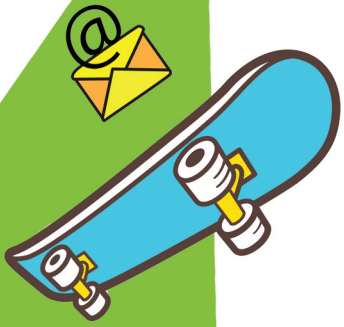


FLASH

Student's Book

Klasa 7

Jenny Dooley



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FLASH

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Podręcznik jest przeznaczony do wieloletniego użytku. Nie należy zapisywać w nim odpowiedzi do zadań. Przypominają o tym graficzne oznaczenia znajdujące się przy wybranych zadaniach.



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1 • Teen World

What's in this module?

• Vocabulary

- clothes, footwear & accessories
- appearance, character
- feelings
- daily routine
- free-time activities

• Grammar

- present simple
- present continuous
- adverbs of frequency
- stative verbs
- past simple
- past continuous

• Everyday English

- describing a person



Vocabulary

Clothes, Footwear & Accessories

1

▶️ ❌ Match the numbers (1-25) to the correct words below. Write in your notebook. Listen and repeat.

- trousers • sunglasses • boots • tie • skirt • scarf • jacket • coat
- dress • suit • high-heeled shoes • polo shirt • trainers • flip-flops
- gloves • tights • shorts • sandals • flat shoes • socks • T-shirt
- long-sleeved shirt • jeans • hat • belt

2

👥 What do you usually wear: *at school?* *at home?* *for a special occasion (school party)?* *at the beach?* Discuss.

A: What do you usually wear ...?

B: I usually wear ... at .../for a special occasion.





Keith



Sue



Mark



Tony



Jane




Ken



Sam


Appearance

3  List the words under the headings: **age, height, weight, hair, ears, eyes, face, lips, special features.** Write in notebook.

- plump • thin • skinny • well-built • tall/short • long/short
- big • small • of medium height • young • old
- moustache • beard • wavy • straight • curly • slim
- round • oval • freckles • wrinkles • full • glasses
- blue/brown/green • at his/her early/mid/late thirties
- fair/brown/black/red

4 Use words from Ex. 3 to describe the people in the photos.

Reading

- 1  Look at the picture and the introduction. Where is Filip from? Think of three questions you would like to ask him. Listen and read to see if the interview answers your questions.

Being 14



What's it really like being 14? At TEENS we want to know what life is like for 14-year-olds all over the world. In this issue, TEENS talks to Filip, a boy from Warsaw.

Check these words

- issue • additional
- pocket money

1 ▶ When does school start and finish?

8:45 am to 2:45 pm, Monday to Friday. In the afternoon I have additional art and English classes, too. Right now, I'm studying for my English class. I'm sitting an English test tomorrow.

Do you get homework?

Yes, I do. After school I have a break, then I do my homework. I usually stop around 8 o'clock in the evening.

2 ▶ Do you get any pocket money?

Every day my parents give me some money for a snack. If I want to buy a CD, or something like that, I have to ask them for the extra money.

What do you do in your free time?

I mostly play football and volleyball. This Saturday I'm playing for my school football team. I also enjoy computer games, or listening to my CDs. My favourite singer is Eminem. On Saturdays I usually go to the cinema with my friends.

3 ▶ Where do you live?

In a four-bedroom flat with my parents, my sister, and our cat. My uncle is staying with us at the moment. He is looking for a flat of his own.

Do you argue with your parents?

Nothing really serious. Sometimes we argue about me playing computer games too often. My mum is always complaining about me drinking cola. She says it's bad for my health.


4 ▶ What do you like and hate about being 14?

I've got a really nice family and a lot of good friends. The only problem is my parents think I'm still a baby.


What do you worry about?

I worry about my future. I don't know what I want to be.



- 2  Read the interview and match the four sections (1-4) to the headings in the list. One heading does not match. Write in your notebook.

• Food • Hopes & Fears • School life • Hobbies & Free time • House & Home

- 3  **Think** Make notes under the headings in Ex. 2. Then tell the class about Filip. How similar/different is your lifestyle to his?


Vocabulary Free-time activities

4 a)  Listen and repeat.

- going to amusement parks • surfing the Net
- playing sports • watching TV / videos
- going shopping • reading books/magazines
- listening to music • playing video/computer games
- exercising • drawing/painting • going to the cinema
- eating at fast food restaurants

b) Which of the activities can you see in the pictures? Write in your notebook.




5  Which free-time activities do you like/don't you like doing at the weekends? Discuss.


A: I like watching TV and going shopping with my mum at the weekends, but I don't like painting. How about you?

B: Well, I like ...

Speaking

6  Use the questions in the interview on p. 6 to interview your partner. Present your interview to the class. Record yourselves.

Writing

7  Use your partner's answers to write an interview similar to Filip's for the school English magazine (80-100 words). You can use the headings in Ex. 2.

Present simple - Present continuous

See  GR pp. 115-116

We use the **present simple** to talk about:

- habits/routines. **They walk** to school every day. **He doesn't leave** home at 7:00. **Does he have** lunch at school? Yes, he **does**.
- general states & facts. **He speaks** English. **Water boils** at 100°C.
- timetables. **The film starts** at 6:00.

Time expressions: *every day/morning/weekend, often, always, never, on Mondays, etc.*

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking. **He's studying** now. **They are living** with me these days. **She isn't sleeping** now. **Is she reading?** No, she isn't.
- temporary situations. **He is painting** houses for the summer.
- fixed future arrangements. **We're travelling** to London tomorrow.

Time expressions: *now, at the moment, at present, tonight, these days, etc.*



1 Read the theory box. How do we form the present simple? the present continuous?

2 Put the verbs in brackets into the correct form of the present simple. Write in your notebook.

1. Mr Todd (**teach**) Drama.
2. Eva (**not/sing**) very well.
3. Teens (**like**) hanging out at the shopping centre.
4. (**your mum/bake**) a cake on your birthday?
5. I (**not/speak**) Spanish very well.

See  GR p. 115

Note

Adverbs of frequency

Adverbs of frequency tell us how often something happens. They go before the main verb but **after** the verb **to be**.

They are:
always (100%)
usually (75%)
often (50%)
sometimes (25%)
never (0%)

3  In pairs, ask and answer questions. Use adverbs of frequency.

1. How often/you/eat/pizza?
 A: **How often do you eat pizza?**
 B: **I usually eat pizza twice a month.**
2. How often/your mum/surf/the Net?
3. How often/you/go/to bed late?
4. How often/you/play/football?
5. How often/your dad/watch/TV?

4 Complete the gaps with the present continuous form of the verbs in brackets. Write in your notebook.

1. They (**not/come**) with us tonight.
2. I (**meet**) George for lunch tomorrow.
3. (**you/listen**) to me?
4. My mum (**cook**) at the moment.
5. Ed (**sleep**) on the sofa for the week.
6. (**you/leave**) for school now?

See **GR p. 115**

5 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.

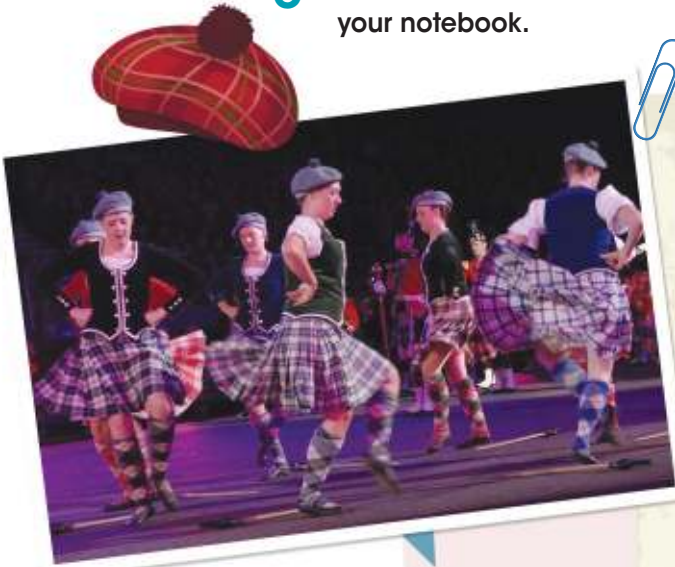
Note

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 him.* (NOT: ~~She's knowing him.~~)

- A: ... **(you/go)** to the party tomorrow?
B: Yes, and my sister ... **(come)**, too.
- A: Why ... **(you/sit)** outside?
B: I ... **(wait)** for Berta.
- A: Your dad ... **(draw)** very well.
B: Yes, he ... **(work)** as an artist.
- A: How long ... **(the festival/ last)**?
B: It usually ... **(last)** ten days.
- A: What ... **(you/do)**?
B: I ... **(look)** for a costume for Tony's party.
- A: What time ... **(the performance/start)**?
B: I ... **(think)** at 5 but I ... **(not/be)** sure.
- A: ... **(you/want)** to go to the cinema tonight?
B: I can't. I ... **(meet)** Sheila for dinner.
- A: Where ... **(they/go)**?
B: To the supermarket. They ... **(need)** to buy some things for the party.

6 Put the verbs in brackets into the present simple or the present continuous. Write in your notebook.



Hi Monica,
How **1** ... **(you/be)**? I'm in Scotland for a summer course. It **2** ... **(rain)** quite a lot here but I **3** ... **(not/mind)**.
Lessons **4** ... **(start)** at 8.30 every morning and **5** ... **(finish)** at 4 in the afternoon. I **6** ... **(have)** a very busy schedule but I **7** ... **(enjoy)** my time here. Did I tell you? I **8** ... **(learn)** to play the bagpipes in my music class!
This week we **9** ... **(work)** on a special project. We **10** ... **(look)** for information on Highland dancing. We **11** ... **(also/have)** dance classes as we **12** ... **(put)** on a performance at the end of the course.
Next time you must come with me! Hope you **13** ... **(have)** a great time, too. Have to go, now. We **14** ... **(go)** to the museum today.
Write back
Becky

Note

Prepositions of time

at + time, periods of time, festivities (*at 12:00, at night, at the weekend, at Easter*)
in + months, years, centuries, seasons, parts of day (*in June, in 2004, in the 11th century, in summer, in the evening*)
on + days, dates, specific periods of time/days (*on Tuesday, on 6th April, on New Year's Day*)

7  Ask and answer questions based on the email in Ex. 6.

- A: Where is Becky?
B: In Scotland. Why is she there?
A: She is attending a summer course, etc.

8  Use the time expressions in sentences of your own. Write in your notebook.

- now • every Monday morning • at the moment • now • tonight • these days
- always • every summer • on Sunday afternoon • at the weekend
- in winter • in the evening

1c • Vocabulary

Feelings

- 1 a)  Check these words in your dictionary. Match them to the pictures. Write in your notebook.

• happy • sad • angry • shy • surprised • bored • scared • excited



Note

Learning idioms helps us sound more natural.

- b) Complete the sentences below about yourself in your notebook. Tell your partner.

1. I feel happy when
2. I feel sad when
3. I feel angry when
4. I feel
5. I feel

Character

- 2 Match the adjectives (1-9) to their justifications (A-I). Write in your notebook. Check in your dictionary.

Note

Character idioms

as cold as ice → somebody who doesn't show any emotion

cry-baby → somebody who gets emotional and cries very easily

two-faced → somebody who is dishonest

Make sentences using the idioms above. Are there similar idioms in your language?

- | | | |
|-------------|--|------------------------------------|
| cheerful 1 | | a hates waiting for things |
| selfish 2 | | b tells people what to do |
| generous 3 | | c talks a lot |
| popular 4 | | d smiles a lot |
| talkative 5 | | e likes giving people things |
| bossy 6 | | f only cares about himself/herself |
| energetic 7 | | g lots of people like him/her |
| honest 8 | | h does a lot of things |
| impatient 9 | | i always tells the truth |



- 3  Use the adjectives in Ex. 2 to talk about your friends and family members, as in the example.

A: What is your best friend like?

B: He's **cheerful**. He **smiles a lot**. He can be **bossy** at times. He **likes telling people what to do**.

Everyday English • 1d

Describing a person

- 1  Listen. Are these sentences formal or informal?
- 2  The sentences in Ex. 1 are from a dialogue. What is the dialogue about? Listen, read and check.

Jessica: Did you meet the new boy in school, Rita?

Rita: No, I didn't. What does he look like?

Jessica: Well, he's of medium height and he's quite slim. He's a little taller than me.

Rita: Oh, really? Is his hair dark?

Jessica: No, it's quite fair actually! It's very curly too. I really like it.

Rita: What's he like? Is he nice?


Jessica: Yes, he is. He is quite cheerful and honest. Lots of people seem to like him already. He's very talkative, too. Look! He's chatting with Mrs Prosser.

Rita: He sounds really nice.

Jessica: Let's go meet him now!

- 3 Find sentences in the dialogue which mean:
 - Is that true? • I want to know what he looks like. • I think it's nice.
 - Why don't we introduce ourselves now?

- 4 Read the dialogue again. What does the new boy look like? What is he like?

- 5  Act out a similar dialogue. Use one of the teens in the pictures, and the dialogue above as a model.





tall/slim/funny/clever



short/thin/cheerful/energetic

Pronunciation

pronounced/silent 'h'

  Listen and repeat. In your notebook, write the words in which 'h' is silent.

- happy • honest • hate • hour • what • high
- exhausted

Past simple - Past continuous

See  GR pp. 116-117

We use the **past simple** for actions:

- starting and ending in the past. She **had** lunch an hour ago. He **didn't come** to the party. **Did** he leave? Yes, he did.
- happening one after the other in the past. He **woke up**, **got dressed** and **had** breakfast.

We use the **past continuous** for actions:

- in progress at a specific time in the past. He **was watching** TV at 7 o'clock last night. He **wasn't having** lunch. **Was** she **listening** to music? No, she **wasn't**.
- in progress at the same time in the past. She **was sleeping** while he **was surfing** the Net.
- in progress (past continuous) when another action interrupted it (past simple). She **was cooking** when he **came** home.

Time expressions: *yesterday, ago, last week/month, etc., while, when*

Did you go to the cinema yesterday evening?




- 1 Put the verbs in brackets into the past simple. Write in your notebook. Which verbs are regular? Which are irregular?

Last summer, my family and I 1) ... **(travel)** to Orlando, Florida. On our last day there, we 2) ... **(visit)** the Wizarding World of Harry Potter theme park at Universal Studios.

We 3) ... **(set)** off for the park early in the morning. Once we 4) ... **(arrive)**, I 5) ... **(stand)** in amazement; everything 6) ... **(look)** so real. I 7) ... **(not/want)** to miss anything so I 8) ... **(rush)** to Hogwarts Castle. Inside, I 9) ... **(see)** Dumbledore, Harry, Ron and Hermione. Then, I 10) ... **(go)** on all the rides at the park. They 11) ... **(be)** all quite thrilling. I also 12) ... **(watch)** the show at Ollivanders Wand Shop. The shopkeeper 13) ... **(find)** the right wand for me. I 14) ... **(feel)** so lucky. My parents then 15) ... **(buy)** me the wand. At the end of our day, we 16) ... **(decide)** to eat something at the Three Broomsticks restaurant. We 17) ... **(order)** The Great Feast menu. The food 18) ... **(taste)** great! However, I 19) ... **(not/try)** the famous Butterbeer.

On our way back to our hotel room, I 20) ... **(fall)** asleep in the car almost immediately. I 21) ... **(have)** such a wonderful day!

Posted by: Tom, 12 December at 2:15 pm

- 2  Form complete questions, then answer them. Write in your notebook.

- Tom & his family/go/London/last summer.
Did Tom and his family go to London last summer?
No, they didn't. They went to Orlando, Florida.
- they/visit/Universal Studios?
- he/go/on all the rides at the park?
- his parents/buy/his sister/wand?
- they/have/lunch/at Hogwarts Castle?
- Tom/try/Butterbeer?


See GR p. 117

Note

while + past continuous
when + past simple

3 Put the verbs in brackets into the past simple or the past continuous. Write in your notebook.


1. When he ... **(arrive)** at the festival, everyone ... **(watch)** the parade.
2. Annie ... **(leave)** the house, ... **(get)** into her car and ... **(drive)** to her aunt's house.
3. What ... **(you/do)** at 3 o'clock yesterday afternoon?
4. Mum ... **(cook)** dinner while Dad ... **(wash)** the car yesterday afternoon at 5 o'clock.
5. I ... **(walk)** to school when it ... **(start)** raining.
6. Where ... **(you/spend)** your holidays last summer?

4  **Form questions and then answer them using the past continuous. Write in your notebook.**

1. Harry/send/emails/at 10 o'clock/last night? No/chat online
Was Harry sending emails at 10 o'clock last night?
No, he wasn't. He was chatting online.
2. Mary/bake/cake/yesterday morning? – No/do the shopping
3. Matt and Eve/watch/a crime series/on Sunday afternoon? – Yes
4. you/do/your homework/this afternoon at 5 o'clock? – Yes
5. Steve/make/phone calls/at 10 o'clock/yesterday morning? – No/have/meeting

5 Put the verbs in brackets into the past simple or the past continuous. Write in your notebook.

- A:** 1) ... **(you/have)** a nice time in London?
B: Yes, it 2) ... **(be)** great. But the week 3) ... **(go)** by so fast! I can't believe this time last week we 4) ... **(fly)** to London.
A: 5) ... **(you/see)** lots of interesting things?
B: Oh yes. We 6) ... **(go)** on a sightseeing tour on a double-decker bus.
A: Really?! 7) ... **(it/be)** fun?
B: Well, when we 8) ... **(get)** on the bus, we 9) ... **(go)** straight to the top deck. The sun 10) ... **(shine)** and everyone 11) ... **(wear)** hats and sunglasses. Half an hour later, though, it 12) ... **(start)** raining! Anyway, 13) ... **(you/enjoy)** your holiday?
A: We 14) ... **(not/go)** on holiday this summer. My brother 15) ... **(study)** for his exams and we 16) ... **(not/want)** to leave him alone. Dad 17) ... **(promise)** to take us on a tour of Scotland, though, during our winter break.
B: Sounds good!

6  **Ask and answer as in the example.**

1. at 5 o'clock yesterday afternoon.
A: What were you doing at 5 o'clock yesterday afternoon?
B: I was having football practice.
2. last Friday morning at 10:30
3. yesterday afternoon at 2:30
4. this time last Monday
5. at 10 o'clock last Sunday evening



If • Across Cultures

Vocabulary

1 Check the words/phrases below in your dictionary. Which of the following can you see in the pictures (A-E)?

- a boat ride • a fairytale castle • a haunted house • a parade • a pirate ship
- a roller coaster • a merry-go-round • a Disney character



Reading

2 What can you do at Disneyland? Listen, read and check.

Check these words

- believe my luck
- fairytale • greet
- guest • ride
- scary • speed
- hold your breath
- exhausted

My Disneyland Dream



Hi, I'm Mark Wilson and I couldn't believe my luck when I heard I was going on a school trip to Paris for a week. We would even go to Disneyland. I mean, lots of people dream of going to Disneyland, but I actually did!

It was my first time in Paris. It's such a beautiful city, full of history and culture. The visit to Disneyland was something I won't forget. It was like a magic city from a fairytale. There was a colourful parade of cartoon characters. Peter Pan, Cinderella, Minnie and Mickey Mouse were greeting and having fun with the guests. 10 They even said hello to some of my classmates. It was fun. The buildings were like the ones we see in Disney films. I felt like I was in a dream.


After we saw the parade it was time to try some of the rides. Our teachers told us we could stay till 6:00 pm. 15 That gave us lots of time to try the rides. The haunted house was great fun, but it was also really scary. My friend Tony was screaming really loud all the time. Then we went on the merry-go-round. We went on with Mrs Wilde, the Art teacher. We had a great time. My 20 favourite ride was the roller coaster. I loved the feeling of speed. I was holding my breath most of the time. It was awesome!

When we got back on the coach to the hotel, everyone in my class was exhausted. But most of us didn't want to 25 leave; I didn't, either. I could stay in Disneyland forever.

Post your comment

3  Read again and choose the correct item. Write in your notebook.

1. Mark went to Disneyland with his **friends/school/family**.
2. Mark preferred the **haunted house/roller coaster/merry-go-round**.
3. Mark stayed at Disneyland for **one day/two days/one week**.

4  Read the text and replace the words in bold with the correct name. Some other changes may be necessary. Write in your notebook.

1. He went to Disneyland with **them**.
2. **He** was very scared.
3. **She** went with them on the merry-go-round.
4. **They** were exhausted.

Prepositions

5  Choose the correct preposition. Write in your notebook.

1. The park was full **of/with** people.
2. They stayed **at/in** Paris for a week.
3. He went **on/to** a school trip to Paris.
4. Most people dream **of/on** going to Paris.

Speaking

6  **Think** Does Disneyland sound like an interesting place to visit? Why?/Why not? Tell your partner.

I think Disneyland sounds/doesn't sound like an interesting place to visit because ...

Listening

7  Listen to Emily and Harry talking about a school trip to a theme park. What did each person like most?

Emily	1		a	haunted house
Harry	2		b	parades
Thomas	3		c	boat ride
David	4		d	cartoon characters
Danny	5		e	pirate ship
Becky	6		f	shops
			g	merry-go round
			h	roller coaster

Writing

8  Think of your last school trip with your school. Post your comment on Mark's blog (80-100 words).


Hi Mark,
 It sounds you had a great time. I went to ... with It's There were We went on It was really




Culture Spot

Summer camps are popular with children in the UK. Children enjoy the fresh air, learn new skills and make new friends.



 Would you like to go to a summer camp this year? Find an interesting one in Poland and tell the class about it.

1 • CLIL (Citizenship)

- 1  Look at the pictures, the title of the text and the headings in Ex. 2. What do you expect to read about? Listen, read and check.

A Rainbow of Friends

1) 

Imagine a world in which everyone looks the same, dresses, moves, communicates and learns in the same way and likes the same things. Would you like to live there? No, of course not! The real world is not that boring! Being different is what makes life interesting.

2) 

Your school is just a miniature of the world. Your fellow students are similar to you but at the same time can be different too. Some have dark skin; some have narrow eyes; some have fair hair; some speak or read with their hands; some use a wheelchair to move.

3) 

The world is full of different people, but it is also full of stereotypes. This means that some people have a set idea about what someone is like. The expressions 'boys don't cry' and 'act like a lady' are examples of stereotypes about men and women. Stereotypes make us believe that being different is negative. They also make us develop prejudices against some people and treat them unfairly. This is discrimination and everyone can become a victim of it.


4) 

Next time you or someone else becomes a victim of prejudice, help them. Treat people with respect. And remember, being different is a gift of life! Celebrate it!



Check these words

- communicate
- miniature • fellow
- wheelchair • stereotype
- negative • prejudice
- treat • unfairly
- discrimination • victim

2  Read again and match the headings to the paragraphs. Write in your notebook.

A Prejudices and stereotypes

C Everyone is different

B Take action

D A boring world

3



Think Think of some examples of discrimination. How do you think they make the other person feel? How do you feel about it? What can we do to stop it? Discuss.

Project Time 1

- 1 Read the posts. What qualities does each person mention about their best friends?



Beata's

blog

HOME

BLOG

PHOTOS


How many friends have you got? No, I don't mean the ones on Facebook, I mean real friends that you hang out with every day. My best friends are Matylda and Berta. (Hi guys!) They're fun people and they think of exciting things for us to do. They're also kind. They listen to my problems and they are always there for me. What about you? Tell me about your friends and what you think makes a good friendship.

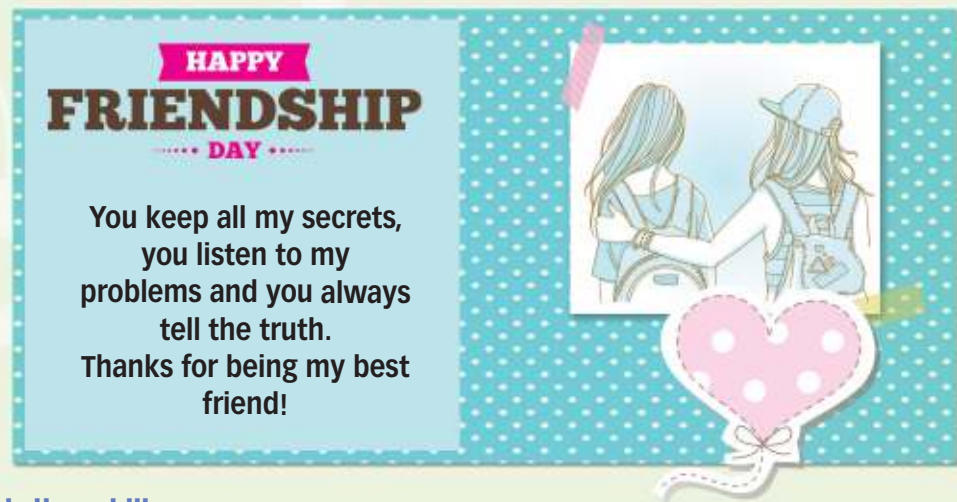
Beata – 5 hours ago

Post your comment

Great post, Beata! My best friend is Sam. He's my next-door neighbour and we're in the same class at school. He's really friendly, so everybody likes him. The thing I like most about him is that he's honest and he always tells the truth. We sometimes argue, but it's OK because we always make up afterwards. That's what makes a good friendship – real friends disagree, but they still stay friends.

Anna – 1 hour ago

- 2 **Think** What makes a good friendship for you?
- 3  It's the International Friendship Day. Write a card for your best friend.



Presentation skills

- 4 Prepare and give a presentation about what makes a good friendship for you.

VALUES

Friendship

- 5 **Think** Read Jane's poster. What makes a true friend for you? Tell the class.


True friends...

are always there.
do things together.
help each other.
keep their word.
make you feel special.
aren't jealous.
don't tell lies.



1 • Progress Check

Vocabulary

- 1  Look at the picture and choose the correct word. Write in your notebook.








This is Steve. He's fifteen years old. He's

- 1) tall/short and
 - 2) skinny/fat. He's got short,
 - 3) straight/wavy, 4) dark/fair hair, blue eyes, a big nose and
 - 5) full/thin lips. He's usually a
 - 6) bossy/cheerful boy and always looks
 - 7) happy/popular. However, he looks
 - 8) shy/angry today because he's very
 - 9) impatient/generous and hates waiting for people. He usually wears
 - 10) a skirt/trousers and a
 - 11) shirt/suit.
- However, he's wearing
- 12) jeans/shorts, a
 - 13) T-shirt/polo shirt and a pair of
 - 14) trainers/sandals today.






14 x 1 = 14

- 2 Match the words to form phrases. Write in your notebook.

pocket	1		a	park
high-heeled	2		b	height
amusement	3		c	shoes
computer	4		d	money
medium	5		e	games






5 x 1 = 5

- 3 Complete with: *believe, holding, had, worrying, complaining*. Write in your notebook.

1. I was so scared I was  my breath most of the time.
2. He couldn't  his luck when he heard they were going to London.
3. After we  a break, we did our homework.
4. He is always  about me drinking cola.
5. Stop  about your future.

5 x 1 = 5









- 4 Complete with: *to, at, with, of, on*. Write in your notebook.

1. Scott sometimes argues  his parents.
2. We listened  a great rock band last Sunday.
3. The town was full  people.
4. Janet went  a bus tour of the town.
5. Keith is studying  the moment.

5 x 1 = 5











Grammar

- 5 Fill in the gaps with the correct form of the verbs in brackets. Use the present simple or the present continuous.

On, weekdays, Jeremy 1)  (wake) up at 7 am. He 2)  (get) dressed and 3)  (have) breakfast before going to school. After school, he 4)  (do) his homework and then 5)  (watch) TV. Today is Saturday. Jeremy 6)  (not/go) to school. He and his friends 7)  (play) ice hockey. Jeremy 8)  (love) ice hockey.

8 x 1 = 8

- 6 Put the verbs in brackets into the past simple or the past continuous. Write in your notebook.

1. While I  (visit) my family in Poland, I  (see) many amazing sights.
2. Tony  (get) up,  (take) his coat and  (leave) the house.
3. What  (you/do) at 4 o'clock in the afternoon yesterday?
4. George  (not/sleep) when I  (arrive) home.
5. Mario  (not/come) to the party with us last night because he  (be) tired.

10 x 1 = 10

Progress Check • 1

Reading

- 7 Read the email and replace the words in bold with words from the text. Write in your notebook.

MAILBOX SEND

Dear Paul,

Thanks for your letter. It sounds like you had a great summer holiday.

Sorry I didn't write earlier, but I was on holiday with my parents in Zakynthos. It's a beautiful Greek island and the home of the famous Caretta 5
Caretta turtle. We joined a project called 'Operation Coastal Clean up'. We travelled along the coast collecting rubbish and waste and cleaning up the beaches. We also swam in the crystal clear waters and attended some local 10
festivals. I was sad to leave, but it was a unique experience.

It's my birthday next Saturday. Why don't you come and spend the weekend with me? My dad can give you a lift from the station. Please, come. 15

Yours,
Mark

1. He went with **them** on holiday.
2. **It** is a Greek island.
3. **It** lives in Zakynthos.
4. They swam **there**.
5. It is **his** birthday next Saturday.
6. **He** can give Paul a lift from the station.

6 x 3 = 18

Listening

- 8 Listen to Liam and his mother talking about his first day at a new school. What was each person (1-6) like? Choose from the character adjectives (a-h).

Mr Franklin	1		a cheerful
Josh	2		b generous
Kim	3		c popular
Roger	4		d talkative
Cybil	5		e honest
Giorgio	5		f impatient
			g energetic
			h bossy

5 x 2 = 10

- 9 Complete the dialogue. Use the sentences (a-e). Write in your notebook.

- a What's she like?
- b Let's go meet her now!
- c She sounds really nice.
- d What does she look like?
- e Did you meet the new girl in school?

A: Hi Carrie! 1) ...

B: No, I didn't. 2) ...

A: Well, she's tall and slim.

B: Oh, really? Are her eyes blue?

A: No. She's got green eyes and long dark hair.

B: 3) ... Is she friendly?

A: Yes, she is. She's already got plenty of friends here. She's very energetic too.

B: 4) ...

A: There she is. 5) ...

5 x 2 = 10

Writing

- 10 Write a blog entry about a summer holiday experience of yours (80-100 words).

15 points

TOTAL: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about clothes, appearances, character, feelings
- talk about daily routine, free-time activities
- use the present simple & the present continuous
- use the past simple & the past continuous

Reading

- understand reference (a blog entry)
- match headings (an interview)

Listening

do multiple matching (dialogue)

Speaking

- describe a person
- explain what makes a true friend to me

Writing

write: an interview; a card; a blog entry/comment

2. Sports & Food

What's in this module?

• Vocabulary

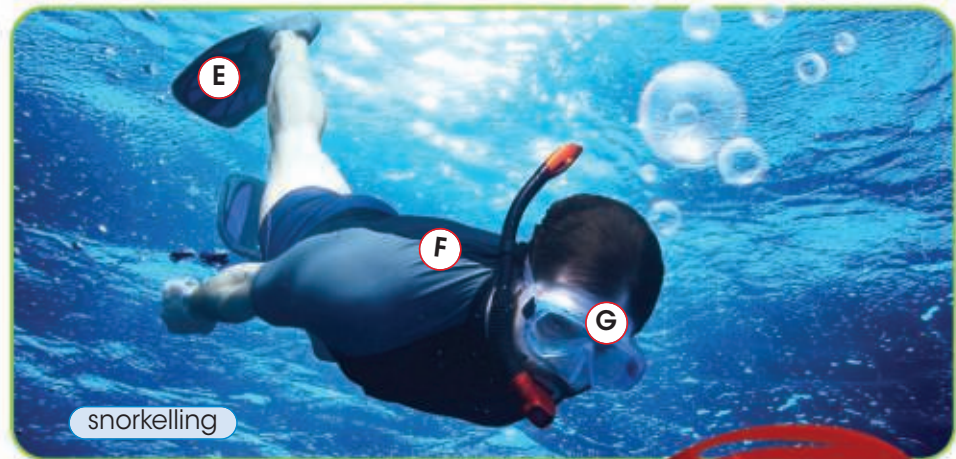
- sports & equipment
- food
- food partitives & containers

• Grammar



- present perfect
- *for - since - just - already - never/ ever - yet*
- present perfect vs past simple
- indefinite/definite pronouns

• Everyday English

- ordering at a restaurant



Vocabulary Sports/Activities & Equipment

1   Match the words (1-15) to the letters (A-O). Write in your notebook. Listen and check.

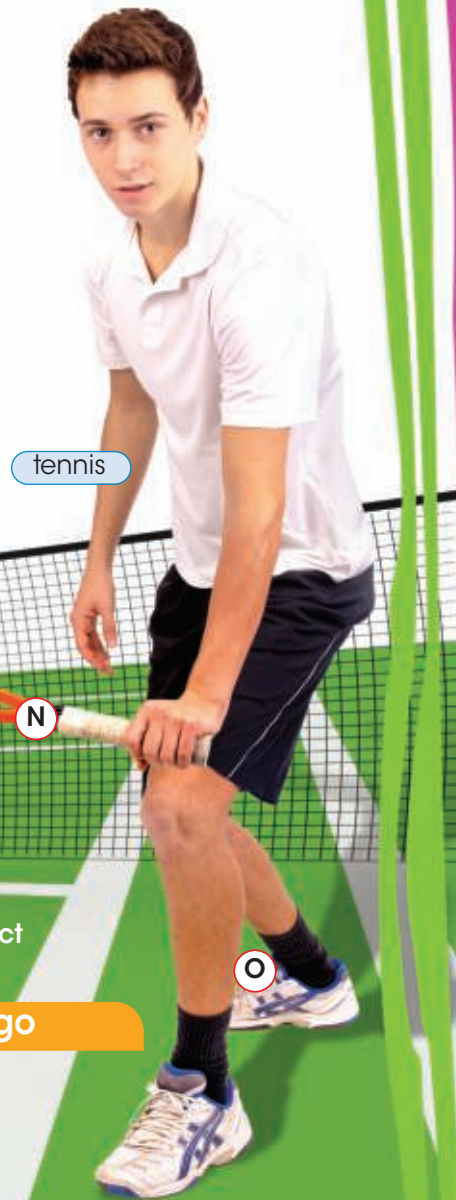
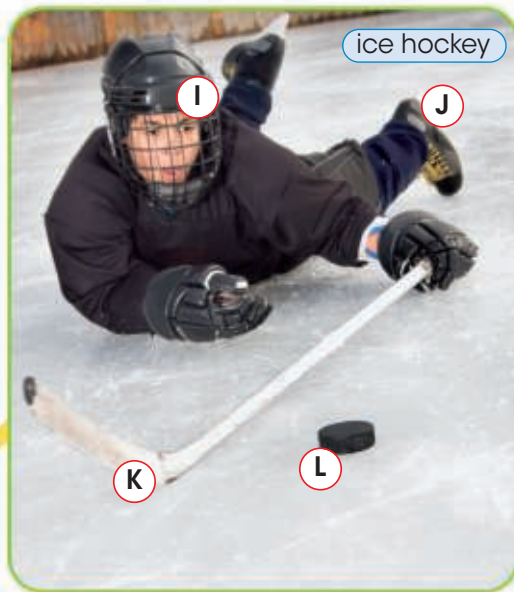
- | | | |
|-------------|--------------|------------------|
| 1. mat | 6. wetsuit | 11. helmet |
| 2. goggles | 7. snowboard | 12. punching bag |
| 3. flippers | 8. ball | 13. trainers |
| 4. gloves | 9. puck | 14. skates |
| 5. racquet | 10. stick | 15. snorkel |

Grammar ⚡

Collocations with do/play/go

We use:

- **do** + activity/exercise **do** karate
- **play** + sport **play** football
- **go** + activity **-ing** go skating



2  Write the sports/activities under the correct heading in your notebook.

do

play

go

Speaking
Making suggestions

3  Act out dialogues, as in the example.

A: Why don't we play tennis? / Shall we play tennis? / Let's play tennis.



B: That's a good idea.

A: Get your racquet and I'll meet you in 15 minutes.

Note ⚡

You can use **Why don't we.../Shall we... or Let's...** to make a suggestion.

Reading

- 1  Look at the pictures and listen to the music. Which of these four places are you at? What is the weather like? How do you feel?
- 2  Read the introduction and look at the subheadings. What do you expect to read in the texts? Listen, read and check.

Check these words

- convenient • escape
- lifetime • valley
- explore • desert
- beneath • snap

Home Blog Profile Friends Forum Services

Adventure Destinations

International travel has become quick, convenient and less expensive in recent years. We offer holidays for anyone with a sense of adventure. But don't just listen to us. Why not read what people who are actually there say?



Tara's Sledging in Russia

My winter escape to Yakutia in Russia has been amazing. I'm definitely having the experience of a lifetime here – and it's only day three! Yesterday, we went through the valleys of the Lena River on a sledge. We got the chance to see wolves, foxes, elk and other wildlife. While we're here, we're staying with a family in a traditional Russian home. They've cooked us some lovely home-cooked meals. Plus, we've learnt a lot about Russia's rich culture and they've even shown us how to ride Yakut horses!





Tom's Riding Camels in Morocco

I've had a lot of fun exploring Morocco on a camel. There's so much to see that I've had to take my time. My journey has been relaxing. Last week, we travelled from Marrakech across the desert to the Dadès Gorge. I've spent a few nights in a nomad's tent and it was nice to visit all the traditional villages. I haven't seen the beaches of Essaouira yet, but I hear they are the most beautiful in Morocco. I can't wait!





Mia's Ice Diving in the Arctic

I never thought diving into the icy waters of the Arctic Ocean could be so much fun. It's such a strange and unique world down there and few humans have ever seen it. Not many people are brave enough to explore the region and even fewer have explored it from beneath the ice. Yesterday, I got the chance to enjoy the scenery and wildlife above the ocean on foot and on a snowmobile. I've taken some brilliant holiday snaps. More to come soon!





Alex's Rock Climbing in Malta

Malta certainly is a rock climber's paradise. There are over 1,300 rock climbing routes throughout the three islands of Malta. I've spent two days on each island and I've got the chance to practise a variety of climbing styles. There are some magnificent views on top of the tall cliffs here and I've had so much fun just jumping into the sea afterwards.



22

3 Read the text again and decide if the statements are **R (Right)** or **W (Wrong)** according to the information in the text. Write in your notebook.

1. Tara has been in Russia for a week.
2. Tara has learnt some Russian.
3. Tom's holiday has been stressful.
4. Essaouira is near the sea.
5. Alex has visited only two islands.
6. Mia is disappointed by the photographs she has taken.

4 **Think** Which of the four places is more appealing to you? Why? Tell the class.

Vocabulary Sports

5 Look at the photos. Which are: *outdoor activities?* *indoor activities?* *extreme sports?* Make sentences.



Rock climbing is an outdoor activity. It's an extreme sport.

Speaking

6 **Think** Use the adjectives to tell your partner about the sports you like/don't like.

It's ...

• fun • exciting • thrilling • relaxing • amazing

It's ...

• boring • dangerous • tiring • stressful • dull

I like ... because ...

I don't like ... because ...

Who else likes/doesn't like the same sports as you? Why?

Writing

7 Imagine you are on holiday. Post a blog entry about it. Write: *where you are* - *who with* - *what you are doing* - *what you did yesterday* - *how you like it* (80-100 words).

2b • Grammar

Present perfect See ⚡ GR p. 117



We use the **present perfect** for:

- an action which started in the past and continues up to the present. **She has lived** here for five years.
- an action which happened at an unstated time in the past and its results are visible in the present. **He has broken** his arm. (When? It's not important. His arm is in a cast now.)
- experiences. **Henry has visited** Paris once.

affirmative	negative	interrogative	short answers
I/You have eaten.	I/You haven't eaten.	Have I/you eaten?	Yes, I/you have./ No, I/you haven't.
He/She/It has eaten.	He/She/It hasn't eaten.	Has he/she/it eaten?	Yes, he/she/it has./ No, he/she/it hasn't.
We/You/They have eaten.	We/You/They haven't eaten.	Have we/you/they eaten?	Yes, we/you/they have./ No, we/you/they haven't.

Note: The children **have gone** to the library. (They are on their way there or they are there now. They haven't come back yet.) The children **have been** to the library. (They were there some time ago, but they have come back.)

1 Read the theory. Write the past participle of the verbs in your notebook.

- | | | | |
|-----------------------|---------|---------|------------|
| 1. play played | 4. run | 7. fly | 10. see |
| 2. go | 5. swim | 8. meet | 11. eat |
| 3. travel | 6. win | 9. be | 12. finish |

2 Complete the sentences using verbs from Ex. 1 in the present perfect affirmative. Write in your notebook.

- Paul's very fit - he **has run** many marathons.
- She **is** an extreme sports fan for many years.
- Steve **is** in a hot-air balloon.
- They **love** football in stadiums around the country.
- Lisa **knows** many famous people in her job as a make-up artist.
- I **eat** sushi many times.
- Ken **has won** many medals for surfing.
- We **swam** with dolphins. We loved **the** experience.

3 Fill in with *have/has been* or *have/has gone*. Write in your notebook.

- Roger and Amy **are** cycling. They'll be back in an hour.
- Lana and I **went** to the museum before.
- Henry **has visited** Gdańsk only once.
- Steve isn't here. He **has gone** home.
- Becky **has been** to the gym. She left an hour ago.

4 Complete the sentences using the verbs in the list in the present perfect negative. Write in your notebook.

• ask • go • book • be • decide • make

- Mary **hasn't been** to Spain so she wants to go there for summer holidays.
- She ... which part of Spain she wants to visit, though.
- For this reason, she ... her tickets yet.
- She wants to go there with some friends, but she ... any of them yet.
- Her friend Alicia ... any plans, so she might go with Mary.
- They are good friends, but they ... on holiday together before.

5 Look at the table. Ask and answer questions, as in the example.

- James/do archery?
A: Has James done archery?
B: Yes, he has.
- Lucy & Mary/do archery?
- James and Lucy/fly in a helicopter?
- Mary/fly in a helicopter?
- Lucy/try scuba diving?
- James/try scuba diving?

	James	Lucy	Mary
	✓	x	x
	✓	✓	x
	x	✓	✓

See ⚡ GR p. 117

Grammar ⚡

for - since - just - already - never/ever - yet

I've **just** finished my homework. (= a short time ago)
I've **already** done my homework. (= before now)
He **hasn't** eaten **yet**.
Have you spoken to them **yet**? (= so far)
He **has** lived here **since** 2010. (starting point of an action)
She **has** known him **for** five years. (period of time)
Have you **ever** tried windsurfing? (= at any time)
I've **never** tried yoga. (= at no time)

6 Put the verbs in brackets in the present perfect. Write in your notebook.

- Ted ... (**visit**) Lublin three times.
- The children ... (**not/see**) their uncle for weeks.
- I ... (**walk**) the dog twice today.
- ... (**you/try**) surfing?
- They are excited. They ... (**win**) the match.
- Ann is sad. ... (**she/fail**) her test?
- They ... (**not/play**) tennis today.
- Jane ... (**put on**) weight. She needs to exercise.

7 Choose the correct item. Write in your notebook.

- Have you **yet/ever** tried paragliding?
- Becky has **just/yet** finished exercising.
- She has **ever/already** talked to the doctor.
- Tony has been a trainer **for/since** ten years.
- He has played ice hockey **for/since** 2001.
- Have you been to the gym **yet/since**?
- They have **never/yet** gone skating.

8 What have/haven't you/your friends done today? Tell your partner. Use *already, yet or just*.



2C • Vocabulary

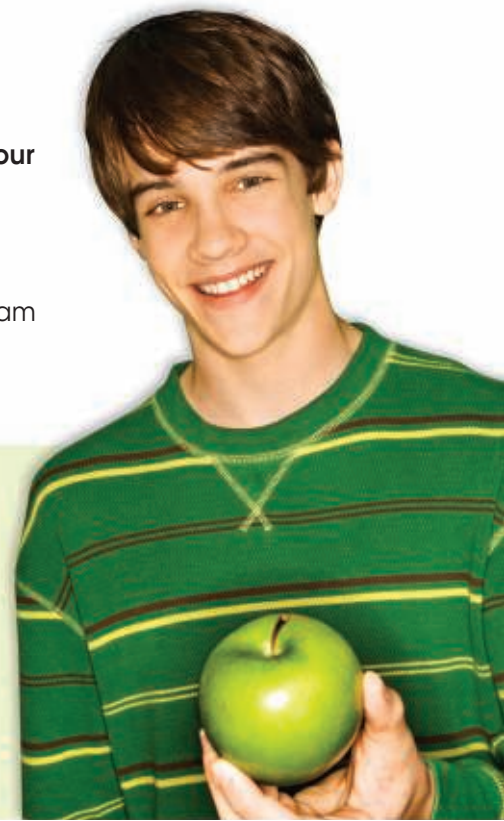


Food

1 a) List the words under the correct headings in your notebook.

- cheese • chocolate • rice • broccoli • beef • milk
- bread • cucumber • fish • chicken • lemon • cake
- sweets • egg • yoghurt • crisps • watermelon • cream
- grapes • pasta • potato

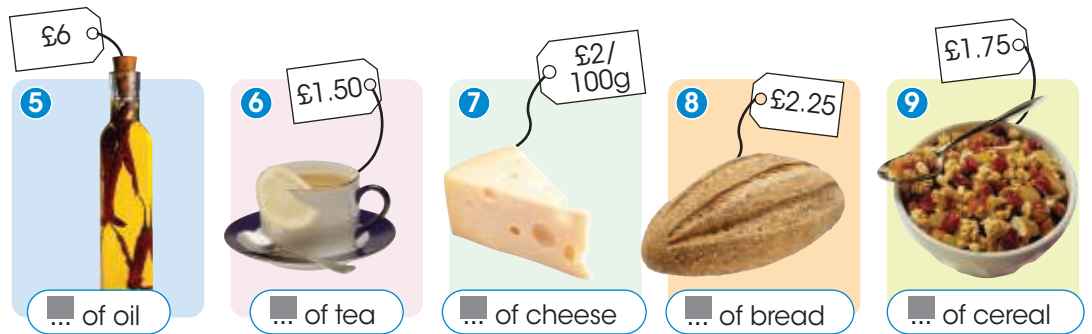
- Fruit & Vegetables
- Dairy products
- Sugary foods & Snacks
- Proteins
- Starchy foods



b) Which foods can you see in the pictures (1-8)?

Food partitives & Containers

2 a) Complete with: *piece, bowl, jar, cup, slice, loaf, glass, carton, bottle*. Write in your notebook.



Did you know?

The USA is one of three countries that still hasn't adopted the metric system.

Weights & Measurements Chart

US	Metric
1 pound	0.454 kg
1 gallon	3.785 l
1 pint	473.176 ml
1 mile	1.609 km
1 yard	0.9144 m
1 foot	30.48 cm

b) In pairs, ask and answer, as in the example.

A: How much is the pizza?

B: It's £3 a/per slice.

Everyday English • 2d

Ordering at a restaurant

- 1 Listen. Are these sentences formal or informal?
- 2 The sentences in Ex. 1 are from a dialogue at a restaurant. Which sentences can be said by: *a waiter?* *a customer?* Listen, read and check.

See GR p. 118

Note

would like

We use **would like**:

- to make a polite invitation.
Would you like to eat out tonight?
Yes, I **would**. /
No, I **wouldn't**.
- Compare:** Do you want to eat ...? (informal)
- to make a polite offer.
Would you like to see the menu?
Yes, please. /
No, thank you.

John: Hello, I'm John and I will be your waiter today. Are you ready to order?
Dan: Yes, we are. I'll have the chicken soup and a green salad to start.
Kathy: I don't want soup. I'll just have the grilled vegetables.
John: That's one chicken soup, one green salad and one grilled vegetables. What would you like for your main course?
Dan: I'd like a small cheese pizza with extra cheese.
Kathy: I'll have the fish and chips.
John: And what would you like to drink?
Dan: I'll have a glass of iced tea.
Kathy: Just water for me, please.
John: Thank you. I'll be back with your order shortly.

(After their meal)

John: Did you enjoy your meal?
Dan & Kathy: Yes. It was delicious. Thank you.
John: Would you like some dessert?
Dan: No, thank you. Could you just bring us the bill, please?
John: Certainly.

- 3 Find the formal sentences in the dialogue which mean: *What do you want to eat?* - *What do you want to drink?* - *Thanks.* - *Be back with your things soon.* - *Did you like the food?* - *No problem.*
- 4 In groups of three, act out a similar dialogue. Use the menu.

Menu

Starters

soup (chicken, vegetable)	£ 3.00
salad (Caesar, green)	£ 4.25
grilled vegetables	£ 3.50

Main Courses

pizza	
(pepperoni, cheese)	£ 5.75
fish & chips	£ 6.80
spaghetti with meat sauce	£ 6.15
roast chicken & potatoes	£ 6.50

Desserts

chocolate cake	£ 3.50
apple pie	£ 2.30

Drinks

fizzy drinks	£ 1.50
iced tea/juice	£ 2.00
coffee/tea	£ 1.75

Pronunciation

/s/, /ʃ/

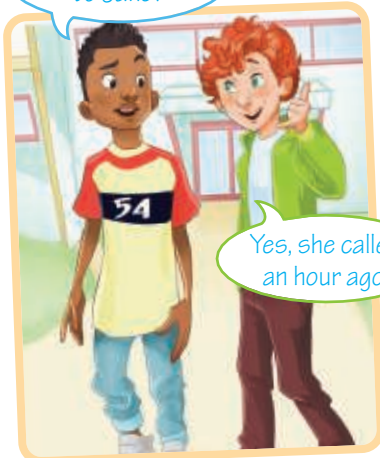
- Listen and repeat. Think of more words with the same sounds.

/s/ salt, soup, small

/ʃ/ shake, share, show



Have you talked to Jane?



Yes, she called an hour ago.

Present perfect vs Past simple See GR p. 117

We use the **present perfect** for:

- unfinished past actions which started in the past and continue up to the present. **I've known her for a long time.**
- finished past actions with a present result. **I've lost my keys.** (I can't get into my house now.)

Time expressions used with the present perfect: *since, for, yet, just, already, ever, never, etc.*

We use the **past simple** for finished past actions which happened at a definite time in the past. **I met her in 2004.** (When? In 2004.)

Time expressions used with the past simple: *yesterday, last week/month/etc., a week/a month/etc., ago, etc.*

1 Read the theory box. Then, choose the correct tense. Write in your notebook.

1. Jan **has talked/talked** to Mark two days ago.
2. I **didn't eat/haven't eaten** yet.
3. Ian **has visited/visited** China in 2010.
4. Anna **hasn't seen/didn't see** Tim since 2007.

2 Put the verbs in brackets into the present perfect or the past simple. Write in your notebook.

A: Hi, Bill. I **1** **(not see)** you for weeks. How are you?

B: I'm fine, thanks. Actually I **2** **(just/come)** back from holiday.

A: That's great. Where **3** **(you/go)**?

B: I **4** **(go)** to visit my cousin in Edinburgh.

A: **5** **(you/have)** a good time?

B: It **6** **(be)** wonderful. I even **7** **(try)** windsurfing!

3 Put the verbs in brackets into the present perfect or the past simple. Write in your notebook.



Hi Mateusz,

I'm sorry I **1** **haven't written (not/write)** for so long. I **2** **(arrive)** here a week ago, and I **3** **(be)** busy exploring London!

It's one of the most fascinating cities I **4** **(ever/visit)**. My brother and I **5** **(take)** a sightseeing tour of London yesterday but we **6** **(not/go)** the Tower of London. I **7** **(not/see)** the British Museum yet, either. The weather's great – it **8** **(not/rain)** at all! But the highlight is the markets. I **9** **(never/come)** across such a variety of markets my whole life! You can buy almost anything, from food to art and antiques.

What about you? **10** **(you/decide)** where to go on holiday yet?

Talk soon,

Mario

4 Use the ideas below as well as your own to ask and answer.

- visit a wildlife park • travel to the USA • take part in a sports competition
- go camping • drive a car • win a medal

A: Have you ever visited a wildlife park?

B: Yes, I have.

A: When was that?

B: Last summer.

Indefinite/Definite articles

See  GR p. 118

We use **a/an** with singular countable nouns when we talk about them in general.

We use **the** with: singular or plural nouns when we are talking about sth specific, that is, when we mention the noun for a second time or when it is already known. *I'm staying in **a** hotel near **a** park. **The** room costs £50 per night.*

- We also use **the** with the names of: rivers (**the** Nile), oceans (**the** Atlantic Ocean), seas (**the** Baltic Sea), deserts (**the** Sahara Desert), groups of islands (**the** Balearic Islands), unique landmarks (**the** Eiffel Tower), hotels (**the** Ritz), museums (**the** British Museum), mountain ranges (**the** Alps), groups of islands (**the** Maldives) and cinemas/theatres (**the** Tivoli).
- We don't use **the** with the names of: countries (**Spain**), cities (**New York**), streets (**Henry Street**), parks (**Hyde Park**), mountains (**Everest**), lakes (**Lake Titicaca**), individual islands (**Majorca**) and continents (**Asia**).

Do you know where the Sahara is?




You are a genius!

I know!

5 Complete with *a/an* or *the* where necessary. Write in your notebook.

- A: Are you staying at hotel in Paris?
B: Yes. It's Le Notre Dame Hotel on the banks of River Seine.
- A: Are you going to Malta this year?
B: No. We're going to Switzerland. We're staying in a chalet in Alps.
- A: We're going to Lake Baikal in Russia.
B: Really? We're going to Sahara Desert.
- A: We're having amazing time in Dublin. Today, we're visiting National Museum.
B: Make sure you visit Phoenix Park. It's largest park in Europe.
- A: Where exactly are Canary Islands?
B: I think they're in Atlantic Ocean near Morocco.



Game!

 Play in pairs. Make sentences using the words below. Each correct answer gets one point. The person with the most points is the winner.

- Mediterranean Sea • Easter Island • Malta
- Italy • Poland • baseball • Mount Everest
- National Museum • Oxford Street • River Thames
- Lake Victoria • Sahara Desert



Reading

- 1  Look at the pictures and the title, and listen to the music. Which country is it from?
- 2  What do you know about the Highland Games? What would you like to know about them? Write two questions. Listen to and read the text. Does it answer your questions?

I ♥ Highland Games

by Peter Harris

The lovely village of Braemar in the Scottish Highlands is the place to be if you want to see the Highland Games. Competitors have travelled from around the world to take part in these ancient games. It's a true test of strength and speed.

But how old are these games? We know they've taken place in Scotland for hundreds of years. In fact, since the 11th century, the games have always taken place on the first Saturday in September.

They started in Braemar but now they take place all over Scotland. The games in Braemar are still the most famous games, though.

This year's competition looks like it's going to be a great success – and it's only the first day! So far, competitors have competed in events like the hammer throw, the shot put and the hill run. In the morning, marching bands performed for the crowds. They wore traditional clothing and played the bagpipes. Then, there were music and dancing competitions. The most popular event of the day was the tug of war. Two teams held onto a rope and tried to pull the other team over a line. I also watched the tossing the caber competition. It's a really popular event. Athletes run holding a heavy tree trunk, the caber, upright. Then, they stop and throw it towards the sky.

Tickets sold out months ago for this year's games. But then again they always do! So, if you want to watch men throwing tree trunks around and listen to traditional music, then come to the Highland Games. It's fun for the whole family.




A

B



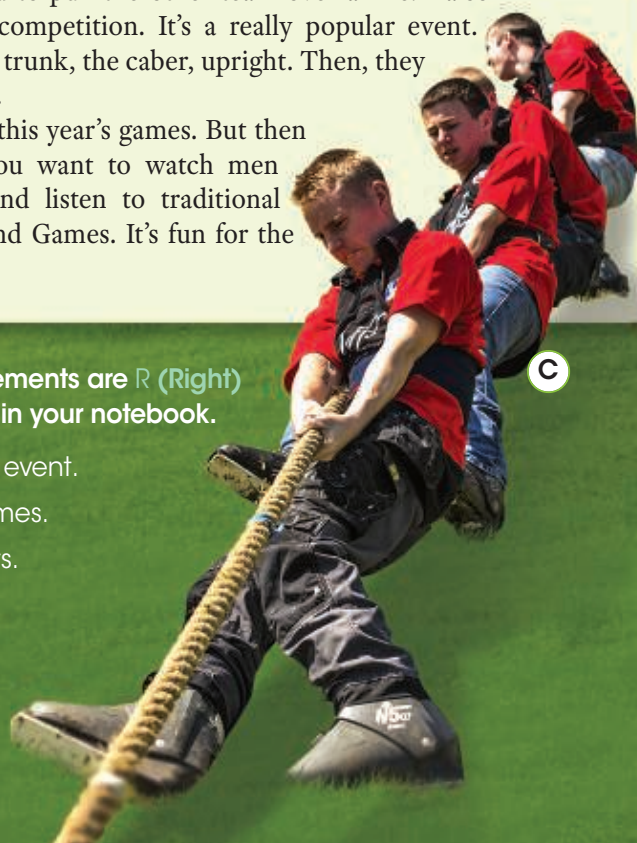
Check these words

- strength • speed
- competitor • rope
- line • tree trunk
- sell out

- 3  Read again and decide if the statements are R (Right) or W (Wrong) or DS (Doesn't Say). Write in your notebook.

1. The Highland Games are an annual event.
2. Thousands of people attend the games.
3. The marching bands wear funny hats.
4. The caber is very light.
5. Tickets are always available.

- 4 Find sentences in the text that best describe each picture.




C

Across Cultures • 2f

- 5 **Think** Tell the class two reasons you would like to attend this event.

Prepositions

- 6  Choose the correct preposition. Write in your notebook.
1. I decided to take part **on/in** the tug of war.
 2. Braemar is home **in/to** the world famous Highland Games.
 3. The Highland Games is an extremely popular event **with/for** locals and tourists alike.
 4. Queen Victoria first attended the games **on/in** 1848.

Listening

- 7  Listen to three people talking about their favourite sport and complete the table in your notebook. What sport is each talking about?



Culture Spot

Wembley Stadium opened in 2007, on the site of the original Wembley Stadium. It seats 90,000 people. Its sliding roof covers every seat in the stadium. It is the largest fully covered stadium in the world.



Collect information about a famous stadium in your country. Write five facts about it or prepare a quiz.


Equipment

John	1) <input type="text"/> , 2) goggles, 3) <input type="text"/>
Sally	4) wetsuit, 5) <input type="text"/> , 6) <input type="text"/>
Peter	7) helmet, 8) <input type="text"/> , 9) stick, 10) <input type="text"/>

Speaking

- 8 What can visitors see and do in Braemar on the first Saturday in September? Make notes and prepare a one-minute radio advertisement for the Highland Games. Present it to the class.

Writing (an article about an event you attended)

- 9  Think of an event that takes place every year in your country. Collect information, then make a poster to advertise it. Write: *name - place - date - activities*. Decorate your poster with pictures.

- 10  Imagine you attended this event. Use your notes to write an article about it (80-100 words). Follow the plan.

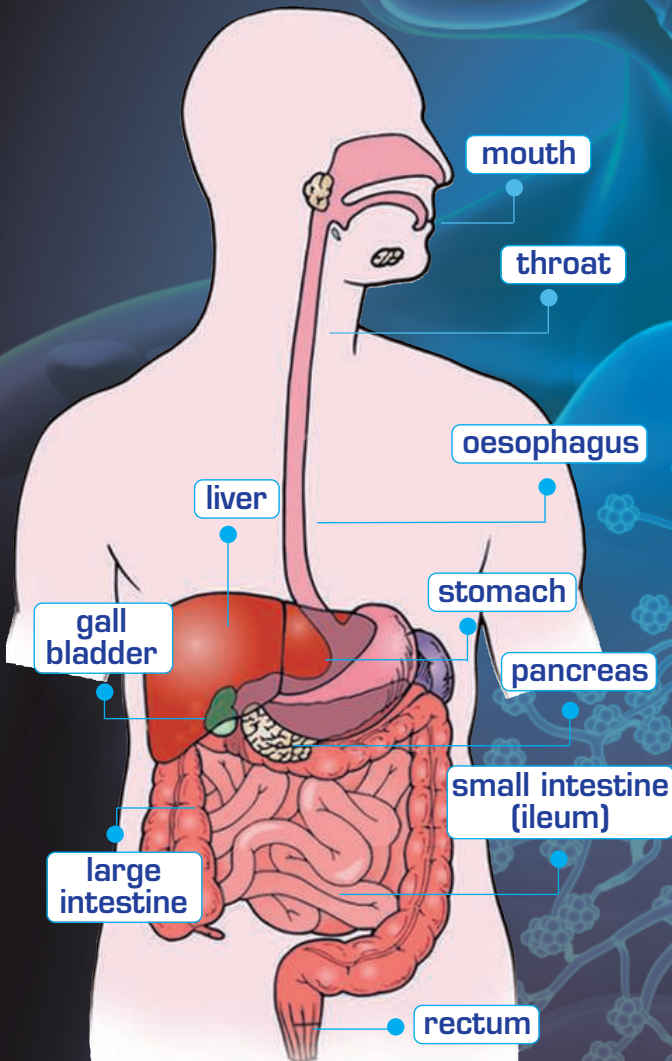
Plan

Para 1: name, place, date of event

Para 2: what you saw

Para 3: your feelings/recommendation

The Digestive System



When you eat, your food begins a long journey through your body. We call this the digestive process. This process turns the food you 1) ... into the energy you need every day.

The journey starts in your mouth. First, you put food in your mouth and 2) ... it into small pieces with your front teeth. Then, you 3) ... it and 4) ... it up with your other teeth. When the food is small enough, you 5) ... it.



The food passes from your mouth, down your throat and into your stomach. Thick muscles make up the stomach. These muscles 6) ... to mash the food into a sloppy soup. The acids and muscles in your stomach help 7) ... the food up and kill any germs. This is when your stomach 8) ... the food. It needs four to five hours to do it.

Then, the food moves in liquid form from your stomach into the small intestine, where it stays for up to four hours. There, it breaks down into vitamins, minerals, proteins, carbohydrates and fats. These are the elements that your body absorbs and uses to build bone, blood and muscle.

Check these words


- muscle • acid • germ
- vitamin • mineral
- protein • carbohydrate
- fat • absorb • bone
- blood

1 Look at the picture. What are these words in your language? How is the picture related to the text?


2 a)   Read the text and fill in the verbs *digests, eat, break, swallow, chew, bite, grind, contract*. Write in your notebook. Listen and check.

b)  Answer the questions. Write in your notebook.

1. Where does the digestive system begin?
2. Where do you digest your food?
3. How long does it take to digest food?
4. What does your body do with food?

3  Collect information about the digestive system. Present it to the class. You can use the diagram.

Project Time 2

- 1  Collect information about popular sports events in your country. Create a poster or a digital presentation. Write a few words about each event under each picture.



- 2 In pairs invent a sport. You can use the ideas to help you.

Name

Kind

Where to play it

Rules

Equipment

indoor
outdoor


field
beach

number of players
scores/time

ball
stick

Present it to the class. The class votes for the best idea.

Presentation skills

- 3  Collect information about how sports help us be fit and healthy. Give the class a presentation explaining why we should play sports.

VALUES

Benefits of playing sports

- 4 Read the list. Choose the statements that are true for you. Can you think of any other benefits?
- 5  **Think** Why should people play a sport? Tell the class.

My favourite sport is . It .

- helps me deal with stress.
- relaxes me.
- challenges me.
- helps me meet new people.
- keeps me fit.
- gets me out of the house.
- helps me forget about my worries.
- makes me feel free.



2 • Progress Check

Vocabulary

1 Complete the sentences with *do, play, go* and one of the words in the list. Write in your notebook.

- racquet • goggles • wetsuit • gloves
- puck • mat

- When you ... snowboarding, you need a snowboard and
- When you ... ice hockey, you need a stick and a
- When you ... tennis, you need a
- When you ... yoga, you need a
- When you ... snorkelling, you need flippers and a
- When you ... kickboxing, you need a punching bag and

6 x 1 = 6

2 Fill in: *junk, dehydrated, force, store, repair*. Write in your notebook.

- Our body needs protein to ... our muscles.
- Janet loves eating ... food; that's why she's overweight.
- Our muscles ... carbohydrates to use for energy.
- You get ... when you don't drink enough fluids.
- My parents ... me to eat lots of vegetables.

5 x 1 = 5

3 Fill in: *slices, bottle, jar, bowl, cup, carton, loaf*. Write in your notebook.

- Would you like a ... of tea?
- I can eat eight ... of pizza.
- Can you get me the ... of oil from the cupboard?
- We have a ... of orange juice in the fridge.
- Henry eats a ... of cereal for breakfast every morning.
- I'm going to the baker's to buy a ... of bread.
- Can you open this ... of pickles for me, please?

7 x 1 = 7

Listening

4 Listen to Paul, a professional swimmer, and complete his daily menu. Write in your notebook.

Breakfast

3 1) ... sandwiches with bacon and 2) ...; 1 bowl of 3) ... topped with strawberries and 4) ...; 4 slices of bread topped with 5) ...; 1 glass of orange juice.



Lunch

1 plate of 6) ... with tomato sauce; 2 7) ... burgers with cheese, lettuce and 8) ...; 2 bottles of a sports drink.



Dinner

5 pieces of roast 9) ...; 2 baked 10) ...; 7 slices of ham and cheese 11) ...; 2 12)



12 x 1 = 12

Grammar

5 Put the verbs in brackets into the present perfect. Write in your notebook.

- ... (you/finish) typing the reports?
- I ... (read) this book three times already.
- Stuart ... (never/travel) abroad.
- The children ... (not/wash) their hands yet.
- ... (you/ever/play) volleyball?

5 x 2 = 10

6 Put the verbs in brackets into the present perfect or the past simple. Write in your notebook.

- She ... (go) to the park. She'll be back in an hour.
- ... (he/start) playing tennis in 2012?
- Jane ... (lose) her purse; she can't find it anywhere.
- I ... (not/see) her since Monday.
- She ... (fall) off a ladder yesterday.

5 x 2 = 10

Progress Check • 2

7 Choose the correct item. Write in your notebook.

1. She has **ever/never** flown before.
2. They have been here **since/for** last May.
3. He has **just/yet** left.
4. Have you **since/ever** been to America?
5. She has **already/yet** booked the tickets.

5 x 2 = 10

Reading

8 a) Complete the article with the phrases/expressions below (A-E). Two of the phrases/expressions are not needed. Write in your notebook.

EATING HABITS

In our society we spend more and more time working, so we don't usually cook our own meals. Instead, we tend to buy fast food 1) . Fast food meals don't cost much and teenagers find them tasty. Unfortunately, these eating habits are not healthy. The high amount of carbohydrates in fast food and sugary drinks is bad for the body's appetite regulation. It also increases the risk 2) a heart attack. To live a healthy life, we need to choose our food wisely. We should eat regular meals and lots of fruit and vegetables. We should also exercise regularly 3) to be fit and healthy.



- A so the body
- B if we want
- C of having
- D to save time
- E because they are not expensive

3 x 5 = 15

b) Read the text again and choose the correct option for items 1 and 2. Write in your notebook.

1. In line 4, "tasty" means
 - A nutritious.
 - B strong.
 - C delicious.
 - D pleasant.
2. In line 9, "wisely" means
 - A sensibly.
 - B honestly.
 - C well.
 - D kindly.

2 x 1 = 2

Everyday English

9 Match the exchanges. Write in your notebook.

- 1 Would you like anything to drink?
 - 2 Would you like some dessert?
 - 3 Hello! Are you ready to order?
 - 4 Did you enjoy your meal?
 - 5 What would you like for your main course?
- a Yes, I'll have the vegetable soup to start
 - b Yes, I'd like a glass of iced tea.
 - c Yes. It was delicious.
 - d No, thank you. Could I just have the bill?
 - e I'll have the vegetarian lasagne.

5 x 2 = 10

Writing

10 Write an article about your favourite sport (80-100 words). Write: *name - equipment - reasons you like it.*

13 points

TOTAL: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about sports, equipment & sports places
- talk about food, food partitives & containers
- use the present perfect
- use the indefinite/definite pronouns

Reading

- a website article & entries
- a magazine article

Listening

gap fill (monologue)

Speaking

- ordering at a restaurant
- present the digestive system
- give a presentation explaining why we should play sports

Writing

- write a blog entry
- write an article