

# MINDS

Jenny Dooley



STUDENT'S BOOK

 **express**  
PUBLISHING

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**Published by Express Publishing**

**Liberty House, Greenham Business Park, Newbury,  
Berkshire RG19 6HW, United Kingdom**

**Tel.: (0044) 1635 959 759**

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**[www.expresspublishing.co.uk](http://www.expresspublishing.co.uk)**

© Jenny Dooley, 2023

Design and Illustration © Express Publishing, 2023

Colour Illustrations: Roberta, Andrew Simons, Mike Koubou © Express Publishing, 2023

Music Arrangements by Express Studio © Express Publishing, 2023

First published 2023

Fifth impression 2025

Made in EU

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ISBN 978-1-3992-1210-6 Student's Book

ISBN 978-1-3992-1211-3 DigiBooks app

ISBN 978-1-3992-1212-0 Student's Book with DigiBooks app

ISBN 978-1-3992-1210-6



## Acknowledgements

### Author's Acknowledgements

I want to thank my colleagues and friends who helped me so much in carrying out the research and gave me advice and valuable input. Special thanks to my children for their support and imagination. This book would not have been possible without them.

I would also like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Cathy Grove (senior editors); David Forest and Helen Stone (editorial assistants); Richard White (senior production controller); the Express design team; Express studio (recording producers); and Kevin Harris, Cathy Mills and James Hutton as well as those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

### Photograph Acknowledgements

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# L MINDS

A1

STUDENT'S BOOK

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# CONTENTS

## HELLO

### 1

#### FAMILY & FRIENDS pp. 9-18

- family members
- appearance
- character

- *have got*
- possessive case
- *can*

a blog about a film  
(T/F statements)

### 2

#### SCHOOL TIME pp. 19-28

- school areas
- school subjects
- classroom objects

- *there is/there are*
- *a/an – some – any*
- *they're – their – there*
- prepositions of place
- prepositions of direction

an article about  
special schools  
(multiple matching)

### 3

#### ROUND THE CLOCK pp. 29-38

- daily routine
- free-time activities/  
hobbies
- the time

- present simple
- pronunciation of -s ending
- adverbs of frequency
- *like, love, hate + -ing* form
- prepositions of time

an article about a  
person's daily routine  
(multiple choice)

### 4

#### FAIR WEATHER pp. 39-48

- the weather
- activities
- clothes, accessories &  
footwear

- present continuous
- present simple vs present  
continuous
- stative verbs

blog posts about a  
holiday in Mongolia  
(T/F/DS statements)

### 5

#### A LONG TIME AGO pp. 49-58

- parts of a house –  
rooms – furniture
- appliances & everyday  
objects
- ordinal numbers

- *was/were*
- past simple (regular verbs)

an article about  
castles (multiple  
matching)

### 6

#### ANIMAL HEROES pp. 59-68

- animals (pets, farm/wild  
animals)
- parts of the body
- feelings

- *had*
- *could*
- past simple (irregular verbs)
- adverbs of manner

an article/an email  
about an animal & a  
book character  
(complete sentences)

### 7

#### MOVING AROUND pp. 69-78

- places in a town
- means of transport
- adjectives

- comparative
- superlative

an article about  
buildings in the UAE  
(multiple matching)

### 8

#### YUMMY! pp. 79-88

- food/drinks

- countable/uncountable nouns –  
*a/an – some – any*
- phrases of quantity
- quantifiers: (*how*) *many/much,*  
*a lot of/lots of, a few/a little*

an article about  
American food  
(correct sentences)

### 9

#### SPORTS pp. 89-98

- sports
- sports verbs
- parts of the body

- *must/mustn't*
- *have to/not have to*
- *should/shouldn't*
- *can/can't*

an article about a  
sports event (match  
headings to  
paragraphs)

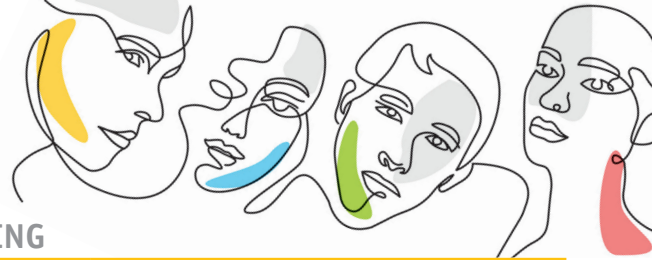
### 10

#### SEE THE WORLD! pp. 99-108

- geographical features
- activities
- jobs

- *will*
- *be going to*
- *be going to*/present continuous  
(future meaning)

emails about holiday  
destinations (answer  
questions)



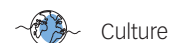
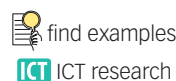
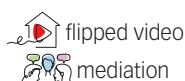
## LISTENING

## SPEAKING

## WRITING


	<ul style="list-style-type: none"> <li>ask about names</li> <li>ask about age</li> <li>greetings in the UK</li> </ul>	capital letters	<h3>VALUES</h3> <p><b>Unit 1</b> Family p. 11</p> <p><b>Unit 2</b> Education p. 21</p> <p><b>Unit 3</b> Hobbies p. 38</p> <p><b>Unit 4</b> Sustainable shopping p. 44</p> <p><b>Unit 5</b> Home p. 54</p> <p><b>Unit 6</b> Animals p. 64</p> <p><b>Unit 7</b> Kindness p. 74</p> <p><b>Unit 8</b> Healthy eating p. 84</p> <p><b>Unit 9</b> Sports p. 91</p> <p><b>Unit 10</b> Work p. 104</p> <h3>CULTURE</h3> <p><b>Unit 1</b> British surnames p. 11</p> <p><b>Unit 2</b> Extracurricular activities in the USA p. 21</p> <p><b>Unit 3</b> School/Work times in the UK p. 31</p> <p><b>Unit 4</b> Weather in Scotland p. 41</p> <p><b>Unit 5</b> Ranch homes in the USA p. 51</p> <p><b>Unit 6</b> The ZSL London Zoo p. 61</p> <p><b>Unit 7</b> Westfield London p. 71</p> <p><b>Unit 8</b> Ireland's national dish p. 81</p> <p><b>Unit 9</b> The Wimbledon Championships p. 91</p> <p><b>Unit 10</b> Orlando, Florida p. 101</p> <h3>MEDIATION</h3> <p><b>Unit 1</b> Recommend a film to watch p. 10</p> <p><b>Unit 2</b> Give information about schools p. 21</p> <p><b>Unit 3</b> Explain what OCD is using a picture p. 30</p> <p><b>Unit 4</b> Give information about a people p. 48</p> <p><b>Unit 5</b> Present reasons and ways to protect our heritage p. 58</p> <p><b>Unit 6</b> Explain how an animal inspired a book character p. 60</p> <p><b>Unit 7</b> Create and present a people-friendly town p. 78</p> <p><b>Unit 8</b> Suggest a market p. 85</p> <p><b>Unit 9</b> Select a picture for a sporting event p. 90</p> <p><b>Unit 10</b> Suggest holiday destinations p. 101</p> <h3>LIFE SKILLS</h3> <p><b>Unit 1</b> What is a good friend like? p. 18</p> <p><b>Unit 3</b> How can we choose a hobby? p. 38</p> <p><b>Unit 5</b> How can we look after our heritage? p. 58</p> <p><b>Unit 7</b> When is a town people-friendly? p. 78</p> <p><b>Unit 9</b> How can we encourage teens to play sports? p. 98</p> <h3>PRESENTATION SKILLS</h3> <p><b>Unit 2</b> The education system in a country p. 28</p> <p><b>Unit 4</b> Present a people p. 48</p> <p><b>Unit 6</b> Present an animal from the past p. 68</p> <p><b>Unit 8</b> Present national dishes p. 88</p> <p><b>Unit 10</b> Present a holiday destination p. 108</p>
<ul style="list-style-type: none"> <li>a dialogue about people (label pictures)</li> <li>dialogues about people, pets and abilities (multiple choice based on visual prompts)</li> <li>Intonation: <i>yes/no</i> – <i>wh</i>- questions</li> </ul>	<ul style="list-style-type: none"> <li>describe a person</li> <li>ask questions</li> </ul>	an email describing a person (Writing tip: informal style; punctuation)	
<ul style="list-style-type: none"> <li>a dialogue about school subjects (multiple matching)</li> <li>a dialogue about friends and school subjects (multiple matching based on visual prompts)</li> <li>Pronunciation <i>th</i>: /θ/ – /ð/</li> </ul>	give directions	an email about you and your school (Writing tip: linkers: <i>also, and, too, but</i> )	
<ul style="list-style-type: none"> <li>an announcement (gap fill)</li> <li>dialogues about daily routines, free-time activities, the time (multiple choice based on visual prompts)</li> <li>Pronunciation <i>-es</i> ending: /s/, /z/, /ɪz/; word stress</li> </ul>	<ul style="list-style-type: none"> <li>tell the time</li> <li>make arrangements</li> <li>respond to situations</li> </ul>	a blog post about your routine & free-time activities (Writing tip: how to start a blog post; adverbs: <i>after, before</i> )	
<ul style="list-style-type: none"> <li>an announcement about a shopping trip (gap fill)</li> <li>dialogues/monologues about the weather &amp; clothes (multiple choice)</li> <li>Pronunciation: <i>-ing</i> ending</li> </ul>	<ul style="list-style-type: none"> <li>talk about activities</li> <li>buy clothes</li> <li>describe a photo</li> </ul>	a postcard about your holiday (Writing tip: addresses; word order)	
<ul style="list-style-type: none"> <li>a presentation about a house (T/F statements)</li> <li>dialogues about furniture &amp; everyday objects (multiple choice based on visual prompts)</li> <li>Pronunciation: <i>-ed</i> ending</li> </ul>	<ul style="list-style-type: none"> <li>describe a visit</li> <li>respond to situations</li> </ul>	an article about a visit to a house (Writing tip: adjectives)	
<ul style="list-style-type: none"> <li>dialogues/monologues about animals (multiple choice)</li> <li>a dialogue about a visit to a zoo (multiple choice)</li> <li>Pronunciation: counting syllables</li> </ul>	<ul style="list-style-type: none"> <li>narrate an accident</li> <li>describe a photo</li> </ul>	a story (Writing tip: set the scene; adverbs of manner)	
<ul style="list-style-type: none"> <li>questions about means of transport (matching exchanges)</li> <li>monologues about places in a town (multiple matching based on visual prompts)</li> <li>Pronunciation <i>a</i>: /ɑ:/ – /æ/ – /eɪ/</li> </ul>	<ul style="list-style-type: none"> <li>discuss public transport</li> <li>compare places – make suggestions</li> <li>respond to situations</li> </ul>	an article suggesting places to visit (Writing tip: titles for articles; adjectives in descriptions)	
<ul style="list-style-type: none"> <li>dialogues about food/drinks (multiple choice based on visual prompts)</li> <li>an advert about a market (gap fill)</li> <li>Pronunciation: /g/ – /dʒ/</li> </ul>	<ul style="list-style-type: none"> <li>express likes/dislikes</li> <li>discuss eating habits</li> <li>order food</li> <li>read prices</li> <li>respond to situations</li> </ul>	a social media comment (Writing tip: how to start a social media comment; support an opinion)	
<ul style="list-style-type: none"> <li>monologues about sports (multiple matching)</li> <li>monologues about favourite sports (multiple matching)</li> <li>Pronunciation: /s/ – /ʃ/</li> </ul>	<ul style="list-style-type: none"> <li>talk about sports</li> <li>book tickets</li> <li>describe a photo</li> </ul>	a profile (Writing tip: sequence of events; tenses; express admiration)	
<ul style="list-style-type: none"> <li>a dialogue about holidays (multiple choice)</li> <li>monologues about jobs (matching)</li> <li>Pronunciation: <i>will/won't</i></li> </ul>	<ul style="list-style-type: none"> <li>check in at a hotel</li> <li>describe a photo</li> </ul>	an email about your holiday plans (Writing tip: tenses; error correction)	

### Symbols



## VOCABULARY

The alphabet

1  Listen and repeat.

Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv Ww  
Xx Yy Zz


We use capital letters with names (Sam).

Asking about names

2  Ask and answer, as in the example.

A: What's your name?  
B: Annie.  
A: How do you spell it?  
B: A-double N-I-E.

Cardinal numbers (1-1,000)

3  Listen and repeat. Write the missing numbers.

- |         |              |
|---------|--------------|
| 1 one   | 11 eleven    |
| 2 two   | 12 twelve    |
| 3 _____ | 13 thirteen  |
| 4 four  | 14 _____     |
| 5 _____ | 15 fifteen   |
| 6 six   | 16 _____     |
| 7 _____ | 17 seventeen |
| 8 eight | 18 _____     |
| 9 _____ | 19 nineteen  |
| 10 ten  | 20 twenty    |

4 a)  Listen and repeat.

- twenty-one
- twenty-eight
- eighty
- twenty-two
- twenty-nine
- ninety
- twenty-three
- thirty
- a/one hundred
- twenty-four
- forty
- a/one hundred and twenty
- twenty-five
- fifty
- a/one thousand
- twenty-six
- sixty
- twenty-seven
- seventy

b) Which numbers from Ex. 4a can't you see?


70<sup>22</sup> 90<sup>80</sup> 60  
40 25<sup>21</sup> 30<sup>23</sup> 28  
50 27 1,000  
26 29

5 Use the key to do the sums. Read them aloud.

+ plus - minus = equals

- 1 12 + 45 =
- 2 45 - 13 =
- 3 35 + 68 =
- 4 58 - 16 =
- 5 125 - 49 =
- 6 278 + 419 =

Asking about age

6  Ask and answer, as in the example.

- John (53)
- Kate (21)
- Ann (12)
- Mary (29)
- Paul (67)

A: How old is John? B: Fifty-three.

## Nationalities

### 7 Match the countries to the nationalities.

Brazil  
 the USA  
 Poland  
 Canada  
 Spain  
 Italy  
 Germany  
 the UK  
 Japan

German  
 Japanese  
 British  
 Brazilian  
 Polish  
 American  
 Spanish  
 Canadian  
 Italian  
 Egyptian



Listen and check. Then repeat.

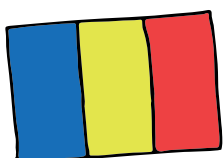
We use capital letters with names of cities (*Brasilia*), countries (*Brazil*) and nationalities (*Brazilian*).

### 8 Write the nationalities in your notebook. Check in your dictionary.

- Argentina • Australia • Bulgaria • Chile
- China • Croatia • France • Greece
- Ireland • Mexico • Morocco • Portugal
- Romania • Slovenia • Sweden • Turkey

-(i)an	-ish	-ese	other
<i>Argentinian</i>			

### 9 Find or draw five flags from various countries. Your partner names them.



This is the Romanian flag.

## GRAMMAR

### THE VERB TO BE

Affirmative	Negative
<b>I'm (am)</b> He/She/It's (is) We/You/They're (are)	<b>I'm not (am not)</b> He/She/It <b>isn't (is not)</b> We/You/They <b>aren't (are not)</b>
Interrogative	Short answers
<b>Am I ... ?</b> <b>Is he/she/it ... ?</b>  <b>Are we/you/they ... ?</b>	<b>Yes, I am. / No, I'm not.</b> <b>Yes, he/she/it is. /</b> <b>No, he/she/it isn't.</b> <b>Yes, you/we/they are. /</b> <b>No, you/we/they aren't.</b>

### 10 Fill in *am, is, are, 'm not, isn't or aren't*.

- A:** \_\_\_\_\_ Adam from Portugal?  
**B:** No, he \_\_\_\_\_. He \_\_\_\_\_ from Spain.
- A:** I \_\_\_\_\_ Julia and this is my best friend, Lisa. We \_\_\_\_\_ 16 years old.  
**B:** Really? I \_\_\_\_\_ 16 years old, too!
- A:** \_\_\_\_\_ John and Luke American?  
**B:** No, they \_\_\_\_\_. They \_\_\_\_\_ from the UK.
- A:** Sheila \_\_\_\_\_ from New Zealand. She is Australian.  
**B:** Max \_\_\_\_\_ from Australia, too!
- A:** \_\_\_\_\_ you from Canada?  
**B:** No, we \_\_\_\_\_ Canadian. We \_\_\_\_\_ British.
- A:** \_\_\_\_\_ you 15 years old, Alice?  
**B:** No, I \_\_\_\_\_. I am 14 years old.
- A:** I \_\_\_\_\_ Anwar and I \_\_\_\_\_ from Saudi Arabia.  
**B:** Hi, Anwar! I \_\_\_\_\_ Carlos. I \_\_\_\_\_ Mexican.
- A:** \_\_\_\_\_ they from Thailand?  
**B:** No, they \_\_\_\_\_. Hanh \_\_\_\_\_ from Vietnam and Akemi \_\_\_\_\_ Japanese.

### 11 Ask and answer, as in the example.

- you/Chilean? No – Brazilian  
**A:** *Are you Chilean?*  
**B:** *No, I'm not. I'm Brazilian.*
- she/French? Yes – from Paris
- they/from the USA? Yes – American
- he/Spanish? No – Portuguese
- you/Italian? Yes – from Florence
- Tim and Penny/from the UK? No – from Ireland

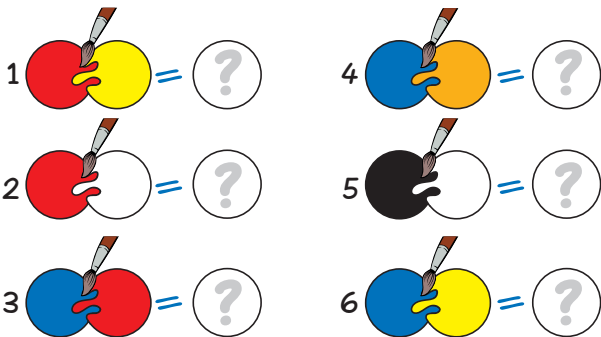
## VOCABULARY

Colours


12 a)  Listen and repeat.

blue brown  
red pink green  
black grey white  
orange purple

b) Find the colour.



Personal things


13  Label the pictures. Listen and check.

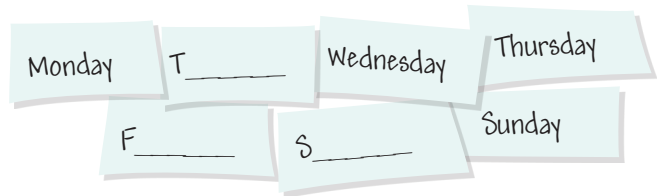
- computer • laptop • digital camera
- game console • headphones
- smartphone • tablet • smartwatch




## DAYS/MONTHS/SEASONS

- We use capital letters with names of days (*Monday*) and months (*May*).
- We use **on** with days (*on Monday*) **BUT at the weekend**.
- We use **in** with months (*in January*) and seasons (*in the summer*).

14  Complete the days of the week. Listen and check.



15  Look at the seasons in the UK. Write the missing months. Listen and check.

Winter	Spring	Summer	Autumn
December	March		September
		July	
February	May	August	November

## GRAMMAR

### SUBJECT/OBJECT PRONOUNS & POSSESSIVE ADJECTIVES/PRONOUNS

Subject pronouns	I you he she it we you they
Object pronouns	me you him her it us you them
Possessive adjectives	my your his her its our your their
Possessive pronouns	mine yours his hers — ours yours theirs

16 Choose the correct option.

- Paul isn't here. Where is **he/him**?
- Mel and John aren't American. **Their/They** are British.
- Bill is here. Look at **his/him**!
- That tablet is **mine/my**. Give it to **I/me**, please.
- Emma is here. Come talk to **she/her**.
- Hugo and I are from Vietnam. **They/We** are Vietnamese.
- Her/Hers** twin sisters are 13. Look at **their/them**!
- This isn't **your/yours** laptop. It's **her/hers**.
- We/Our** teacher is Italian. Say hello to **him/his**.
- John, this is **you/your** camera. It isn't **me/mine**.

## PLURALS

most nouns + **-s** – *laptop* → *laptops*, *rabbit* → *rabbits*

Nouns ending in:

- **-s, -ss, -ch, -sh, -x, -o + -es** – *bus* → *buses*, *glass* → *glasses*, *watch* → *watches*, *bush* → *bushes*, *fox* → *foxes*, *tomato* → *tomatoes*
- vowel + **-y + -s** – *boy* → *boys*
- consonant + **-y**, drop the **-y + -ies** – *berry* → *berries*
- Some nouns ending in **-f/-fe**, drop the **-f/-fe + -ves** – *scarf* → *scarves*, *life* → *lives*
- Nouns with the same singular and plural forms: *deer* → *deer*, *fish* → *fish*, *sheep* → *sheep*
- Irregular plurals: *woman* → *women*, *man* → *men*, *person* → *people*, *child* → *children*, *foot* → *feet*, *tooth* → *teeth*, *mouse* → *mice*, *goose* → *geese*

## 17 Write the plurals of the words below.



1  brush – <i>brushes</i>	2  toy – _____	3  goose – _____
4  child – _____	5  watch – _____	6  foot – _____
7  knife – _____	8  fish – _____	9  potato – _____
10  box – _____	11  cherry – _____	12  leaf – _____

## THIS/THESE – THAT/THOSE

**this/these:** for things near us

*This is a camera. These are cameras.*

**that/those:** for things far away from us

*That is a goose. Those are geese.*

## 18 Fill in *this, these, that or those*.



1 \_\_\_\_\_ is a brush and \_\_\_\_\_ are knives.



2 \_\_\_\_\_ is a laptop and \_\_\_\_\_ is a computer.



3 \_\_\_\_\_ are toys and \_\_\_\_\_ are watches.



4 \_\_\_\_\_ is a box and \_\_\_\_\_ is a smartphone.

## A/AN – THE

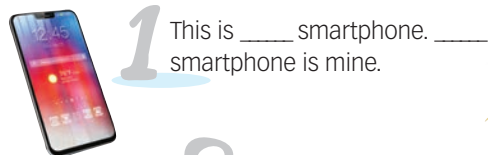
**a/an:** for things we refer to for the first time

- **a** + singular nouns that begin with a **consonant sound** – *a camera*
- **an** + singular nouns that begin with a **vowel sound** or silent **h** – *an umbrella, an hour*

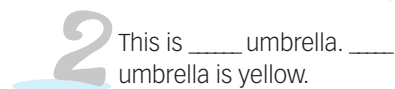
**the:** to refer to things we know from before

*This is a camera. The camera is mine.*

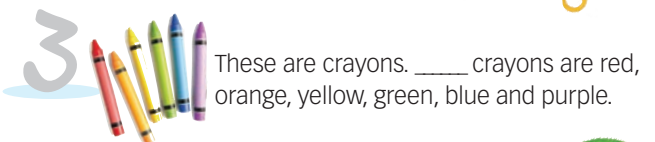
## 19 Fill in *a/an or the*.



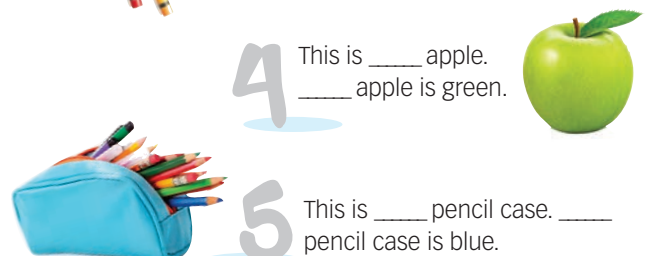
1 This is \_\_\_\_ smartphone. \_\_\_\_ smartphone is mine.



2 This is \_\_\_\_ umbrella. \_\_\_\_ umbrella is yellow.



3 These are crayons. \_\_\_\_ crayons are red, orange, yellow, green, blue and purple.



4 This is \_\_\_\_ apple. \_\_\_\_ apple is green.

5 This is \_\_\_\_ pencil case. \_\_\_\_ pencil case is blue.

## QUESTION WORDS

- **What's** your name? Linda.
- **Where** are you from? Rome, Italy.
- **How old** are you? 17.
- **When** is your birthday? May.
- **What's** your favourite colour? Red.

## 20 Match the questions (1-5) to the answers (A-E).

- |   |                          |   |                       |
|---|--------------------------|---|-----------------------|
| 1 | What's your name?        | A | Dubrovnik in Croatia. |
| 2 | How old are you?         | B | In August.            |
| 3 | What's your nationality? | C | 16 years old.         |
| 4 | Where are you from?      | D | Anita.                |
| 5 | When is your birthday?   | E | I'm Croatian.         |

## 21 Act out a dialogue using the questions in Ex. 20.

## THE IMPERATIVE

**Affirmative:** base form of the verb – *Open your books.*  
**Negative:** *Don't* + base form of the verb – *Don't stand up.*

### Classroom language

## 22 Complete the sentences with the verbs in the list in the correct form of the imperative.

- listen • raise • not/eat • not/use



1 *Listen* to your teacher carefully.



2 \_\_\_\_\_ your smartphone to play games in class.



3 \_\_\_\_\_ or drink in the computer lab.

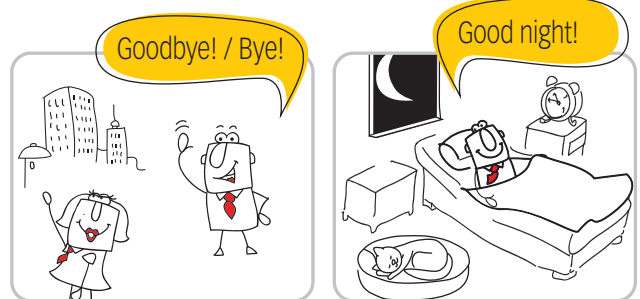
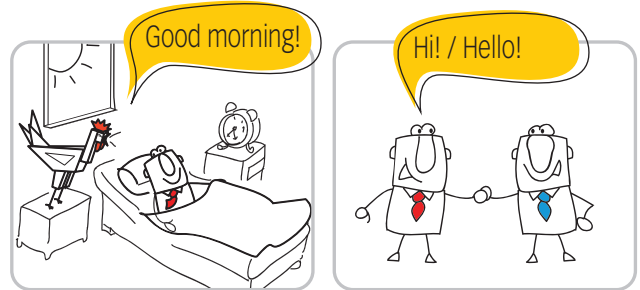


4 \_\_\_\_\_ your hand to ask a question in class.

## SPEAKING

### Greetings in the UK

## 23 Listen and repeat.



## 24 a) Read the dialogue.

**Jenny:** Good morning, Lina.  
**Lina:** Hi, Jenny.  
**Jenny:** How are you?  
**Lina:** I'm good, thanks. And you?  
**Jenny:** Not bad.  
**Lina:** OK! See you later. Bye!  
**Jenny:** Have a nice day! Goodbye.



## b) Act out similar dialogues.

## 25 Look through the Hello unit again and tell your partner what you learnt in this unit. Give examples.

# 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

CONTACT



*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?

**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.

**VOCABULARY**

Family members

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



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

- |                           |                          |
|---------------------------|--------------------------|
| 1 Nick is Sam's _____.    | 6 Mark is Kim's _____.   |
| 2 Jane is Max's _____.    | 7 Kelly is Mark's _____. |
| 3 Ann is Mark's _____.    | 8 Ann is Jane's _____.   |
| 4 Sally is Kelly's _____. | 9 Jane is Ann's _____.   |
| 5 Sam is Kelly's _____.   | 10 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.

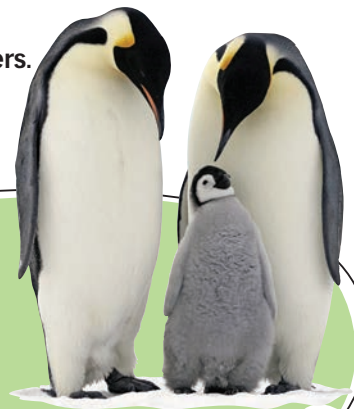
Kim Paul Neill Mary Helen Jake

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



NATURE LESSONS

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.



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