

LEARNING MINDS

Jenny Dooley



WORKBOOK & GRAMMAR BOOK
Student's

A2



Express Publishing

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1a READING

CHORES IN ORBIT

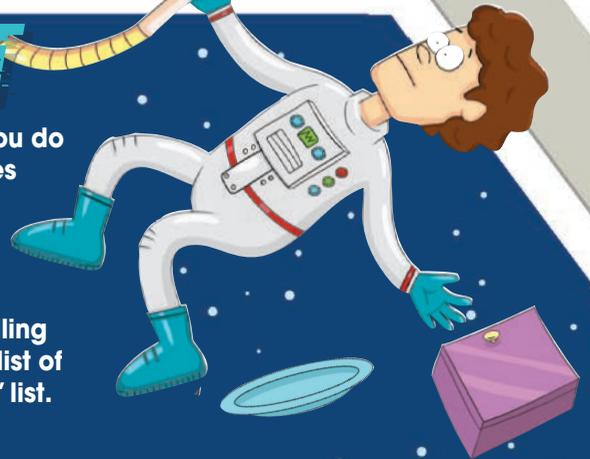
Do you help with chores at home? Perhaps you do the washing-up or make your bed. These chores aren't very difficult for you or me, but imagine doing them in zero gravity¹! On the International Space Station, there are a lot of chores to do. It's bigger than a six-bedroom house! Every day, the astronauts get a message from Earth telling them what to do - a bit like your parents leaving you a list of chores. Let's check out what's on astronaut Peter Williams' list.

Monday 15th May

This morning, I'm vacuuming the space station. But an ordinary vacuum cleaner is dangerous in zero gravity - it floats² around and bumps³ into things! So I'm using a special machine that I wear like a backpack. Also, when I'm floating around, it's easy to vacuum everywhere - even the ceiling! This afternoon, I'm cleaning the kitchen, but it's never very dirty. We don't make a lot of mess because our food comes in packets. All we do is

add water, then put the packet in a machine to warm it up. This also means that we never do any washing-up!

At the end of the day, I'm taking out the rubbish. It's my favourite chore! We put all our rubbish into plastic bags and save them until we have about 270 kg. Then, it's time to push the button. This sends all the rubbish into space and it burns up in the Earth's atmosphere. Cool!



¹ zero gravity = the condition in space when people and objects have no weight ² float = to move easily through the air ³ bump = to hit something with force

1 ★ Read the text and complete the sentences.

- 1 On the International Space Station, astronauts do chores in _____.
- 2 Before doing chores, they get _____.
- 3 Using an ordinary vacuum cleaner can be dangerous in space because _____.
- 4 Special vacuum cleaners in space look like _____.
- 5 Peter's favourite chore is _____.

2 ★★ Read the text and decide if the statements (1-6) are true (T), false (F) or doesn't say (DS).

- 1 Peter uses an ordinary vacuum cleaner to clean the space station. _____
- 2 It's quicker to vacuum everywhere in space. _____
- 3 The kitchen is always quite clean and tidy. _____
- 4 The astronauts add water to their food before they eat it. _____
- 5 It takes a long time to warm up food in space. _____
- 6 The astronauts take out the rubbish every morning. _____

3 ★★★ Answer the questions.

- 1 What is the size of the International Space Station?

- 2 Why isn't the kitchen messy?

- 3 What happens to the rubbish the astronauts send into space?

VOCABULARY

Housework

4 ★ Choose the correct verb.



1 Paul **does/cleans** the washing-up after dinner.



2 Lucy **vacuums/dusts** the carpets at the weekend.



3 Danielle **makes/takes** the rubbish out after dinner.



4 Ollie **loads/hangs out** the dishwasher after lunch.

5 ★★ Fill in *makes, do, dusts, hang out* or *set*.

- 1 Can you _____ the washing-up?
- 2 Joanne always helps her dad to _____ the washing.
- 3 Rupert _____ his bed every morning.
- 4 Kim, can you _____ the table for dinner, please?
- 5 My sister _____ the furniture on Saturday mornings.

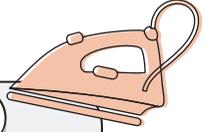
6 ★★ Complete the gaps with *carpets, beds, rubbish, kitchen* or *machine*.

- 1 Patrick cleans the _____ after lunch at weekends.
- 2 OK, children, it's time to make the _____!
- 3 My sister usually empties the washing _____ in the morning.
- 4 I take the _____ out after school every day.
- 5 Laura vacuums the _____ on Sundays.

7 ★★★ Complete each person's housework.

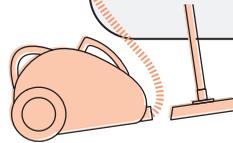
Christine's housework

- 1 _____ the ironing
- 2 _____ the bed
- 3 _____ the kitchen
- 4 _____ the table
- 5 _____ the dishwasher



Harry's housework

- 6 _____ dinner
- 7 _____ the washing machine
- 8 _____ the washing
- 9 _____ the carpets
- 10 _____ the rubbish out



8 ★★★ Complete the text with the correct verbs.



Hi! My name is Linda. In my family, we all do housework on different days. Monday is my day! First, I wake up and **1)** _____ my bed. After my shower, I **2)** _____ the table for breakfast. Then we all eat breakfast together and talk about our plans for the week. After breakfast, I **3)** _____ the kitchen and **4)** _____ the dishwasher with our plates and glasses. Then, I go to school! After school, in the afternoon, I **5)** _____ the carpets and **6)** _____ the furniture. After that, I do my homework. I don't **7)** _____ dinner; my mum does that. After dinner I **8)** _____ the washing-up and **9)** _____ the rubbish out. And that's what I do every Monday!

What's your routine like? What housework do you usually do? Let me know in the comments!

Comment

1b GRAMMAR IN USE

PRESENT SIMPLE – ADVERBS OF FREQUENCY

1 ★ Put the verbs in brackets into the *present simple*.

- 1 Vicky _____ (**empty**) the dishwasher every morning.
- 2 _____ (**you/cook**) dinner for your family?
- 3 My dad _____ (**do**) the ironing on Thursdays.
- 4 My parents _____ (**not/make**) our beds – my sister and I do it.
- 5 Eddy _____ (**vacuum**) the carpets on Sunday mornings.
- 6 _____ (**Tina/hang out**) the washing for her family?
- 7 Laura and Matt _____ (**not/do**) the washing-up; they use a dishwasher.

2 ★ Tick (✓) the appropriate gap to show the correct position of the adverb of frequency.

- 1 I _____ cook _____ dinner at the weekend. (**never**)
- 2 Milly _____ is _____ early for school. (**usually**)
- 3 They _____ dust _____ the furniture on Saturdays. (**often**)
- 4 We _____ are _____ in the kitchen at 8 o'clock for breakfast. (**always**)
- 5 Tom _____ loads _____ the dishwasher. (**hardly ever**)

3 ★★ Put the verbs in brackets into the *present simple*. Then, complete the short answers.

- 1 A: _____ (**you/usually/do**) housework after school?
B: No, I _____.
- 2 A: _____ (**Philip and Emma/always/hang out**) the washing together?
B: Yes, they _____.
- 3 A: _____ (**Fred/cook**) every day?
B: Yes, he _____.
- 4 A: _____ (**Kelly/often/do**) the ironing?
B: No, she _____.
- 5 A: _____ (**you/have**) a washing machine?
B: Yes, we _____.

4 ★★★ Put the verbs in brackets into the *present simple*.

- 1 A: _____ (**Amy/know**) how to use the dishwasher?
B: Yes, she _____ (**load**) it every day.
- 2 A: _____ (**your parents/wake up**) early?
B: Yes, _____ (**they/get up**) very early.
- 3 A: Sam _____ (**cook**) well.
B: That's true. But he _____ (**not/clean**) the kitchen!
- 4 A: What _____ (**Anna/do**) after school?
B: She _____ (**usually/do**) her homework.
- 5 A: You _____ (**never/eat**) breakfast.
B: I know! But I _____ (**always/have**) a big lunch!

PRESENT CONTINUOUS

5 ★ Fill in *are* or *is*. Then, complete the short answers.

- 1 _____ Tom loading the dishwasher right now?
Yes, _____.
- 2 _____ you cooking dinner this evening, Ryan?
Yes, _____.
- 3 _____ Richard and Ella setting the table?
No, _____.
- 4 _____ you and Donna doing the ironing this weekend? Yes, _____.
- 5 _____ Lisa doing the washing-up?
No, _____.

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

- 1 A: What _____ (**you/do**)?
B: I _____ (**make**) the beds.
- 2 A: Where is Max? He _____ (**not/do**) the washing-up.
B: He _____ (**take**) the rubbish out.
- 3 A: _____ (**David/sleep**)?
B: No, he _____ (**dust**) the furniture.
- 4 A: Sandy and I _____ (**go**) to the park this afternoon. Do you want to come?
B: Oh, I can't. I _____ (**vacuum**) all the carpets in the house today!
- 5 A: Mum _____ (**not/cook**) tonight. She's tired.
B: I know. Dad _____ (**get**) us pizza.

7 ★★★ Choose the correct verbs from the list and complete the email. Put the verbs into the present continuous.

- clean • do • not/come • vacuum • dust
- hang out • come

I'm really sorry, but I 1) _____ to the beach today. Our grandparents 2) _____ to stay at our house tomorrow, and we 3) _____ all the housework before they come! This evening, I 4) _____ the kitchen, my sister 5) _____ the furniture, and my parents 6) _____ the carpets. After that, I 7) _____ the washing. I can come to the park for a while, though! Can we meet at 2 o'clock?

PRESENT SIMPLE VS PRESENT CONTINUOUS – STATIVE VERBS

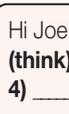
8 ★ Choose the correct option.

- 1 I **am liking/like** this food.
- 2 We **are dusting/dust** the furniture now.
- 3 He **knows/is knowing** how to use the dishwasher.
- 4 John **is making/makes** his bed every morning.
- 5 My brother and I **are vacuuming/vacuum** the carpets at the moment.
- 6 I **am needing/need** to clean the kitchen now.
- 7 My parents **are getting/get** a new washing machine tomorrow.
- 8 **Do you often cook/Are you often cooking** on your own?

9 ★★★ Put the verbs in brackets into the present simple or the present continuous.



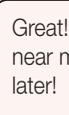
Hi Charlie! We 1) _____ (make) a video at Jessica's house today. It's for our YouTube channel! 2) _____ (you/want) to come?



Hi Joe! That sounds cool. I 3) _____ (think) I can come. What time 4) _____ (you/go) to Jessica's?



I 5) _____ (empty) the washing machine right now, and after that I 6) _____ (hang out) the washing. So, maybe in one hour?



Great! Jessica 7) _____ (live) near me, so I can go there any time. See you later!

10 ★★★ Read the email and choose the correct option (A, B or C).

New message

To: Lauren

Subject: summer camp

Hi Lauren!

I 1) _____ a great time at summer camp. I really 2) _____ it here! We 3) _____ sports every day. This afternoon, we 4) _____ football, my favourite sport. We have many chores, too. We 5) _____ our beds every morning, and then we 6) _____ the kitchen after breakfast. We usually 7) _____ the washing-up, too. OK, I have to go. What's it like at your summer camp? Write back!

Dan

Send Save Cancel



- | | | |
|---------------|----------------|---------------|
| 1 A have | B am having | C are having |
| 2 A love | B loving | C loves |
| 3 A are doing | B doing | C do |
| 4 A play | B are playing | C am playing |
| 5 A makes | B are making | C make |
| 6 A clean | B are cleaning | C am cleaning |
| 7 A doing | B do | C are doing |

11 ★★★ Correct the verbs. Use the present simple or the present continuous.

- 1 He do the washing-up every day. _____
- 2 She miss her cousins. _____
- 3 It play with its ball all day. _____
- 4 He watching his favourite football match at the moment. _____
- 5 She empty the washing machine twice a week. _____

1 C VOCABULARY

DAILY ROUTINE

1 ★ Choose the correct option.



1 get up/
get dressed



2 come back home/
go to the gym



3 have a shower/
get dressed



4 have dinner/
have breakfast



5 catch the bus/
go to the gym



6 go to bed/
work on his laptop

2 ★★ Complete the gaps with *bed, shower, home, bus, lunch or laptop*.

- Jeremy has _____ with his friends at school.
- What time does your dad come back _____ from work?
- Tilly and Jess catch the _____ to school at 8 o'clock in the morning.
- My brother goes to _____ after dinner.
- Linda sometimes works on her _____ to do some homework online.
- Dylan has a _____ before he goes to school.

3 ★★★ Complete Mark's blog with the correct verbs from the list.

- cook • finish • get • go • work • have • catch

Mark's Blog

Home Photos Contact

Hi everybody!

On Wednesdays, I **1** _____ up at about 7 o'clock and I have a shower. Then, I get dressed and **2** _____ breakfast in the kitchen with my mum and dad. I **3** _____ the bus to school at about 8 o'clock. I have lunch with my friends at 1 o'clock. Lessons **4** _____ at 3, but I sometimes **5** _____ on my laptop in the school library after school. I usually **6** _____ dinner for my family at 6 and then I **7** _____ to bed at about 11 o'clock. What about you?



Post a comment ↘

FREE-TIME ACTIVITIES

4 ★ Choose the correct option.



1 do karate/puzzles



2 play the guitar/basketball



3 watch a film/a fashion show



4 go dancing/jogging



5 do puzzles/chores



6 go to the park/the beach

5 ★★ Match the words to form complete phrases.

1 go to

A fishing

2 go

B chores

3 collect

C the shopping centre

4 do

D basketball

5 play

E coins

6 ★★★ Complete the blog with the correct verbs from the list below.

- going to • playing (x2) • going • collecting
• doing • watching

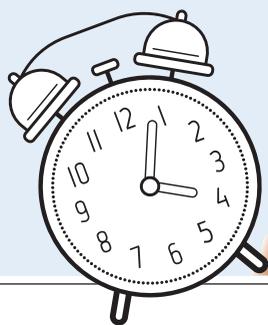
Blog
About me
Contact

This is a photo of me and my friends. We are very different people. Steve likes **1** _____ action figures. He has got over 50 of them. He likes **2** _____ computer games too. Jack is the boy in the middle of the picture. He doesn't like staying at home. He likes **3** _____ exercise. He enjoys **4** _____ tennis in the park and **5** _____ the gym. That's me on the right of the picture. I like **6** _____ films. Jack and Steve sometimes come to the cinema with me. I like **7** _____ shopping too, but Jack and Steve don't enjoy it so I go by myself. Jack and Steve are a lot of fun!

Comment

- 1  ★ You are going to hear a teenager talking about her daily routine and free-time activities. Listen and complete the gaps.

- 1 Monica wakes up at _____.
- 2 Some days, Monica doesn't go for a run, she goes to _____.
- 3 At nine o'clock, Monica _____ bus to college.
- 4 After doing housework, Monica sets the table and _____.
- 5 At the weekend, Monica sometimes goes to _____ with her friends.



- 2  ★★ You are going to hear two teenagers talking about household chores. Listen and decide if the sentences are true (T) or false (F).

- 1 Jenny is vacuuming the carpets. _____
- 2 Jenny often breaks things when she is doing chores. _____
- 3 Harry doesn't help with the chores. _____
- 4 Jenny doesn't want to do the ironing. _____
- 5 Harry is learning how to iron today. _____



- 3  ★★★ You are going to hear four short conversations. For questions 1-8, choose the correct answer (A, B or C).

Conversation 1

- 1 What does Ciaran do first every morning?
 - A make a drink
 - B clean the kitchen
 - C do exercise
- 2 What does David hate doing in the morning?
 - A drinking coffee
 - B exercising
 - C cleaning

Conversation 2

- 3 When does Helen have dance class?
 - A Tuesday
 - B Friday
 - C at the weekend
- 4 What does Josh need to do this weekend?
 - A vacuum the carpets
 - B dust the furniture
 - C do the ironing

Conversation 3

- 5 What subject does Liz need help with?
 - A geography
 - B maths
 - C history
- 6 Who does Liz say she can ask for help with her homework?
 - A her teacher
 - B the librarian
 - C her dad

Conversation 4

- 7 What chore does Charles want to do?
 - A empty the dishwasher
 - B make dinner
 - C set the table
- 8 What time does Charles' mum need to pick up his sister?
 - A quarter past five
 - B twenty past four
 - C half past four

1e SPEAKING SKILLS

INVITING – ACCEPTING/REFUSING

1 ★ Match the exchanges.

- 1 What time are you going?
 2 Listen, are you free tomorrow morning?
 3 I'm afraid I can't.
 4 Why are you asking?
 5 Would you like to come too?

- A Sounds cool! I'd love to.
 B I'm going to the beach with Paul.
 C What a pity.
 D I'm meeting Jeremy at five.
 E No, I'm afraid not.

2 ★★ Choose the correct option.

- 1 A: Let's go to the park.
 B: a I like it a lot. b Sure, why not?
 2 A: Would you like to come too?
 B: a I'd love to. b What a pity.
 3 A: What time are you going?
 B: a On Sunday. b We are meeting at nine.
 4 A: Are you free tomorrow afternoon?
 B: a What a great idea. b I'm afraid not.
 5 A: Does that work for you?
 B: a Not really. b Not bad at all.

3 ★★ Read the exchanges and fill in the gaps with these sentences.

- Are you free tomorrow? • Do you want to come
- I'd love to. • Why don't you work in the park today?
- I'm sorry.

A: 1) _____ to my place?
 B: I'm afraid I can't. I have a lot of homework.

A: Would you like to go to the park after school?
 B: 2) _____ It's a fantastic day!

A: 3) _____
 B: What a great idea! I can take my laptop.

A: Let's go to the cinema tonight.
 B: 4) _____ My dad wants me to be back home early.
 A: What a pity! 5) _____ We can go to the cinema then.
 B: Sure, why not?

4 ★★★ Complete the dialogue with the sentences below. One sentence is extra.

- See you then! • I'm afraid I can't meet you at six.
- Would you like to come? • Are you free tonight?
- Why are you asking? • Not really. • I'd love to.



Alex: Hi Jen, 1) _____

Jen: Hi Alex. I think so. 2) _____

Alex: Well, there's a new film I want to see. Becky and I are going to the cinema.

3) _____

Jen: That sounds like fun. 4) _____

Alex: Great! I'm meeting Becky at six at a café.

Jen: What a pity. 5) _____ I'm having dinner with my parents.

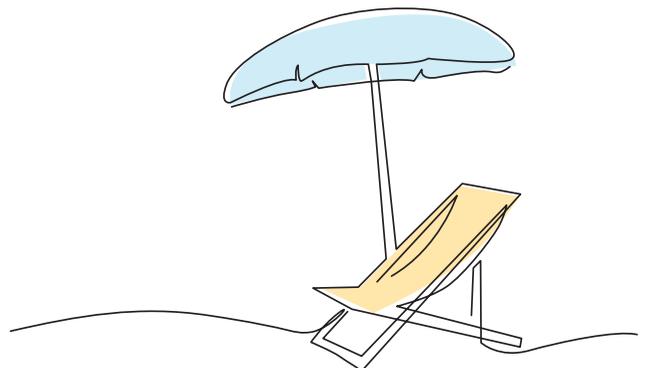
Alex: We can go later. Are you free at nine?

Jen: Nine is great for me!

Alex: Great! 6) _____

5 ★★★ Put the dialogue into the correct order.

- A I'm meeting Ben at the bus stop at three.
 B Three is great for me. See you then!
 C I'm going to the beach with Ben. Would you like to come?
 D Sure. Why are you asking?
 E Maybe. What time are you going?
 F Hi Jack! Are you free this afternoon?



WRITING SKILLS *of 1f*

AN INVITATION EMAIL

- 1 ★ Read the email. Fill in the gaps (1-3) with the sentences (A-C).

New Message _ □ ×

Hi Tanya,

How are you? I'm doing my homework now. (1) Sarah and I are going to the cinema on Saturday. We want to see a film at the mall. Do you want to come with us? There is a new superhero film out and I know you really enjoy superhero films! They're your favourite! (2) I know an excellent Italian restaurant near the cinema that we can go to. We can meet at the mall, or we can catch the bus there together. The film is on at seven o'clock and again at half past eight. (3)

Let me know and I can book the tickets!

Jade Send ▾

- A Which one do you prefer?
- B We're having dinner before the film.
- C Are you free this weekend?

- 2 ★ Capitalise the sentences.

- 1 daniela is going to boston in february.

- 2 on wednesday, i'm going to the cinema.

- 3 she's spending time with her friend simon.

- 4 i'm watching a french film about paris.

- 5 peter wants to travel to india in the summer.

- 3 ★ Punctuate the sentences.

- 1 I don't like vacuuming the carpets
- 2 The water park was really great
- 3 This weekend I'm cleaning the kitchen dusting the furniture and doing the ironing
- 4 I'm going to the café to get a sandwich some coffee and a slice of apple pie for lunch
- 5 Do you want to go to the Science Museum this weekend



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

- 1 Hi! How's everything? _____
- 2 Let me know! _____
- 3 Hey Francine. How's it going? _____
- 4 Call me! _____
- 5 Talk soon, take care! _____

- 5 ★★ Look at the information and answer the questions.

Name: Jack (Joe's friend)

Now: load dishwasher – vacuum carpets

Sunday plans:

play football in park with team – invite Joe to join in – can meet outside park at 11:00 – have lunch together afterwards



- 1 What is Jack doing right now?

- 2 What is Jack doing on Sunday?

- 3 Where and when are they meeting?

- 6 ★★★ Use the information in Ex. 5 to complete the email.

✉ INBOX x ☰ ▾

Hi Joe!

How are you? I'm doing some chores at home now. **1)** _____
_____. My parents are away for the weekend. On Sunday, **2)** _____
_____ in the park. Do you want to come with me? We can meet **3)** _____
_____. Then, we can **4)** _____
_____. Let me know.

Talk soon,
Jack



UNIT 1

PRESENT SIMPLE

Affirmative

I/You run.
He/She/It runs.
We/You/They run.

Negative

I/You **do not/don't** run.
He/She/It **does not/doesn't** run.
We/You/They **do not/don't** run.

Interrogative

Do I/you run?
Does he/she/it run?
Do we/you/they run?

Short answers

Yes, I/you **do**.
No, I/you **don't**.
Yes, he/she/it **does**.
No, he/she/it **doesn't**.
Yes, we/you/they **do**.
No, we/you/they **don't**.

Use

We use the **present simple** to describe:

- **repeated actions, habits and daily routines.**
*We **do** our chores every Saturday.* (repeated action)
*She **watches** TV in the evenings.* (habit)
*I **make** my bed every morning.* (daily routine)
- **permanent states** *Helen **works** at a school.*

Spelling (3rd person singular)

- We add **-es** to verbs that end in **-ss, -sh, -ch, -x** or **-o**.
*I **miss** – he **misses**, I **wash** – he **washes**,
I **match** – he **matches**, I **fix** – he **fixes**, I **go** – he **goes***
- Verbs ending in a consonant + **-y**, drop the **-y** and take **-ies**. *I **study** – he **studies***
- Verbs ending in a vowel + **-y**, take **-s**. *I **play** – he **plays***

Pronunciation

We pronounce the **-s/-es** in the third person singular as follows:

- /s/ with verbs ending in /f/, /k/, /p/ and /t/ sounds.
look – looks
- /ɪz/ with verbs ending in /s/, /ʃ/, /tʃ/, /dʒ/ and /z/ sounds. *watch – watches*
- /z/ with verbs ending in all other sounds. *love – loves*

Time phrases used with the present simple: *usually, always, every morning/evening/afternoon/night, in the morning/evening/afternoon, at night, at noon, on Mondays/Tuesdays, at the weekend, etc.*

1 ★ Choose the correct option.

- 1 Peter **vacuums/vacuum** the carpets every Saturday morning.
- 2 Fay and Maya **doesn't meet/don't meet** their friends every day.
- 3 How often **do you do/you do** the ironing?
- 4 Anita doesn't **drink/drinks** milk in the morning.
- 5 Do your friends **live/lives** near you?
- 6 The children **makes/make** their beds every day.

2 ★ Write the third person singular of the verbs in the correct box, as in the examples.

- stay • wash • dust • enjoy • teach
- change • help • surf • carry • kiss • cook
- leave • study • surprise

/s/	/ɪz/	/z/
<i>dusts,</i>	<i>washes,</i>	<i>stays,</i>

3 ★★ Put the verbs in brackets into the present simple.

- 1 **A:** Kendra **does (do)** lots of chores.
B: Yes, she and her brother _____ **(spend)** Saturday and Sunday mornings cleaning the house.
- 2 **A:** _____ **(you/do)** the laundry?
B: Well, I _____ **(load)** the washing machine, but my mum _____ **(hang out)** the washing.
- 3 **A:** I'm sure Ken is a great cook. He _____ **(work)** in a famous restaurant.
B: Actually, he _____ **(not/cook)** there. He _____ **(clean)** tables.
- 4 **A:** _____ **(your sister/help)** with dinner?
B: She _____ **(not/know)** how to cook, but she _____ **(set)** the table every evening.
- 5 **A:** How _____ **(your mum/get)** to work every day?
B: She _____ **(catch)** the bus.

4 a) ★★★ Use the verbs in the list in the *present simple* to complete the gaps.

- you/do • come • set • not/take • open • start
- get up • relax • make • cook • you/help
- not/make • finish • leave



Blog About Contact f t @

Olly's CORNER

Hi everyone! Today, let's talk about housework. **1) Do you do** chores every day? I **2) _____** my bed after I **3) _____** every day. In the evening, I **4) _____** the table for dinner. I **5) _____** the rubbish out. That's Joe's job. Joe is my brother. On Saturday morning, Joe and I **6) _____** our own breakfast. Our mum and dad **7) _____** their shop early on Saturdays, so they **8) _____** the house at 6:30 am! We **9) _____** lunch, though. Mum **10) _____** work at noon and **11) _____** home at about 12:30. After she **12) _____** for some time, she **13) _____** cooking lunch. What about you? **14) _____** with chores at home? Post a comment about the chores you do around the house.

Share it! Posted on May 11 10 comments

b) ★★★ Expand the prompts into full questions. Then, complete the short answers.

- Olly/make/his bed/in the morning?
Does Olly make his bed in the morning?
Yes, *he does*.
- Olly/take/the rubbish out? _____

No, _____.
- Olly and Joe's parents/work/on Saturdays? _____

Yes, _____.
- Olly and Joe/cook/lunch/every Saturday? _____

No, _____.
- Olly and Joe's dad/finish/work/at noon/on Saturday? _____

No, _____.
- their mum/relax/after work? _____

Yes, _____.

ADVERBS OF FREQUENCY

- We use **adverbs of frequency** to show how often something happens. *We **always** make our beds.* (How often do we make our beds? Always.) Some of these are: **always** (100%), **usually** (90%), **often** (80%), **sometimes** (40%), **hardly ever** (5%), **never** (0%).
- Adverbs of frequency go:
 - before the main verb (*run, make*, etc).
*I **often** wash the car on a Sunday.*
 - after the verb **to be**.
*She is **usually** home in the evenings.*
 - after the auxiliary **do/does**.
*She **doesn't usually** go out to dinner.*

Note: The adverbs *never* and *hardly ever* have a negative meaning. We do not use them with the word **not**. *He **hardly ever** cooks.* (NOT: ~~He **hardly ever** doesn't cook.~~)

5 ★ Tick (✓) the appropriate gap to show the correct position of the *adverb of frequency*.

- He ✓ vacuums the carpets on Sundays _____ .
(sometimes)
- I _____ don't _____ load the dishwasher in the evening. **(always)**
- Bob _____ does _____ the ironing. **(never)**
- They _____ are _____ at the mall on Friday afternoon. **(often)**
- She _____ doesn't _____ go shopping on Mondays. **(usually)**

6 ★★ Make sentences using the *adverbs of frequency* from the key, as in the example.

always *****	often ***	hardly ever *
usually ****	sometimes **	never 0

- John/do/the washing-up (*)
*John **hardly ever** does the washing-up.*
- we/clean/the kitchen (*****)

- do/you/cook/breakfast? (**)

- Lisa/do/not/set/the table (****)

- they/are/at work/on Sunday (0)

- Chris/help/me/with my chores (***)

UNIT 1

PRESENT CONTINUOUS

Affirmative

I **am**/'m working.
You **are**/'re working.

He/She/It **is**/'s working.

We/You/They **are**/'re working.

Negative

I **am**/'m not working.
You **are** not/'aren't working.

He/She/It **is** not/'isn't working.

We/You/They **are** not/'aren't working.

Interrogative

Am I working?
Are you working?

Is he/she/it working ...?

Are we/you/they working?

Short answers

Yes, I **am**./No, I'm not.
Yes, I **am**/you **are**.
No, I'm **not**/you **aren't**.
Yes, he/she/it **is**.
No, he/she/it **isn't**.
Yes, we/you/they **are**./
No, we/you/they **aren't**.

Use

We use the **present continuous** for:

- actions that are happening now, while we are speaking. *Frank **is cleaning** the windows now.*
- actions happening around the time of speaking. *They **are visiting** their grandparents this week.*
- future arrangements. *My friends **are coming** to my house for lunch on Sunday.*

Spelling

- Most verbs add **-ing**. *say – saying, walk – walking*
- Verbs ending in **-e** drop the **-e** and add **-ing**. *dance – dancing, come – coming*
- Verbs ending in one stressed vowel between two consonants double the last consonant and add **-ing**. *stop – stopping, sit – sitting*
BUT *answer – answering* (unstressed vowel)
- Verbs ending in a consonant + vowel + **-l**, double the **-l** and add **-ing**. *control – controlling, travel – travelling*
- Verbs ending in **-ie**, drop the **-ie** and add **-y + -ing**. *tie – tying*

Time phrases used with the present continuous:

now, at the moment, at present, these days, tomorrow, next week, tonight, still, etc.

7 ★ Write the -ing form of the verbs.

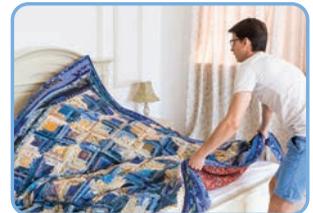
- | | |
|-----------------------|----------------|
| 1 play <i>playing</i> | 6 try _____ |
| 2 offer _____ | 7 cancel _____ |
| 3 take _____ | 8 shop _____ |
| 4 lie _____ | 9 clean _____ |
| 5 run _____ | 10 empty _____ |

8 ★★ Use the verbs in the list in the present continuous to describe the pictures.

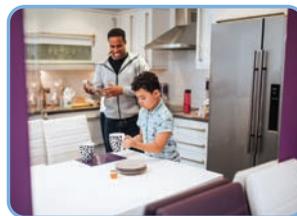
- dust • do • empty • take • set • make



1 Fiona *is dusting* the furniture.



2 Stephen _____ his bed.



3 Jonas and his dad _____ the table.



4 Tyrell _____ the washing machine.



5 Jin and Ali _____ the washing-up.



6 Stella _____ the rubbish out.

9 ★★ Put the verbs in brackets into the present continuous.

- 1 A: What *are you doing* (you/do), Jane?
B: I _____ (cut) up some vegetables to make dinner.
- 2 A: _____ (George and Kelly/come) around tomorrow?
B: Yes, but they _____ (not/stay) for lunch.
- 3 A: Can I help you with your chores? I _____ (not/study) at the moment, so I have some free time.
B: Great! I _____ (clean) the kitchen. Can you help with that?
- 4 A: Bill _____ (work) at his uncle's shop all this week.
B: Oh, that's why he _____ (not/go) to basketball practice.

10 a) ★★★ Use the verbs in the list in the present continuous to complete the dialogue.

- call • not/work • load • plan • wait
- not/do • drive • try • not/go • relax

Kent: Hi, Ben. Are you busy? I **1)** *'m calling* to ask for your help.

Ben: Hi, Kent. No, I **2)** _____ anything at the moment. I **3)** _____ in my bedroom. How can I help you?

Kent: Well, I **4)** _____ to do the laundry, but I don't know how our new washer works! I know you have the same one in your house. Maybe you can tell me how to use it.

Ben: Sorry, Kent, I don't know how ours works, but you're in luck! My mum **5)** _____ the washing machine right now. She can tell you what to do.

Kent: That's great! Oh, and another thing. We **6)** _____ to go to the mall tomorrow afternoon. Do you want to come with us? My dad **7)** _____ this week, so he **8)** _____ us there.

Ben: Sure. Tomorrow's OK with me. I **9)** _____ to my German lesson because our teacher is away this week.

Kent: OK. I **10)** _____ for your mum's call. See you soon.

b) ★★★ Use the prompts to form questions. Then, complete the short answers.

- Kent/call/to ask for help?
Is Ken calling to ask for help?
Yes, *he is*.
- Ben/do/chores/at the moment?

No, _____.
- Ben's mum/do/the laundry/now?

Yes, _____.
- Ben and Kent/go/to the mall/tomorrow afternoon?

Yes, _____.
- they/catch/a bus/to the mall?

No, _____.
- Ben/go/to his German lesson/tomorrow?

No, _____.

PRESENT SIMPLE VS PRESENT CONTINUOUS – STATIVE VERBS

- We use the **present simple** for **permanent states, repeated actions, habits and daily routines**.
*A washing machine **cleans** clothes.* (permanent state)
*Neil **tidies** his room every weekend.* (repeated action)
*Helen **listens** to music on her way to school.* (habit)
*Alison **eats** breakfast at 8:00 am every day.* (daily routine)

Time phrases used with the present simple:
usually, always, every morning/evening/afternoon/night, in the morning/evening/afternoon, at night, at noon, on Mondays/Tuesdays, at the weekend, etc.

- We use the **present continuous** for:
 - **actions happening now.**
*He **is vacuuming** the carpets right now.*
 - **actions happening around the time of speaking.**
*My friend **is staying** at my house this week.*
 - **future arrangements.**
*They **are travelling** to Madrid next Saturday.*

Time phrases used with the present continuous:
now, at the moment, at present, these days, tomorrow, next week, tonight, still, etc.

- Stative verbs** (*want, like, love, hate, know, believe, need*) describe states rather than actions. They do not normally have continuous tenses.
*I **need** your help.* (NOT: ~~*I'm needing your help.*~~)

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

- Ron *doesn't* usually do the ironing.
- What _____ you having for breakfast today?
- We _____ live in a big city.
- Lia can't come to the phone because she _____ doing the washing-up.
- _____ Bob make his bed in the morning?
- We _____ going to the cinema tonight. It's raining and it's cold.
- I _____ hanging out the washing. Can you help me?
- Bill _____ sleeping now. He's at the mall.
- How often _____ you do the ironing?
- I _____ going to basketball practice today, so we can go to the mall.

UNIT 1

12 ★ Choose a word or phrase from the list to complete the sentences.

- tomorrow • still • at the moment
- on Mondays • usually • in the morning

- Our cousins are coming to visit us *tomorrow*.
- I have piano lessons _____.
- Anna is _____ doing the ironing.
- We always eat breakfast _____.
- Is Claire making dinner _____?
- We don't _____ go shopping at the mall.

13 ★ Choose the correct option.

- A:** Is Jason in the kitchen?

B: Yes, he's **making/makes** lunch.
- A:** When **are you tidying/do you tidy** your room?

B: Every weekend.
- A:** Is Jacob at football practice?

B: No, he **isn't going/doesn't go** to practice on Thursdays.
- A:** Why don't you and Vicky come to our house on Sunday?

B: Thanks, but we can't. We're **spending/spend** this Sunday with our grandparents.
- A:** My brother **is never helping/never helps** me with the chores!

B: Really? That's not nice!
- A:** Where **is your sister working/does your sister work**?

B: At Carlton Hospital. She is a doctor there.
- A:** I'm **not making/don't make** dinner tonight. I'm really tired.

B: No problem. I can cook something. You just sit there and relax.

14 ★★ Put the verbs in brackets into the *present simple* or the *present continuous*.

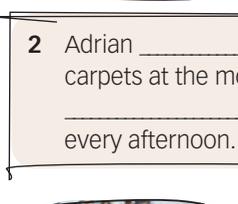
- Linda *cleans* (**clean**) the kitchen every day.
- Chris _____ (**not/set**) the table at the moment.
- Maria _____ (**study**) for her exams these days.
- I _____ (**always/listen**) to music when I do chores.
- Babies _____ (**sleep**) for a lot of hours.
- _____ (**Nathan/play**) computer games now?

15 ★★ Look at the pictures and use the verbs in the list in the *present simple* or the *present continuous* to complete the sentences.

- make • load • clean • vacuum • wash
- do • chat • work



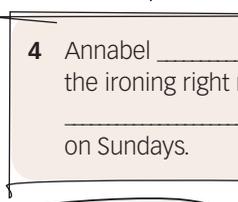
- It's 7 o'clock in the morning and Alice *is making* breakfast. She usually *makes* her own breakfast in the morning.



- Adrian _____ the carpets at the moment. He _____ the carpets every afternoon.



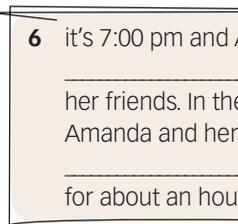
- It's Monday morning and Patricia and Kenneth _____. They _____ in an office from 9 to 5 every day.



- Annabel _____ the ironing right now. She often _____ the ironing on Sundays.



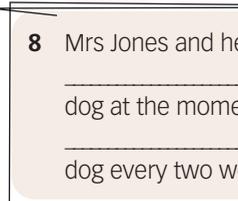
- Pedro and his parents _____ the house. They always _____ the house together.



- It's 7:00 pm and Amanda _____ with her friends. In the evenings, Amanda and her friends _____ online for about an hour.



- Joshua _____ the dishwasher now. He _____ the dishwasher every night.



- Mrs Jones and her children _____ their dog at the moment. They _____ the dog every two weeks.

16 ★★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- A:** *Is Samantha doing* (Samantha/do) the ironing now?
B: Yes, and she _____ (hate) it!
- A:** _____ (you/want) to come to the park with us?
B: Sure. What time _____ (we/leave)?
- A:** John _____ (cook) dinner tonight.
B: I _____ (not/believe) you! He hardly ever cooks!
- A:** I _____ (not/like) this TV show.
B: Really? We _____ (watch) it every week.
- A:** _____ (you/need) help with the washing-up?
B: No, thank you. I _____ (wash) the last dish right now.
- A:** Carlos says he _____ (vacuum) the carpets tomorrow.
B: I _____ (know) it's his turn to do it.

17 ★★ Choose the correct sentence.

- a** Susan loves cooking dinner every night.
b Susan is loving cooking dinner every night.
- a** I'm not knowing what you're talking about.
b I don't know what you're talking about.
- a** Don hardly ever doesn't do the washing-up.
b Don hardly ever does the washing-up.
- a** We buy a new washing machine next week.
b We're buying a new washing machine next week.
- a** I don't want to dust the furniture right now.
b I'm not wanting to dust the furniture right now.
- a** Jim doesn't always take the rubbish out in the evening.
b Jim always doesn't take the rubbish out in the evening.
- a** How often are you vacuuming the carpet in your bedroom?
b How often do you vacuum the carpet in your bedroom?
- a** Sally meets her friend tomorrow.
b Sally is meeting her friend tomorrow.

18 ★★★ Find and correct the mistakes where necessary.

- Jessica hardly ever **go** shopping on Mondays. *goes*
- Maria is staying at her friend's house today. ✓
- Paul and his sister doesn't do chores every day.

- What are you making for lunch tomorrow?

- I'm not knowing how this dishwasher works.

- Where does Mr Anderson live? _____
- Sandra and her friends are meeting at the park this afternoon. _____
- We never are at school at the weekend.

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

— ↗ ✕

✉ **New message**

Hi Claudia,
 Thanks for your email. I'm happy that you **1)** _____ your new house. What about your new school? **2)** _____ that? Is it near your house? How **3)** _____ there every day?
 As for me, nothing is different! Right now, I **4)** _____ a break from housework! My parents and I **5)** _____ the house, so I **6)** _____ lots of chores. I **7)** _____ to the mall with my friends on Saturday morning, but I **8)** _____ them today because I'm very busy.
 Well, I have to get back to my chores now! I **9)** _____ to see you again. When **10)** _____ back to town for a visit? Soon, I hope! Email me back.
 Love,
 Joanna

- A** love **B** 're loving **C** loving
- A** Do you liking **B** Do you like **C** Are you liking
- A** you get **B** are you getting **C** do you get
- A** 'm taking **B** take **C** takes
- A** clean **B** are cleaning **C** am cleaning
- A** does **B** 'm doing **C** do
- A** go usually **B** usually go **C** 'm usually going
- A** aren't meeting **B** don't meet **C** 'm not meeting
- A** really want **B** really wants **C** 'm really wanting
- A** do you come **B** you're coming **C** are you coming

What do you usually do in your free time?

Have you ever thought of doing something different in your free time? What would you do?

Our free time is precious and we need to find ways to spend it meaningfully. There are a lot of experiments online which you can try at home or with your friends. Today, you will see some famous experiments that are trending online, but you will also have the chance to analyse them and understand how they work.

Learning Outcomes:

free-time activities,
present simple vs
present continuous,
adverbs of frequency

Supplies List:

three clear cups, clear
soda, gumballs, jelly
beans, Mentos candy,
diet cola, a device to
record time

PREDICT

Take a look at your supplies and think if you have ever seen an experiment in which the materials were used.

Discuss the following questions with your partner.

- 1 Do these supplies remind you of an experiment? If yes, can you describe it?

- 2 Can you predict which supplies can cause a reaction? If yes, can you imagine why?

- 3 Can you imagine why we use soda in most experiments? What do you know about soda in reactions?

METHOD



Time of reaction (seconds)			
Amount of bubbles (any/some/a lot of)			

Carefully follow the steps to do your experiment.

- 1 Put all three cups next to each other.
- 2 Have the table above in front of you and a pencil and get ready to complete it during the experiment. Also, have a smartphone or a watch to record the time of reaction.
- 3 Fill each cup about half full of clear soda.
- 4 Put a gumball in the first cup, a jelly bean in the second one and a Mentos candy in the third one at the same time.

DID YOU KNOW?

Soda is a solution (a liquid mixture) with sugar and a lot of carbon dioxide gas in it to make it fizzy. When there is another surface that the dioxide can collect on, there will be large bubbles.



OBSERVE

Have a discussion with your group and answer the following questions.

- 1 What did you observe during the experiment? What are the reactions of the candies?

- 2 What are the differences between the three different candies?

- 3 Why do you think this experiment worked?

FOLLOW-UP EXPERIMENT

For this experiment, you need to go outside.

Try the classic Mentos and diet cola experiment.

Take the bottle of diet cola and put Mentos candy inside it. There will be a huge explosion.

RESULTS & CONCLUSIONS

Draw your experiment inside the box.

A large rectangular box with a spiral binding on the top edge, intended for drawing the experiment.

Have a discussion with your group and answer the following questions.

- 1 What was the procedure you followed?

- 2 What was the reaction that you liked the most?

- 3 Was the experiment successful?

- 4 Can you think of other similar experiments?

Present the experiment to your classmates. Use the lines below to make some notes before presenting.

Learning Outcomes:

understanding the difficulties people with disabilities face, teamwork

Supplies List:

canvas or pieces of paper for each group, paintbrushes, watercolours

DID YOU KNOW?

There are different types of disabilities, such as:

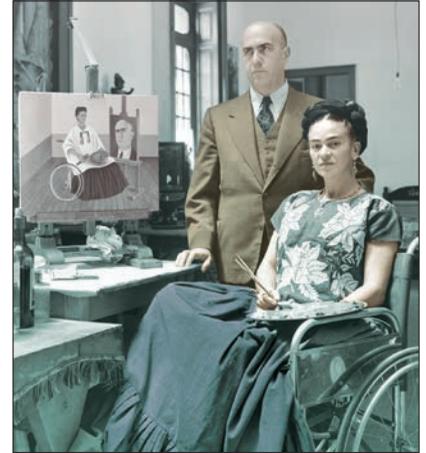
- Vision Impairment which means that the person is blind or has partial vision
- Deaf or hard of hearing
- Physical Disability.

Frida Kahlo was one of the most famous artists and a role-model for most painters nowadays. Frida had multiple disabilities and she presented them through her art.

INSPIRATION

Your goal is to make a piece of art with your classmates. Work with your classmates and decide how you can use your supplies to do this.

Work with your partner and discuss your favourite painting (if you have one) or research online and find a painting that you like. Write down some thoughts about this painting while discussing it with your partner.

**METHOD**

There will be two groups.

Group A will have to draw and paint with one hand. (If you are right-handed, use your left hand, if you are left-handed, use your right hand.)

Group B will have to draw and paint with their eyes closed.

Work with your group and discuss which painting you want to recreate.

Make sure you follow the rules while you are creating your painting.

Before you start, discuss the following questions with your group.

1 What difficulties might you have?

2 What could be helpful to your group?

3 What tools can you use?

4 Can you think of ways that will help you with this challenge?

CREATE & PRESENT

Create your artwork, then answer the questions.

1 How did you feel during this activity?

2 Was it difficult?

3 If yes, why was it difficult?

This activity aimed to help you understand the difficulty of doing something without being fully functional, but also to make you realise that everything is possible. People with disabilities deserve our respect and help when they need it, but we always need to remember that people with disabilities are the same as able-bodied people. All of us are different with different personalities no matter if we have some kind of disability or not.

Write down the procedure you followed, the difficulties you faced and your favourite parts. Present your painting to the other group.

1a READING

CHORES IN ORBIT

Do you help with chores at home? Perhaps you do the washing-up or make your bed. These chores aren't very difficult for you or me, but imagine doing them in zero gravity¹! On the International Space Station, there are a lot of chores to do. It's bigger than a six-bedroom house! Every day, the astronauts get a message from Earth telling them what to do - a bit like your parents leaving you a list of chores. Let's check out what's on astronaut Peter Williams' list.

Monday 15th May

This morning, I'm vacuuming the space station. But an ordinary vacuum cleaner is dangerous in zero gravity - it floats² around and bumps³ into things! So I'm using a special machine that I wear like a backpack. Also, when I'm floating around, it's easy to vacuum everywhere - even the ceiling! This afternoon, I'm cleaning the kitchen, but it's never very dirty. We don't make a lot of mess because our food comes in packets. All we do is

add water, then put the packet in a machine to warm it up. This also means that we never do any washing-up!

At the end of the day, I'm taking out the rubbish. It's my favourite chore! We put all our rubbish into plastic bags and save them until we have about 270 kg. Then, it's time to push the button. This sends all the rubbish into space and it burns up in the Earth's atmosphere. Cool!



¹ zero gravity = the condition in space when people and objects have no weight ² float = to move easily through the air ³ bump = to hit something with force

1 ★ Read the text and complete the sentences.

- 1 On the International Space Station, astronauts do chores in _____.
- 2 Before doing chores, they get _____.
- 3 Using an ordinary vacuum cleaner can be dangerous in space because _____.
- 4 Special vacuum cleaners in space look like _____.
- 5 Peter's favourite chore is _____.

2 ★★ Read the text and decide if the statements (1-6) are true (T), false (F) or doesn't say (DS).

- 1 Peter uses an ordinary vacuum cleaner to clean the space station. _____
- 2 It's quicker to vacuum everywhere in space. _____
- 3 The kitchen is always quite clean and tidy. _____
- 4 The astronauts add water to their food before they eat it. _____
- 5 It takes a long time to warm up food in space. _____
- 6 The astronauts take out the rubbish every morning. _____

3 ★★★ Answer the questions.

- 1 What is the size of the International Space Station?

- 2 Why isn't the kitchen messy?

- 3 What happens to the rubbish the astronauts send into space?

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.



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
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