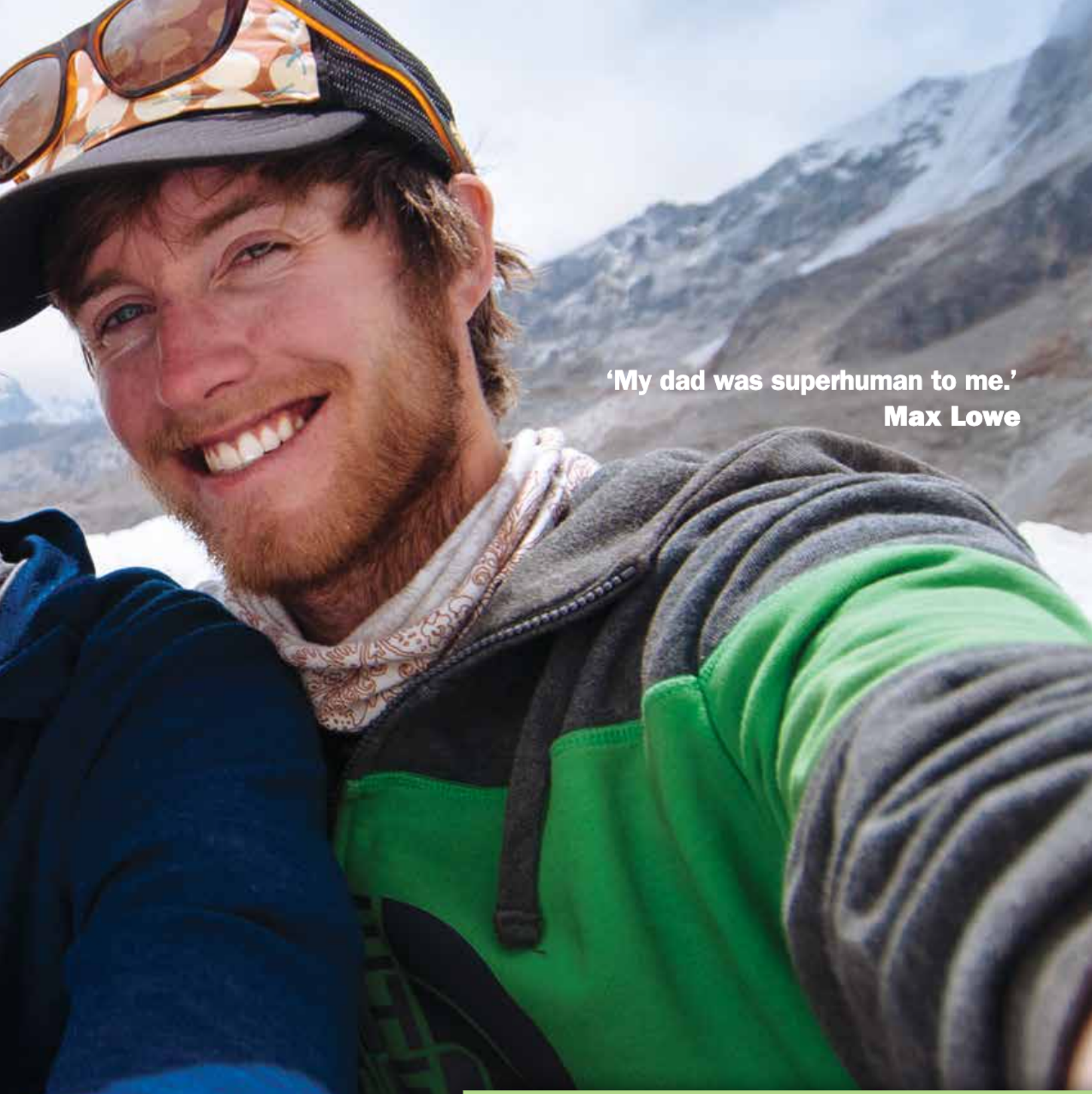
Unit 1

Family Matters



Explorers Max Lowe and Conrad Anker



'My dad was superhuman to me.'
Max Lowe

TO START

1. Look at the photo. Guess. How are the people related?
2. What does 'superhuman' mean to you?
3. Who are your heroes? Are they famous people, friends or people in your family?

1 **Do you know any famous families?**
Discuss. Then listen and read. 025

The Cousteau Family

Jacques Cousteau was a great marine explorer. Many people enjoy his books and films about the sea. His **son**, Philippe Sr, also loved the sea and made films about it. Now his **grandson**, Philippe Jr, and his **granddaughter**, Alexandra, want to protect the sea. 'My father and grandfather were an inspiration,' says Alexandra.



Meave and Louise Leakey working together, Kenya

The Lowe-Anker Family

Conrad Anker **is married to** Jennifer Lowe-Anker. Jennifer's first **husband**, Alex Lowe, was a very famous climber. He **died** in a climbing accident in 1999. Alex and Conrad were very close friends and Conrad is also very good at climbing. In fact, he's also a professional climber. When Alex died, Conrad helped to **take care of** Jennifer's **children**, Max, Isaac and Sam. Max now works with his **step-father**. 'Conrad is my hero and my mentor,' he says.

The Leakey Family

Palaeoanthropologists are scientists who are interested in fossils and early human life. There are three **generations** of palaeoanthropologists in the Leakey family. Mary and Louis Leakey were very famous for their important work in the 1940s and 50s. Their son, Richard Leakey, is also interested in early human life. Richard and his **wife**, Meave, have got two **daughters**, Louise and Samira. Meave and Louise now work together.



2 **LEARN NEW WORDS** **Listen and repeat.** 026

3 **Work in pairs.** Name one of your heroes. What do you know about his or her family? Take notes. Compare your notes with your partner's.

4 Read and write the words from the list.

child	daughter	died	husband	is married to	son	step-father	wife

Max Lowe is a National Geographic photographer and writer. He travels around the world and takes photos of amazing places. He is the _____ of Jennifer Lowe-Anker and Alex Lowe. Alex was Jennifer's first _____. He _____ in a climbing accident in 1999, when Max was a young _____. Now, Jennifer _____ another famous climber, Conrad Anker. Conrad is Max's _____. Max and Conrad enjoy climbing and travelling together.

5 LEARN NEW WORDS Listen to these words and match them to their definitions.

Then listen and repeat. 027 028

enjoy	famous	good at	interested in

_____ 1. able to do something well

_____ 2. known by many people

_____ 3. wanting to know more about something

_____ 4. like doing something

6 YOU DECIDE Choose an activity.

1. **Work independently.** Interview one of your classmates. Find out about the different people in your classmate's family. Make a list of what your classmate is good at, and what he or she is interested in.
2. **Work in pairs.** Imagine your family is famous. Tell your partner about the different people in your family. What are they famous for?
3. **Work in groups.** Choose one of the families from this section. Draw and illustrate their family tree.



Max Lowe

SPEAKING STRATEGY 029

Asking and answering personal questions

What's your brother's **name**?	**His name's** Lucas.
What's your favourite sport?	**My favourite** sport **is** football.
Where do you live?	**I live in** Recife.
Where are your grandparents **from**?	**They're from** Kyoto.



1 **Listen.** How do these speakers ask and answer questions? Write the phrases you hear. 030

2 **Read and complete the dialogue.**

Gina: Is this a photo of your family?

Marco: Yes, it is.

Gina: It's a great photo.

_____ baby sister's name?

Marco: _____ Gabriela.

Gina: And _____ your mum from?

Marco: _____ Rosario.

Gina: _____?

Marco: We live in Buenos Aires.

Gina: _____ place in Argentina?

Marco: My favourite place is Mendoza. My grandparents live there. It's really beautiful.

3 **Work in pairs.** Take turns throwing the cube. Ask and answer questions.



Go to page 171.

GRAMMAR 031

Be	*Have got*
I'**m** friendly, but my sister **isn't**.	I'**ve got** two brothers.
My grandparents **are** interested in photography.	My aunt **hasn't got** any children.
Is your mum good at sport?	**Have you got** any brothers or sisters?

1 **Listen.** You will hear six sentences about Joel's family. Circle the correct form of the verbs you hear. 032

1.	hasn't got	haven't got	4.	's	are
2.	'm	's	5.	's got	've got
3.	is	are	6.	isn't	aren't

2 **Read.** Complete the sentences with the correct form of the verbs in brackets.

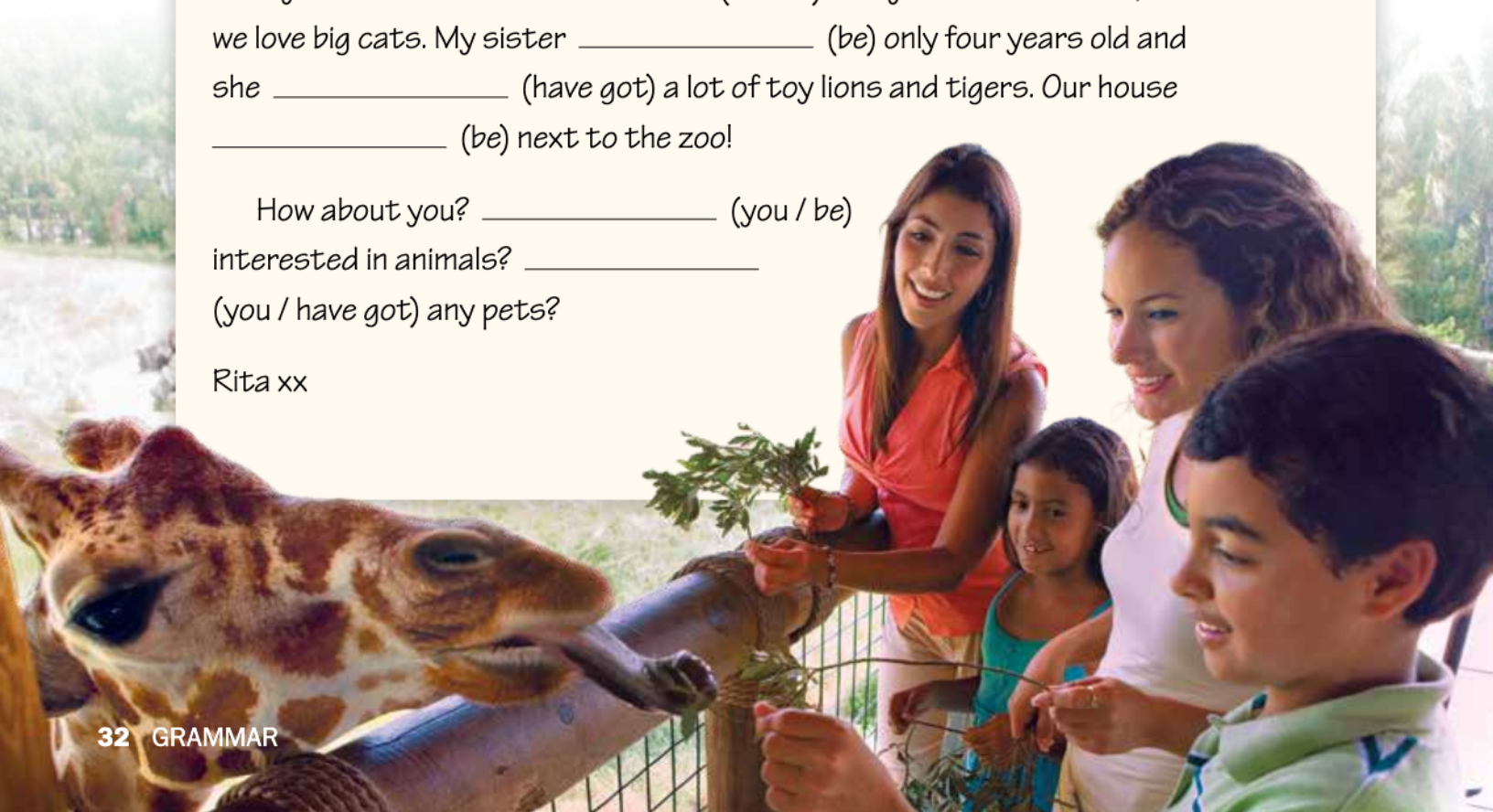
Hi Petra,

This _____ (be) a photo of my family. I _____ (have got) one sister and one brother. We _____ (have not got) any pets, but we _____ (be) all interested in animals. My brother _____ (be) really crazy about crocodiles. He _____ (have got) crocodile posters, books and DVDs about crocodiles. His hero _____ (be) Steve Irwin.

My sister and I _____ (not be) crazy about crocodiles, but we love big cats. My sister _____ (be) only four years old and she _____ (have got) a lot of toy lions and tigers. Our house _____ (be) next to the zoo!

How about you? _____ (you / be) interested in animals? _____ (you / have got) any pets?

Rita xx



3 **LEARN NEW WORDS** **Listen to learn about Clare's brothers.** Then listen and repeat. 033 034



4 **Work in pairs.** Describe your family. Who is messy? Who is friendly? Is anyone a bit mean sometimes?

5 **Play a game in groups.**

1. Work together to make a list of families from your favourite books, films and TV programmes.
2. Work independently. Write a sentence about each character. Begin 'This person is ...' and use at least one word from the box below.

annoying	**friendly**	**funny**	**good (at)**
interested (in)	**mean**	**messy**	**noisy**

This person is very good at singing.
This person is really funny.

3. Read each other's sentences and try to guess the characters.

1 **BEFORE YOU READ** **Discuss in pairs.** Look at the title and the photo. What do you think the reading is about?

2 **LEARN NEW WORDS** **Find these words in the reading.** Which word is a more general word? Then listen and repeat. 035

breakfast	**dinner**	**lunch**	**meal**

3 **WHILE YOU READ** **Underline the numbers in the text.** 036



A special Saturday morning breakfast in Turkey

BREAKFAST



DIFFERENT WAYS TO START THE DAY AROUND THE WORLD

What food does your family eat in the morning? What is your favourite breakfast food? Is your meal at breakfast very different from your meal at lunch or dinner? Do you eat the same things as your friends?

Different families around the world have got very different diets. Do you know what people have for breakfast in other parts of the world?

In Malawi, Emily, aged seven, starts the day at six in the morning. She lives with her grandmother and seven other family members. Her breakfast is porridge made from flour. She also has vegetables and drinks tea.

Oyku is nine years old. She's from Turkey. She has brown bread with olives, jam, tomatoes, eggs and a lot of different types of cheese.

Nathanaël is six and he lives in France. From Monday to Friday, Nathanaël has fruit, cereal and bread with his grandmother's homemade jam for breakfast. At the weekends he eats croissants. His favourite food, though, is pancakes (or 'crêpes' in French) with hot chocolate. In France, children drink hot chocolate from a bowl.

Viv, from the Netherlands, is five years old. She has bread with sweet sprinkles on top. This is a very popular breakfast in the Netherlands. The Dutch eat 750,000 slices of bread with chocolate sprinkles every day!

IN FOUR COUNTRIES



4 **AFTER YOU READ** **Answer the questions.**

1. Who eats a special food at the weekend?
2. Who lives with her grandmother?
3. Who is from the Netherlands?
4. In which country do children drink from a bowl?
5. Where is Oyku from?

5 **Work in pairs.** Find numbers in the text to complete these sentences.

1. There are _____ people in Emily's family.
2. Every day, people in the Netherlands eat _____ slices of bread with chocolate sprinkles.
3. Nathanaël is _____ years old.
4. Emily gets up at _____ in the morning.

6 **Discuss in groups.**

1. Look at the food in the photo. Do you eat similar food? Do you want to try some of the food in the photo? Which food?
2. What do you think we can learn from the text?
3. What differences do you notice between the people in the text?

VIDEO



1 BEFORE YOU WATCH Discuss in pairs. Which festivals and holidays do you celebrate together with your family? How do you celebrate them?

2 Work in pairs. You're going to watch *Celebrating the Dead*. Look at the photo. Why do you think the girls are smiling? Discuss your ideas.

3 WHILE YOU WATCH

Circle the things you see.
Watch scene 1.1.

party hats	a book
a guitar	food
flowers	balloons



Two sisters celebrating Day of the Dead in San Miguel de Allende, Mexico

4 AFTER YOU WATCH Work in pairs to answer the questions.

1. Where do people celebrate 'Día de los Muertos', or Day of the Dead?
2. When is this festival?
3. What things do people take to their family members' graves on the Day of the Dead?
4. Name three other ways in which people celebrate this day.
5. In which country do people celebrate Tomb Sweeping Day or 'Qingming'?
6. What do families in Japan believe about the festival of 'Obon'?

5 Work in pairs. What do you think about these kinds of celebrations? Why do you think some cultures have them? What do you do in your family or in your culture to remember your loved ones?

6 Work in groups. Find out more about what people eat during the Day of the Dead celebrations. Make a list.

7 YOU DECIDE Choose an activity.

1. **Work independently.** Design a costume for a Day of the Dead celebration. Draw a picture of the costume and label it. Explain what the different parts of the costume mean and why you chose them.
2. **Work in pairs.** Choose one of the festivals below and find out more about it. Write a short paragraph about it.
   - Chuseok
   - Gai Jatra
   - Diwali
3. **Work in groups.** Invent your own festival to honour the dead. Decide when it will be and what people should do during the festival. Describe your festival to the class.

GRAMMAR 037

Countable and uncountable nouns

Countable nouns

Are there any biscuits in the cupboard?

Yes, there are. **There are some** chocolate biscuits, but **there aren't any** ginger biscuits.

Is there a banana in your bag?

No, there isn't. But **there is an** apple.

Uncountable nouns

Is there any water in the bottle?

Yes, there is. And **there's some** juice in the fridge.

Is there any bread at the shop?

No, there isn't. **There isn't any** bread, but **there's some** rice.

1 **Listen to the conversation.** Write *C* for countable and *U* for uncountable next to each word. 038

_____ kebab _____ beefburger _____ lettuce _____ tomato

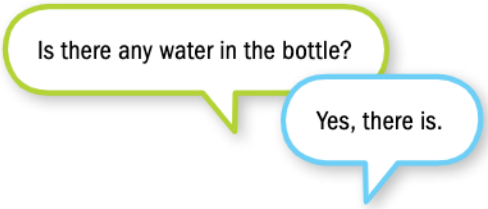
_____ juice _____ water _____ banana _____ honey

2 **Work in pairs.** Circle the correct words. Then write *some* or *any*.



Today is my sister's tenth birthday and my whole family is here for her birthday meal. There *is* / (*are*) some cheese sandwiches and there *is* / *are* _____ crisps. There *isn't* / *aren't* _____ sweets because my sister doesn't like sweets, but there *is* / *are* _____ biscuits and there *is* / *are* a big chocolate cake. There *is* / *are* also _____ fruit – there *is* / *are* _____ grapes and there *is* / *are* _____ strawberries. There *isn't* / *aren't* _____ juice, but there *is* / *are* _____ coffee in a large pot and there *is* / *are* _____ water.

3 **Work in pairs.** Take turns choosing a card. Ask and answer questions using the words on the card with *Is there* / *Are there*.



Go to page 173.



WRITING

We use joining words, such as *and* and *but*, to connect information in a sentence. We use *and* to connect two similar pieces of information.

*She's got long hair **and** blue eyes.*

We use *but* to contrast two different pieces of information.

*My brother is very friendly, **but** my sister is quite mean.*

1 **Read the model.** How does the writer connect and contrast information? Underline the sentences with *and* and *but*.

My Grandfather

I've got one grandfather – my grandfather Miguel. Grandfather Miguel is from Mexico, but now he lives with us in Spain. He's 72 years old, but he's very fit and active. He's got short grey hair and brown eyes. He's quite tall and he's got a very loud voice. He's really funny and friendly. All my friends like him. His favourite meal is breakfast, and he loves the Mexican dish 'huevos rancheros' – eggs with tomatoes and chilli. He's very interested in music and he's got three guitars. He enjoys playing them, but he isn't very good at it!



2 **Work in pairs.** What information does the writer include about his grandfather? Tick the information that is in the paragraph.

_____ his name _____ his personality _____ his favourite animals

_____ his appearance _____ his friends _____ his interests

3 **Write.** Describe a member of your family. Remember to use *and* and *but* to connect and contrast information.

NATIONAL GEOGRAPHIC

Discover Your Values

'The things you value in life stem from the very beginning.'

Max Lowe

National Geographic Explorer, Photographer and Writer



1. **Watch scene 1.2.**
2. Max Lowe is from a family of climbers. He is a photographer and writer. Max travels around the world and takes photos of beautiful places. How is his career connected to his family?
3. What things are important to your family? Are they important to you? How?

Make an Impact

YOU DECIDE **Choose a project.**

1 Draw a family tree.

- Find out about four generations of a family.
- Draw a family tree to show how they are all in the same family.
- Write sentences about the people in the family tree. Describe the different relationships.

2 Make a poster about your family's breakfast.

- Keep a record of everything your family eats for breakfast.
- Design a poster with pictures and facts about the food.
- Display your poster in the classroom. Answer your classmates' questions about the information on the poster.

3 Make a class family album.

- Bring in some of your favourite family photos.
- Write a few sentences about each photo.
- Stick the photos and sentences in a book to create a class family album.

