

LEARNING MINDS

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STUDENT'S BOOK

A2



Express Publishing

CONTENTS

| | VOCABULARY | GRAMMAR IN USE | READING | |
|-------|--|--|--|---|
| HELLO | <ul style="list-style-type: none"> countries & nationalities cardinal/ordinal numbers family members animals sports school subjects – school areas the weather clothes/footwear/accessories geographical features | <ul style="list-style-type: none"> <i>to be</i> <i>have got</i> <i>can</i> subject/object/possessive pronouns – possessive adjectives plurals <i>there is/there are</i> prepositions of place | | |
| 1 | THE 7-DAY WEEK pp. 9-18 | <ul style="list-style-type: none"> housework daily routine free time activities | <ul style="list-style-type: none"> present simple vs past continuous adverbs of frequency stative verbs | an article about housework (T/F/DS sentences) |
| 2 | TRAVEL STORIES pp. 19-28 | <ul style="list-style-type: none"> at the airport transport holiday activities | <ul style="list-style-type: none"> past simple adverbs | travel stories (multiple matching) |
| 3 | DID IT REALLY HAPPEN? pp. 29-38 | <ul style="list-style-type: none"> action verbs the weather feelings | <ul style="list-style-type: none"> past continuous past simple vs past continuous <i>when/while</i> | a story about an adventure (multiple choice) |
| 4 | WATCH OUT! pp. 39-48 | <ul style="list-style-type: none"> sports parts of the body injuries/accidents illnesses | <ul style="list-style-type: none"> present perfect <i>have been to/have gone to</i> present perfect vs past simple | a text about sports people and injuries (multiple matching) |
| 5 | IT'S IN THE STARS pp. 49-58 | <ul style="list-style-type: none"> life events plans | <ul style="list-style-type: none"> <i>will/may – be going to</i> present continuous (future meaning) | an article about a social media star (correct statements) |
| 6 | WHAT'S ON? pp. 59-68 | <ul style="list-style-type: none"> musical instruments types of music places/jobs related to entertainment TV shows | <ul style="list-style-type: none"> (<i>to</i>) infinitive <i>-ing</i> form reflexive pronouns | an article about an orchestra (answering questions) |
| 7 | TECH HOMES pp. 69-78 | <ul style="list-style-type: none"> house: rooms, furniture, appliances devices | <ul style="list-style-type: none"> <i>must/mustn't</i> <i>have to/not have to</i> <i>should/shouldn't</i> <i>can/can't</i> | an article about a Tech-Free Zone (matching headings to paragraphs) |
| 8 | MONEY MATTERS pp. 79-88 | <ul style="list-style-type: none"> places in a town money | <ul style="list-style-type: none"> prepositions of movement conditional type 1 indefinite pronouns | an advert and a review about a mall (complete sentences) |
| 9 | ALL IN A DAY'S WORK pp. 89-98 | <ul style="list-style-type: none"> jobs | <ul style="list-style-type: none"> comparisons <i>than – (not) as ... as</i> <i>too/enough</i> | an article about jobs (T/F statements; multiple choice) |
| 10 | FOOD FEST pp. 99-108 | <ul style="list-style-type: none"> food cooking verbs fruit/vegetables | <ul style="list-style-type: none"> C/U nouns – <i>a/an – some/any</i> quantifiers <i>a/an – the</i> | an article about lucky food (multiple choice) |

Review (1-10) pp. 109-118
CLIL (1-10) pp. 119-128

Word List pp. 129-132
American English – British English Guide p. 133

Pronunciation p. 134
Punctuation p. 135

Irregular Verbs p. 136



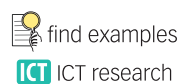
LISTENING

SPEAKING

WRITING

| | | | |
|--|--|--|---|
| | <ul style="list-style-type: none"> • give personal details • talk about abilities • describe one's clothes • tell the time | | <h3>VALUES</h3> <p>Unit 1 Teamwork p. 11 Unit 2 Travel p. 24 Unit 3 Feelings p. 34 Unit 4 Safety p. 44 Unit 5 Happiness p. 54 Unit 6 Entertainment p. 64 Unit 7 Save energy p. 74 Unit 8 Save money p. 84 Unit 9 Work p. 94 Unit 10 Healthy eating p. 104</p> <h3>CULTURE</h3> <p>Unit 1 Chores in the USA/UK p. 11 Unit 2 Shortest flight in the UK p. 21 Unit 3 The Diamond, USA p. 31 Unit 4 School nurses in the USA p. 41 Unit 5 When people become adults in the USA p. 51 Unit 6 The didgeridoo p. 61 Unit 7 Heating houses in the USA p. 71 Unit 8 Post offices in the UK p. 81 Unit 9 Teens' working hours in the USA p. 91 Unit 10 Lucky food in Canada p. 101</p> <h3>MEDIATION</h3> <p>Unit 1 Give advice p. 18 Unit 2 Give a summary p. 20 Unit 3 React to a picture p. 34 Unit 4 Give information p. 44 Unit 5 Explain what a picture means p. 58 Unit 6 Suggest a TV show to watch p. 68 Unit 7 Explain signs p. 72 Unit 8 Explain announcements p. 82 Unit 9 Summarise a text p. 90 Unit 10 Explain a process p. 106</p> <h3>LIFE SKILLS</h3> <p>Unit 1 How can we make our free time count? p. 18 Unit 3 How can we be safe in difficult weather conditions? p. 38 Unit 5 How can we make others happy? p. 58 Unit 7 How can we make our houses easy to move around? p. 78 Unit 9 How can we decide on a career? p. 98</p> <h3>PRESENTATION SKILLS</h3> <p>Unit 2 Present a travel experience p. 28 Unit 4 Present remedies from the past p. 48 Unit 6 Present your favourite TV show p. 68 Unit 8 Present a shopping street p. 88 Unit 10 Present a food festival p. 108</p> |
| <ul style="list-style-type: none"> • dialogues about routine & free time (multiple choice) • Pronunciation: u | <ul style="list-style-type: none"> • inviting – accepting/refusing • responding to situations | an invitation email (Writing tip: capital letters; punctuation) | |
| <ul style="list-style-type: none"> • a dialogue about a holiday (multiple choice) • a monologue about a trip (gap fill) • Pronunciation: /əʊ/ – /ɔ:/ | <ul style="list-style-type: none"> • describing your last holiday • responding to situations | a blog entry about your last holiday (Writing tip: adjectives) | |
| <ul style="list-style-type: none"> • a monologue about a person's experience (T/F statements) • a dialogue about a past experience (multiple choice) • Pronunciation ch: /h/ silent | <ul style="list-style-type: none"> • describing an experience • responding to situations | a story (sequence of events; linkers) | |
| <ul style="list-style-type: none"> • a dialogue about a school trip (multiple matching) • short dialogues about accidents/sports/injuries (multiple choice based on visual prompts) • Pronunciation: /tʃ/ – /k/ | apologising | an email refusing an invitation (Writing tip: sequence of tenses) | |
| <ul style="list-style-type: none"> • monologues (matching exchanges) • monologues about future plans (matching) • Pronunciation: /dʒ/ – /tʃ/ | <ul style="list-style-type: none"> • approving/disapproving • describing a photo | an email about your plans (Writing tip: linkers: <i>and, because, but, too</i>) | |
| <ul style="list-style-type: none"> • a dialogue about entertainment (Yes/No statements) • a dialogue about musical instruments (multiple choice) • Pronunciation: -er /ə/ | deciding on a TV show to watch | a review of a TV show (Writing tip: avoiding repetition) | |
| <ul style="list-style-type: none"> • a dialogue about devices (gap fill) • monologues/dialogues about appliances & furniture (multiple choice) • Pronunciation: /hæv/ or /həv/ | <ul style="list-style-type: none"> • giving instructions • describing a photo | an email about a holiday home (Writing tip: <i>so, because</i>) | |
| <ul style="list-style-type: none"> • a monologue about places in a town (labelling) • dialogues about shopping (matching) • Pronunciation: silent letters | <ul style="list-style-type: none"> • changing a product • responding to situations | an opinion essay (Writing tip: expressing opinion) | |
| <ul style="list-style-type: none"> • a dialogue about a job (multiple choice) • a dialogue about summer jobs (multiple matching) • Pronunciation: i: /i/ or /aɪ/ | giving advice | an email giving advice (Writing tip: supporting advice with reasons) | |
| <ul style="list-style-type: none"> • dialogues about food (multiple choice) • an announcement of a course (gap fill) • Pronunciation: /i/ or /ɪ:/ | explaining a process | a food blog post (Writing tip: using abbreviations in recipes) | |

Symbols



THE 7-DAY WEEK

OBJECTIVES

- Vocabulary:** housework; daily routine; free-time activities
- Reading:** an article about housework (T/F/DS statements)
- Grammar:** present simple vs present continuous; adverbs of frequency; stative verbs
- Listening:** dialogues about routines & free time (multiple choice)
- Everyday English:** inviting – accepting/refusing
- Writing:** an invitation email
- Culture:** Chores in the USA/UK
- Mediation:** give advice
- Values:** teamwork
- Life Skills:** How can we make our free time count?

1



Watch the video. Tell the class how weekdays got their names.



Watch the video. Why are there seven days in a week?



How are weekdays different to the weekend?

lesson!
Dance

NOVEMBER

14

NOVEMBER

1a READING



Watch the video and take notes. Explain to the class how Jamie's daily routine is similar/different to yours.

1 Watch the video. What job does Jamie do? What is his daily routine?

2 Listen to and read the text. Which sentence describes the text?

- A The text is an article about a day in the life of the O'Connor family.
- B The text is an article about the housework a teenager in a wheelchair does.

Chores on wheels!



It's Saturday morning, and the O'Connor family are busy at home. Frank is vacuuming the carpets, while his wife, Nelly, is doing the ironing. Their 16-year-old daughter, Kelly, is dusting the furniture. Like any teenager, Kelly isn't very excited about doing chores! She's meeting her friends at the mall later, and she needs to get ready. But her parents want her to help out – in any way she can.

Kelly can't walk because of an accident, so she uses a wheelchair. But this doesn't stop her from living a normal life – and that includes doing housework! These days, doctors and parents are starting to see that giving chores to teenagers with problems (especially ones that make it difficult to move) isn't a

bad thing – in fact, it helps them.

For Kelly, it helps her to feel part of the family. "It's nice that I can help my parents and we can do things together," she says with a smile. It is good exercise for her, too. When she loads the dishwasher or does the ironing, for example, her body gets a small workout. It's like a visit to the physio!

Helping with housework is making Kelly more independent, too. She learns what she can and can't do around the house – and she often surprises herself! "In two years, Kelly's leaving home and going to university," her parents say. "But we don't worry about that now. We know that she can take care of herself and be the boss of her own life!"



STUDY SKILLS

True/False/Doesn't Say statements

Read the text to get the gist. Read the statements and underline the key information. Find the part in the text that relates to each. For a sentence to be true, all the information in it needs to exist in the text. For a sentence to be false, part of it needs to contain information that doesn't exist in the text. For a sentence to be DS, part of the information it contains mustn't exist in the text.

CHECK THESE WORDS

chore, accident, wheelchair, housework, workout, physio, independent, surprise, boss

3 Read the text again. Decide if the statements (1-6) are true (T), false (F) or doesn't say (DS).

- 1 The O'Connor family don't do chores at the weekend. _____
- 2 Kelly has plans after she finishes her chores. _____
- 3 Kelly's parents want her to do household chores. _____
- 4 Kelly's friends also have to do household chores. _____
- 5 Kelly isn't able to load the dishwasher. _____
- 6 Kelly plans to live at home when she goes to university. _____

4 Is Kelly's life easy? Why/Why not?



Americans think chores are important, and 56% of them ask their children to do some housework. UK parents don't agree: only 24% of them make their children do chores! Do children in your country do chores?

VOCABULARY

Housework

5 Fill in *clean, cook, do (x2), dust, empty, hang out, load, make, set, take* or *vacuum*. Listen and check.



the carpets



the washing



the washing-up



the table



the ironing



dinner



the kitchen



the washing machine



the dishwasher



the bed



the furniture



the rubbish out

VALUES

Chores teach us to work as a team.

Discuss.

6 Which of the chores in Ex. 5 do/don't you do at home? How often?

I usually make my bed. I sometimes do the washing-up, but I never cook.

7 You want to help your family with the chores. Make a list of the chores you can/can't do. Compare with your partner.

When you do the laundry, make sure each load is a full one to help save water. Wash the clothes in cold water to save energy.

ECO TIPS

ICT What else can we do to make household chores eco-friendly?



1b GRAMMAR IN USE



Brian: Hi, Tim! What's up? What are you doing now?
Tim: Hey, Brian. I'm loading the dishwasher.
Brian: What? Really?
Tim: Yes. My parents are visiting their friends this week. They live in Canada! So, I'm doing all the chores. I hate chores – they're so boring!
Brian: I always listen to music when I do the chores. It makes it more interesting. I also set a timer and take a break every half an hour.
Tim: That's brilliant, but I've got so much to do! My parents are coming home on Friday and the house is a mess!
Brian: Well, I'm not going to my music lesson tomorrow afternoon. My teacher is ill. Do you want me to come round and help you?
Tim: You bet!
Brian: We can make the chores into a game. Whoever finishes first is the winner.
Tim: OK. We can order pizza then – and the loser can pay for it!
Brian: It's a deal!

1 Read the dialogue. What is the deal?

PRESENT SIMPLE/CONTINUOUS – STATIVE VERBS

Present Simple

- routines/habits
Do they cook their own meals? Yes, they do. They cook every day.
Kelly tidies her room on Saturdays.
- permanent states
He doesn't live in London. He lives in New York.

Time expressions: every day/week/month/year, etc., on Mondays, in the summer, twice a week, etc.

Present continuous (am/is/are + verb -ing)

- actions happening now
I'm not watching TV, Dad. I'm doing the laundry.
- actions happening around the time of speaking
Is he staying with your friend? No, he isn't. He's staying at a hotel.
- future arrangements
They are going shopping tomorrow.

Time expressions: now, at the moment, at present, today, tomorrow, this Monday, etc.

Adverbs of frequency (always 100%, usually 90%, often 80%, sometimes 40%, hardly ever 5%, never 0%) tell us how often something happens. They go before the main verb, but after the auxiliary. *We always go shopping on Fridays. I am never late for school.*

Stative verbs

Some verbs don't have continuous forms because they describe a state rather than an action (**want, like, love, hate, know, believe, need**, etc.).

She knows how to cook. (NOT: ~~She's knowing.~~)

2 a) Write the third person singular of the verbs.

| | /s/ | /z/ | /ɪz/ |
|---------------|-----|-----|------|
| 1 make _____ | | | |
| 2 empty _____ | | | |
| 3 do _____ | | | |
| 4 miss _____ | | | |
| 5 laugh _____ | | | |
| 6 watch _____ | | | |

b) Tick (✓) the correct sound. Listen and check.

3 Put the verbs in brackets into the present simple.

- I _____ (not/do) the ironing. I really _____ (not/like) it.
- Dad _____ (clean) the kitchen every time he _____ (cook).
- Sheila _____ (not/help) with the chores on weekdays.
- Julie _____ (not/get up) early at the weekend.
- Mike _____ (go) shopping every Saturday.

4 Put the words in the correct order, as in the example.

- goes/usually/Stuart/to bed at 11:00
Stuart usually goes to bed at 11:00.
- always/in the mornings/makes her bed/Beth
- for school/is/Charlie/late/never
- sometimes/am/in the evenings/I/tired
- at the weekend/do the chores/usually/We
- hardly ever/You/dust the furniture



5 Write the *-ing* form.

- | | |
|--------------|---------------|
| 1 chat _____ | 5 brush _____ |
| 2 have _____ | 6 plan _____ |
| 3 die _____ | 7 dry _____ |
| 4 swim _____ | 8 make _____ |

6 Put the verbs in brackets into the *present continuous*.



Danny

Hi Beth! Where's Mum? 😞 I

- 1) _____ (call) her, but she
2) _____ (not/answer) her phone.

Hey! Mum 3) _____ (vacuum) the carpets upstairs now. Where are you?



Beth



Danny

I 4) _____ (play) football with my friends at the park. But we 5) _____ (not/stay) out late today – we've got an important test at school tomorrow. 😞 I 6) _____ (go) to Paul's house to revise. Can you tell Mum?

Sure. But FYI, Dad 7) _____ (drive) home from work now, and he 8) _____ (bring) pizza from your favourite takeaway ... 😊



Beth



Danny

Really? 😊 OK – change of plans! Paul and I 9) _____ (come) to our house to revise!

7 Fill in *am ('m not), is(n't), are(n't), do(n't) or does(n't)*.

- 1 A: _____ you help your parents with the chores?
B: Yes, but I _____ cook dinner.
- 2 A: _____ Anna doing her homework now?
B: No, she _____. She's playing online games.
- 3 A: _____ Ben do the ironing?
B: No, he _____.
- 4 A: _____ your parents going shopping today?
B: No, they _____.
- 5 A: _____ your washing machine dry clothes too?
B: Yes, it _____. It's great!
- 6 A: _____ you cooking now?
B: Yes, I _____. I'm making pizza.
- 7 A: _____ you going out tonight?
B: No, I _____! I'm tired.

8 Put the verbs in brackets into the *present simple* or the *present continuous*. Which verbs are stative?

- 1 A: _____ (you/sleep) late in the mornings?
B: No, I don't. I _____ (get up) at 6:30 am every day. I _____ (not/want) to be late for college.
- 2 A: _____ (Laura/hang out) the washing at the moment?
B: No, she _____ (set) the table for dinner now.
- 3 A: _____ (your friends/meet) you after school today?
B: Yes. We _____ (need) to make a video for Carl's YouTube channel.
- 4 A: _____ (James/have) his guitar lesson on Mondays?
B: Yes, but he _____ (not/go) today. I _____ (think) his teacher is on holiday.

9



Form questions and answer them.

- you/do your homework/now/?
- your parents/work/at the moment/?
- you/make your bed/every day/?
- your aunt/cook/well/?
- you/watch TV/at the moment/?
- your best friend/do chores/at the weekend/?
- you/go shopping/on Saturdays/?
- your cousin/live/in London/?

SUMMING UP

Find and correct the mistakes.

- Are you knowing how to do the ironing?
- Tom makes his bed at the moment.
- I don't knowing how to cook.
- Penny is living in North Street.
- Do you dust the furniture now?
- Jamie isn't having any brothers or sisters.
- Does Julie talk on the phone right now?
- I'm liking chatting online.



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

1C VOCABULARY

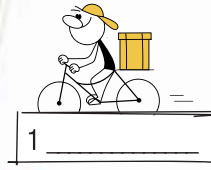


Collocations

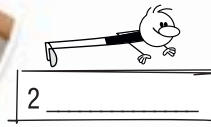
Collocations are two or more words that go together. E.g. *do* *aerobics* (NOT: ~~play~~ *aerobics*). Learn these words together. This will help you sound natural in English.

FREE-TIME ACTIVITIES

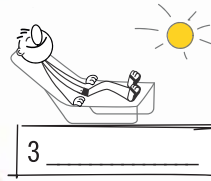
3 Complete the phrases. Use *collect*, *do*, *go*, *go to*, *play* or *watch*. Can you add more activities? Check in your dictionary.



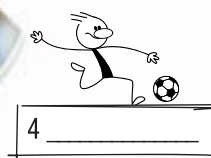
| | |
|--------------|------------------|
| cycling | swimming |
| dancing | shopping |
| fishing | out with friends |
| horse riding | jogging |
| for a walk | |



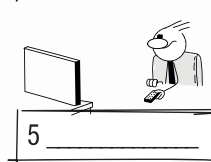
| | |
|----------|---------|
| exercise | karate |
| chores | puzzles |
| sports | |



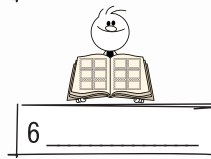
| | |
|---------------------|-------------|
| the beach | the park |
| the cinema/theatre | the library |
| the shopping centre | the gym |
| a restaurant | |



| | |
|------------|----------------|
| football | computer games |
| the guitar | tennis |
| basketball | |



| | |
|----------------|---------|
| a film | a match |
| a fashion show | |



| | |
|----------------|--------|
| coins | stamps |
| action figures | |

DAILY ROUTINE

1 Read the sentences (1-12) and put the pictures (A-L) in the correct order.

- Every morning, Paul **gets up** at 7 o'clock.
- He **has a shower**.
- Then, he **gets dressed**.
- After that, he **has breakfast** in the kitchen.
- When it rains, Paul **catches the bus** to college.
- Paul **has lunch** in the canteen at 12:00.
- Lessons finish** at 3:00.
- After college, Paul **goes to the gym**.
- He **comes back home** at 6:00.
- He **cooks dinner**.
- When he finishes dinner, he **works on his laptop**.
- At 10:30 pm, he **goes to bed**.

2 Find out about your partner's daily routine. Use the phrases in Ex. 1. Tell the class.

A: *What time do you have breakfast?*

B: *I have breakfast at 7:30 am.*

4 Which of the activities in Ex. 3 do you/ don't you do in your free time? Make a list. Compare with your partner.

Neill likes ... I like ..., too.

Neill doesn't like ..., but I do.

I hate ..., but Neill likes it.

I hate ... and so does Neill.

5 Imagine you are a famous person. Mime or describe in gibberish your daily routine and free-time activities. Your partner explains what you are saying to the class. The class guesses who you are.

MULTIPLE CHOICE

Preparing for the task

1 a) Read the questions and the possible answers. Underline the key words. What is the recording about? Choose from the list (A, B or C).

- 1 What is Alex doing now?
 - A cooking dinner
 - B cleaning the kitchen
 - C vacuuming the carpets
- 2 What does Jess hate doing?
 - A ironing
 - B cooking
 - C cleaning the kitchen

- A free-time activities
- B daily routines
- C housework

b) Read the audio script. For questions 1 and 2, use the underlined words to choose the best option (A, B, or C).




Jess: Hi, Alex! Are you busy now?
 Alex: Hi, Jess! Yeah, I'm helping my dad with the chores. I'm vacuuming the carpets and he is cooking dinner.
 Jess: I didn't know your dad can cook.
 Alex: He loves it, but he always makes a mess when he cooks!
 Jess: I don't mind cooking. Actually, I cook dinner for my family every Friday after I come back from football practice. Oh, and I always clean the kitchen after I finish. I can't stand ironing, though.
 Alex: Same here. I think it is too difficult.



Predicting content

Read the rubric, then read the questions and possible answers. Underline the key words. This will help you predict the content of the recording.



2  You will hear four short conversations. Look at the questions and the possible answers. What is each conversation about? Listen and check.

Conversation 1

- 1 What does Tom do first every morning?
 - A have breakfast
 - B have a shower
 - C go cycling
- 2 What doesn't Julie like doing early in the morning?
 - A eating
 - B exercising
 - C getting up

Conversation 2


- 3 What is Emma doing after college today?
 - A hanging out at the park
 - B going to basketball practice
 - C going back home
- 4 What does John want Emma to do?
 - A play on his computer
 - B record his vlog
 - C appear in a video

Conversation 3


- 5 Where is Debbie going now?
 - A the library
 - B her PE lesson
 - C the Geography classroom
- 6 What is Kevin doing on Saturday morning?
 - A going shopping with his parents
 - B doing homework
 - C doing chores

Conversation 4

- 7 What does Oliver's mum want him to do?
 - A take the dog out
 - B empty the washing machine
 - C hang out the washing
- 8 When does the shop close?
 - A 5:30
 - B 6:00
 - C 6:30

3  Listen again. For questions 1 to 8, choose the correct answer (A, B or C).

PRONUNCIATION: u

4  Listen and repeat. Can you think of more words with these sounds?

- /u:/ computer, vacuum
- /ʌ/ rubbish, dust
- /ɜ:/ furniture, nurse

1e SPEAKING SKILLS

INVITING-ACCEPTING/REFUSING

1 Read through the dialogue. What is it about?

- A What time are you going?
- B Would you like to come too?
- C How about Saturday afternoon?
- D Does that work for you?
- E Listen, are you free tomorrow afternoon?
- F Sure, why not?
- G Why are you asking?

Jason: Hi, Mary! How's it going?
 Mary: Great! How about you?
 Jason: Not bad at all!
 1) _____
 Mary: No, I'm afraid not.
 2) _____
 Jason: I'm going to the shopping centre with my sister. What a pity you can't come!
 Mary: Well, I'm going to the new escape room tomorrow evening.
 3) _____
 Jason: Sounds cool! I'd love to!
 4) _____
 Mary: I'm meeting Paul there at six.
 5) _____
 Jason: Six is great for me! See you then!



2 Read the dialogue again and complete the gaps (1-5) with the sentences (A-G). Two are extra. Listen and check.

3 Use the highlighted phrases/sentences in exchanges of your own.

4 Act out a dialogue similar to the one in Ex. 1. Use phrases from the Useful Language. Follow the diagram. Record yourselves.

USEFUL LANGUAGE

Inviting

- Are you free...?
- Do you want to ...?
- Would you like to...?
- How about...?
- Let's... .
- Why don't you ...?

Accepting

- I'd love to.
- Sure, why not?
- That's great!
- What a great idea!
- Of course.

Refusing

- I'm sorry.
- Not really.
- I'm afraid I can't.

A

B

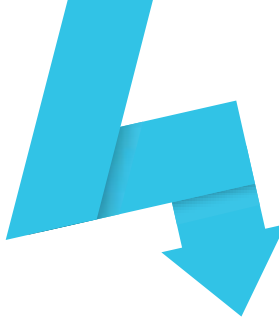
| | | |
|---|---|---|
| Greet B. Ask if B is free. | → | Refuse. Tell A what you are doing. |
| Say what you are doing. Say it's a pity B can't come. | ← | Tell A your plans. Invite A. |
| Accept. Ask about the time. | ← | Tell A the time. Suggest where to meet. |
| Accept. | ← | |

RESPONDING TO SITUATIONS

5 Choose the correct option.

- 1 A: Are you free tonight?
 B: a That's great! b I'm afraid not.
- 2 A: How about going to the cinema this Saturday?
 B: a Sure, why not? b 10:15 is great.
- 3 A: Let's go shopping.
 B: a I'd love to. b Not bad at all.
- 4 A: Why don't you come with us to the beach?
 B: a I like it a lot. b Sorry, I can't.





WRITING TIP

Capital letters

We use capital letters:

- to start a sentence (How are you?)
- with: names (Ken); the personal pronoun I (I'm cooking dinner now); days of the week (Sunday); months (January); names of cities (London), countries (England), continents (Europe) and languages (French)

Punctuation

We use a:

- full stop (.) at the end of a sentence (*I'm at home.*)
- comma (,) to separate items in a list or after a time phrase when it comes before a clause (*It's my turn to vacuum the carpets, do the ironing and cook lunch. On Sunday, we're going out.*)
- question mark (?) at the end of a question (*How's it going?*)
- exclamation mark (!) at the end of an exclamation sentence (*Tennis is great!*)

USEFUL LANGUAGE

Opening remarks

- How's everything?
- How's it going?

Activities

- I'm ... (right) now/at the moment.
- Later, I'm ...
- Tomorrow/On Saturday, I'm ...

Inviting

- Would you like to join us?
- How about coming with us?

Closing remarks

- Let me know!
- Call me!

RUBRIC ANALYSIS

1 Read the rubric. Use the underlined words to answer the questions.

Write an email to your English-speaking friend (60-80 words). In your email:

- say what you are doing now.
- say what you are planning to do this weekend.
- invite him/her to join in.
- give details of the event.

- 1 What should you write?
- 2 Who are you writing to?
- 3 How many words should you write?
- 4 How many things should you write about?

MODEL ANALYSIS

2 Read the email. Put the verbs in brackets into the *present simple* or the *present continuous*.

Hi Rebecca!

How **1** _____ (you/be)? I **2** _____ (take) a break from doing my science homework now. This evening, I **3** _____ (cook) dinner for me and my sister because our parents **4** _____ (be) away for the weekend. On Sunday, I **5** _____ (take) my sister to the water park. **6** _____ (you/want) to come with us? We **7** _____ (go) early and we **8** _____ (have) lunch at the restaurant there. We can meet outside the water park at 10:00. Let me know.

Talk soon,
Olivia



3 Rewrite the sentences using capital letters where necessary.

- 1 jane is leaving for madrid in may.
- 2 on sunday, we're going to the cinema.
- 3 i'm hanging out with my friend jack.
- 4 we're watching an american film about new york city.

4 Punctuate the sentences.

- 1 I love going to the cinema
- 2 Do you want to come with us
- 3 This evening I'm cooking dinner doing the washing-up and cleaning the kitchen
- 4 I'm taking a break from studying right now

YOUR TURN

5 Brainstorming: Read the rubric in Ex. 1 again. Make notes for each bullet point in your notebook.


6 Use your notes to write your email for Ex. 1. Use phrases from the Useful Language. Follow the plan.



Hi + friend's first name,
opening remarks
what you are doing; invitation/details
closing remarks; ask friend to write back
Talk soon,
(your first name)

1g LIFE SKILLS

HOW CAN WE MAKE OUR FREE TIME COUNT?

- 1 Do you think teenagers waste their free time? How?
- 2  Listen to and read the article. Who is it about? What is the author's purpose?

DON'T WASTE YOUR FREE TIME

It sounds strange, but to make the most of your free time, you need to fill it up!



Teens have busy lives. They have school to go to and homework to do every day. Some have music lessons or train with a sports team after school. There are chores to do. It's all very tiring sometimes! But then, when they've got free time, teenagers often don't know what to do with it! Many spend hours in front of a phone, scrolling through video shorts or playing games. Then, suddenly, the weekend is over and it's back to school! So, how can you make the most of your weekend? Here's how ...

FEEL IT

1 Take the time on Friday evening or early Saturday morning to clear your mind – and your desk! Do all your homework so your weekend is really free. Isn't that great? Now, you're ready to enjoy the weekend.

JOIN IT

3 Make something you love part of your weekend. What about an activity like cycling or playing a sport? If you like reading, join a book club and find friends with the same hobby. Taking part is the key to fun!

PLAN IT


2 Don't wait for your friends to think of things to do. Think of something you want to do, then text some friends to come along! That way, you don't end up with nothing to do and no one to do it with!

RECORD IT


4 Take photos, create stories and keep a record of your activities. Then, you can look back and say, "What a great weekend!" And you can start planning your next one!


CHECK THESE WORDS


waste time, strange, scroll through, video short, make the most of, text, key

- 3  Read Danny's social media post. What advice can you give him about how to make the most of his free time?

Danny @danny.drayton It's #friday! What a busy week! Now I've finally got some time to chill out ... and I don't know what to do with it! All my friends are busy. I'm just lying here on the sofa looking at social media. 🙄 Any ideas?

- 4  Think of more ways people can make the most of their free time. Interview your friends, parents or relatives. You can do some research on the Internet.

- 5  Discuss your ideas and write two more tips about how teens can make the most of their free time. Follow the style of the article in Ex. 2.

- 6  Prepare a podcast giving advice on how to make the most of our free time.

4MINDS

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.



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