

FLASH

Student's Book

Klasa 8

Jenny Dooley

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



Express Publishing

Contents

MODULES

Vocabulary

Grammar

Lifestyles

pp 4-19

Progress Check 1 pp 20-21

- Daily routines & Free-time activities
- Teen problems
- Solutions to teen problems
- Phrasal verbs: *hang*

- + *ing*/infinitive
- *to*-infinitive
- infinitive without *to*
- Present simple
- Present continuous
- Stative verbs

Work

pp 22-37

Progress Check 2 pp 38-39

- Jobs
- Job qualities, qualifications & skills
- Volunteer work
- Phrasal verbs: *give*

- Modals
- Comparisons

Travel

pp 40-55

Progress Check 3 pp 56-57

- Types of holidays
- Education
- Social behaviour
- Body language
- Phrasal verbs: *come*

- Past simple
- Past continuous
- *a/an/the/-*
- Question tags
- Past perfect
- *it - there*

Tech world

pp 58-73

Progress Check 4 pp 74-75

- Technology, gadgets & everyday life
- Accidents & injuries
- Treatments
- Phrasal verbs: *turn*

- Conditionals 0, 1 & 2
- Future simple
- *be going to*
- Present continuous
- Countable/Uncountable nouns

Arts & Culture

pp 76-91

Progress Check 5 pp 92-93

- Festivals & Activities
- Literature
- Types of films/books/music
- Verbs related to films/books/music
- Phrasal verbs: *take*

- Relative pronouns & clauses
- The passive
- Reflexive pronouns
- *each other/one another*

Shops & Services

pp 94-109

Progress Check 6
pp 110-111

- Types of markets
- Advertising
- Product description & features
- Phrasal verbs: *get*

- Reported speech
(*say/tell/suggest/explain*)
- Reported statements
- Reported order/requests
- Reported questions
- Indirect questions

Translation section (p. 112)
Skills Practice (pp. 113-115)
Knowledge of Language Functions (p. 116)

Knowledge of Linguistic Means (p. 117)
Presentation Skills (pp. 119-125)
Festivities (pp. 127-131)

Reading & Listening

Everyday English

Writing

- An article (R/W)
- An interview (gap fill)
- An interview (R/W)
- **Across Cultures:** Families on either side of the world (multiple matching, R/W)

- Asking for/Giving advice
- **Pronunciation:** /ɪə/, /eə/

- Comment on a blog giving advice
- Comment on a blog about free-time activities

- An article (multiple matching)
- An interview (multiple choice)
- An interview (gap fill)
- **Across Cultures:** Volunteering for a good cause (R/W)

- Applying for a job
- An interview
- **Intonation:** Compounds nouns

- An email describing a job
- A letter of application
- Comment on a blog

- An article (missing sentences)
- Monologue/dialogues (multiple choice)
- **Across Cultures:** Chris' Cross-Culture blog (R/W)

- Narrating an experience
- **Intonation:** in questions tags

- A postcard

- An article (missing sentences)
- Monologues (multiple matching)
- **Across Cultures:** A New Age of Inventors (complete sentences)

- Describing/Treating an injury
- **Pronunciation:** /ɪ/, /i:/

- A report
- An announcement

- An article (multiple choice/cloze text)
- Monologue (answer questions)
- **Across Cultures:** Andy's Blog about films & books (R/W)

- Suggesting – Accepting/Refusing (R/W)
- Giving/Asking for an opinion
- **Pronunciation:** silent 'l'

- An email about a festival you attended
- An article reviewing an artist and his/her work
- A comment on a blog about a film/book

- An article (R/W)
- An advertisement (gap fill)
- **Across Cultures:** Famous markets in London (answer questions)

- Exchange/Return a product
- **Pronunciation:** /əʊ/, /ʊə/

- A paragraph giving your opinion
- A letter of apology
- An email about a market in your country

CLIL

MODULE 1	(PSHE): Peer Pressure	p. 18
MODULE 2	(Science): Amazing Ants	p. 36
MODULE 3	(Science): Tree Parts and Functions	p. 54
MODULE 4	(PSHE): Our Filthy Phones	p. 72
MODULE 5	(Literature): Jack & the Beanstalk	p. 90
MODULE 6	(PSHE): How to Spend Money Wisely!	p. 108

Flash Time! Projects

MODULE 1	Healthy Habits Quiz	p. 19
MODULE 2	My ideal job	p. 37
MODULE 3	A poster about endangered plant species	p. 55
MODULE 4	Electronic devices questionnaire	p. 73
MODULE 5	A fairy tale	p. 91
MODULE 6	Are you a sensible shopper? – poster	p. 109

Flash Time! Presentation Skills

MODULE 1	How teenagers can maintain healthy eating habits	p. 19
MODULE 2	My ideal job	p. 37
MODULE 3	How to protect endangered plants	p. 55
MODULE 4	Teenagers & screen time	p. 73
MODULE 5	An original fairy tale	p. 91
MODULE 6	A presentation about sensible shopping	p. 109

Flash Time! Values

MODULE 1	Health	p. 19
MODULE 2	Cooperation	p. 37
MODULE 3	Environmentalism	p. 55
MODULE 4	Self-control	p. 73
MODULE 5	Appreciation	p. 91
MODULE 6	Responsibility	p. 109

Vocabulary practice (pp. 132-139)
Grammar Reference (pp. 140-151)
Punctuation Rules (p. 152)

Writing Bank (pp. 153-160)
Word List (pp. 161-164)
Irregular verbs

1 • Lifestyles

What's in this module?

• Vocabulary

- daily routines & free-time activities
- teen problems
- solutions to teen problems

• Grammar

- verbs + -ing/ to-infinitive/ infinitive without to
- present simple
- present continuous
- stative verbs

• Everyday English

- ask for/give advice



Vocabulary

Daily routines & Free-time activities

1



Match the pictures (A-J) to the daily routine or free-time activity below. Write in your notebook.

- | | |
|-------------------------------|-------------------------|
| 1. hang out with friends | 6. do homework/study |
| 2. do chores | 7. have a guitar lesson |
| 3. play computer/online games | 8. go to school |
| 4. surf the Net | 9. go shopping |
| 5. watch TV | 10. play a sport |



- 2 a) List the activities in Ex. 1 under the headings. Write in your notebook. Add your own ideas, as well.

Daily routines	Free-time activities
----------------	----------------------

- b) Discuss your daily routine/free-time activities with a partner.

Listening & Speaking

- 3 a) Listen to a telephone conversation between two people. What is the dialogue about? What do they decide to do? When?
- b) Is the dialogue formal or informal? Give reasons.
- c) Act out a similar dialogue using the activities in Ex. 1.

A: Hi John, do you want to go shopping tomorrow morning?

B: Hi Cathy, I can't tomorrow, sorry. I have a guitar lesson in the morning.

A: What about tomorrow afternoon?

B: Sure.

1a • Reading

Speaking & Reading

- 1 Read the title and the subheadings, and look at the pictures. What do you think the article is about? Read through to find out.

Small changes with **Big** Results!

Do you find it hard to stay awake in class? At the end of the school day, are you too tired to go out and have fun? Here are some unusual ways to keep you feeling on top of the world!

Light up your life

A lot of teens today spend all of their spare time indoors. But new research shows that there are huge health benefits to getting out of the house. It doesn't just give you the chance to be outside, but also increases your Vitamin D levels. Our skin uses sunlight to create this vitamin, so it's easy and free to get some. It can make you happier, healthier and help your bones and teeth grow!

Move to the music

Dancing not only keeps your body in good shape, but making yourself remember difficult dance steps can also keep your brain healthy. Dancing to music can release special chemicals called endorphins into your brain. These put you in a good mood and increase your ability to remember information. Experts say that dancing combines physical exercise and mental ability, so it's the perfect after-school activity to boost your brain power. Why not turn up the volume and "tango" your way to the top of the class!

Sleep on it

"Tired minds don't plan well. Sleep first, plan later". Getting enough rest can improve your concentration and make it easier for you to remember what you learn in class. Having a good night's sleep also improves your ability to make decisions and can even make you more creative. It helps you get good grades in every subject, from Maths to Art and Design. Most teenagers need eight and a half to nine hours of sleep every night, so whenever your bedtime is, make sure that you have a good night's sleep before tomorrow's classes!

With all these simple and fun ways to keep you fit and healthy, there's no excuse for sitting still.

Check these words

- light up • spare time
- indoors • research
- increase
- in a good mood
- mental ability • boost
- improve • concentration
- creative

2



Listen and read the text again.

Then, decide if the sentences below are **R (Right)** or **W (Wrong)**. Write in your notebook.

1. Most teens spend their time outside.
2. There are many benefits to increasing your Vitamin D levels.
3. Dancing only helps you stay in shape.
4. Sleeping improves your memory.
5. Teens need to sleep for over 9 hours a night.



Reading • 1a

Vocabulary

3 Complete the sentences with: *good, mental, brain, physical, spare*. Write in your notebook.

- Christina spends most of her ... time playing tennis.
- Eating a healthy breakfast before school improves your ... ability.
- Playing football is a good form of ... exercise as you have to run a lot.
- Dancing boosts ... power.
- Participating in a sport you enjoy can put you in a ... mood.

Prepositions

4 Fill in: *to (x2), for, in, of*. Write in your notebook.

- It is very important to stick ... a healthy diet.
- Joseph eats a lot of fruit and vegetables as he knows they are good ... him.
- You must pay attention ... portion sizes as you should not eat a lot.
- Chris eats a diet high ... protein as he works out every day.
- I always eat cereal for breakfast that is full ... fibre.



Note

Word Formation

We use
-ion (*concentrate*
- concentration)
-ity (*able* - ability)
to form abstract
nouns.

Word Formation (forming abstract nouns)

5 Complete the gaps with the correct form of the words in brackets. Write in your notebook.

- Olga was reading ... (**inform**) about a new diet plan.
- In his dance class ... (**create**) is very important.
- You should try to make good health ... (**decide**) and not eat too many sweets.
- It is important to take part in some type of physical ... (**active**) to stay fit.
- American football is a sport full of ... (**act**).

Speaking

6 **Think** Which of the three activities mentioned in the text would you most like to do? Why? Tell your partner.

I would like to ... because ...

Writing

7 Write a letter to your English friend making suggestions about how to stay fit and healthy (80-100 words). You can use ideas from the article in Ex. 1. Write in your notebook.

Hi Jason,

I usually ... to stay healthy. It's great because ... It's really ... Why don't you try ... It will help you ...

I hope that helped.

...



Note

Making suggestions

How about ... + -ing
What don't you ...?
You can ...

1b • Grammar

Verbs + -ing/to-infinitive/infinitive without to

See **GR** pp. 140-141



We use the **-ing form**:

- as the **subject** of a sentence. **Starting** a conversation is not easy.
- after **like, love, enjoy, don't mind, dislike, prefer, hate**. **He likes meeting** new people.
- after **avoid, appreciate, consider, continue, deny, fancy, go** (+ activities), **imagine, miss, save, suggest, practise, prevent, spend/waste** (time), etc. **Do you fancy playing** tennis?
- after **prepositions**. **How about eating** out?
- after the **phrases**. **be busy, it's no use, it's no good, it's (not) worth, there's no point (in), can't help, can't stand** etc. **I can't stand** watching soap operas.

We use **to-infinitive**:

- to express **purpose**. **He went out to/in order to buy** a magazine.
- after **would like, would prefer, would love**. **I'd like to eat** out tonight.
- after **too/enough**. **It's too difficult to talk** to her now.
- after **agree, ask, decide, want, hope, manage, need, offer, expect, promise, refuse, allow**, etc. **He wants to travel** abroad.

We use **infinitive without to**:

- after **let** and **make**. **Let's go** out tonight.
- after **modals**. **He can dance** very well.

1 Read the theory. Then, put the verbs in brackets into the correct form. Write in your notebook.

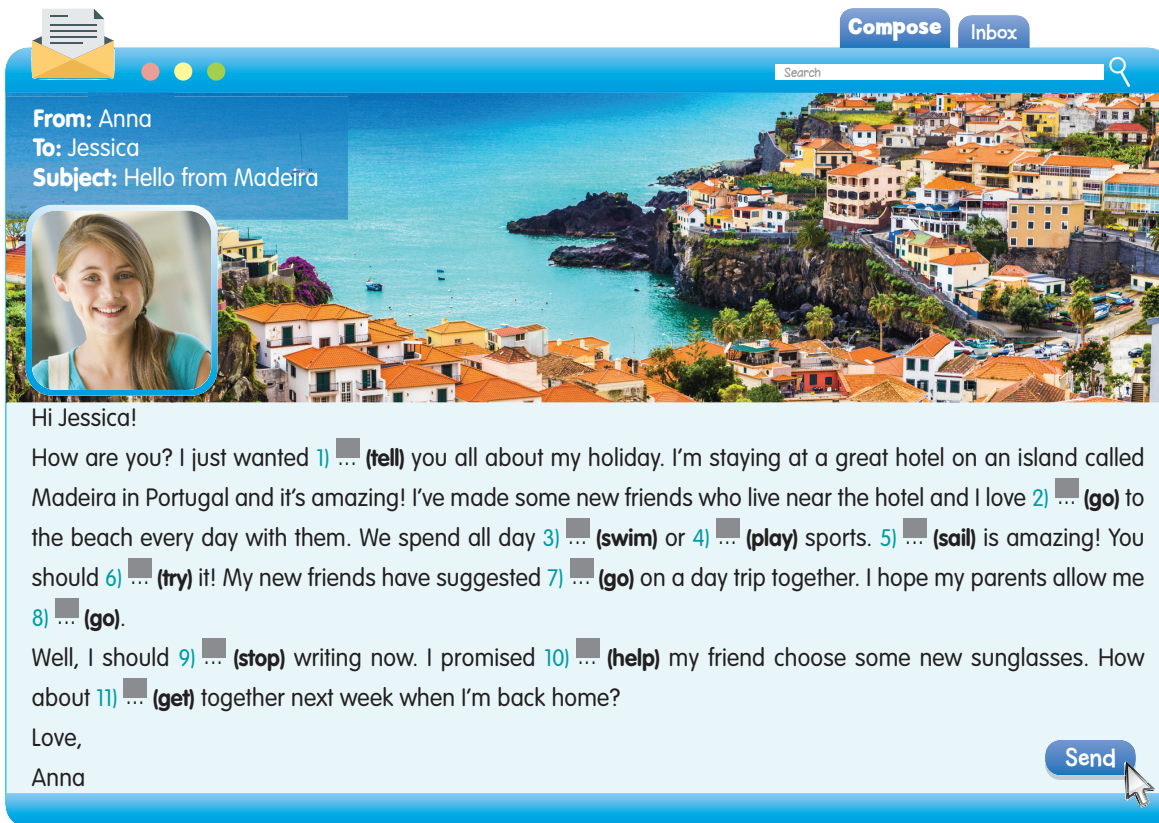
1. **Cycling (cycle)** is a good form of exercise.
2. Let's ... **(play)** outside.
3. I love ... **(go)** shopping.
4. She can ... **(do)** yoga.
5. These jeans are too expensive for me ... **(buy)**.
6. He wants ... **(join)** a gym.
7. He avoids ... **(try)** new things.
8. I decided ... **(go)** to the cinema.
9. She wanted ... **(take)** a photograph of her friends.
10. I like ... **(cook)** dinner for my family.

2 Complete the second sentence so that it means the same as the first. Use up to three words. Write in your notebook.

1. A visit to England is his dream.
He wants ... England.
2. It's not OK to be late for school.
You shouldn't ... late for school.
3. I often go to the beach.
I like ... to the beach.
4. Why don't we watch a film?
How about ... a film?
5. Lucy's mum let Lucy go out.
Lucy's mum allowed her ... out.
6. Would you like to eat out tonight?
Do you fancy ... out tonight?


Grammar • 1b

- 3 Put the verbs in brackets into the correct form: *-ing*, *to*-infinitive or infinitive without *to*. Write in your notebook.



Compose **Inbox** Search

From: Anna
To: Jessica
Subject: Hello from Madeira



Hi Jessica!

How are you? I just wanted 1) ... **(tell)** you all about my holiday. I'm staying at a great hotel on an island called Madeira in Portugal and it's amazing! I've made some new friends who live near the hotel and I love 2) ... **(go)** to the beach every day with them. We spend all day 3) ... **(swim)** or 4) ... **(play)** sports. 5) ... **(sail)** is amazing! You should 6) ... **(try)** it! My new friends have suggested 7) ... **(go)** on a day trip together. I hope my parents allow me 8) ... **(go)**.

Well, I should 9) ... **(stop)** writing now. I promised 10) ... **(help)** my friend choose some new sunglasses. How about 11) ... **(get)** together next week when I'm back home?

Love,
Anna

Send



Note

Commonly confused words:
live/stay

We use the verb **live** when we talk about our home.

I live in a flat in Warsaw.

We use the verb **stay** when we talk about a place that is not our home.

We are staying at a hotel while we're visiting Paris.

- 4  Choose the correct item. Write in your notebook.

1. My best friend can **to speak/speak** three languages.
2. I really enjoyed **to visit/visiting** the science museum.
3. Richard wants **to become/become** a lawyer one day.
4. **Walking/To walk** to school is good exercise.
5. I would like **asking/to ask** a few questions.
6. I am tired of **using/to use** this old mobile phone.

- 5  **Think** Complete the sentences about yourself. Then, tell your partner.

- | | |
|----------------------|---------------------|
| 1. I love ... | 6. I agree ... |
| 2. I can't stand ... | 7. I may ... |
| 3. I don't mind ... | 8. I'd prefer ... |
| 4. I'd love ... | 9. I fancy ... |
| 5. I'm fond of ... | 10. It's no use ... |

1c • Vocabulary

Teen problems

1 a)  Match the pictures with the words/phrases in the list. Write in your notebook.

- arguing with parents/siblings • bullying/cyberbullying
- stress • failing (exams) • acne • eating disorders
- media addiction • parents separating

b)  Listen and check.



Presentation Skills

Give the class a presentation on media addiction and suggest ways to solve it.

See  PS p. 120



Note


Agreeing

I totally agree.
You're right.
No doubt about it.

Disagreeing

I don't think so.
I'm afraid I disagree.
That's not always the case.

Solutions to teen problems

2 a)  Look at the solutions below. Which solution is best for each problem in Ex. 1a? Copy and complete the table in your notebook. Problems can go in more than one column.

see a doctor	talk to/get help from friends	talk to/get help from an adult (teacher, parent, etc.)
acne,		

b)  Discuss the solutions to the problems with your partner.

A: I think that the best solution to the problem of acne is to see a doctor.

B: I totally agree.

Everyday English • 1d

Asking for/Giving advice

- 1 Listen. Are these sentences formal or informal?
- 2 The sentences are part of the dialogue below. What do you think the dialogue is about? Listen, read and check.



- Patricia:** Hi Jane! What's wrong? You look troubled.
- Jane:** Hi Patricia. I'm not feeling so well. I just found out that I failed my Maths exam.
- Patricia:** Oh, that's terrible.
- Jane:** The worst part is that I studied hard for it. I don't understand why I failed.
- Patricia:** Why don't you ask your teacher to go over the test with you and explain what you did wrong?
- Jane:** Do you think so?
- Patricia:** Of course. I'm sure he'll be glad to do it.
- Jane:** I guess you're right. I'll go see him right now.
- Patricia:** Great! Oh, and if you need help in Maths, I'll be happy to help you. It's my favourite subject!
- Jane:** Thanks, Patricia. See you later!
- Patricia:** See you!

- 3 Find sentences in the dialogue which mean:

Are you sure?

You don't look happy.

Oh, that's too bad.

Sure.

- 4 Take roles and read the dialogue.

- 5 Act out a similar dialogue. Use the dialogue in Ex.2 and one of the problems and solutions below.



cyberbullying/
nasty messages/
tell parents/
talk to friends



stress/can't cope
with schoolwork/
extra tutoring/
talk to an adult

Pronunciation

/ɪə/ /eə/

Listen and repeat.

/ɪə/ fear, here, hear, appear

/eə/ care, hair, wear, parents

le • Grammar

Present simple – Present continuous – Stative Verbs See ⚡ GR pp. 141-142



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

- **habits/routines.** They **play** basketball every weekend. Chris **doesn't work** on Saturdays.
- **permanent states.** Amy **lives** in London.
- **timetables and programmes.** (buses, trains, etc.). "What time **does** the train **leave**?" "At 8 o'clock."
- **general states & facts.** Water **boils** at 100°C. The Earth **moves** around the sun.

Time expressions: *always, usually, on Mondays/Tuesdays etc, in the morning/afternoon/evening/every day/week etc, at night/the weekend, etc.*

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

- **actions happening now/around the time of speaking.** She **is listening** to music right now. She **isn't studying** French now.
- **temporary situations and actions.** **Is** she **working** part-time before university starts again? Yes, she is.
- **fixed future arrangements.** Nick **is driving** us to the train station tomorrow.
- **changing or developing situations.** Kate **is getting** better and better at ballet.
- with **always** to express our annoyance at actions happening too often. You're **always playing** video games until late at night.

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

Stative verbs don't have continuous forms because they describe a state, not an action. Some of these are: **like, love, hate, want, know, need, believe, understand, remember, forget, sound, cost.** 'I **like** your new smartphone.' (**NOT:** ~~I'm liking~~ your new smartphone.)

1 Read the theory. Put the verbs in brackets into the correct form of the **present simple**. Write in your notebook.

- The children ... (**wake**) up at 8 o'clock in the morning.
- I ... (**play**) volleyball with my friends at the weekends.
- Natalie ... (**walk**) to school every day.
- Andy ... (**study**) Science at university.
- Lilian ... (**speak**) French very well.
- Alex ... (**do**) his homework every evening.

2 Complete the email with the present simple form of the verbs in brackets. Write in your notebook.



Hi Monica,

I'm Anna and I'm 14 years old. I 1) ... (**live**) in London, England. My favourite hobby is dancing. I 2) ... (**go**) to jazz lessons every Thursday after school. I 3) ... (**like**) sports too. I 4) ... (**play**) on the school basketball team. It's a lot of fun!

I've got an older sister, Emma. She 5) ... (**not/play**) any sports, but she 6) ... (**love**) music. She 7) ... (**practise**) the violin for many hours. What about you? 8) ... (**you/have**) any hobbies?

Write back,
Anna

Send

Outbox

Inbox

Grammar • 1e

3 Ask and answer, as in the example. Use the *present simple* or the *present continuous*.

1. you/play sports/every day?
A: Do you play sports every day?
B: Yes, I do./No, I don't.
2. you /tidy your room/every weekend?
3. you and your family/eat out/on Saturdays?
4. your dad/get up at 8:00/every day?
5. your mum/watch TV/now?

4 Put the verbs in brackets into the *present continuous*. Write in your notebook.

1. Dad ... (make) dinner at the moment.
2. Katie ... (take) the bus to the city in 15 minutes.
3. Molly ... (pack) her suitcase now.
4. What ... (you/have) for lunch today?
5. Jerry and Anne ... (study) hard these days.

5 Complete the gaps with the *present simple* or *present continuous*. Write in your notebook.

1. A: What ... (you/do) after school on Tuesday?
B: I ... (go) shopping.
2. A: What time ... (Jake/leave) for school?
B: He always ... (leave) at 8:00.
3. A: Frank ... (not/play) basketball tonight.
B: I ... (not/play) either - I ... (go) to the cinema.
4. A: ... (Liz/usually/sit) here?
B: Yes, but she ... (not/come) to class today.
5. A: What time ... (Mum/finish) work on Fridays?
B: She ... (finish) at 5:00.

Language Awareness

You're at the cinema with your friend. How will you ask him/her if he/she likes the film?

A: Are you liking it?

B: Why do you like it?

C: What does it look like?

6 Choose the correct item. Write in your notebook.

1. He **rarely/always** has time to go to the gym because he works so many hours.
2. My family has dinner at 7 o'clock **these days/every evening**.
3. Elizabeth is shopping at the supermarket **at the weekend/at the moment**.
4. Daniel is eating more healthily **sometimes/these days**.
5. We are going to tennis practice **this evening/every evening**.
6. Bill and Sarah **sometimes/at present** go out to eat on Saturday night.

7 Write six sentences about yourself in your notebook. Use: *like, enjoy, know, think, understand, need*. Tell your partner.

If • Listening



Note

In this task, you have to listen to a dialogue between two people and complete the blanks. Read through and decide what type of word each gap asks for (noun, verb, etc.). This will help you to the task.

Gap fill

Preparing for the task

1



Read the rubric below and answer the questions. Write in your notebook.

You will hear an interview with an anti-bullying campaigner. Use the information in the recording to complete in the blanks 1-4 in the notes below. Write in your notebook.

1. How many people are talking?
2. What are they talking about?

2

Look at the notes below. Which gaps ask for a noun and which for a number?

**TOM
ROBERTS**

**ANTI-BULLYING
CAMPAIGNER**

- was bullied at 1) ...
- became an anti-bullying campaigner at the age of 2) ...
- advice to people being bullied: 3) ... someone.
- dream for the future: 4) ... at every school.



3



Now do the listening task. Write in your notebook.

Writing • 1g

Writing (a comment on a blog giving advice)

- 1 Look at the text below. Where can you see this kind of text?

- 2 Read the text again and answer the questions in your notebook.

1. Who is writing the text?
2. What is he writing about?
3. How does he feel?



Note

Punctuation

We use **full stops** (.) to end sentences, **commas** (,) to separate ideas, **exclamation marks** (!) to end strong emotions and **question marks** (?) to end questions.

Expressing sympathy

I'm sorry to hear... but I think I can help.

Giving advice

- Why don't you...?
- How about...?
- You could...?
- ... might help?

Punctuation

- 3 Punctuate the sentences. Write in your notebook.

1. Why don't you set up a study plan
2. I know how you feel
3. Let's hope things get better
4. Have you thought of getting a tutor
5. I hope that my advice helps
6. Help I don't know what to do

Writing

- 4 Write a comment on Jake's page (80-100 words). In your comment you should:

- express sympathy
- advise him what to do
- express your hope for a response

1h • Across Cultures

nuclear family

a family unit of just the parents and their children.

extended family

a family unit with parents, children, grandparents, aunts, uncles, etc.

Speaking

1 a) How many people are there in your family? Have you got any brothers or sisters? Tell your partner.

b) Read the definitions. What is a nuclear family? What is an extended family? Which of the two types is common in your country?

Reading

2 Look at the two pictures. What type of family do you think each teenager comes from? Listen and read to find out.

Check these words

- exception • truck driver
- pick somebody up
- take care of • all ears
- drop somebody off
- positive • influence

Jusuf's Blog



Blog

Website

E-mail

search

families

on either side of the world

Visitors to Croatia notice that families here are usually quite large, and mine is no exception! I have one brother, Ezra, who is 11, and two sisters – Prudencija, 15 and Madlena, 12.

It's also common for aunts and uncles to live nearby. For instance, Valentina, my mum, has three brothers and two sisters. They live in the same area of Split as we do. Goran and Nadica, my mum's parents, live in our house, on the floor above.

My dad, Nadan, is a truck driver. His job often takes him away for days at a time. However, he tries hard to be home at the weekends. He hopes to have his own truck company one day, and be able to stay in Split. My mum works part-time at a supermarket. She starts work at 1 pm. She takes my brother and sisters to school, but can't pick them up. Luckily, my uncles and aunts don't mind doing this for her. My grandparents also help take care of us, do some of the housework, and also cook traditional meals. Personally, I like being in an extended family. There are a lot of people in the family. I have many cousins, and I know that there is always someone to talk to. Having many siblings teaches me to share things with others. However, if any readers know what it's like to be an only child, I'm all ears.

Posted 14 Dec 09:23

1 Comment

Hi Jusuf! My name's Ruth and I'm 17.

I enjoyed reading about your family, and hope to answer your question! I live in New York City in the USA. Here most families have one or two children. My parents, Ben and Erica, are no different. With their busy lifestyles, they decided to have just the one child – me! My mom is an only child, too. Her parents live in Ithaca, a three-hour drive from New York City, so we see them on most holidays. However, my dad has a brother. He lives in Arizona, where my dad's parents also live, and has one son.

My dad works full-time. He owns his own restaurant that is the talk of New York! He starts work at 5 am every day. It takes a lot of hard work to be able to keep things running smoothly so he usually works long hours, especially at the weekend. I like cooking too, so I suppose it runs in the family!

My mom also works full-time as a receptionist for a big company, and is always busy. She wakes up at 7 to get ready. Then, she drops me off at school on her way to work. She's very well-organized, but I don't take after her in that way!

I enjoy being an only child. I think that my loving and caring parents are a positive influence in my life, and I am proud of their success. That's all I wanted to say. Can't wait for your next post!


Posted 15 Dec 20:36



Across Cultures • 1h

3  Read the texts and answer the questions below. Write Jusuf or Ruth in your notebook.

1. Who has no brothers or sisters?
2. Who shares the same house with their grandparents?
3. Who lives close to their relatives?

4  Read the texts again and decide if the sentences are **R (Right)** or **W (Wrong)**.

1. Families in Croatia are usually bigger than families in the USA.
2. Jusuf has more cousins than Ruth.
3. Jusuf's mum works fewer hours than Ruth's mum.
4. Jusuf's father and Ruth's father have their own business.
5. Ruth would rather be part of an extended family.

5  **Think** Compare and contrast Jusuf's and Ruth's families.

Phrasal verbs: hang

6 Read the box, then complete the sentences. Write in your notebook.


1. Don't hang ... – Paul wants to talk to you!
2. Croatian teens like to hang ... in cafés.
3. If you're late, I can hang ... the shops for a while.
4. Hang ... a minute! I have something else to tell you!

hang around = remain in one area
hang on = wait for a short time
hang out = spend time with friends
hang up = finish a telephone call



Culture Spot

The British Royal Family
 The British Royal Family is the most famous family in the world. Prince William is second in line to the throne, after his father Prince Charles. Prince William has one younger brother, Prince Harry. Prince William is married to Catherine Middleton and they have a lovely family.



 Is there a famous family in your country? Who are they? Why are they famous?

Listening


7   Listen to Amelia describing her family and daily routine and decide if the following statements are **R (Right)** or **W (Wrong)**. Write in your notebook.

1. Amelia has got three brothers.
2. Her mum works at a hospital.
3. Amelia's older brothers are in middle school.
4. Amelia's mother drives her to school every morning.
5. Amelia does her homework before dinner every evening.

Speaking

8  **Think** How old is each of your family members? Where do your parents work?

Writing

9  Post a comment on Jusuf's blog describing your family (80-100 words). Write in your notebook.

1 • CLIL (PSHE)

- 1** What is peer pressure? What can we do to protect ourselves from it? Read through to find out.



PEER PRESSURE

1) ...

The group of friends you choose to be around can influence your character as a person. That is why it's important to be around people who make you happy and you can trust. You need to be aware of your friends' behaviour because somebody might want to persuade you to do something wrong. Peer pressure is the act of another person making you do something that you really don't want to do. It is important to know about peer pressure and what you should do if you're caught in a tough situation.

2) ...

The most common form of 'peer pressure' among teenagers is somebody forcing you to do something. A so-called friend will tell you to do something bad or else they won't talk to you anymore. Of course, this is not the definition of a true friend. Another situation you might find yourself in, is somebody telling you to

skip class, stay out late or lie to your parents, even though you don't want to. They will try to convince you that these are really cool things to do, but they aren't. Teenagers that experience peer pressure feel helpless and it makes them feel as if they can't stick up for themselves.

3) ...

It is important to know that no matter what difficult circumstances you may come across there is always an adult available to help you. An adult can offer you advice and guidance on how to deal with peer pressure. It is important to always talk to your mother, father, teacher, or school counsellor if something is troubling you. So, you should never feel down about yourself or feel alone in a bad situation because there is an adult who will always be there to support you.



Check these words

- trust • tough
- skip class • lie
- convince • helpless
- stick up for • guidance
- support

2



Read the text again and match the headings to the paragraphs. One heading is extra. Write in your notebook. Listen and check.

- | | |
|---|--|
| A A helping hand will be there for you | C It's a hopeless situation |
| B What is peer pressure? | D Different situations of peer pressure |

3


Think What did you learn from the text? How can it help you?

4

Think What tips can you give your friend to say no and to stand up for themselves? In a few minutes, write a few sentences based on the text. Read them to the class.

Flash Time • 1

Project Time 1

- 1  What healthy habits have you got? Do the quiz to find out. Write in your notebook.

QUIZ!

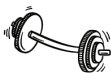
- 1 Do you eat breakfast every morning?
A Always B Sometimes C Rarely



- 6 Do you eat 2 to 3 servings of fruit every day?
A Always B Sometimes C Rarely



- 2 Do you play a sport or exercise at least 3 times a week?
A Always B Sometimes C Rarely



- 7 Do you drink fizzy drinks?
A Rarely B Sometimes C Always



- 3 Do you sleep for 8 to 9 hours every night?
A Always B Sometimes C Rarely



- 8 Do you prefer watching TV or going online to playing sports or doing some type of physical exercise?
A Rarely B Sometimes C Always



- 4 Do you drink 6 to 8 glasses of water every day?
A Always B Sometimes C Rarely



- 9 Do you eat fast food more than three times a week?
A Rarely B Sometimes C Always




- 5 Do you eat biscuits and chocolate every day?
A Rarely B Sometimes C Always





- 10 Do you feel energetic throughout the day instead of feeling exhausted?
A Always B Sometimes C Rarely



Results: Mostly A's - Congratulations! You are a picture of health!
Mostly B's - Your health isn't perfect, but you can improve!
Mostly C's - You need to change your habits as soon as possible.


- 2  **Think** Based on the results from the quiz what changes do you need to make, if any, to have a healthy lifestyle?

Presentation skills

- 3   Collect information about how teenagers can maintain healthy eating habits. Prepare and give the class a presentation.

VALUES

Health

- 4  **Think** Do you agree with the quote? Why (not)?

"The greatest wealth is health."
Virgil


1 • Progress Check

Vocabulary

1 Fill in the gaps with: *go, surfing, hang, do, playing, watch*. Write in your notebook.

1. Ted spends hours in his room, ... the Net.
2. After you finish your chores, you can ... TV.
3. I can't ... my homework, it's too difficult!
4. Let's ... shopping in town this Saturday!
5. Now that I have a job, I don't have time to ... out with my friends.
6. ... online games is my favourite free-time activity.

6 x 1 = 6

2  Choose the correct item. Write in your notebook.

1. Jenna is upset because she is always **arguing/separating** with her sister.
2. Many teens start smoking through peer **pressure/addiction**.
3. If you don't want to **fail/drop** your exams, you should start doing your homework.
4. She never eats lunch – does she have an eating **disorder/problem**?
5. **Bullying/Cyberbullying** is a new problem that started after the invention of the Internet.

5 x 2 = 10

3 Complete with: *of, up, to, out*. Write in your notebook.

1. Sally spent her evening hanging ... at the shopping centre.
2. Sorry, I have to hang ... now. Mum's calling me.
3. Fruit and vegetables are full ... vitamin C.
4. The doctor told me to pay attention ... my diet.

4 x 1 = 4

Grammar

4 Put the verbs in brackets into the *-ing*, *to*-infinitive or infinitive without *to*. Write in your notebook.

1. He wants ... **(be)** healthy and lose weight.
2. I love ... **(help)** people and want to be a nurse.
3. She can ... **(play)** the piano like a professional.
4. I'd like ... **(go)** to the cinema tonight.
5. ... **(take)** up running will get you fit.
6. How about ... **(order)** a pizza for lunch?
7. Let's ... **(watch)** TV after dinner.

7 x 1 = 7

5 Put the words in brackets in the correct tense. Write in your notebook.

1. How ... **(she/get)** to school in the morning?
2. ... **(Bill/work)** as a doctor in a hospital?
3. She ... **(tidy)** her room now.
4. He ... **(study)** English at school.
5. He ... **(not/watch)** TV now.
6. Julie always ... **(have)** breakfast before going to work.

6 x 1 = 6

Everyday English

6 Complete the dialogue by filling in the gaps (1-5) with the questions and statements (a-e). Write in your notebook.

- a I guess you're right. d What's wrong?
b Do you think so? e That's terrible!
c Of course.

A: Hi Kyle! 1) ...

B: I had a big argument with Al.

A: Oh no! 2) ... What happened?

B: I gave him my laptop yesterday, but he dropped it on the floor and broke it.

A: Did you get upset?

B: 3) ... We shouted at each other.

A: I'm sure it can be fixed.

B: 4) ... OK. I'll take it to the repair shop.


A: And don't be too angry with him. He didn't do it on purpose.

B: 5) ... Maybe I was too hard on him.

5 x 3 = 15

Progress Check • 1

Reading

- 7  Read the text below and decide if the sentences are **R (Right)** or **W (Wrong)**. Write in your notebook.

Dear Jack,

Thanks for your letter, it's great to hear from you! I'm sorry to hear that you feel stressed about your upcoming exams.

Stress is a big problem, so it's important to do something about it now - before it gets worse. Why don't you talk to your teachers about it? Maybe they can help you study, or find you a tutor.

Also, you can ask your parents for some support. They can give you fewer chores, so that you have more time to do your schoolwork. Finally, I think it's important to relax. You can go to the park to play football, or watch a film. It's up to you!


Anyway, I hope this helps you. Good luck in your exams!

Write back soon,
Jill

1. Jill feels very stressed about things.
2. Jill is Jack's tutor.
3. Teachers can help students study.
4. Jill thinks Jack doesn't do any chores.
5. Jill tells Jack not to study all the time.

5 x 4 = 20

Listening

- 8  You will hear a dialogue about a girl Emma and a boy Alex. Emma is facing a problem. Use the information from the recording to fill in the blanks below. Write in your notebook.


TROUBLED TEEN

 Emma Smith

- started to feel 1) ...
- has a lot of 2) ...
- advised to make a 3) ...
- has to 4) ... effectively

4 x 4 = 16

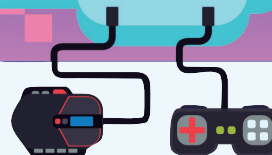
Writing

- 9  Read the extract from Tony's blog. Write a comment on Tony's blog about what free-time activities you like doing at the weekend (80-100 words). Write in your notebook.

Tony's BLOG

I love playing online games in my free time. They're awesome. What about you?

Post a comment 



16 points
TOTAL: 100 points

Competences

★
Good

★★
Very good

★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about daily routine & free-time activities
- talk about teen problems & solutions
- use verbs *+ing/to-infinitive/infinitive without to*
- use the present simple, the present continuous & the stative verbs

Reading

- read an article (R/W)
- read a blog (multiple matching, R/W)

Listening

- listen for specific information (dialogue; gap fill)

Speaking

- make arrangements • ask for/give advice

Writing

- write a letter
- post a comment on a blog; making suggestions