

# MINDS

Jenny Dooley



STUDENT'S BOOK

# A<sub>1</sub>



Express Publishing

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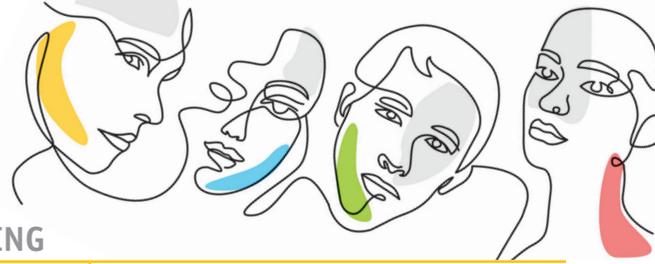
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# FAMILY & FRIENDS

## OBJECTIVES

- Vocabulary:** family members, appearance, character  
**Reading:** a blog about a film (T/F statements)  
**Grammar:** *have got*; possessive case; *can*  
**Listening:** dialogues about people, pets & abilities (multiple choice)  
**Everyday English:** describing a person  
**Writing:** an email describing a person  
**Culture:** origins of British surnames  
**Mediation:** recommend a film to watch; make a poster  
**Values:** family  
**Life Skills:** What is a good friend like?

1



Watch the video. Make notes, then prepare a question to ask your classmates.



Watch the video. Match the dates to the events.

1 30th July

2 15th May

- a International Day of Families
- b International Day of Friendship



How important are family and friends to you?



# 1a READING



Watch the video.  
What is it about?  
Which words are  
related to family?

1 Watch the video. Who is Lizzie's brother: *Pete* or *Juan*?

2 Read through the text quickly. How does Alice recommend the film?

#Alice's BLOG

HOME

PHOTOS



*Instant Family* is on TV this weekend. I love this film!

It's about Lizzie, a beautiful 15-year-old girl with short, straight, brown hair. She's got a 10-year-old brother, Juan, and a 6-year-old sister, Lita. Lita is my favourite. She's cute and funny!

Pete and Ellie Wagner are married, but they haven't got any children. Soon, the five of them are one big family - but life isn't easy! They've got a lot of problems. *Instant Family* is about how love can fix them. Don't miss it!

CHECK THESE WORDS

cute, funny, life, easy, fix



STUDY SKILLS

### True/False statements

Read the text. Then read the sentences and underline the key words. Find the part in the text that answers the question. Remember, a sentence is true only if all the information in it is true.

3 Listen to and read the text. Decide if the sentences are true (T) or false (F).

- 1 *Instant Family* is on TV on Monday. \_\_\_\_\_
- 2 Lizzie has got long, straight, brown hair. \_\_\_\_\_
- 3 Lita is very young. \_\_\_\_\_
- 4 The Wagners have got two children. \_\_\_\_\_
- 5 Life is easy for Pete, Ellie and the children. \_\_\_\_\_

4 Which quotation best describes the moral of the film?

1 "Together we are a great family."

2 "Families can be small or big."

Can you think of another quotation?

5 Your friend wants to see a film. Use the information in the text to recommend this film to him/her.



British surnames can have their origins in a person's: job (*Baker*), colour (*White*), size (*Little*), character (*Strong*), or the place they live in (*London*), etc. What about surnames in your country?

**VOCABULARY**

Family members

6 Look at Mark's family tree. Use the words from the list to complete the sentences.

**GRANDPARENTS**



**PARENTS**



**CHILDREN**



**Expressing possession**

To show possession, we use **singular noun + 's**:  
*Nick's daughter,*  
*Kim and Kelly's brother*

**VALUES**

Where there is family, there is love.

Discuss.

- brother – sister • cousin – cousin • dad (father) – mum (mother)
- granddad – grandma • grandson – granddaughter • husband – wife
- nephew – niece • son – daughter • uncle – aunt

- Nick is Sam's \_\_\_\_\_.
- Jane is Max's \_\_\_\_\_.
- Ann is Marks' \_\_\_\_\_.
- Sally is Kelly's \_\_\_\_\_.
- Sam is Kelly's \_\_\_\_\_.
- Mark is Kim's \_\_\_\_\_.
- Kelly is Mark's \_\_\_\_\_.
- Ann is Jane's \_\_\_\_\_.
- Jane is Ann's \_\_\_\_\_.
- Mark is Sam's \_\_\_\_\_.

7 Look at the family tree in Ex. 5. Ask and answer, as in the example.

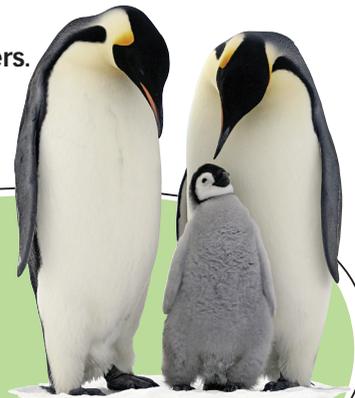
A: Who's Mark? B: He's Max and Jane's son.

**SPEAKING**

8 Write the names of your family members. Swap papers. Ask questions to create your partner's family tree.

Kim Paul Neill Mary Helen Jake

A: Is Kim your mum? B: Yes, she is.



Mother and father penguins are great parents. They have got different jobs. The mother can find food while the father can keep the egg safe.



NATURE LESSONS

**ICT** Find information about other animal families. Tell the class.

# 1b GRAMMAR IN USE

Be my e-friend!



Hi! I'm Mohammed. I'm 16 and a student from Morocco in North Africa. I've got a big family. I've got two brothers and one sister. I can play football very well, but I can't speak English very well. It isn't easy, but it's interesting. Be my e-friend.



I'm Lamai from Thailand. This is my sister, Madee. We are the same age, and our birthday is on the same day because we are twins. We are both 14 and we are also best friends. We've got two cats. Madee's cat is Black and my cat is White. We can play the piano very well. Can you? Be our e-friend to chat!



Hi! I'm Claudia. I'm 20 and I'm from Italy. I haven't got any brothers or sisters, but I've got a cat, Frankie. He is 3 years old and can run very fast. Animals are amazing. Have you got a pet? Email me so we can chat about our pets!

## 1 Read the texts. What are they about?

### HAVE GOT

Affirmative	Negative
I/You <b>have got/ve got</b> a big family.	I/You <b>have not got/haven't got</b> a small family.
He/She/It <b>has got/s got</b> a big family.	He/She/It <b>has not got/hasn't got</b> a small family.
We/You/They <b>have got/ve got</b> a big family.	We/You/They <b>have not got/haven't got</b> a small family.
Interrogative	Short answers
<b>Have</b> I/you <b>got</b> ... ?	<b>Yes</b> , I/you <b>have</b> . / <b>No</b> , I/you <b>haven't</b> .
<b>Has</b> he/she/it <b>got</b> ... ?	<b>Yes</b> , he/she/it <b>has</b> . / <b>No</b> , he/she/it <b>hasn't</b> .
<b>Have</b> we/you/they <b>got</b> ... ?	<b>Yes</b> , you/we/they <b>have</b> . / <b>No</b> , you/we/they <b>haven't</b> .

We use **have got**:

- to express possession. *I've got a smartwatch.*
- to describe appearance. *Mario's got blue eyes.*
- to talk about relationships. *I have got two sisters.*

**NOTE:** 's' is the short form of the third person singular of **have got** and **be (is)**. *He's got a son. (has got) He's fifteen. (is)*



## 2 Complete the sentences with have/has got or haven't/hasn't got.

- Lamai \_\_\_\_\_ a sister.
- Mohammed \_\_\_\_\_ a small family.
- Claudia \_\_\_\_\_ a brother.
- Mohammed and Madee \_\_\_\_\_ a sister.
- Claudia \_\_\_\_\_ a cat.
- Lamai and Claudia \_\_\_\_\_ a brother.

## 3 Complete the gaps with have/haven't or has/hasn't.

- A:** \_\_\_\_\_ Lamai got a big family?  
**B:** No, she \_\_\_\_\_.
- A:** \_\_\_\_\_ Claudia got a pet?  
**B:** Yes, she \_\_\_\_\_.
- A:** \_\_\_\_\_ Mohammed got three cousins?  
**B:** No, he \_\_\_\_\_.
- A:** \_\_\_\_\_ Lamai and Claudia got a brother?  
**B:** No, they \_\_\_\_\_.
- A:** \_\_\_\_\_ Mohammed and Lamai got a sister?  
**B:** Yes, they \_\_\_\_\_.

## 4 Ask your classmates and complete the table. Then, tell the class.

	A	B
brother		
sister		
pet		
blue eyes		

*X: Have you got a brother?*

*A: Yes, I have. I've got two brothers. / No, I haven't.*

### POSSESSIVE CASE

- one person + 's *Mary's cat (possession), Lucy's mother (relationship)*
- proper names ending in -s + 's *Lewis's mobile phone*
- irregular plural nouns + 's *the children's toys*
- plural nouns ending in -s + ' *the boys' pets*
- person + person 's *Becky and Anna's cat BUT (Becky's and Anna's brothers)*
- We use the possessive case for people. We use **of** to talk about things. *the colour of the book, the capital of Vietnam*

**NOTE:** We use **whose** to ask about possession. *"Whose is this cat?" "It's John's." BUT Who's = Who is*



5 Complete the gaps using the possessive form.

- 1 *Jane's sister* (Jane/sister) is twelve years old.
- 2 My \_\_\_\_\_ (brother/name) is Alex.
- 3 The \_\_\_\_\_ (capital/Italy) is Rome.
- 4 \_\_\_\_\_ (Mark and Sophie/mum) is a teacher.
- 5 The \_\_\_\_\_ (children/books) are green.
- 6 The \_\_\_\_\_ (colour/ruler) is blue.
- 7 \_\_\_\_\_ (James/pencil case) is red.
- 8 \_\_\_\_\_ (Bob and Sam/bags) are purple.

6 Ask and answer, as in the example.

<p>1  ball? boys A: <i>Whose is this ball?</i> B: <i>It's the boys' ball.</i></p>	<p>2  dog? Marta</p>
<p>3  desk? Tom and Peter</p>	<p>4  hats? men</p>
<p>5  cat? the girls</p>	<p>6  towels? Bill</p>

7 Fill in *who* or *whose*.

- 1 "\_\_\_\_\_ is that boy?" "John."
- 2 "\_\_\_\_\_ sister is Ann?" "She's Simon's sister."
- 3 "\_\_\_\_\_ is your maths teacher?" "Mrs Stevens."
- 4 "\_\_\_\_\_ parents are they?" "They're Abigail's."
- 5 "This isn't my bag." "\_\_\_\_\_ is it, then?"

CAN



Affirmative	Negative
I/You/He etc <b>can</b> swim.	I/You/He etc <b>cannot/can't</b> swim.
Interrogative	Short answers
<b>Can</b> I/you/he etc swim?	<b>Yes</b> , I/you/he etc <b>can</b> . <b>No</b> , I/you/he etc <b>can't</b> .

We use **can** to express **ability**. *I can play football.*

8 Look at the table. Complete the sentences with *can* or *can't*.

	Tony	Sandy	Paul & Max
 swim	✓	✗	✓
 dance	✗	✓	✓
 ride a bike	✗	✗	✓
 drive a car	✓	✓	✗
 cook	✗	✗	✓

- 1 Tony \_\_\_\_\_ swim.
- 2 Sandy \_\_\_\_\_ ride a bike.
- 3 Tony and Sandy \_\_\_\_\_ cook.
- 4 Paul and Max \_\_\_\_\_ swim.
- 5 Sandy and Max \_\_\_\_\_ dance.
- 6 Tony and Sandy \_\_\_\_\_ drive a car.

9 Use the table in Ex. 8 to ask and answer questions, as in the example. What about you?

- |                          |                        |
|--------------------------|------------------------|
| 1 Tony/swim?             | 3 Tony and Sandy/cook? |
| A: <i>Can Tony swim?</i> | 4 Paul/dance?          |
| B: <i>Yes, he can.</i>   | 5 Max/ride a bike?     |
| 2 Sandy/ride a bike?     | 6 Paul/drive a car?    |

SUMMING UP

Choose the correct option.

- 1 "Who/Whose is this book?" "It's Mary's."
- 2 Her **friend's/friends'** name is Jenny.
- 3 "Can Mario swim?" "No, he **can/can't**."
- 4 Alice **have got/has got** a brother.
- 5 "Have/Has Marie and Alan got a dog?"
- 6 "Yes, they **have/has**."
- 7 **The colour of my bag/My bag's colour** is blue.
- 8 She can ride a bike, but she **can/can't** drive a car.
- 9 Mark **haven't got/hasn't got** a laptop.
- 10 I can swim, but I **can't/can** dance.

 Tell the class what you learnt in this lesson. Give examples.

# 1c VOCABULARY



## Learning new words

Pairing opposite words helps you learn new vocabulary.

## APPEARANCE

1 Complete the gaps. Use words from the list below.

- young ≠ old • tall ≠ short • thin ≠ plump
- long ≠ short (hair) • straight ≠ curly (hair)



**Bob**

Age	young
Height	1) _____
Shape	thin
Hair	short, dark
Special features	moustache, beard



**Sheila**

Age	2) _____
Height	short
Shape	3) _____
Hair	long, dark
Special features	—



**Steve**

Age	4) _____
Height	tall
Shape	5) _____
Hair	6) _____, grey
Special features	moustache, beard



**Jane**

Age	young
Height	7) _____
Shape	thin
Hair	short, dark, curly
Special features	glasses

2 Choose a person from Ex. 1 and describe him/her to your partner.

*Bob is young. He is tall and thin. He has got short dark hair, a moustache and a beard.*

3  Collect photos of film characters. Describe them to the class. The class guess who each is.

4  Find out what your partner's family members look like.

A: *Is your mum tall?*

B: *Yes, she is.*

A: *Has she got short hair?*

B: *No, she hasn't. etc*

## CHARACTER

5 Label the pictures. Use: *clever, friendly, funny, kind.*



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

We can use **very** to give emphasis to an adjective.  
*(He's very funny.)*

6 What are you/your friends like?

*I'm friendly. My friend Paul is very clever.*

# LISTENING SKILLS 1d

1 Look at the picture. Describe the three men.



2 Listen to the dialogue. What is the relationship between these three men in Ex. 1?

3 Listen again and write the name of each person (1-3) in Ex. 1.

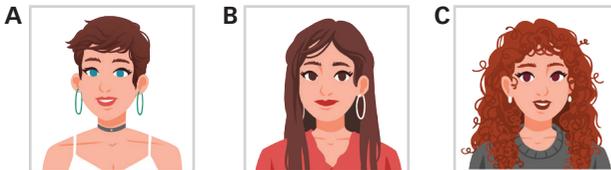
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## MULTIPLE CHOICE (based on visual prompts)

Preparing for the task

4 a) Read the question and look at the pictures. What does each picture show? Can you think of any related words?

Who is the girl's aunt?



b) Now read the script. Which is the correct answer?



- A: Who's that woman over there?  
 B: Which one? The one with long curly hair?  
 A: No. The one with long straight hair.  
 B: That's my aunt Susie. She's clever and funny. Come and meet her.



### Listen for specific information

Read the questions and look at the pictures. Think of as many words as possible related to each picture. This will help you do the task.

5 Read the rubric. Then read questions 1-4 and look at the pictures. What can you see in each?

You are going to hear four short recordings. For questions 1-4, choose the best answer A, B or C.

1 Which is Tony's pet?



2 How many brothers has Emma got?



3 What can't Alex do?



4 Who's Sam?



6 Do the listening task in Ex. 5. Compare your answers with your partner.

## INTONATION IN YES/NO & WH- QUESTIONS

The intonation goes up when we ask a yes/no question.

Are you Bill?

The intonation goes down at the end of wh- questions.

What's your name?

7 Listen and repeat. Mind the intonation.

- Where are you from?
- Is she Kate?
- Who is he?
- Has she got long hair?
- What is she like?
- Is he friendly?

# 1e SPEAKING SKILLS

## DESCRIBING A PERSON

- 1 Read through the dialogue. What is it about?
- 2 Use the sentences (A-D) to complete the dialogue. Find Josh in the pictures (1-3).

- A** What's he like?  
**B** Who is he?  
**C** How old is he?  
**D** What's his name?

Andy: Hey, who is that boy over there?  
 Ethan: Which one?  
 Andy: The one with the short curly hair and glasses.  
 Ethan: The one with a beard?  
 Andy: Yes, he has got a beard. **1)** \_\_\_\_\_  
 Ethan: Oh, that's my cousin.  
 Andy: **2)** \_\_\_\_\_  
 Ethan: Josh.  
 Andy: **3)** \_\_\_\_\_  
 Ethan: He's 18.  
 Andy: **4)** \_\_\_\_\_  
 Ethan: He's friendly and clever. Come and meet him.

1

2

3

### USEFUL LANGUAGE

#### Asking about people

- What does he/she look like?
- What is he/she like?
- How old is he/she?
- Who's he/she?
- What's his/her name?

#### Responding

- He's/She's tall and thin etc.
- He's/She's clever/kind etc.
- He's/She's 16/18 etc.
- He's/She's my cousin/friend etc.
- John/Anna etc.

- 3 Listen, read and check. Use the highlighted phrases/sentences in exchanges of your own.

- 4 Act out a similar dialogue to the one in Ex. 2. Use phrases from the language box. Follow the diagram. Record yourselves.

A

Point to a person. Ask who he/she is.

Describe person.

Confirm. Ask B who he/she is.

Ask B about his/her name.

Ask B about his/her age.

Ask B about his/her character.

B

Ask about person.

Ask if person has got (beard/glasses/etc).

Say who he/she is.

Tell A his/her name.

Tell A his/her age.

Reply. Invite A to come meet him/her.

## ASKING QUESTIONS

- 5 Student A: Look at Card A. Student B: Look at Card B and ask Student A questions. Student A: Answer the questions.

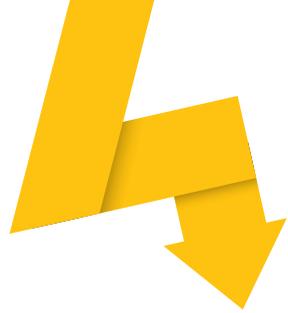
Card A

Helen's profile  
**First name:** Helen  
**Last name:** Newton  
**Country of origin:** the UK  
**Age:** 15  
**Family:** one brother  
**Character:** funny

Card B

- what/surname?
- where from?
- age?
- brother/sister ?
- what/like?





### WRITING TIP

#### Informal style

Emails to friends are informal. We use short sentences and short verb forms.

## 1 Read the rubric. Use the underlined words to complete the sentences.

Write an **email** to your English-speaking friend (40-50 words). In your email:

- write who your best friend is.
- describe him/her.
- say what he/she can do.

- 1 You need to write \_\_\_\_\_ to \_\_\_\_\_.
- 2 You need to write \_\_\_\_\_ words.
- 3 You need to write about \_\_\_\_\_.

## MODEL ANALYSIS

## 2 Read the email. What can Andy do well?



### WRITING TIP

#### Punctuation

**full stop** (.) at the end of affirmative and negative sentences.  
(*He's seventeen.*)

**comma** (,) to separate items in a list (*He's got a bag, a ruler and pencils.*)

**question mark** (?) at the end of questions  
(*What's his name?*)

**exclamation mark** (!) at the end of sentences to express strong feelings (*He's great!*)

☆ 🏠 ✉

Hi Chris,

How are things? My best friend's Andy. He's sixteen. Andy's tall and thin. He's got short fair hair. He's very funny. We're in the same class. Andy can play football, swim and cook very well! What about your best friend? Write back.

Barry

## 3 Punctuate the sentences.

- |                        |  |
|------------------------|--|
| 1 How are you          | 3 He's got short fair hair a beard and a moustache |
| 2 He is tall and plump | 4 He can dance very well                           |

## YOUR TURN

## 4 Brainstorming: Think of your best friend. Make notes under the headings in bold in the plan in Ex. 5 in your notebook.

## 5 Use your notes in Ex. 4 to write your email for the rubric in Ex. 1. Use phrases from the Useful Language. Follow the plan.



Hi + (your friend's first name),  
 – opening remarks; **best friend's name & age**  
 – **appearance & character**  
 – **abilities**  
 – closing remarks  
 (your first name)

### USEFUL LANGUAGE

#### Opening remarks

- How are you?
- Hope you're OK.

#### Appearance

- ... is tall and thin.
- ... has got short fair hair.
- ... is short and thin.

#### Character

... is very kind/funny/etc.

#### Abilities

... can swim/cook/etc very well.

#### Closing remarks

- Yours,
- Talk soon.

# 1g LIFE SKILLS

WHAT IS A GOOD FRIEND LIKE?

1  Watch the video and match the characters (1-3) to the films (A-C).

1

Auggie

A *Skate Kitchen*

2

Camille

B *Lady Bird*

3

Christine

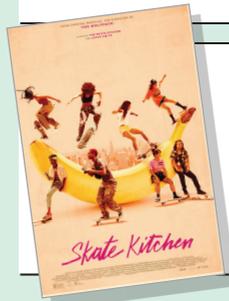
C *Wonder*



Watch the video. Ask your classmates what each film is about.

## • FRIENDSHIP •

August 'Auggie' Pullman isn't like other boys. He has got a problem and his face is different from other people's. At school, some kids are sorry for him, some are afraid of him and some are unkind to him. But he has got his friends, Jack and Summer. They are always there for him. With Jack and Summer by his side, Auggie can do anything!



*Skate Kitchen* is about Camille, a teenager from New York City. Camille hasn't got a lot of friends, but she can skateboard – and she's really good at it! Camille is soon part of a group of skater girls: Janay, Kurt, Ruby, Indigo, Eliza and Quinn. They are all very different, but their friendship is strong and can help them through difficult times.

*Lady Bird*'s real name is Christine. She's 17 and she's got big ideas about her future. She hasn't got a good relationship with her mum, and she isn't always nice to her best friend, Julie. For *Lady Bird*, everything is about the school play, college and students ... or is it? *Lady Bird* has got a lot of lessons to learn, and one of them is that her mum and Julie are actually the two most important people in her life.



### CHECK THESE WORDS

sorry for, afraid of, unkind to, skateboard, relationship, lesson

2  Listen to and read the texts. Match the people (1-3) to the lessons they learn in the films (A-C).

1

Auggie

A Friends and family are important in your life.

2

Camille

B Friends are always there for you.

3

Lady Bird

C Friendships can help us through difficult times.

3  Which lesson do you like the most? Why?

*I like Camille's lesson because my friends can help me when I have got problems.*

4  What is a good friend like? Discuss. Make a poster.

5  Are you a good friend? How? Discuss with your friend. Do they agree? Can you do something else to be a good friend?

# MINDS

**4MINDS** is a multi-level course that turns language learning into an opportunity for learners to explore the world and their potential preparing them for the real world outside class. The series fosters 21st century skills developing learners' creativity, collaboration, critical thinking, public speaking and digital literacy skills and provides a multimodal learning experience and self-directed learning with theme-related grammar and writing videos. It promotes an inclusive use of the language with Mediation tasks and generates contexts within which learners use ethical principles to resolve issues of common concern (Life skills) while encouraging experiential and holistic learning with STEAM activities.



## For the Student

- **STUDENT'S BOOK**  
WITH DIGI APP
- **WORKBOOK & GRAMMAR BOOK**  
**(WITH STEAM ACTIVITIES)**  
**STUDENT'S**  
WITH DIGI APP



## For the Teacher

- **TEACHER'S BOOK**  
WITH DIGI APP
- **WORKBOOK & GRAMMAR BOOK**  
**(WITH STEAM ACTIVITIES) TEACHER'S**  
WITH DIGI APP
- **AUDIO** (DOWNLOADABLE)
- **TESTS & TEACHER'S RESOURCE**  
**MATERIAL** (DOWNLOADABLE)
- **DIWB**



<b>CEFR Level</b>	<b>A1</b>	<b>A2</b>	<b>A2+</b>	<b>B1</b>	<b>B1+</b>	<b>B2</b>	<b>B2+</b>	<b>C1/C2</b>
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