask about? Match the questions with the types of information below.

detailed meaning of a word or phrase	feelings
general topic	specific information

 - 1 A puppy trainer
a looks after old dogs.
b teaches young dogs special skills.
c finds new homes for unwanted dogs.
 - 2 When the dogs left, Tilly felt
a sad. b bored. c happy for them.
 - 3 Who trained Prince?
a Tilly on her own. b Tilly's step-mum. c Tilly and her step-mum together.
 - 4 What is the main thing we learn about assistance dogs from Tilly's account?
a They often go to different owners.
b They take a long time to learn things.
c They can help with a wide range of needs.

- 6  7.12 Listen and choose the correct answer in Exercise 5.

- 7  7.13 **WORD FRIENDS** Match the different meanings of *get* with the verbs below. Listen and check.

arrive become bring/fetch buy find receive

The verb *get* can have several meanings:


- 1 get a pet = _____
- 2 get a job = _____
- 3 get home = _____
- 4 get a letter/a phone call/an email = _____
- 5 get a hot drink drink (for someone) = _____
- 6 get better/worse; get dressed; get old(er); get ready; get bored/excited/upset = _____

- 8 Choose the correct option.
 - 1 My brother wants to get a *job* / *ready* in the police force.
 - 2 I've just got *dressed* / *a text* from my gran!
 - 3 Shall I get a *glass of water* / *better* for you?
 - 4 The train was late so we didn't get *home* / *a pet* until midnight.

VIDEO



WIDER
WORLD

- 9  36 Watch Corinne talking about a situation. What was her pet? How did Corinne feel? Why?
- 10 In pairs, tell your partner about one of these situations. Describe how you felt and why.
 - a time when you got a pet
 - a time when you got the results of an important exam
 - a time when you got an important letter/email/phone call

VIDEO WHO'S THAT GIRL ON THE RIGHT?

Eren: What a day! Oh hey, Grandad. What are you up to?
 Grandad: I'm watching this programme about music in the 1970s.
 Eren: Oh, right. Well, that's, er ... interesting.
 Grandad: I used to go to lots of live performances like this when I was young.
 Eren: No way! Really?
 Grandad: Hey! That's me!
 Eren: Where? Which guy do you mean?
 Grandad: The good-looking one, right there. Pause the programme.
 Eren: I can't recognise you. Let's rewind.
 Grandad: I'm the one on the left, in the flowery shirt.
 Eren: This one?
 Grandad: No, rewind it some more. There. The guy with the brown hair.
 Eren: Look at your clothes. They're so funny!
 Grandad: Oh, and that's my friend, Harry, in the background. The tall one with curly hair.
 Eren: And who's this girl on the right? Is that Grandma?
 Grandad: Yes, it is. She was my girlfriend then.
 Eren: Aww! How romantic!
 Grandad: Yes, she was a lovely girl. We got married soon after that.



4 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Identifying people in a group

Talking about people in a group

He's/She's standing/sitting/talking to/playing with ...
 He's/She's wearing ...
 He's/She's in front of/behind/next to/near ...
 He's/She's on the left/on the right/in the middle.
 He's/She's at the front/at the back/in the foreground/in the background.

Asking

Who's this/that boy/girl on the left/who is wearing ... ?
 Which one/girl/boy/man/woman/guy?
 Which one do you mean?

Explaining

The one with/who is ...
 The tall/good-looking one.

5 Work in pairs. Student A, go to page 137. Student B, go to page 143.

6 In pairs, take it in turns to ask and answer questions about someone in the photo on page 89. Use phrases from the Speaking box. Describe the people and talk about their personality. Use the ideas below to help you.

seems calm has a great sense of humour
 is confident/shy/cheerful

He's/She's the kind of person who ...

SOUNDS GOOD! What are you up to? • How romantic!

- Describe the man in the photo. What is he doing?
- 37 7.14 Watch or listen and answer the questions.
 - Why is Eren's grandad surprised?
 - How does Eren help his grandad?
 - Which three people do they see on TV?

SET FOR LIFE

3 How can you show interest during a conversation? Discuss in pairs. Use these ideas and add your own tips.

- ask open questions
- observe the person's body language
- don't interrupt when someone is talking

- What makes a friend a true friend?
- Read the text. What do we find out about each friend in Flavia's story? Who are your real friends?
- Study the Language box. Write a few sentences about something strange/surprising that happened to you last week. Use the sequencers from the box.

1 Last week I learned an interesting lesson about true friends. I was feeling stressed about my Science homework. I didn't understand it and I needed someone to explain it. First, I asked my best friend Sienna to help. 'I'd explain it if I was free, but I'm quite busy.' Sienna and I get on well, and she's good at Science, so I was disappointed. Next, I went to another friend who is also my neighbour. 'If I understood the homework, I'd help you,' said Harry, 'but it's too difficult.' Then I felt really stressed! Just then a new classmate heard us. Lara is popular, but we don't speak often because she's quite loud and I'm a bit shy. I was surprised by her next words. 'I can help,' she offered. Lara explained the Science homework to me carefully. Afterwards, we sat and chatted. We discovered we have a lot in common and the same sense of humour. It's been a great way to make a new friend!

3 Read Flavia's story again. Match the descriptions (1–5) with the events from the story (a–e).

- | | |
|--|--|
| 1 <input type="checkbox"/> setting the scene | 4 <input type="checkbox"/> the main event – the climax |
| 2 <input type="checkbox"/> the first event | 5 <input type="checkbox"/> the solution or outcome |
| 3 <input type="checkbox"/> the second event | |
- Flavia's neighbour can't help her.
 - Lara and Flavia become friends.
 - Flavia's friend who is good at science can't help her.
 - Flavia has a problem.
 - Flavia has a surprise offer of help.

4 Study the Writing box. Find examples of the phrases in Flavia's story.

WRITING A short story

Starting your story and setting the scene

1 Last week I learned an interesting lesson about true friends.
 Have you ever had a really unusual day?

Introduce your characters

2 My friend Sienna ... A new classmate ...

Use direct speech

3 'I'd explain it if I was free, but I'm quite busy.'
 'I'm sorry I can't help,' said Harry.

Main event – the climax (e.g. a surprise)

4 You'll never guess what happened next. Then I had a real surprise.

End your story

5 All's well that ends well. I never want to do that again!

LANGUAGE Sequencers

We use sequencers to show the order of events in a story.

First, ...
 Next, ...
 Just then, ...
 Afterwards, ...

I had a busy week. First, ...

WRITING TIME

6 Write a story with the title *A friend in need*. It can be true or fictional.

1 Find ideas

- Make notes about:
- the scene, the characters and the events.
 - examples of direct speech.
 - the ending.

2 Plan

Organise your ideas into paragraphs. Use Flavia's story to help you.

3 Write and share

- Write a draft story. Use the Language box and the Writing box to help you.
- Share your story with another student for feedback.
- Use the feedback from your partner and write the final version of your story.

4 Check

- Check language: did you use sequencers correctly?
- Check grammar: did you mostly use the Past Simple and some conditionals? Did you use relative clauses correctly?

WORDLIST 7.15

Word building (family)

great-grandfather (n)
great-grandmother (n)
great-grandparent (n)
half-brother (n)
half-sister (n)
stepbrother (n)
stepdaughter (n)
stepfather (n)
stepmother (n)
stepsister (n)
stepson (n)

Phrasal verbs

deal with (a problem) (v)
get along with (v)
get on with (v)
get together (v)
go out (with) (v)
grow up (v)
hang out with (v)
move away (v)

Word friends (relationships)

get to know someone
have an argument
have something in common
have the same sense of humour
see each other after school

share an interest in something
spend time with someone

Relations (people)

best friend (n)
classmate (n)
mate (n)
stranger (n)
teammate (n)

(phrases with friend(s))

be friends
have a friend
keep friends
make friends

Word friends

(phrases with get)

get a hot drink (for someone)
get a job
get a letter/a phone call/an email
get a pet
get better/worse
get bored/excited/upset
get dressed
get home
get old(er)
get ready

Extra words

arrive (v)
aunt (n)
biological (adj)
character (n)
complicated (adj)
cousin (n)
dilemma (n)
disagree (v)
disappointed (adj)
end-of-term party (n)
family meal (n)
fetch (v)
flight (n)
friendly (adj)
friendship (n)
generation (n)
hand-held console (n)
home town (n)
invitation (n)
likes and dislikes
long-lost (adj)
loud (adj)
marriage (n)
miss somebody (v)
neighbour (n)
nightmare (n)
opinion (n)
parent (n)
positive (adj)
recognise (v)
related by blood
relation (n)
relative (n)
reply (v)
rescue (v)
researcher (n)
rewind (v)
shared (adj)
similar (adj)
social identity (n)
step (n)
tell the whole story
thought (n)
uncle (n)
volunteer (v)
wedding (n)

1 Complete the sentences with words from the wordlist. Then, in pairs, say if the sentences are true for you.

- I want to *get* to know my classmates better.
- I _____ a lot of interests in common with my parents.
- I like to spend time _____ other people.
- I _____ upset when people forget my birthday.
- I prefer to keep old friends than to _____ new ones.
- My family _____ together every weekend.
- I sometimes _____ arguments with classmates when they want different things.

2 Choose three phrases with *get* from the wordlist. Then, in pairs, share your phrases and make a short story with them.

3 Choose the correct option.

- No, I don't know that man. He's a complete *mate* / *stranger* to me.
- He doesn't live with his parents anymore – he moved *away* / *over* last year.
- She always gets his jokes – they have the *common* / *same* sense of humour.
- My grandmother grew *up* / *off* in this village.
- We need to talk about how to deal *off* / *with* this problem.

4 Complete the sentences with words from the wordlist. Then write a similar sentence. In pairs, complete each other's sentences.

- The opposite of 'friend' is *stranger*.
- A sister who has one parent different from you is your _____.
- Someone who is on the same side as you in a game of football is your _____.
- My grandmother's dad is my _____.
- When a man marries a woman who has a son, the boy is the man's _____.

5 7.16 PRONUNCIATION Listen to what happens when we say words together in speech.

- | | |
|-----------------------|---------------------|
| 1 get together | 3 grow up |
| 2 go out with someone | 4 share an interest |
| | 5 get dressed |

6 7.17 PRONUNCIATION Listen again and repeat. Then, in pairs, practise saying the phrases.

Vocabulary

1 Match phrases 1–6 with phrases a–f with a similar meaning.

- | | |
|---|--|
| 1 <input type="checkbox"/> get dressed | a communicate and spend time well together |
| 2 <input type="checkbox"/> move away | b visit a fun place with friends |
| 3 <input type="checkbox"/> grow up | c spend time together |
| 4 <input type="checkbox"/> go out with | d go to live in a different place |
| 5 <input type="checkbox"/> get along with | e put your clothes on |
| 6 <input type="checkbox"/> hang out with | f go from child to adult |

2 Complete the text with the words below.

common great-grandfather humour interest
stepdaughter stranger time

We had a big family meal at my house last weekend. My mum's grandfather was there – my ¹*great-grandfather*. He was with a girl about my age. He said, 'This is my son's ² _____ from his second wife. Have you met her? Her name's Lara.' I said no. She was a ³ _____ to me. But we started talking and found that we had a lot in ⁴ _____. We also shared a(n) ⁵ _____ in comedy films, and we had the same sense of ⁶ _____! We spent a long ⁷ _____ talking, which was fun.

3 Write the correct word for each definition.

- A brother you share one parent with. *half-brother*
- Someone who is in the same team as you. *t* _____
- An informal word for 'friend'. *m* _____
- When you solve a problem, you *d* _____ with it.
- A person you share lessons with. *c* _____
- When you spend time with a friend, you *h* _____ *o* _____ with him/her.

Grammar

4 Complete the Second Conditional questions with the correct form of the verbs in brackets. Then, in pairs, ask and answer the questions.

- If your computer *stopped* (stop) working, how _____ (you/deal) with the problem?
- If your parents _____ (want) to get a new family pet, what animal _____ (you/choose)?
- If a new student _____ (join) the class, how _____ (you/make) him or her feel welcome?
- How _____ (you/help) a grandparent to get started if he or she _____ (want) to use social media for the first time?
- What _____ (you/do) if a dog _____ (try) to follow you home?

5 Complete the sentences with relative pronouns.

- My favourite school subject, *which* is on Friday morning, is Art.
- It's good to have a friend _____ can stay positive in difficult situations.
- A place _____ I sometimes do my homework is on the sofa.
- I came first in a singing competition, _____ was a surprise for everyone.
- We have to find a TV show _____ everyone wants to watch.
- My great-grandfather, _____ is ninety-five years old, always beats me at chess.


6 Choose the correct relative pronoun. Then complete the sentences to make them true for you. In pairs, compare your sentences.

- I like shops *where* / *who* *I like shops where* _____.
- I like playing games *which* / *who* _____.
- A good friend is a person *where* / *who* _____.
- A place *which* / *where* I like to hang out with friends _____.
- The thing *that* / *where* helps me study best is _____.
- I enjoy family meals *who* / *which* _____.

Speaking

- 7 In pairs, imagine you are looking at a family photo. Student A, go to page 137. Student B, go to page 143. Follow the instructions for Student A's 'family photo'. Then swap roles.
- Student A: Talk about one person in the photo and say what they are doing.
Student B: Comment on that person. Then ask about another person in the photo.
Student A: Answer Student B's question. Then talk about and comment on another person.

Dictation

- 8  7.18 Listen. Then listen again and write down what you hear.



Lessons from Grandad

Have you ever thought about what you get and learn from your elders? Take food, for example. Where does your food really come from? For example, think about modern milk production. Milk goes from a farm to a milk factory, where it is processed and put in milk bottles or cartons. Then someone buys it for you from a supermarket or a local shop. That's a lot of steps!

Mark Holland, from Surrey, didn't like the large number of steps involved in producing food. 'It seemed that the food was not as fresh as we thought. So, I decided to go to a farmer's market one day. My grandfather sells food from his farm there. The food is a little more expensive, but it is organic. This means it is more nutritious and there are no added chemicals in the food. It is much more delicious too. I spend a lot of time on my grandfather's farm. He shows me traditional methods of farming and cooking. Next year I want to study farming. I think with my grandfather's help and my studies, I can become a very successful farmer.'

Sarah became interested in organic food a few years ago. She enjoys hanging out with Grandad. 'One year he taught me how to make a vegetable salad. All the vegetables were from his garden. The salad was delicious – very different from the ones from supermarkets. This made me think about where our food comes from and how fresh it is. Now I'm a teenager I still visit Grandad and he teaches me so many things about food, like how to cook it and where it comes from. When I finish school, I want to become a chef and cook with food straight from my own market garden.'

nutritious (adj) healthy and good for you to eat
organic (adj) (of food) that has no added chemicals

1 **VISIBLE THINKING** In pairs, follow these steps.

CONCEPT

- 1 Look at the photo. What is the boy learning from his grandad?
- 2 Where do you get your food from? How fresh is it?

CHALLENGE

- 3 Is there a problem with food that comes from supermarkets?
- 4 Can farmer's markets be a better choice than supermarkets?

CHANGE

- 5 Do you think you will choose to buy only organic food?

2 **7.19** Read the article. Do you think people like Mark and Sarah can change how we buy food in the future?

3 Read the article again and mark the sentences true (T) or false (F).

- 1 Food in supermarkets usually comes straight from a farm.
- 2 Mark's grandfather sells his produce at a farmer's market.
- 3 Organic food is usually a little cheaper.
- 4 Mark gets to know traditional methods of farming.
- 5 Sarah learns about where food comes from with her grandad.
- 6 Sarah wants to cook with her own fresh food in the future.

4 In pairs, discuss the questions.

- 1 Where do people in your country buy fresh food?
- 2 Do you think modern and traditional methods can work together to produce healthy food?



5 **38** Look at the photo. What do you think the woman is teaching her granddaughter? Do you think they get on well? Watch Part 1 of the video and check your ideas.

6 **38** Watch Part 1 of the video again and complete the sentences with the words below.

collect food generations hard life sea

- 1 The _____ freezes for half of the year in the Arctic.
- 2 Minnie doesn't think it is a _____ in her village.
- 3 Eva learns how to _____ from her grandmother.
- 4 The women in Minnie's family have collected food for _____.

7 In pairs, discuss the questions.

- 1 Do you think you would find life in this village good? Why?/Why not?
- 2 Do you think the methods they use to find food are easy or difficult? Why?

8 **39** Watch Part 2 of the video and tick (✓) the correct sentences.

- 1 They make sure there is no sea water in the sea cave.
- 2 They have more than half an hour to work.
- 3 They find the food they are looking for.
- 4 When they hear the sea, they leave quickly.
- 5 The sea closes the ice hole.
- 6 Eva learns a traditional skill she can use.

9 In pairs or groups, discuss the questions.

- 1 What problems do you think the people in this village have?
- 2 How do you think the older generation help in this village?
- 3 What skills can older people teach us?

PROJECT TIME

10 In groups of three, prepare a presentation about how people in remote places collect food. Follow these steps.

1 In groups, choose a remote place to focus on. Decide who can find the answers to these questions.

- Where is the place and what is it like?
- How do they find food? Is it a dangerous/traditional method?
- How do younger generations learn about traditional methods of collecting food?

2 Individually, create your part of the presentation.

- Find information and photos for your slides.
- For each slide, write a short text and add the photos.

3 In your group, create your presentation.

- Put all the slides together and think of a title for your presentation.
- Check and edit your presentation.
- Practise giving the presentation as a group.

4 Share your presentation with the class.

- Answer other students' questions.
- Listen to the other presentations. Ask questions.