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A Letter for You

Dear friend,

Are you ready for eight new fascinating themes to investigate?

Each theme has four questions to investigate and a statement to debate with your friends.

- The first question focuses on **Culture**. You will answer questions about different customs and traditions in various communities around the world, and learn about how people's lives and surroundings are different and how they are similar.
- The second question focuses on **Language Arts**. You will answer the question by investigating different types of writing and how we can transmit information in different ways.
- The third question focuses on **Citizenship**. You will investigate aspects of how we live our lives in a community of people, how we interact with each other, and how we have responsibilities for others and our environment.
- The fourth question focuses on **STEM**. You will answer questions about Science, Technology, Engineering or Math.
- **The Debate** presents a statement related to the theme. You will prepare arguments for or against the statement, and debate the statement in class.

Have fun and enjoy your investigations!

Best wishes,
Susan and Katharine

Complete the Investigator's badge with your name.

Teen Investigator ID

Name: _____

ID Number: _____



Scope and Sequence



Units	Culture	Language Arts
1 Relationships	How many family members live with you?	How do you keep in touch with people?
2 Robots	How do people use robots at home?	What can robots do?
Challenge 1		
3 Heroes	Who are your country's heroes?	How much of the legend is true?
4 Competitions	Have you ever been in a competition?	What have champions given up for success?
Challenge 2		
5 Brands	What famous brands do you know?	How does language persuade people to buy?
6 The Internet	How has the Internet changed schools?	How has the Internet changed journalism?
Challenge 3		
7 The Natural World	What role does nature play in society?	How do people write about nature?
8 Cultural Events	How do different communities celebrate their culture?	How do we find out about events?
Challenge 4		

Citizenship

STEM

The Debate

What is a friend and what is a bully?

How much of me comes from my family?

Everybody in a family has equal rights and responsibilities.

Are robots going to take away jobs?

How do robots work?

Robots should have rights.

Find out about ... robots in movies.

Who are your real-life heroes?

Who are the great heroes of science?

We don't need heroes.

When is it good to be competitive?

How has technology changed training?

Winning is the most important thing about competing.

Find out about ... record holders.

What makes a famous brand popular?

How is data used in advertising?

I'm not influenced by advertisements.

How does the Internet change the way we make friends?

How has digital communication changed?

An Internet connection is essential for modern life.

Find out about ... personal branding.

How do people affect nature?

What type of farming is better for the environment?

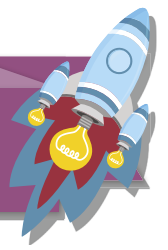
Nobody can own nature.

How can events be welcoming for everybody?

What is the science behind pyrotechnics?

Cultural events should be free.

Find out about ... a climate change event.



Get ready to be an investigator!

In every unit, you will investigate the answers to four questions and have a debate about the theme of the unit.

1. Investigate your book and write the page number.
2. Think about your English skills and answer the questions with a friend.

Unit 1

What are the different ways you can keep in touch with friends and family?

See page _____

Simon
Now what???? The deadline is on Friday. 😞



- What features are inherited from your ancestors?
- What's the difference between a stepbrother and a half-brother?



Unit 2

How can a robot care for family pets?

See page _____



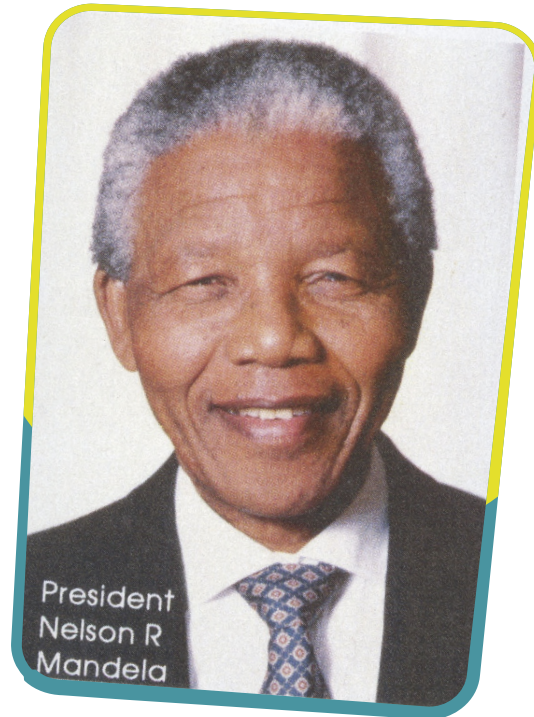
- What is the first law of robots?
- What are the advantages of using robots at work?

Unit 3

Where can we see images of our country's heroes?

See page _____

- What illness was the cinchona bark used to cure?
- Who invented the first vaccine?



Unit 4

How can we use smartwatches for training?

See page _____

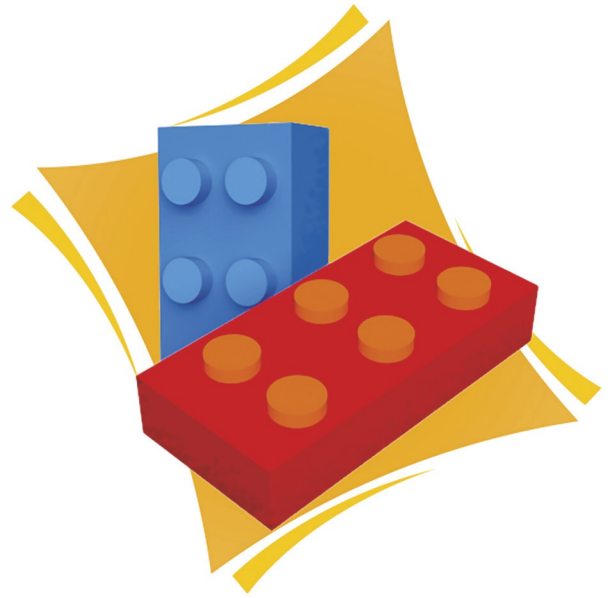


- What kinds of things do competitors give up to be successful?
- What are two good reasons for competing but not for winning?

Unit 5

What is *Spila* a brand of and why is it called *Spila*?

See page _____



- What do we call the people who take part in a data survey?
- What influences you most to buy something?



Unit 6

How much technology do you have in your classroom?

See page _____



- What are the different ways we can get news today?
- How can you keep in touch with people today?

Unit 7

How can people who live in cities get close to nature?

See page _____



- What is the best way to farm for protecting the environment?
- What happens if we build fences in the wild?



Unit 8

What public and private events do you go to?

See page _____



- What kind of barriers are there for people attending cultural events?
- How do we make the different colors in fireworks?

You're ready to start
... investigating!



Where is English an official language?

How do people learn English?

What do people use English for?

Investigate English!

1. Read and classify the countries.

A WORLD LANGUAGE

English is the only official language in the United States, the United Kingdom, New Zealand, and Australia. English is also the only official language in Nigeria, but people there speak more than 500 different languages.

In Canada, French and English are both official languages. Ireland also has two official languages, English and Gaelic.


In Singapore, English is one of four official languages, and in South Africa it is one of 11 official languages. India is a vast country, and English is one of its 22 official languages.

Key


- 1 = English is the only official language.
- 2 = English is one of two official languages.
- 3 = English is one of several official languages.

Australia ___ Canada ___ India ___ Ireland ___ New Zealand ___ Nigeria ___
Singapore ___ South Africa ___ United Kingdom ___ United States ___

2. Work with a friend and brainstorm a list of languages in your notebook. Ask and answer questions.

Languages: Spanish, Portuguese ... 

 Where do they speak **Portuguese**?

 I think they speak it in Portugal and Brazil.



3. Listen and label the pictures.



A USA



B UK

Where do Pete and Linda come from?



Pete _____



Linda _____

4. Listen again and underline the words with different sounds. Choose an accent and read the sentence to a friend.

Hello and welcome to our twenty-two new Teen Investigators!

5. Look at the chart. Read and complete the sentences.




How does ... learn English?				
	 Diego	 Eva	 Simon	 Lily
Hours of English class / a week ____	3	6	10	3
School subjects in English ____	English	English Art	English Art Science	English
Hours using English on the Internet / a week ____	10	4	6	10
Trips to English speaking countries ____	never	never	every year	every year
English speaking family ____	none	sister	none	aunts, uncles and cousins

- A _____ has the most hours of English class.
- B _____ and _____ have the least hours of English class.
- C _____ and _____ learn from their family.
- D _____ and _____ go to an English speaking country every year.
- E _____ goes to to an English speaking country to see family.
- F _____ and _____ spend the most hours using English on the Internet.

6. Write stars and checks on the chart in Activity 5. Discuss learning English with your friends.

Key

- ✓ = This is how I learn English.
* = This is how I want to learn English.

-  I think it's a good idea to take Science in English.
-  I can't learn from my family. They don't speak English.
-  I learn a lot of English from the Internet.

7. Crack the code and write the words. Write a code for a friend to crack.

- A [57 - 60 - 63 - 12 - 75] _____
- B [60 - 54 - 3 - 66 - 15 - 36] _____
- C [27 - 42 - 60 - 15 - 54 - 42 - 15 - 60] _____
- D [18 - 3 - 39 - 27 - 36 - 75] _____

Key


- A = 1 × 3
B = 2 × 3
C = 3 × 3

What do the people in Activity 5 use English for? Choose two and write the codes.

- [_____] Name: _____
- [_____] Name: _____

8. Do a group survey: What do you use English for?

Ask 10 friends and write a report.

In my group, ... people use English for ... 

How many generations live in your home?

Do you want to live with your grandparents?

Where do your cousins live?

How many family members live with you?

Learn how to describe complex family structures, identify family members at home, and describe your relationships with them.



1. Listen and label the lists. Answer the questions with a friend.

Picture ____
mom
stepdad
stepbrother
half-sister

Picture ____
grandma
sister
brother-in-law
nephew

Picture ____
grandparents
parents
aunt
cousin
uncle

- A Who lives with their grandparents?
- B Who lives with both parents?
- C Who lives with a cousin?
- D Which picture is similar to your family at home?

2. Speculate about the people in the pictures.

- I think Dave is Jay's nephew.
- I don't. I think he's Jay's brother.

3. Read and write the name.

_____'s Family

My family is really complicated. I live with my **stepbrother** but I have an older brother as well. He's 28. He has a partner and a baby girl. So I have a **sister-in-law** and a niece. They live with my **grandma** and her sister, my **great-aunt**, Elmira.

Use the colors in Activity 3 and circle the groups of words. Complete the sentences.

aunt brother daughter father
mother nephew niece sister
son uncle

- Ella is Isaac's _____.
- Sita is Dev's _____.
- Maya is Sita's _____.
- Ella is James's _____.
- Jay is Lucy's _____.

4. Ask friends about their families.

- Do you live with your grandparents?
- No, I don't.
- Do you have a stepmother?
- Yes, I do.



5. Read and classify the sentences.

Key

Lila	Jay	Ella
------	-----	------

- A My stepbrother is difficult. I don't get along with him. ____
- B I get along with my nephew. I really like him. ____
- C My aunt and uncle are mean. I don't get along with them. ____
- D I have a great relationship with my stepdad. He's really good to me. ____
- E Grandad doesn't like children. He has nothing in common with us. ____
- F My brother-in-law is great! I have a lot in common with him. ____

6. Read and explain the relationships. Use the underlined phrases in Activity 5.

- A James doesn't talk to Ella.
 - B Mark plays basketball with Jay.
 - C Maya always smiles at Lila.
 - D Isaac always sticks up for Ella.
 - E Grandad doesn't like playing with Maya and Lila.
 - F Maya's parents don't share the roof terrace with Lila.
- Why doesn't Ella have a good relationship with her stepbrother?
 - Because he doesn't talk to her.
 - Why does Jay have a lot in common with Mark?
 - They both like basketball.

Underline the objects in the sentences. Replace the words with *him, her, them, or us*.

- Lila doesn't get along with her aunt and uncle. _____
- Dave gets along with Jay. _____
- Mark has a lot in common with Lucy. _____
- Grandad doesn't play with my cousin and me. _____

Over to you!

Interview a friend about family relationships.

- Who do you get along with at home? Why?
- Who don't you get along with at home? Why not?

- | | |
|---|---|
| <ul style="list-style-type: none"> ● I don't get along with my sister. ● Why not? ● Because she takes my clothes. | <ul style="list-style-type: none"> ● I get along with my granddad. ● Why? ● Because he likes my jokes |
|---|---|



How do you keep in touch with people?

Learn how to follow an email conversation, analyze different ways of writing to people, and write a formal and an informal message asking for help.

A Nick
Help! I left my work on the bus. 😞

Rory
@Henry/article/News.com
Hi! I have a newspaper article about him and his neighbors. Their village was famous in the 1950s. You can read about it in the attachment. Good luck with the project. Take care. R

From: Sandra Jennings
To: Alice Smith
Message: Re: History project

Darling Alice,
How lovely to hear from you! I have lots of pictures and clothes for you! I'm sending the best pictures in an attachment. Come for a visit soon and you can borrow my clothes.
All my love,
Grandma

D ← → 🔄 ☆
From: Nick Gray
To: Mrs. Acton
Message: History project

Dear Mrs. Acton,
I'm very sorry but I left some of the work for the project on the bus. I can do the work again, but my group needs a little bit more time to finish.
Thank you in advance.
Yours,
Nick

Rewrite the phrases.
Dear Nick, _____
Best wishes, _____
_____ All my love!
_____ Thanks so much!

1. Classify the messages to make four threads. Read the threads out loud with a friend.

2. Read again and answer the questions with a friend.

- A** Who sends an attachment with a newspaper article?
- B** Who sends an attachment with old pictures?
- C** Who's angry with Nick?
- D** Who wants to see Nick after school?

3. Use the color code and underline phrases in the messages.

Key
formal opening phrases informal opening phrases
formal closing phrases
informal closing phrases special symbols

4. Read the messages again and classify the sentences.

Key
T = True F = False ? = I don't know

- A** Alice: Grandma gave me her old clothes. They're **mine** now. ____
- B** Rory: Our family had a store in the village, but it isn't **ours** now. ____
- C** Grandma: You can keep the pictures. They're **yours** now. ____
- D** Alice: My grandparents live in a big house. It isn't **theirs**. ____
- E** Simon: Nick has an article for the project, but it isn't **his**. ____
- F** Nick: Alice borrowed some clothes, but they're not **hers**. ____

B

← → 🔄 ☆

From: Alice Smith
To: Sandra Jennings
Message: History project

Hi Grandma!

I hope you're well. I'm doing a History project about clothes. Do you have any old pictures of our family? Or any old clothes? I'd love to see them.

Thanks so much!

Love,
 Alice

Alice
 Ask Mrs. Acton for extra time. 🙏

Simon
 Now what???? The deadline is on Friday. 😞

← → 🔄 ☆

From: Mrs. Acton
To: Nick Gray
Message: Re: History project


Dear Nick,

That's the second excuse for late work this semester! You can have more time because I know your friends in the group are working hard.

I think we should have a talk about organization. Please come and see me after class on Monday.

Best wishes,
 Mrs. Acton

C

 Nick
 Hey there! I'm researching our family for a History project. Do you know anything about great-uncle Henry? He was our grandad's brother and had a store in their village.

Use the words in red in Activity 4 and complete the sentences.

- It's my work. The work is _____.
- The picture is for you. It's _____.
- Grandma gave the clothes to my sister and me. They're _____.
- Rory found the newspaper article. It's _____.
- Simon's uncles have a family business. The business is _____.
- Mrs. Acton has a key to the classroom. It's _____.

5. Choose and check a problem. Make notes to answer the questions.

What happened? Where did it happen? When did it happen?

- I can't find my work at home. ____
- I lost my textbook at school. ____
- I don't have the exam schedule. ____
- I don't have a study plan. ____
- I missed a week of school. ____

6. Ask your friends about their problems.

- What's wrong?
- What happened?
- I lost my textbook.
- Well, ...

Over to you!


Write two emails about your problem in Activity 5.

1. Make a plan.
 - Write an email to your teacher and an email to a friend.
 - Use your notes in Activity 6. Explain what happened and ask for help.
 - Think of an attachment you need.
2. Write a rough draft. Think about formal and informal language.
3. Check the spelling.
4. Make a clean copy.
5. Publish.
 - Give your email to a friend to answer.
 - Answer your friend's email.





What is a friend and what is a bully?

Learn how to answer a quiz about friendship, discuss the actions of kind or mean people, and make a podcast about bullying behavior.

-  **1. Listen to two conversations and circle the correct option.**

Key

 = kind

 = mean



Sally's and Simon's comments about Nick are **kind** / **mean**.



Alice's and Helen's comments about Nick are **kind** / **mean**.

- 2. Answer the quiz with a friend.**

ARE YOU A GOOD FRIEND?

- A** If somebody teases a classmate, do you ...
a join in? (0) **b** say nothing? (2)
c stick up for your classmate? (5)
- B** If a friend has a bad haircut, do you ...
a say nothing about it? (2) **b** say you like it? (4)
c say the truth? (0)
- C** If a friend tells you about a secret problem, do you ...
a try to help? (5) **b** tell another friend? (0)
c tell an adult? (4)
- D** If you hear a rumor about a friend, do you ...
a tell the friend? (3) **b** spread the rumor? (0)
c say nothing? (4)

Add your scores.

13-18: You're a good friend.

7-13: You're a good friend most of the time.


0-6: You're a bad friend and a mean person.

-  **3. Listen to the conversations again and complete the sentences with question tags.**

am I? aren't I? are you? aren't you?
 is he? isn't he? are they? aren't they?





- You're in a group with Nick, _____?
- He's lazy, _____?
- He isn't going to your party, _____?
- I'm not being unfriendly, _____?
- The other kids from class are going, _____?
- You aren't angry with him, _____?
- I'm his friend, as well, _____?
- Some kids aren't kind to him, _____?

- 3. In your notebook, brainstorm words to complete the sentences with a friend.**

A good friend is ... A mean person is ... 

- 4. Continue the conversation.**

gossips helps you joins in with teasing
 laughs at you sticks up for you
 teases tells the truth

-  I think a good friend **tells the truth**.
-  Really? Even if it's mean?
-  I think a mean person **gossips**.
-  Really? Even if it's true?

5. Read the definitions and classify the statements.

Gossiping: talking about somebody behind their back.

Excluding: not inviting somebody to join in.

Ignoring: pretending not to hear or see somebody.

Teasing: making unkind jokes about somebody.

- A Simon is telling Sally about Nick's problems. ____
- B Simon isn't going to invite Nick to his party. ____
- C Sally never answers Nick's questions. ____
- D Sally always makes jokes about Nick's problems. ____
- E Simon calls Nick "Mr. Airhead." ____
- F Nobody asks Nick to play basketball. ____

6. Work with a friend and agree on a definition of bullying.

🗣️ A bully always ...



Listen and count the words in the sentences. Listen again and write the sentences.

• Sentence 1: ____ words

• Sentence 2: ____ words

• Sentence 3: ____ words

• Sentence 4: ____ words

Over to you!

Make a podcast about bullying.

1. Make notes for your podcast.
 - Choose and explain a type of bullying.
 - Give an example. Use false names.
 - Give advice about bullying.
2. Record your podcast
3. Don't keep quiet. Tell a good friend.



How much of me comes from my family?

Learn how to understand a text about DNA, talk about inherited appearance, and make a poster of your personal traits.

1. Read and write the titles. Then answer the questions with a friend.

Blood Group Color Blindness DNA Helix
Freckles and Dimples Genes Type of Hair

- A Who do we inherit our chromosomes from?
- B Do brothers and sisters have identical genes?
- C Which parent passes on the gene for color blindness?
- D Why do most people from China have straight, black hair?
- E If a parent has freckles, does the child always have freckles?
- F Which of the main blood groups can combine?

2. Copy the chart in your notebook and brainstorm words with a friend. Check and ask about inherited traits.

Physical	Personality

- Who do **those** freckles come from?
- These** freckles come from my grandma.
- Who does **that** curly hair come from?
- This** curly hair comes from my dad.

Inherited traits

There are strands of DNA in every cell in our bodies called chromosomes. Most people have 23 pairs of chromosomes. We inherit one-half of the pairs from our mother and one-half from our father.

Genes are segments of DNA. They control how the body grows and develops.

Pairs of chromosomes join and twist together to form a ladder. The DNA in the chromosomes makes a unique code in every person.

Cross out the words in red. Replace them with the words found below.

that those this these



My **nose** comes from my dad.

Who do **your** ears come from?



My **eyes** come from my grandma.

Who does **your** dark hair come from?

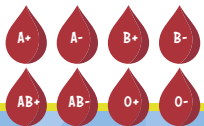
Some people can't see the difference between green and red. This is more common in men than in women. It's a gene that sons inherit from their mothers

The type and the color of our hair is always similar to one or more members of our family.



Some people have small brown marks on their cheeks and nose. Other people have small depressions in their cheeks. If one parent has freckles or dimples, there is a high chance the child also has freckles or dimples.

There are three main blood types: A, B, and O. The combination of the parents' genes determines the child's blood type.



3. Read and classify the sentences.

The world around us shapes our behavior and our personality. Our learned behavior comes from copying people and from positive and negative experiences.

- A Alice and her dad both love soccer. ____
- B When Johnny tells a joke, his parents never laugh. ____
- C When Kelly dances, everybody claps. ____
- D Alice doesn't exercise at recess because she wears a skirt. ____
- E Nobody in Simon's family plays chess. ____
- F Nick's mom often takes him to the library because he loves reading. ____

Read and complete with *don't*, *doesn't*, or an *s* if necessary.

	Affirmative	Negative
I	play__ chess.	_____ play__ chess.
You	play__ chess.	_____ play__ chess.
She, He, It	play__ chess.	_____ play__ chess.
We	play__ chess.	_____ play__ chess.
They	play__ chess	_____ play__ chess.

4. Copy the options in your notebook and brainstorm with a friend.

bad at: *sleeping*

good at: *music*

interested in: *wildlife*

scared of: *snakes*

5. Use the words in Activity 4 and ask your friend.

- Are you scared of snakes?
- Yes, I am.
- Is anybody else in your family scared of snakes?
- Yes, my dad.
- Do you think it's learned behavior or genetic?
- It's learned behavior.

Over to you!

Make an infographic about your characteristics.


1. Draw an outline of a body.
2. Draw arrows to physical traits. Who do they come from?
3. Make a list of learned behavior. Where does this behavior come from?
4. Explain the infographic to your friends.



Everybody in a family has equal rights and responsibilities.

Learn how to recognize and discuss common problems at home, talk about tasks at home, and debate the balance of rights and responsibilities at home.

1. Listen and check the chart. Circle the problems.

		Alice	Peter	Helen	
					_____
Curfew (Saturdays)	9 p.m.				_____ p.m.
	10 p.m.				_____ p.m.
Bedtime (school days)	8:30 p.m.				
	9:30 p.m.				
Choose clothes (on weekends)	Yes				
	No				
	Sometimes				
Choose food	No				
	Sometimes				

2. Complete the chart in Activity 1 about yourself. Tell a friend about your problems.

My parents make me go to bed at 9 p.m.

3. Check the tasks you do. Who does the other tasks? Write the names. Tell a friend.

- ___ Pay the bills. _____
- ___ Do the shopping. _____
- ___ Cook family meals. _____
- ___ Clean the house. _____
- ___ Earn money for the family. _____

I sometimes have to do the shopping.

My mom and dad have to earn money.

Classify the phrases.

Key



- 1 = I have permission.
- 2 = I don't have permission. 3 = It's mandatory.
- 4 = It isn't mandatory.

- I'm not allowed to stay out late. ___
- They make me eat everything. ___
- I'm allowed to choose my clothes. ___
- I have to be home at 9 p.m. ___
- I don't have to go to bed before 9:30 p.m. ___
- My parents don't let me choose my clothes. ___

4. Read and check the sentences you agree with.

- A Helen: I have the right to wear what I want, don't I? ____
- B Peter: My mom doesn't know how much sleep I need, does she? ____
- C Alice: My parents don't know how I feel, do they? ____
- D Helen: Parents have the right to go into children's bedrooms, don't they? ____
- E Peter: My dad doesn't have the right to organize my free time, does he? ____
- F Alice: I don't have to wear a school uniform on Saturdays, do I? ____

5. Complete the sentences with your own ideas. Tell a friend.

- I have the right to _____.
I have the right to lock my bedroom door. 
- Nobody can make me _____.
Nobody can make me wear horrible clothes. 

6. Copy the chart in your notebook and use it to organize your ideas.

Everybody in a family has equal rights and responsibilities.		
For / Against	Ideas to Defend Your Position	Reasons
1		
2		
3		

Match the sentences and the question tags. Read the sentences out loud.

- You wear your own clothes on weekends, do they?
- She makes me eat vegetables, don't you?
- I don't choose the TV programs, does he?
- He doesn't have a laptop, don't they?
- My parents make the rules, doesn't she?
- They don't let me say out late, do I?

Over to you!

Have a class debate and vote for the most convincing ideas.

1. Make two groups, *For* and *Against*.
2. In your groups, discuss your ideas and reasons.
3. Choose the three best ideas to defend your position.
4. Choose three people to defend your ideas and reasons.
5. Take turns explaining your ideas and reasons to the other side.
 - Vote on the most convincing ideas.



Review

1. Choose four colors and complete the key. Underline the words.

she
his
us
theirs

him
our
he
ours
his

their
our
he
his

Key

- Subject pronouns. Example: *I*
- Object pronouns. Example: *me*
- Possessive adjectives. Example: *my*
- Possessive pronoun. Example: *mine*

you
her
we
you

them
yours
they

hers
her
your
your

2. Complete the lists with words from Activity 1.

Nick: he, _____

Simon and Sally: they, _____

Helen: she, _____

My sister and I: we, _____

3. Use your code in Activity 1 to underline the words in bold. Replace with the words in the list.

Nick Nick's Helen Helen's Simon and Sally
Simon's and Sally's My brother and I
My brother's and my my brother and me

A She helps **him** with **his** homework.

B They help **us** with **our** homework.

C He shows **them** **her** work.

D We show **her** **their** work.

E She gives **them** **his** book.

F They give **him** **our** book.

4. Grammar game: Collect nine question tags.

doesn't ___?	don't ___?	does ___?
do ___?	are ___?	aren't ___?
is ___?	isn't ___?	am ___?

START

- Play in groups. Throw a dice and move around the board.
- You can go backwards and forwards.
- When you land on a square, make a full sentence with the question tag.
- The winner is the first person to land on all the squares.
- You can use these phrases or other ones.

like chess
go to bed very early
get along with teachers
stay out late
do tasks at home
study English
have a big family
stick up for friends
lazy
kind
mean
hard-working
funny

 **5. Listen and check the correct answers to the questions.**



- A** Who does Alice's hair come from?
a Her mom. ___ b Her dad's mom. ___ c Her mom's mom. ___
- B** Who is left-handed in Alice's family?
a Everybody. ___ b Alice and her stepdad. ___
c Alice, her brother, and mom. ___
- C** Why is Alice good at Math?
a Her mom is good at Math. ___
b All the family is good at Math. ___
c She plays number games with her stepdad. ___




- A** Who is color-blind in Nick's family?
a Nick and his brother. ___ b His brother and uncle. ___
c Nick and his uncle. ___
- B** Who does Nick's sense of humor come from?
a His sister. ___ b His mom and his aunt. ___ c His grandad. ___
- C** Why does Nick know a lot about music?
a He goes to concerts with his stepmom. ___
b His stepmom is a musician. ___ c He plays the guitar. ___

6. Read and underline the mistakes. Correct the mistakes with a friend.

Alice's red hair comes from a gene on her father's side. Her grandma has brown hair as well.
Alice is left-handed like her sister. The gene probably comes from her father's side. Alice is very good at music. She plays a lot of word games with her stepmom.

 Alice's red hair comes from a gene on her mom's side.

7. Answer the questions and write about Nick in your notebook.

- What inherited physical trait does he have? Why?
- What part of his behavior and character comes from learned behavior? Why? 

8. Work in pairs. Choose a question and discuss what you know now.

- How many family members live with you?
- How do you keep in touch with people?
- What is a friend and what is a bully?
- How much of me comes from my family?
- Does everybody in a family have equal rights and responsibilities?