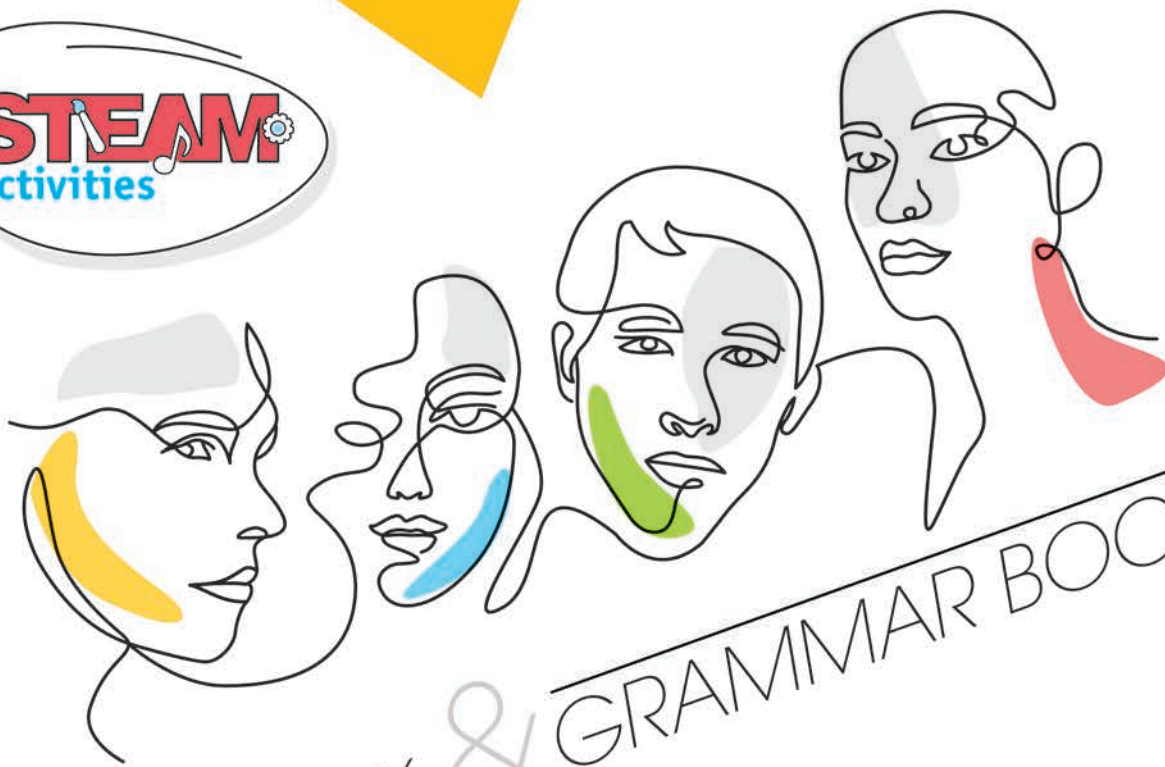


LEARNING MINDS

Jenny Dooley



WORKBOOK & GRAMMAR BOOK
student's

A1



Express Publishing

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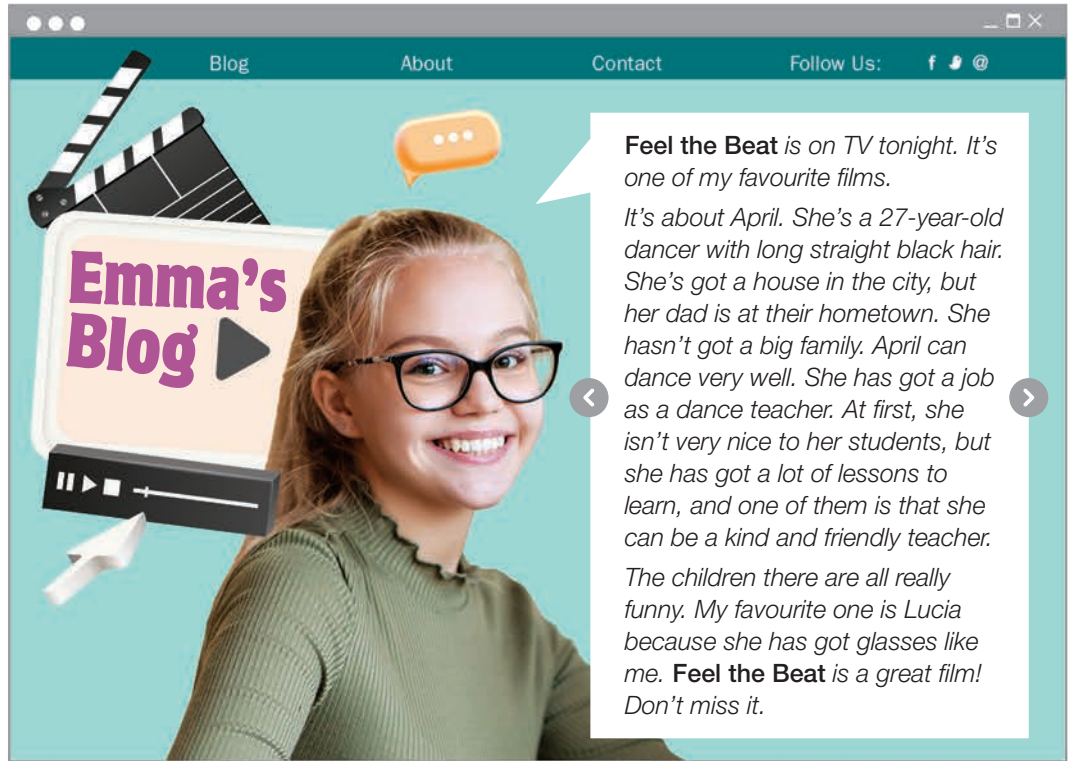
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1 ★ Read the text and complete the sentences.

- 1 *Feel the Beat* is a _____.
- 2 April has got long black _____.
- 3 April hasn't got a _____.
- 4 April is kind to her _____.
- 5 Lucia has got _____.

2 ★★ Read the text again and decide if the sentences are true (T) or false (F).

- 1 *Feel the Beat* is one of Emma's favourite films. _____
- 2 April has got a very small family. _____
- 3 April can't dance. _____
- 4 Lucia isn't funny. _____

3 ★★★ Read the text and answer the questions.

- 1 How old is April?

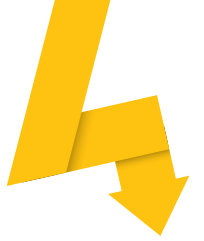
- 2 Where is April's dad?

- 3 What job has April got?

- 4 What are the children like?

- 5 Why is Lucia Emma's favourite child?





VOCABULARY

Family members

4 ★ Look at the family tree and complete the gaps with the correct words.

FAMILY TREE



- 1 Sofie is David and Anne's d _____.
- 2 Chris is Josh's u _____.
- 3 Bob is David's d _____.
- 4 Margaret is Josh and Sofie's g _____.
- 5 Josh is Sofie's b _____.

5 ★ Complete the pairs.

- 1 mum - _____
- 2 aunt - _____
- 3 grandma - _____
- 4 sister - _____
- 5 nephew - _____
- 6 wife - _____

6 ★★ Circle the odd word out.

- 1 son - dad - wife - brother
- 2 clever - kind - funny - tall
- 3 young - short - long - straight
- 4 cousin - grandparents - parents - children
- 5 moustache - hat - beard - hair

7 ★★ Who is the person?

- 1 My mum's daughter is my _____.
- 2 My grandparents' son is my _____.
- 3 My granddad's wife is my _____.
- 4 My dad's sister is my _____.
- 5 My uncle's daughter is my _____.

8 ★★★ Look at the family tree in Ex. 4 and complete the text.

Hi, I'm Sofie and this is my family. My **1)** _____'s name is Bob and my **2)** _____'s name is Margaret. They are both really kind. They have got two sons, my **3)** _____, David and my **4)** _____, Chris. My **5)** _____ is Anne. She has got long fair hair. I have got one **6)** _____. His name is Josh. My family are great. I love them all a lot.

1b GRAMMAR IN USE

HAVE GOT

1 ★ Choose the correct option.

- Meg **hasn't/haven't** got a pet.
- Adam **has/have** got a sister.
- Have/Has** he got a cousin?
- I **has/have** got two brothers.
- Has/Have** you got a big family?
- We **haven't/hasn't** got cousins.
- Have/Has** they got a laptop?
- My grandma **have/has** got two dogs.
- Have/Has** you got a cat?
- Nick **haven't/hasn't** got a sister.

2 ★★ Look at the pictures and fill in *have got*, *has got*, *haven't got* or *hasn't got*.

Anna:
 Tony:
 Bob:
 Sam:
 Pam:
 Kate:

- Anna *has got* a cat.
- Tony _____ a laptop.
- Bob and Pam _____ a computer.
- Sam _____ a bike.
- Pam _____ a cat.
- Sam and Kate _____ a bike.
- Anna _____ a computer.
- Tony and Anna _____ a bike.
- Kate _____ a dog.
- Bob and Sam _____ a bike.

3 ★★★ Fill in the correct form of *have got*.

- A: *Have* you *got* a cousin?
B: No, I _____, but I _____ two nieces.
- A: _____ your dad _____ a brother?
B: No, he _____. He _____ a sister.
- A: _____ Henry and David _____ a tablet?
B: No, they _____, but their sister _____ a tablet.
- A: _____ Billy _____ a sister?
B: Yes, he _____. He _____ a brother, too.
- A: _____ Emma _____ a sister?
B: No, she _____. She _____ three cousins.
- A: _____ you _____ a laptop?
B: Yes, I _____, and I _____ a camera.

POSSESSIVE CASE

4 ★ Choose the correct option.

- The **colour of the hat/hat's colour** is blue.
- France's capital/The capital of France** is Paris.
- This is **Luke's desk/the desk of Luke**.
- That is **Betty and Paul's/Betty's and Paul's** dog.
- The name of my dad/My dad's name** is Matt.
- The **children's/childrens'** ball is green.

5 ★★ Form questions, then answer them.

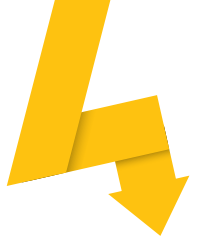
- cat/that/whose/is? (**Jessica and Rob**)
Whose is that cat?
It's *Jessica and Rob's*.
- book/this/is/whose? (**Dan**)

It's _____.
- grandparents/whose/are/they? (**Sarah and Amy**)

They are _____.
- this/ball/is/whose? (**children**)

It is the _____ ball.
- Zoe/is/who? (**Chris**)

She is _____ cousin.



6 ★★★ Correct the mistakes.

- Whose is Patrick?
Who is Patrick?
- He is Marys' dad.

- This is the mens' car.


- These are Tom and Sam's smartwatches.

- This is Ann's and Kate's laptop.


CAN

7 ★ Look at the pictures and write sentences. Use *can* or *can't*.


1 Sam / swim (✓)
Sam can swim.




2 Mary and Karen / dance (x)




3 Bob / ride a bike (✓)




4 Peter and Anna / drive a car (✓)



5 Tim / play football (x)



6 Alex / cook (x)



8 ★ Choose the correct option.

- Can you play football? Yes, I **can/can't**.
- Can you dance? No, I **can/can't**.
- Can they swim? No, they **can/can't**.
- Can you speak French? No, I **can/can't**.
- Can they cook? Yes, they **can/can't**.

9 ★★ Look at the table and fill in *can* or *can't*.

| | George | Lara |
|---------------|--------|------|
| ride a bike | x | ✓ |
| swim | ✓ | x |
| speak English | ✓ | ✓ |
| cook | x | x |
| dance | x | ✓ |

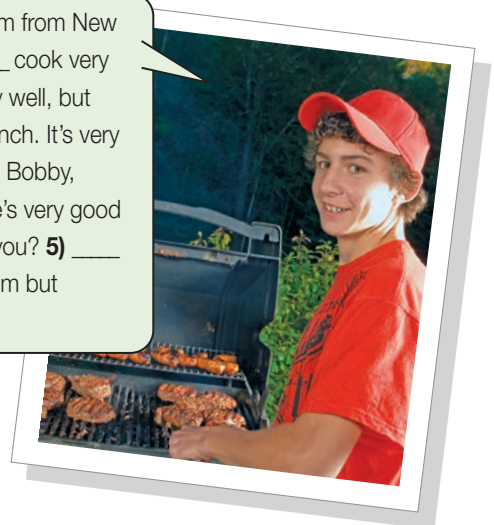
- George **can** swim, but he _____ ride a bike.
- Lara _____ ride a bike, but she _____ cook.
- George _____ dance.
- Lara _____ swim.
- George and Lara _____ speak English.

10 ★★★ Form questions using *can*, then answer them in the affirmative (✓) or negative (x).

- you/dance? x
Can you dance? No, I can't.
- she/drive a car? ✓ _____
- Vicky/play the piano? ✓ _____
- Steve and Jack/cook? ✓ _____
- Sophie and James/ride a bike? x _____

11 ★★★ Choose the correct option A, B or C.

Hi, I'm Tom and I'm from New York, USA. 1) _____ cook very well. I 2) _____ very well, but 3) _____ speak French. It's very difficult! My friend, Bobby, 4) _____ dance. He's very good at it! What about you? 5) _____ cook? 6) _____ swim but maybe you can.



- | | | |
|---------------|---------------|-----------|
| 1 A Can I | B I can't | C I can |
| 2 A can dance | B can't dance | C dance |
| 3 A can't I | B I can't | C can't |
| 4 A can | B he can | C can he |
| 5 A You can | B Can | C Can you |
| 6 A I can | B I can't | C Can I |

10 VOCABULARY

APPEARANCE/CHARACTER

1 ★ Choose the correct option.



1 Mark is **thin/plump**. He has got **glasses/a beard** and short **straight/curly** hair.

2 Becky is **young/old** and short. She has got **long/short** brown hair.



3 Colin is **thin/plump**. He has got **a beard/glasses**, a moustache and short **grey/brown** hair.

2 ★ Find six adjectives. List them under the headings.

F C L E V E R K I L F
A T F R Y O U N G W U
C A O N K L E V E R N
T L A L F K I N D M N
O L K F R I E N D L Y

| APPEARANCE | CHARACTER |
|------------|-----------|
| | |

3 ★★ Fill in *tall, plump, thin, long, short, friendly, moustache, curly or young*.



1 Tom is *plump*. He has got a _____ and _____ dark hair.

2 Berta is _____ and _____. She has got _____ dark hair. She is very _____.



3 Kim isn't old. She's _____ with brown _____ hair. She is very kind.

4 ★★ Read the About page of Diana's blog and complete the gaps with the correct word.

DIANA'S Blog
Hello there! My name is Diana and this is my new blog. Let's meet the rest of my family.

This is my husband, Victor. He is 38 years old and has got **1) short** dark hair and a **2) b**_____ and a **3) m**_____. He isn't short. He's **4) t**_____ and very funny. He can cook very well too.

This is our son, Simon. He is 8 years old and he hasn't got **5) l**_____ hair. He has got short dark hair, and **6) g**_____. He is friendly and very **7) c**_____. He can play football well.

5 ★★★ Correct the descriptions.



1 My aunt, Sarah, is old and thin with straight hair. She is very friendly.

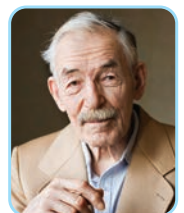
2 My cousin, Steve, is thin. He has got long brown hair and a beard and glasses. He is funny.




3 This is my sister, Tessa. She is old and plump. She has got long dark hair. She is very clever.



4 My granddad, Joe, has got long grey hair and a beard. He is very kind.



LISTENING SKILLS 1d

1  ★ You are going to hear four short recordings. For questions 1-4, choose the answer that best matches what you have heard by circling the appropriate letter (A, B or C).

1 Who's Grace?



2 How many sisters has James got?




3 What can't Emily do?




4 Which pet has Mark got?



2  ★★ You are going to hear two teenagers talking at school. Listen and decide if the sentences (1-5) are true (T) or false (F).

- 1 Amit's sister can't play football. _____
- 2 Amit has got a brother and a sister. _____
- 3 Amit's brother goes to the same school. _____
- 4 Jess and Eddie have got brown hair. _____
- 5 Eddie has got long hair. _____

3  ★★★ You are going to hear a teenager talking about her favourite actress. Listen and complete the sentences (1-5) with up to two words.



1 Jennifer Lawrence is _____.

2 Jennifer Lawrence has got _____ fair hair.

3 Ben and Blaine are Jennifer's _____.

4 Katniss Everdeen has got a _____ sister.

5 Primrose is very _____.

1e SPEAKING SKILLS

DESCRIBING A PERSON

1 ★ Read the dialogue and choose the correct option A, B or C to complete the gaps.



Jen: Who is that girl over there?
Gavin: **1)** _____ one?
Jen: The one with the long curly hair. **2)** _____ is she?
Gavin: She's my sister.
Jen: What's her name?
Gavin: Lucy.
Jen: **3)** _____ old is she?
Gavin: She is seventeen.
Jen: **4)** _____ she like?
Gavin: She's really friendly! Come and meet her.

- | | | | |
|---|----------------|----------------|-----------------|
| 1 | A What | B Which | C Why |
| 2 | A What | B Who | C Where |
| 3 | A Which | B When | C How |
| 4 | A What | B Who | C What's |

2 ★★ Read the short dialogues and fill in the gaps with these sentences.

- She is 13 years old.
- She is tall.
- What is your sister like?
- Have you got a big family?

A: **1)** _____
B: She is friendly. Come and meet her.

A: What does your cousin look like?
B: **2)** _____
A: What is her name?
B: Sarah.

A: **3)** _____
B: No, I've got one sister.
A: How old is she?
B: **4)** _____

3 ★★★ Choose the correct answer.

- 1** **A:** How old are you?
B: **a** I'm 16.
b I'm funny.
- 2** **A:** What is he like?
B: **a** He has got glasses.
b He is very kind.
- 3** **A:** What is his name?
B: **a** I'm Steve.
b David.
- 4** **A:** What does she look like?
B: **a** She is clever and funny.
b She is tall and thin.
- 5** **A:** Who is that boy?
B: **a** That's my cousin.
b He is clever.

4 ★★★ Read the dialogue and fill in the missing questions.

John: Hey Beth. Who is the girl in this photo?
Beth: Oh, that's my cousin.
John: **1)** _____?
Beth: Her name is Billie.
John: **2)** _____?
Beth: She is thirteen years old. Her birthday is in March.
John: What about the man? **3)** _____?
Beth: I can't see the photo very well. I haven't got my glasses today. **4)** _____?
John: He is tall and he has got glasses.
Beth: Oh, that's Billie's grandfather.
John: **5)** _____?
Beth: He's really funny.



WRITING SKILLS 21f

AN EMAIL GIVING PERSONAL INFORMATION

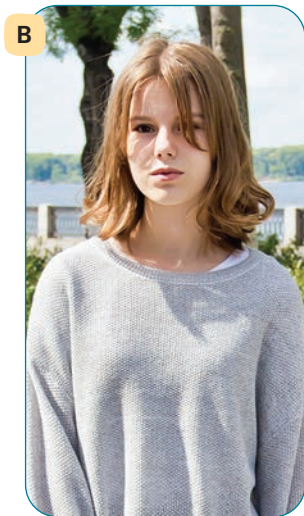
- 1 ★ Read the email. Fill in the gaps with the correct form of *be, have got, can*.

New Message _ □ ×

Hi Ruby,
 How 1) _____ things? I'd like to tell you about my sister, Joan. She's sixteen years old. Joan is thin and she 2) _____ long, dark, straight hair. Joan 3) _____ swim really well but she 4) _____ ride a bike. She's got a pet dog, Max. Have you got a brother or a sister? What 5) _____ he or she like? Write back.
 Eva

Send ▾

★ Who is Joan?



- 2 ★ Punctuate the sentences.

- 1 She is tall young and clever
- 2 Has he got a beard
- 3 That is Johns sister.
- 4 He is eighteen years old
- 5 Its really great

- 3 ★ Read the remarks (1-5) and mark them as opening (O) or closing (C).

- 1 Hope you are OK. _____
- 2 Talk soon. _____
- 3 How are things? _____
- 4 Bye for now. _____
- 5 How are you? _____

- 4 ★★ Look at the picture and the information. Answer the questions about Sue's brother.

Mark (brother)
 17 years old
 tall - thin - short straight
 brown hair
 kind
 play football - cook

pet cat Luna



- 1 What is his name?

- 2 How old is he?

- 3 What does he look like?

- 4 What is he like?

- 5 What can he do well?

- 6 Has he got a pet?

- 5 ★★★ Use the information in Ex. 4 to complete Sue's email about Mark.

Hi Mary!
 How are things? I'd like to tell you about my _____.
 His name is _____ and he is _____ years old. He is _____.
 He can _____.
 He has got a pet _____, _____.
 What about your _____?
 Write _____!
 Sue

UNIT 1

THE VERB HAVE GOT

Affirmative

Long form

I/you **have got**
he/she/it **has got**
we/you/they **have got**

Short form

I/you've **got**
he/she/it's **got**
we/you/they've **got**

Negative

Long form

I/you **have not got**
he/she/it **has not got**
we/you/they **have not got**

Short form

I/you **haven't got**
he/she/it **hasn't got**
we/you/they **haven't got**

Interrogative

Have I/you **got** ...?

Has he/she/it **got** ...?

Have we/you/they **got** ...?

Short answers

Yes, I/you **have**.

No, I **haven't**.

Yes, he/she/it **has**.

No, he/she/it **hasn't**.

Yes, we/you/they **have**.

No, we/you/they **haven't**.

We use the verb **have got**:

- to show that something belongs to somebody. *Nick and Miranda **have got** a cat.*
- to describe appearance. *Fiona **has got** curly hair.*
- to show the relationship between two or more people. *Lucy **has got** a brother.*

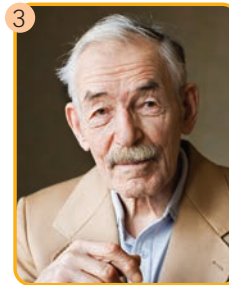
Notes: In short answers, we do not use **got**. *Has Carlie got a camera? Yes, she **has**.* (NOT: ~~Yes, she has got.~~)

- We use the long form of the verb **have got** in positive short answers. *Have they got a game console? Yes, they **have**.* (NOT: ~~Yes, they've.~~)
- We use the short form of the verb **have got** in negative short answers. *Has Mary got short hair? No, she **hasn't**.* (NOT: ~~No, she has not.~~)
- Note the difference:** *She's my cousin.* ('s = is – She is my cousin.) *She's got a sister.* ('s = has – She **has got** a sister.)

1 ★ Choose the correct option.

- Have/Has** you and Ian got a rabbit?
- We **hasn't got/haven't got** a big house.
- I've **got/'s got** three cousins.
- Kim and Sue's **got/'ve got** long hair.
- Helen **hasn't got/haven't got** a son.
- Have you got/You have got** a smartphone?
- Barry and Lisa **hasn't got/haven't got** cousins.
- My grandparents **have got/has got** curly hair.

2 ★ Look at the pictures and fill in *have got*, *has got*, *haven't got* or *hasn't got*.



- Alex **hasn't got** long hair. He **has got** short hair.
- Alice _____ curly hair. She _____ straight hair.
- My granddad _____ a beard. He _____ a moustache.
- Annie and her friend _____ long hair. They _____ short hair.

3 ★ Put the words in the correct order to form sentences.

- a/Tina/got/game console/has?
Has Tina got a game console?
- blue pen/got/haven't/I/my/in/a/pencil case

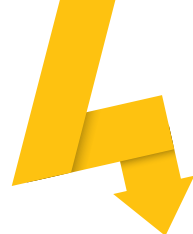
- Nathan/has/computer/got/a

- got/James and Benjamin/hair/have/curly?

- have/my sister and I/got/laptops

- hasn't/nephew/got/he/a





- got/you/a/smartwatch/have?



4 ★★ Fill in the correct form of *have got* and complete the short answers.

- 1 A: *Has* Kathy *got* short hair?
B: Yes, she _____. But her sisters _____ very long hair.
- 2 A: Miranda _____ family in Australia.
B: Yes, she _____ six cousins in Perth.
- 3 A: _____ you _____ a smartphone?
B: No, I _____. I _____ a smartwatch.
- 4 A: My mum and dad _____ red hair, but I _____ brown hair, like my grandma.
B: And your brother? _____ he _____ brown hair like you?
- 5 A: _____ you _____ a red pen?
I _____ one with me today.
B: Yes, I _____. I _____ two red pens. Take this one.
- 6 A: _____ your dad _____ a moustache?
B: Yes, he _____.
- 7 A: _____ Sandy and Jenny _____ a brother?
B: No, they _____. They _____ a little baby sister.

5 ★★ Look at the table and write what the people have got or haven't got, as in the example.


| | Carla | Joe & Ian | Bill | Steve |
|---|-------|-----------|------|-------|
|  | x | ✓ | ✓ | x |
|  | x | x | ✓ | ✓ |
|  | ✓ | ✓ | x | ✓ |
|  | ✓ | x | x | ✓ |

- 1 Carla *has got a camera and a laptop*.
She *hasn't got a tablet or a smartwatch*.
- 2 Joe and Ian _____
They _____.
- 3 Bill _____
He _____.
- 4 Steve _____
He _____.

6 a) ★★★ Look at the picture and complete the gaps with the correct form of *have got*.

BLOG
mail about info video new# more

Marisa's
SEARCH
SHARE



Hi, everyone! Here's a picture of my family. Let me tell you about them.

I **1) 've got** a brother and a sister. Stephen is my brother. He **2) _____** short hair. He **3) _____** a lot of friends. Melissa is my sister. She is very funny. She **4) _____** many friends, like Stephen. She **5) _____** only two good friends. Melissa **6) _____** short hair. She and my mum, Jane, **7) _____** long straight hair. My dad's name is Christopher. He's very tall and he **8) _____** a beard and a moustache. He **9) _____** short brown hair. We **10) _____** a cat, but we **11) _____** a dog. His name is Benny.

What about your family? **12) _____** you _____ a pet?

b) ★★★ Complete the questions, then answer them.

- 1 *Has* Marisa *got* two brothers?
No, she hasn't.
- 2 _____ Stephen _____ long hair?

- 3 _____ Stephen _____ friends?

- 4 _____ Melissa _____ four good friends?

- 5 _____ Melissa _____ long hair?

- 6 _____ Melissa and her mum _____ curly hair?

- 7 _____ Christopher _____ long hair?

- 8 _____ they _____ a pet?

UNIT 1

POSSESSIVE CASE

We use the **possessive case** to show that something belongs to someone or the relationship between two or more people.

- We add 's to names or singular nouns.
Andrew's camera, my mum's cousin
- We usually add 's to names ending in -s. *James's house*
- We add ' to plural nouns ending in -s.
the girls' scarves
- We add 's to irregular plural nouns.
the children's toys
- When the same thing belongs to two or more people, we add 's to the last noun or name.
Claire and Anna's brother
- When two or more things belong to two or more people and we want to show that each person has his/her own thing, we add 's to each noun or name.
Tom's and Leo's watches
- In general, we use the **possessive case** to talk about people. To talk about things, we use **of**.
my friend's sister, Jason's niece
BUT: *the capital of Ireland, the colour of the flag*
- We use **who's** (= *who is ...*) to ask about a person.
Who's Neil? He's Anthony's friend.
- We use **whose** to ask about possession.
Whose dog is that? It's Vicky's dog.

7 ★ Choose the correct option.

- 1 **Nick's/Nicks'** family is big.
- 2 London is **the capital of the UK/the UK's capital**.
- 3 **John's and Neil's/John's and Neil** tablets are new.
- 4 That's **Amy's and Kim's/Amy and Kim's** mum.
- 5 The **childrens'/children's** toys are here.
- 6 Mina is **Chris's'/Chris's** sister.

8 ★ Choose the correct option.

- 1 **A:** Is this your smartwatch?
B: No, it's my **brothers's/brother's**.
- 2 **A:** Who's that boy over there?
B: He's **Pam's and Tony's/Pam and Tony's** cousin from Ireland.
- 3 **A:** Are these **women's/womens'** watches or are they for men?
B: These watches are for men.
- 4 **A:** Where are **Jacob's and David's/Jacob's and David** toys?
B: They're in the box.
- 5 **A:** What are your **cousins'/cousins's** names?
B: James and Lily.
- 6 **A:** What's **your scarf's colour/the colour of your scarf**?
B: My scarf is blue.

9 ★ Fill in *Who's* or *Whose*.

- 1 "*Who's* your best friend?" "Jane."
- 2 "_____ the teacher?" "Mr Adams."
- 3 "_____ laptop is this?" "It's John's."
- 4 "_____ cat is that?" "It's Tina's."
- 5 "_____ that girl?" "My sister's friend."

10 ★★ Look at the lines and write sentences, as in the example.

1 Karen

2 the children

3 Carla

4 my parents

5 Adam

6 Sam and Ray

1 *It's Karen's umbrella.*

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

11 ★★★ Put the words in the correct order to form questions. Then, answer them using the words in brackets, as in the example.

- 1 glasses/these/are/whose (**my grandma**)
Whose glasses are these?
They're my grandma's glasses.
- 2 is/that/whose/smartphone (**Kevin**)

- 3 boxes/whose/those/are (**Betty and Thomas**)

- 4 whose/books/these/are (**the girls**)

- 5 brother/Liam/is/whose (**Luke and Nick**)

- 6 watches/those/whose/are (**the men**)

CAN

Affirmative

I/you/he/she/it/we/you/they **can** walk.

Negative

I/you/he/she/it/we/you/they **cannot/can't** walk.

Interrogative






Can I/you/he/she/it/we/you/they walk?

Short answers

Yes, I/you/he, etc **can**.
No, I/you/he, etc **can't**.

- We use **can** before the base form of another verb to express ability. *I **can** swim.*
- Can** is the same in all persons in the singular and plural. *I **can** dance. Linda **can** ride a bike.*
- The negative of **can** is **cannot** or **can't**.
*Lisa **can't/cannot** cook.* (NOT: *Lisa **can not** cook.*)

12 ★ Look at the table and complete the sentences with **can** or **can't**.

| | | Victor | Zoe & Amy | Lucas |
|---|---------------|--------|-----------|-------|
|  | play football | ✓ | ✗ | ✓ |
|  | cook | ✗ | ✓ | ✗ |
|  | sing | ✗ | ✗ | ✓ |
|  | run fast | ✗ | ✓ | ✓ |
|  | swim | ✓ | ✗ | ✗ |

- Zoe and Amy **can't** play football, but they **can** run fast.
- _____ Victor and Lucas play football? Yes, they _____.
- Victor _____ cook, but Zoe and Amy _____.
- _____ Lucas sing? Yes, he _____.
- _____ Zoe and Amy sing? No, they _____.
- Victor _____ run fast, but Lucas _____.
- _____ Lucas swim? No, he _____.
- Victor _____ swim, but Zoe and Amy _____.

13 ★★ Look at the pictures and write sentences.



- Samuel (**ride – bike/horse**) *Samuel can ride a bike, but he can't ride a horse.*



- Nadia (**play – tennis/basketball**) _____



- Helen and Anna (**speak – German/Italian**) _____



- Darren (**make – cake/sandwich**) _____

14 ★★★ Choose the correct option (A, B or C).

⋮ ↶ ↷ ✕

✉ **New message**

Hi Amanda,

I'm Stella, and I'm 14. I'm from Greece. **1)** ____ speak Greek and English, but I **2)** ____ speak other languages. I'm into sports, too. I'm good at football. **3)** ____ also swim very well, but I **4)** ____ sing. My voice is really bad! **5)** ____ dance very well, though. I'm a great dancer! What about you? What **6)** ____ do? Email me back!

Stella

- A** Can I **B** Can **C** I can
- A** can **B** can't **C** can not
- A** I can **B** Can't I **C** Can I
- A** can **B** cant **C** can't
- A** can't I **B** I can't **C** I can
- A** you can **B** can you **C** can

RESEARCH

Try to complete all the information for your family.

My family's Traits

| | | |
|---|---|--|
| Mother Eye colour: _____ Hair colour: _____ small eyes/big eyes | Father Eye colour: _____ Hair colour: _____ small eyes/big eyes | Grandma Eye colour: _____ Hair colour: _____ small eyes/big eyes |
| Granddad Eye colour: _____ Hair colour: _____ small eyes/big eyes | Aunt Eye colour: _____ Hair colour: _____ small eyes/big eyes | Uncle Eye colour: _____ Hair colour: _____ small eyes/big eyes |
| Cousin Eye colour: _____ Hair colour: _____ small eyes/big eyes | Cousin Eye colour: _____ Hair colour: _____ small eyes/big eyes | You Eye colour: _____ Hair colour: _____ small eyes/big eyes |

Learning Outcomes:

family members, traits, have got/has got, general knowledge on genetics & DNA

Supplies List:

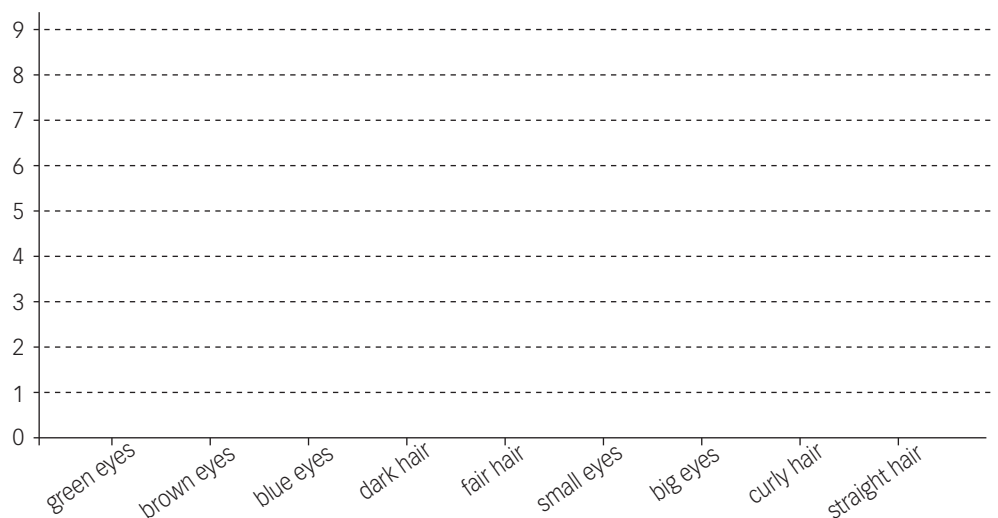
soft sweets, toothpicks, a long stick

CHART

Try to complete the chart. Use the information you wrote in the Research section.

Think about:

- How many people in your family have these traits (including you)?
- Use markers and make dots to show the eye and hair colours on the chart.
- Use a black marker and make dots to show the number of the other traits your family has (e.g. small-big eyes).

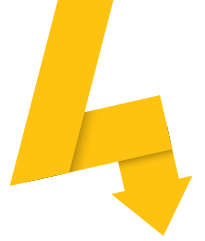


OBSERVE & CONCLUDE

What do you see in the chart? Are there a lot of people in your family with the same traits? Why do you think that happens?

DID YOU KNOW?

Genes hold the information that states your traits (characteristics or features) that are passed on to you from your parents. For example, if both of your parents have blue eyes, you might have blue eyes because you have the trait for blue eyes. Genes have the information that makes you who you are and what you look like. Every gene has a job to do. DNA is a gene.



PREDICT

Can we make a DNA model with sweets? Yes / No

How can we make it? Discuss with your peer and try to find a way to use the sweets and the toothpicks and create a DNA model as in the picture.

Use the box below to draw your plan.



METHOD

Use small sweets of different colours (purple-green, red-blue) and pass the toothpicks through them. Look at the picture of the model to make the 'steps' of the ladder. Make 9-12 steps with sweets.

Use 2 long candies as the sides of the ladder (DNA model). Start putting your completed steps (toothpicks with sweets) into the long sweets.

OBSERVE

Twist your model and try to make the curves as in the example model. Is it working? How can we make our model stay curved? Discuss with your peers.

RESULTS & CONCLUSIONS

Does the DNA model stay curved? Why? Why not?

Why do you have the same traits as your parents?

STEAM (TECHNOLOGY & ARTS)

CHALLENGE 2: A ROBOT

TECH-GOAL

Your goal is to make a robot with your classmates. Work with your classmates and decide how you can use your supplies to make the robot. Answer the questions to help you.

1 Has your robot got a round or a square face?

2 Has it got long or short hair?

3 Has it got straight or curly hair?

4 Is it tall or short?

5 Has it got big or small eyes?

6 Is it thin or plump?

7 What is its name?

DESIGN YOUR PLAN

Work with your classmates and design your robot. Think of the answers from the previous activity to help you create it.

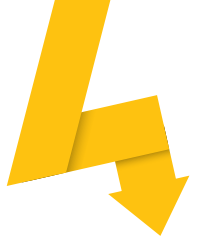


CREATE

Use your supplies and create your robot based on your plan. Paint your robot and add any special features (e.g. beard).

Learning Outcomes:
appearance adjectives,
character adjectives
and presentation skills,
have got/has got

Supplies List:
toilet roll tubes, foam
paper or cardboard
paper, liquid glue or
silicone, scissors,
recyclable materials
(for example, plastic
bottle lids, plastic
cups, etc)



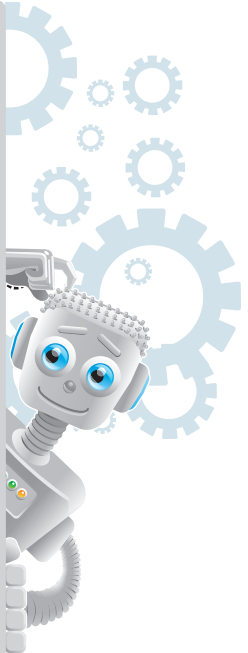
CODING

Can you write about your robot's character? (e.g. *Our robot is kind because it says 'thank you'.*) Write four character traits of your robot.

Write some secret messages for your robot by using the coding alphabet. (e.g. *Thank you.*)

Coding Alphabet

| | | | | | |
|---|---|---|---|---|---|
| ■ | ★ | ● | ▲ | ⬠ | |
| A | B | C | D | E | |
| ■ | ★ | ● | ▲ | ⬠ | |
| F | G | H | I | J | |
| ■ | ★ | ● | ▲ | ⬠ | |
| K | L | M | N | O | |
| ■ | ★ | ● | ▲ | ⬠ | |
| P | Q | R | S | T | |
| ■ | ★ | ● | ▲ | ⬠ | ♥ |
| U | V | W | X | Y | Z |



PRESENT & DESCRIBE

Present your robot with your classmates. Don't forget to talk about its character and its appearance.

DRAMA TIME

Imagine that you are a robot. Stand in a circle with your classmates. Move your hands and your legs slowly and say your secret codes.

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



| | | | | | | | | |
|-------------------|-----------|-----------|------------|-----------|------------|-----------|------------|--------------|
| CEFR Level | A1 | A2 | A2+ | B1 | B1+ | B2 | B2+ | C1/C2 |
|-------------------|-----------|-----------|------------|-----------|------------|-----------|------------|--------------|