

FLASH

Student's Book

Klasa 7

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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.



Express Publishing

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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



Ken



Sam



Jane



Appearance

3




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

Reading • 1a

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.

- Mr Todd ... (teach) Drama.
- Eva ... (not/sing) very well.
- Teens ... (like) hanging out at the shopping centre.
- ... (your mum/bake) a cake on your birthday?
- 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.

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

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

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

See GR p. 115

Note

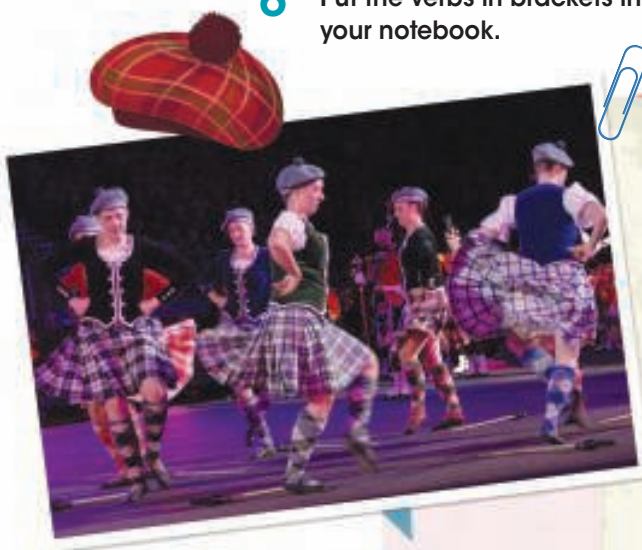
Stative verbs

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.*)

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

1. A: ... (you/go) to the party tomorrow?
B: Yes, and my sister ... (come), too.
2. A: Why ... (you/sit) outside?
B: I ... (wait) for Berta.
3. A: Your dad ... (draw) very well.
B: Yes, he ... (work) as an artist.
4. A: How long ... (the festival/ last)?
B: It usually ... (last) ten days.
5. A: What ... (you/do)?
B: I ... (look) for a costume for Tony's party.
6. A: What time ... (the performance/start)?
B: I ... (think) at 5 but I ... (not/be) sure.
7. A: ... (you/want) to go to the cinema tonight?
B: I can't. I ... (meet) Sheila for dinner.
8. 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.



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*)

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

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.



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

tall/slim/funny/clever

short/thin/cheerful/energetic

Past simple - Past continuous

See **GR** pp. 116-117

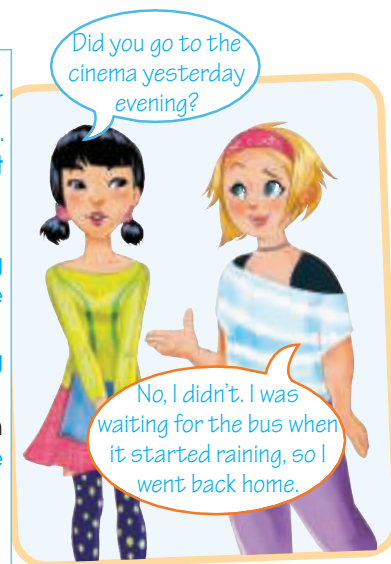
We use the **past simple** for actions:

- 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*



- 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.

1. 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.

2. they/visit/Universal Studios?

3. he/go/on all the rides at the park?

4. his parents/buy/his sister/wand?

5. they/have/lunch/at Hogwarts Castle?

6. 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



Check these words

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

Reading

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

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. 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. 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 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 leave; I didn't, either. I could stay in Disneyland forever.

Post your comment

Across Cultures • 1f

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




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.

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