

# FLASH

Student's Book

Klasa 6

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

### Our World

pp 4-17  
Progress Check 1 pp 18-19

- Geographical features
- Shapes
- Types of buildings
- Places to live: features of the countryside/the city

- Possessive case ('s/s' - of)
- Present simple
- Adverbs of frequency
- Present continuous
- Stative verbs
- Present simple vs Present continuous
- (to-) infinitive
- -ing form

### Truth or Legend?

pp 20-33  
Progress Check 2 pp 34-35

- Landmarks & Materials
- Weather
- Natural disasters
- Feelings

- Prepositions of place
- Prepositions of movement
- Past simple (Revision)
- Subject/Object questions
- Past continuous
- Past simple vs Past continuous
- -ing/-ed adjectives

### Fit for life

pp 36-49  
Progress Check 3 pp 50-51

- Activities & Sports
- Phrases with *do, have, make, take*
- Health problems & what to do

- Present perfect (affirmative)
- have been/have gone
- Present perfect (negative)
- Present perfect (interrogative & short answers)
- *for - since - just - already - never - ever - yet*
- Present perfect vs Past simple

### In the news

pp 52-65  
Progress Check 4 pp 66-67

- Modern technology
- Jobs
- Using social media
- Means of communication
- Types of video games

- *can/can't - could/couldn't*
- *must/mustn't - have to/don't have to*
- *should/shouldn't*
- The imperative
- Comparative
- Superlative

### Be green

pp 68-81  
Progress Check 5 pp 82-83

- The environment: problems & solutions
- Green activities
- Wild animals
- Chores

- Countable/Uncountable nouns
- Quantifiers
- *some/any/no/every* & their compounds
- *will - be going to* - present continuous

### Arts & Festivals

pp 84-97  
Progress Check 6 pp 98-99

- Festivals & Events
- Places of entertainment
- Areas in a theatre
- Types of music
- Types of books

- a/an - the
- Conditional (type 0)
- Conditional (type 1)
- Adverbs
- Order of adjectives
- Question tags
- Compound nouns

Translation section (p. 100)  
Festivities (pp. 101-106)

Vocabulary practice (pp. 107-114)  
Grammar Reference (pp. 115-120)

## Reading & Listening

## Everyday English

## Writing

- Building High (multiple matching)
- **Across Cultures:** Places of the Imagination (R/W/DS)
- Listening: Mexico city (gap-fill)

- Making plans
- Making suggestions
- **Pronunciation:** 3-syllable word stress

- a text about a famous building
- an article about a city

- The Cloud Shepherds: a Polish myth (multiple choice)
- **Across Cultures:** Survivors' stories (multiple choice)
- Listening: Paul's story (ordering)

- Narrating an experience
- **Intonation:** Expressing shock/surprise

- a short text about a myth about weather
- a story

- Let me out of here! (multiple choice & identify reference)
- **Across Cultures:** Health & Sports Day in Japan (multiple choice)
- Listening: Escape rooms (multiple matching)
- Listening: Cherrywood School Sports Day (gap-fill)

- Talking about health
- **Pronunciation:** Silent letters

- a comment on a blog
- an article

- Droids at work (multiple choice)
- **Across Cultures:** Video Games (multiple matching)
- Listening: an announcement about a competition (gap-fill)

- Greetings/ Congratulations
- Giving instructions
- **Pronunciation:** /ɪ/, /aɪ/

- a short article about a film with robots
- a forum entry about a video game character

- Flying the Green Flag (R/W/DS)
- **Across Cultures:** Email about a volunteering holiday (multiple choice)
- Listening: Lake District National Park Teen Volunteering Holidays (gap-fill)

- Inviting - Accepting/ Rejecting
- **Pronunciation:** /æ/, /ə/

- a poster
- an email about a holiday I'm going on

- Worth the experience (multiple matching)
- **Across Cultures:** Fun in All Weathers (R/W/DS)
- Listening: Discussion about a weekend activity (multiple choice)

- Booking tickets to a performance
- **Pronunciation:** /i:/, /ɪ/

- a text message
- an email about my weekend plans

## CLIL

**MODULE 1** (Citizenship) Be Part of Green Neighbourhood Saturday p. **16**

**MODULE 2** (History) The Achievements of Ancient Rome p. **32**

**MODULE 3** (PSHE) Germs p. **48**

**MODULE 4** (ICT) Internet Safety Tips p. **64**

**MODULE 5** (PSHE) Green Living p. **80**

**MODULE 6** (Literature) A book description p. **96**

## Flash Time! Projects

**MODULE 1** A map of my ideal neighbourhood p. **17**

**MODULE 2** A poster about achievements of the 20th century p. **33**

**MODULE 3** A quiz 'How healthy are you?' p. **49**

**MODULE 4** A poster about 20th century invention p. **65**

**MODULE 5** An advert about a national park in my country p. **81**

**MODULE 6** A table about film characters p. **97**

## Flash Time! Presentation Skills

**MODULE 1** My ideal neighbourhood p. **17**

**MODULE 2** An achievement of the 20th century p. **33**

**MODULE 3** How we can have a healthy lifestyle p. **49**

**MODULE 4** An invention of the 20th century p. **65**

**MODULE 5** A national park in my country p. **81**

**MODULE 6** A book character p. **97**

## Flash Time! Values

**MODULE 1** Cooperation p. **17**

**MODULE 2** Achievement p. **33**

**MODULE 3** Health p. **49**

**MODULE 4** Creativity p. **65**

**MODULE 5** Learning from nature p. **81**

**MODULE 6** Heroism p. **97**



# 1 • Our World

## What's in this module?

### • Vocabulary

- geographical features
- shapes
- types of buildings
- places to live: features of the countryside/city

### • Grammar

- possessive case ('s/s')
- present simple
- adverbs of frequency
- present continuous
- present simple vs present continuous
- stative verbs
- (to-)infinitive
- -ing form

### • Everyday English

- making plans



Swim in the pink waters of  Hillier on the coast of Western Australia.



See sea lions on a red sandy  on the Galápagos Islands.



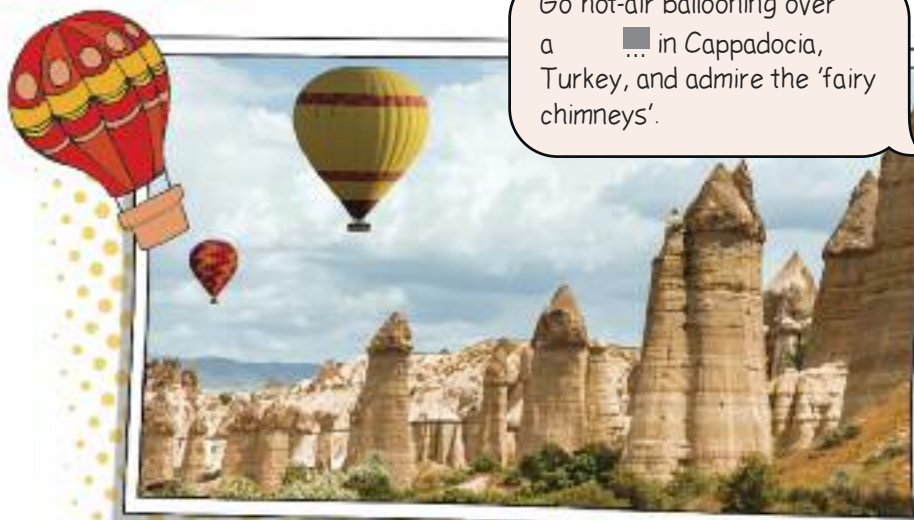
Spend a night camping in the White  in Egypt – an area that looks like the surface of the

## Vocabulary Geographical features

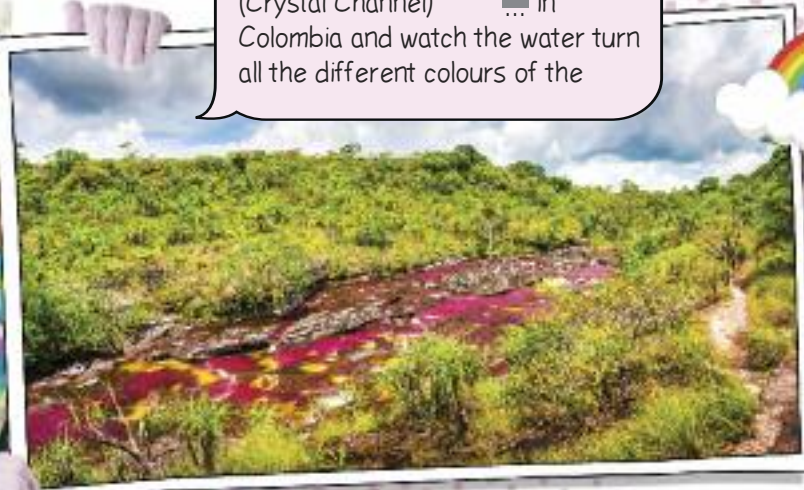
1 Complete the sentences with words from the list. Write in your notebook.

• river • beach • cave • lake • desert • valley





Go hot-air ballooning over a ... in Cappadocia, Turkey, and admire the 'fairy chimneys'.



Explore the Caño Cristales (Crystal Channel) ... in Colombia and watch the water turn all the different colours of the



Go on a boat ride in the exciting underground ... of Diros in southern Greece.

**2** Which of the geographical features in Ex. 1 are in your country? Where are they and what can you do there? Tell the class.





## Note

To talk about shapes of buildings we use:

- triangular (▲)
- round (●)
- rectangular (▭)
- square (■)

# BUILDING HIGH



Some architects love using different shapes when they **design** buildings. Here are two buildings that are **certainly** more than just four walls and a roof!

The elephant is the national animal of Thailand, so it's no **surprise** to find one in Bangkok. The strange thing about this elephant, though, is its size – it's 102 m tall! Two towers **make up** the legs of this elephant-shaped building while the other tower is its trunk. It also has ears, tusks and huge **round** windows for eyes. Inside, there are 32 floors with offices, a shopping mall and apartments. It's a jumbo-sized building!

On the other side of Bangkok **stands** an 83 m tall robot. The Robot Building is a skyscraper with 20 floors. Most of the building is a **bank** while the eyes of the robot are windows in the dining and meeting rooms. The architect of the building got his **idea** from one of his son's toys. What a great example of a building to show the friendly face of technology!

## Check these words

- roof • strange
- trunk • tusk
- dining room
- meeting room

## Reading

- 1 Look at the buildings in the pictures. What do they look like? What shapes can you see in each? What is each building used for? Listen and read to find out.
- 2 Read the text again and answer the questions. Write *E* (Elephant building) or *R* (Robot building). Write in your notebook. Then explain the words in bold.

Which building:

1. is the tallest?
2. has a place for people to eat?
3. looks like a machine?
4. has a place for people to shop?

- 3 **Think** Which building is the most impressive to you? Why? Tell the class.

# Reading • 1a



A lighthouse



B palace

## Vocabulary Types of buildings

4

Match the types of buildings (A-F) to what they are used for (1-6). Write in your notebook. Tell the class, as in the example.

1. a large building where kings and queens live **B**
2. a place where you can keep your money
3. a tall building near the coast that has a light to guide ships at sea
4. a tall building with lots of offices or flats in a city
5. a place with machines used to make goods
6. a building where you can see tropical fish

A palace is a large building where kings and queens live.



F aquarium



E skyscraper



D factory



C bank

## Grammar



### Possessive case (*'s/s' - of*)

We use:

- **'s** with singular nouns *the boy's ball*
- **'s'** with plural nouns *the dogs' toys*

BUT **'s** with irregular plural nouns *the children's bikes*

When there is more than one noun, we use **'s** after the second noun. *Ken and Vicky's mum*

We use the possessive case for people.

However, we use **of** for things. *Janine's friend* BUT *the door of the building*

5

Read the Grammar box. Then, complete the sentences with *'s/s'* or *of*. Write in your notebook.

1. The architect ... son likes robots.
2. Mark and Bill ... friend works in a bank.
3. This is the women ... favourite restaurant.
4. The girls ... flat is on the 15th floor ... this building.

## Prepositions

6

Choose the correct preposition. Check in your dictionary. Write in your notebook.

1. The Empire State Building is a skyscraper **in/at** New York.
2. Camden Market is perfect **of/for** people who love shopping.
3. Danny loves learning **with/about** photography.
4. We're staying **on/at** a hotel **of/with** great views of the city.

## Speaking & Writing

7



Collect information about a famous building in your country. Make notes under the headings: *name - type of building - location - size - shape - unique features*. Use your notes to present the building to the class. Write in your notebook.

# 1b • Grammar

Do you have time to come to the mall with us, Jessica?



Sorry, Sonya, but I **have** a ballet lesson in ten minutes.

## Present simple

See GR p. 115

We use the **present simple** for:

- habits/routines. I **leave** my house early every morning.
- permanent states or situations. **Does he work** at the bank? Yes, he **does**.
- programmes and timetables. The gym **doesn't open** on Saturdays.
- general truths and laws of nature. In winter, it **snows** in the mountains.

**Time expressions:** every hour/day/week, etc, in the morning/afternoon, etc, at night/noon/the weekend/5:00, etc, on Monday, etc.

**Adverbs of frequency:** always (100%), usually (75%), often (50%), sometimes (25%), occasionally (10%), seldom/rarely (5%), never (0%)

### 1 Read the theory box. Choose the correct item. Write in your notebook.

1. Many tourists **visit/visits** the tower every day.
2. My mum doesn't **have/has** lunch at work.
3. Mark **love/loves** learning about skyscrapers.
4. **Do the museum close/Does the museum close** at 6 pm?
5. Students **don't go/doesn't go** to school at the weekend.

### 2 Put the verb in brackets into the **present simple**. Write in your notebook.

1. The architect ... **(design)** beautiful skyscrapers.
2. ... **(your dad/work)** in a bank?
3. My family and I ... **(live)** on the top floor of this building.
4. My sister ... **(not/like)** robots.
5. ... **(you/know)** what time the museum opens?

## Grammar

**Adverbs of frequency** tell us how often something happens. They go before the main verb but after the verb **to be**.  
Jack **always walks** to school. Julia **is never** late for school.

### 3 Read the Grammar box. Put the adverb of frequency in brackets in the correct gap. Write in your notebook.

1. Does Paula ... go ... to the mall on Saturdays? **(usually)**
2. The train ... isn't ... late when the weather is good. **(often)**
3. The Smiths ... stay ... at a hotel when they travel to another country. **(always)**
4. The banks ... are ... open on Sundays. **(never)**
5. Stuart ... visits ... aquariums and museums while on holiday. **(seldom)**





## Present continuous

See ⚡ GR pp. 115-116

We use the **present continuous** for:

- actions happening now or around the time of speaking. **Is Julie going to the police station now? He's exercising a lot these days.**
- temporary actions happening around the time of speaking. **Linda is studying for her test these days.**
- currently changing and developing situations. **My English is improving.**
- with *always, constantly*, etc to express annoyance. **You're always playing your music too loud!**

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

## 4 Read the theory box. Put the verbs in brackets into the correct form of the **present continuous**. Write in your notebook.

1. Sam ... (**travel**) to New York at the moment.
2. The guide ... (**not/give**) a tour of the tower now.
3. You ... always ... (**take**) my things without asking!
4. Mark ... (**spend**) a lot of time at the gym these days.

## Present simple vs Present continuous

## 5 Put the verbs in brackets into the **present simple** or the **present continuous**. Give reasons. Write in your notebook.

1. A: ... (**Mia/usually/study**) in the evening?  
B: Oh yes. Actually, she ... (**do**) her homework right now.
2. A: ... (**Jack/play**) basketball at the park now?  
B: I think so. He ... (**often/play**) there with his friends.
3. A: What ... (**you/do**) right now?  
B: I ... (**read**) a book.
4. A: ... (**the library/open**) on Saturdays?  
B: Yes, but it ... (**never/open**) on Sundays.

## Grammar ⚡

### Stative verbs

describe a state, so they do not have continuous tenses (**want, love, like, prefer, believe, imagine, know**, etc) **Amy likes watching TV.** (NOT: ~~Amy is liking watching TV.~~) Some verbs can have continuous tenses when they describe actions, but there is a difference in meaning. **I think Italy is a beautiful country.** (= I believe) **I'm thinking about travelling to Italy.** (= I'm considering)

## 6 Read the Grammar box. Put the verbs in brackets into the **present simple** or the **present continuous**. Explain how the verbs differ in meaning. Write in your notebook.

1. a I ... (**not/think**) John is coming with us.  
b He ... (**think**) of going to York this weekend.
2. a Molly ... (**have**) a modern flat on the third floor.  
b Janice ... (**have**) her lunch at the moment.
3. a Tom ... (**smell**) the fish to see if it's fresh.  
b I ... (**smell**) something burning!
4. a Sam and Eva ... (**see**) some of their friends this evening.  
b I ... (**see**) what you mean.

## Countryside

- quiet
- no public transport
- friendly people
- clean air
- not much entertainment
- not many jobs
- fresh food
- little traffic
- not close to shops

## City

- lots of schools & universities
- heavy traffic
- good public transport
- theatres & cinemas
- lots of shops & malls
- lots of jobs
- pollution
- crowds of people
- tall buildings
- lots of services

### Places to live

- 1 Which features of life in the city/countryside are positive and which are negative? Copy and complete the table below with the items from the list above in your notebook. You can add your own ideas.

	Life in the countryside	Life in the city
Positive		
Negative		

### Speaking

- 2 Use the adjectives from the list and the items from Ex. 1 to make sentences about life in the city and life in the countryside, as in the example.

• stressful • exciting • relaxing • interesting • boring • healthy • difficult

Life in the city can be stressful because there is heavy traffic.

- 3  **Think** Where is the best place for you to live? Why? Tell the class.

# Everyday English • 1d



## Making plans

1 Read the first two exchanges. What do the friends decide to do at the weekend? Listen and read to find out.

- Zara:** Hey Phylis. Are you free this weekend?  
**Phylis:** I think so. Why?  
**Zara:** We could go on a day trip somewhere.  
**Phylis:** That sounds good. Where do you want to go?  
**Zara:** How about Bath? It's got lots of museums and art galleries.  
**Phylis:** Mmm, Bath doesn't sound very exciting. How about going shopping in London? We always have a great time there.  
**Zara:** That's true, but London is always so busy and noisy. I'd prefer somewhere more relaxing.  
**Phylis:** Why don't we go on a two-day trip? We can have one day for shopping in London and one day in Bath to relax.  
**Zara:** Now that's a brilliant idea.

### Check these words

- day trip • busy
- noisy • brilliant

## Note

### Making suggestions

- Why don't we ...?
- We could/should + infinitive without to ...
- How about + noun/-ing ...?
- Let's + infinitive without to ...
- Do you fancy + noun/-ing ...?

Are there similar structures in Polish?

2 Take roles and read out the dialogue.

3 Read the Note box. Complete the sentences with the verbs in brackets. Write in your notebook.

- How about ... (go) to the countryside?
- We could ... (take) a walk in the park.
- Let's ... (eat) at a Chinese restaurant tonight.
- Do you fancy ... (visit) York this weekend?
- Why don't we ... (do) something more exciting?

4 Read the online reviews. Use the information to act out a dialogue like the one in Ex. 1.



### Manchester, UK

★★★★★ a day ago

Lots of things to do. Don't miss the Whitworth Art Gallery and the National Football Museum!



★ a month ago

Too much heavy traffic. Where's the fresh air?



### Buxton, UK

★★★★★ 3 months ago

So quiet and beautiful. Great parks. Very relaxing.



★★★★★ 4 months ago

A bit quiet for me. Not so exciting.

## Pronunciation (3-syllable word stress)



Listen and repeat. Underline the syllable with the main stress. Write in your notebook.

- museum
- gallery
- attraction
- engineer
- exciting
- yesterday



Do you **want to go** out tonight, Evan?



Sorry, I **can't go** out tonight. I **promised to help** my little sister with her Science project.

## (to)-infinitive

See GR p. 116

We use the **to-infinitive**:

- after the verbs **agree, ask, decide, hope, manage, need, offer, plan, promise, want**, etc. **Mary and Anna hope to go** to London together.
- with **would love, would like** and **would prefer**. **I would like to visit** the museum.

We use the **infinitive without to** after:

- modal verbs (**can, could, should**, etc). **We should take** the train there; it's quicker.

## 1



Read the theory box. Choose the correct form. Give reasons. Write in your notebook.

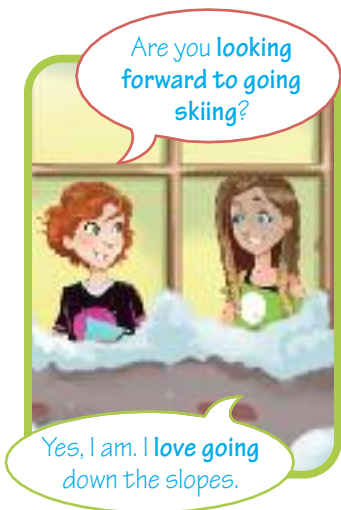
- Danny plans **to book/book** the tickets online.
- We should **to find/find** a hotel that is near the sea.
- Rachel would like **to sit/sit** at the back of the theatre.
- I promise **to meet/meet** you outside the museum.
- Maria can't **to go/go** to the party because she's ill.
- We need **to leave/leave** now.
- You can **to wait/wait** here if you want.
- I want **to travel/travel** to Morocco this summer.

## 2

Complete the sentences with the correct form of the verb in brackets. Write in your notebook.

- Visitors under the age of eight can't ... **(go)** up the tower.
- Susan hopes ... **(get)** the job.
- Thomas doesn't want ... **(speak)** to us.
- People should ... **(try)** the new restaurant in the city centre.
- George can't ... **(drive)** until he's 18.
- Ask Martha ... **(help)** you with your project.
- James shouldn't ... **(spend)** so much money.
- I would like ... **(watch)** a film at the cinema.





## -ing form

See **GR p. 116**

We use the **-ing form** after:

- the verbs **avoid, consider, continue, imagine, suggest**, etc. *She's **considering taking the bus instead of the car.***
- the verbs **fancy, dislike, enjoy, hate, like, love, prefer** to express general preference. *I **love visiting** new places.*
- the expressions **be busy, can't stand, look forward to, (not) mind**, etc. *She's **looking forward to seeing** the sights.*
- go** when talking about activities. *Melissa wants to **go swimming** in the sea.*

### 3 Read the theory box. Choose the correct item. Give reasons. Write in your notebook.

- Lewis suggests **to go/going** to the park for a picnic today.
- Students shouldn't **bring/to bring** their phones to school.
- Mum is busy **prepare/preparing** dinner with Dad.
- The children would love **to travel/travel** by boat.
- Steve wants to go **sightsee/sightseeing** today.
- Dawn is planning **to explore/exploring** Mexico next year.

### 4 Put the verbs in brackets into the (to-)infinitive or the -ing form. Write in your notebook.

- A: Do you want ... **(come)** to Hanoi with us?  
B: Sure! I love ... **(visit)** places in Asia.
- A: Harry offered ... **(show)** us around his new flat, too.  
B: Really? Maybe we could all ... **(go)** together then.
- A: Cathy's doing the shopping. She won't ... **(be)** long, though.  
B: OK. I can ... **(wait)** until she comes back.
- A: We should ... **(leave)** now. It's getting late.  
B: OK. I need ... **(get)** my things first.
- A: Do you fancy ... **(try)** this local dish?  
B: No, thank you! I can't stand ... **(eat)** spicy food.
- A: Do you want ... **(relax)** by the pool today?  
B: That's boring! I'd prefer ... **(swim)** in the sea.

## Speaking

### 5 In pairs, use the words in the boxes to make true sentences about yourself.

• enjoy • like • love • hate • dislike • avoid • would love  
• would prefer • want • look forward to

• take/photographs • visit/museums • try/local dishes • go/sightseeing  
• buy/souvenirs • go on/guided tours • relax/by the pool • take/taxi

I enjoy taking photographs.



## Places of the Imagination

There's no place like imaginary villages, towns and cities for action and adventure!

### Gotham City

Gotham isn't a real city, but everyone knows about it because it is the home of Batman. Gotham is on a big island, but people can easily travel there by car, bus, train, boat or plane. There are a lot of tall skyscrapers and older stone buildings in the city, too. Gotham is a huge city, with a population of over 8 million people. There are many neighbourhoods in Gotham, but the most famous is The Narrows. It is on an island in the Gotham River.

There are a lot of strange people there, and the streets are dark and dangerous. In fact, the whole city of Gotham is quite dangerous. Luckily, Batman is there to make sure the people of Gotham can sleep safely in their beds.


### Hobbiton

Hobbiton is not a real village; it's from the books *The Lord of the Rings* and *The Hobbit* by J.R.R. Tolkien. In Hobbiton, there are lots of green fields and beautiful forests. All the houses in the village are under the ground and have round doors and windows. The people from Hobbiton – hobbits – are very friendly and kind. The hobbits grow their own food and keep

animals in their gardens. Hobbiton looks a lot like England in the 18th century. There are paths instead of roads and there are no cars or buses. Some hobbits ride little horses or use them to pull wooden carts, but most people travel on foot. All the hobbits in Hobbiton live very quiet lives. That is, until the wizard Gandalf arrives, and then their adventures begin!

### Reading

**1**  Look at the pictures and read the title. What do you know about these two places? Who lives in each? Listen and read to find out.


**2**  Read the texts again and decide if the statements (1-6) are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

1. The only way to get to Gotham City is by plane.
2. There is a river which goes through Gotham City.
3. The Narrows is the most dangerous place in Gotham.
4. The houses in Hobbiton have got round rooms.
5. Hobbits keep animals in their underground houses.
6. The people in Hobbiton don't drive cars.


#### Check these words

- bat • population
- neighbourhood
- safely • path • cart



- 3 **Think**  Create your own imaginary city or village. Give it a name. Draw pictures and prepare a presentation about it. Talk about: *location – transport – housing – lifestyle*.

## Listening

- 4  Listen to someone talking about Mexico City and complete the missing information (1-5). Write in your notebook.

**MEXICO CITY**

**Location:** 1) ... of Mexico

**Population:** 2) ... people

**Nickname:** The City of 3) ...

**Sights:** Angel of Independence, 4) ... of Fine Arts

**Activities:** visit art galleries and 5) ..., visit traditional markets




## Culture Spot

Matamata in New Zealand is home to the Hobbiton movie set. Visitors can take tours of Hobbiton to see the famous hobbit houses.



Which place in your country appears in a film? Find information and write a short paragraph about it.


## Speaking

- 5  Use your answers in Ex. 4 to ask and answer questions, as in the example.

A: What is the name of the city?

B: It's Mexico City, etc

## Writing (an article about a city)

- 6  Collect information about a city in your country. Make notes under these headings: *name – where it is – population – what visitors can see and do*. Use your notes and the plan below to write an article about it for a travel magazine. Write in your notebook.

## Plan

**Para 1:** name, where it is, population  
**Para 2:** what visitors can see and do  
**Para 3:** your feelings



## Note

## Brainstorming

Before you start writing your article, think of the information you can include. List your ideas under headings.

- 1  Look at the advert. What does it advertise? What events are taking place? Listen and read to find out.

## BE PART OF GREEN NEIGHBOURHOOD SATURDAY

on 28<sup>th</sup> June

Hambley Town Council is organising events all over town to raise awareness about the environmental problems in our neighbourhoods. There's lots to see and do, so join in, and help make your neighbourhood green!

- **Check out** the exhibition of recycled art at the art gallery. Talk to the artists and learn how to create your own works of art out of recyclable materials.
- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!




*Other ways to help*

- **Drop off** all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbourhoods breathe easy for a day!




*And don't forget that going green isn't just for a day, it's a way of life.*

For more information, visit the council's website.



### Check these words

- raise awareness
- recycled art
- recyclable material
- breathe

- 2 Think of another title for the advert.
- 3  Match the phrasal verbs in bold to their synonyms in the list. Write in your notebook.  
 • collect • look at • take something somewhere and leave it there • reduce
- 4  **Think** Think of one more environmental thing to do during this event.
- 5  Imagine that it is Green Neighbourhood Saturday. Research online for other suggestions about what people can do to make their neighbourhood green. Think about: *using less electricity* – *saving water* – *avoiding food with packaging*. Make a leaflet with your ideas and display it in the classroom.

## Project Time

1



What is your ideal neighbourhood like? Think about: *streets – buildings – parks – transport – facilities*. Draw a map of the area and tell the class.

**My ideal neighbourhood is a place ...**

• where everyone talks to each other

• where people feel safe on the streets

• with good schools and libraries



2



Listen to two people presenting their ideal neighbourhoods and make notes in your notebook. Were the features of their neighbourhoods the same as yours?

## Presentation skills

3

Use your ideas in Ex. 1 to present your ideal neighbourhood to the class.



## VALUES

### Cooperation

4

a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

1. is fun.

2. brings people together.

3. leads to more mistakes.

4. takes more time.

5. encourages people to talk.

6. means everyone makes decisions.

7. makes the work easier.




b) **Think** Why should people work together? Tell the class.



# 1 • Progress Check

## Vocabulary

- 1  Choose the correct word. Write in your notebook.
1. We are going on a boat tour in a **cave/** **desert** in Greece.
  2. You can see lots of colourful fish at the **lighthouse/aquarium**.
  3. Jake loves swimming at the sandy **lake/** **beach** in front of the hotel.
  4. Tom is going to the **factory/bank** to take out some money.
  5. The big **rectangular/strange** windows let a lot of light in.

5 x 2 = 10

- 2 **Fill in:** *transport, population, neighbourhood, path, traffic*. Write in your notebook.

1. I'm late because of the heavy ...
2. Poland has got a ... of 38 million people.
3. Paul always uses public ... to get to school.
4. My ... has got a library and a small shop.
5. We walked along a ... through the forest.

5 x 2 = 10

## Grammar

- 3 Put the verbs in the brackets into the correct present tense. Write in your notebook.

1. Max ... (**never/walk**) to school.
2. ... (**you/need**) anything from the supermarket?
3. She ... (**always/talk**) on the phone. It's so annoying!
4. We ... (**stay**) with my grandparents this week.
5. Tom ... (**think**) about moving to a new flat.

5 x 2 = 10

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


1. **Julia's/Julias'** house is in the city centre.
2. The **building's windows/windows of the building** are rectangular.
3. **Sue and Tim's/Sue's and Tim** school is near the park.
4. The **mens'/men's** office is on the 3rd floor.
5. **Tom's bike/The bike of Tom** is outside his house.

5 x 1 = 5

- 5 Put the verbs in brackets into the correct form, **-ing** or **(to)-infinitive**. Write in your notebook.

1. I don't mind ... (**cook**) dinner tonight.
2. We can ... (**hire**) a car once we get to Paris.
3. Simon suggests ... (**go**) abroad this summer.
4. You should ... (**take**) more photos when you go on holiday.
5. They are planning ... (**visit**) the museum this Saturday.

5 x 2 = 10

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

1. The Gherkin is a building **on/in/at** London.
2. We learned a lot **about/for/with** the tower during our tour.
3. This hotel is perfect **on/for/with** families.
4. We booked a room **on/at/with** a fantastic view of the city.
5. We are staying **from/at/on** a beautiful resort near the sea.

5 x 1 = 5



# Progress Check • 1

## Listening

- 7 Listen and fill in the gaps. Write in your notebook.

### THE LEANING TOWER OF PISA

- Located on the 1) ... coast of Italy
- Height of about 2) ... metres with 3) ... steps
- Get information about when it's open on the 4) ... of the city
- Children under 5) ... not allowed

5 x 2 = 10

## Reading

- 8 Read the blog entry and decide if the statements (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Write in your notebook.

Poppy's Blog  
<http://www.poppysblog.com>

### Poppy's Blog

Hi readers,  
I'm back! I know my last entry was over a month ago, but I've got a good reason. Let me tell you all about it.  
I don't live in Utrecht now; we've got a new house in Haarzuilens. It's a village in the Netherlands. There aren't many people here. In fact, it has a population of just 224! They say that it is one of the quietest villages in the Netherlands. I can believe it! There isn't a lot to do, but it is very beautiful. I love going for long walks in the woods near my house. It makes such a change to be able to breathe fresh air! Also, there's no heavy traffic here. In fact, the only sounds come from the cows and sheep in the fields. There's a castle nearby that's the biggest in the country. There are some great views of the countryside from the top.  
I really like living here. Why don't you leave a comment below and say what the place you live in is like? Bye for now!




1. This is Poppy's first blog entry.
2. Haarzuilens is a very small village.
3. Poppy's parents haven't got a car.
4. The castle is in the centre of the village.
5. Poppy enjoys living in Haarzuilens.

5 x 2 = 10

## Everyday English

- 9 Match the exchanges. Write in your notebook.

1. We always have a great time there.
2. What are you doing on Saturday?
3. What about London?
4. Where do you want to go?
5. Let's go to the countryside.

- a Not a lot.
- b We could go to the seaside.
- c I'd prefer somewhere more exciting.
- d It's got such a lot of heavy traffic.
- e That's true.

5 x 2 = 10

## Writing

- 10 You moved from the countryside to the city last month. Write a blog entry describing your new neighbourhood. Write in your notebook. Write: *its name - where it is - what activities you do there*. Use the blog entry in Ex. 8 as a model.

20 points

TOTAL: 100 points

## Competences

★  
Good

★★  
Very good

★★★  
Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about geographical features
- talk about shapes & types of buildings
- talk about places to live: features of the countryside/city

#### Reading

- read for specific information (multiple matching)
- read for detail (R/W/DS)

#### Listening

- listen for specific information (gap fill)

#### Speaking

- make plans

#### Writing

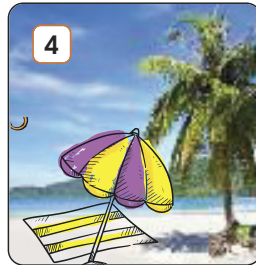
- write about a famous building
- write an article about a city

# Vocabulary practice

## Module 1 Geographical features

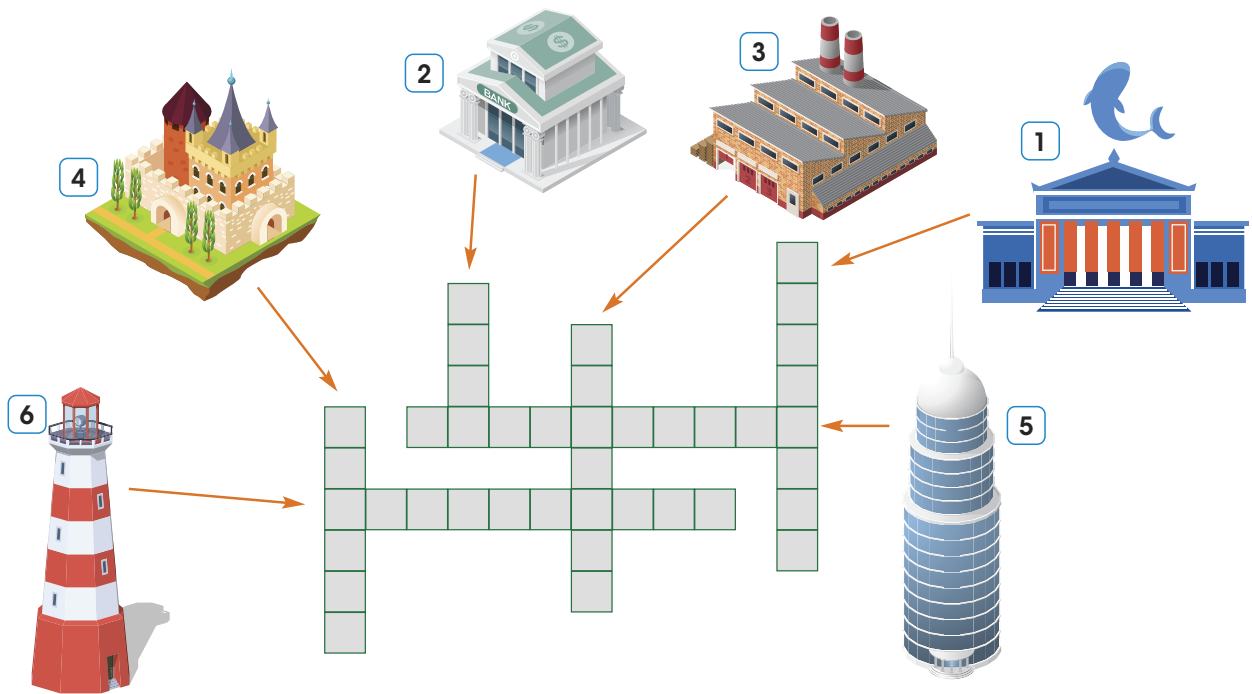
1 Label the pictures. Write in your notebook.

• river • beach • cave • lake • desert • valley



## Types of buildings

2 Complete the crossword in your notebook.



## Places to live: features of countryside/city

3 List the features of places to live under the headings. Write in your notebook.

- theatres & cinemas • quiet • pollution • no public transport
- friendly people • heavy traffic • clean air • lots of services
- not much entertainment • tall buildings • little traffic • lots of jobs
- lots of schools & universities • not many jobs • good public transport • fresh food
- lots of shops & malls • not close to shops • crowds of people

Countryside		City	
Positive	Negative	Positive	Negative




# Vocabulary practice •

## Module 2 Materials

- 1  Label the pictures. Write in your notebook.  
• concrete • brick • stone • metal • marble



## Weather

- 2  Find the 8 weather words in the grid. Write in your notebook.



A	D	E	R	T	I	L	O	P	A	T
S	I	M	O	H	A	M	E	R	W	U
F	O	G	E	U	B	R	E	A	K	M
T	O	F	A	N	L	E	D	I	O	O
I	S	T	A	D	O	R	I	N	I	N
S	A	N	T	E	R	O	N	A	L	E
L	I	B	R	R	E	C	D	A	S	S
U	S	E	I	S	D	C	L	O	U	D
S	N	U	P	T	A	R	O	I	N	A
H	O	F	L	O	P	A	G	C	O	L
S	W	E	Y	R	Y	F	S	E	F	I
O	K	R	Y	M	E	W	I	N	D	C

# Grammar Reference •

## Module 1

### Present simple – Czas teraźniejszy prosty

Czasu *Present simple* używamy do opisywania:

- czynności powtarzających się lub wykonywanych regularnie. *Joe does his homework every day after dinner.*
- stanów i sytuacji mających charakter stały. *Lyn lives in London.*
- czynności wykonywanych według harmonogramu. *The train leaves at 8:30 every morning.*
- prawd uniwersalnych i praw przyrody. *The sun sets in the west.*

Tworzenie

Forma twierdząca	Forma przecząca	
	Pełna	Skrócona
I/you <b>walk</b>	I/you <b>do not walk</b>	I/you <b>don't walk</b>
he/she/it <b>walks</b>	he/she/it <b>does not walk</b>	he/she/it <b>doesn't walk</b>
we/you/they <b>walk</b>	we/you/they <b>do not walk</b>	we/you/they <b>don't walk</b>
Forma pytająca	Krótkie odpowiedzi	
<b>Do</b> I/you walk?	<b>Yes</b> , I/you <b>do</b> . / <b>No</b> , I/you <b>don't</b> .	
<b>Does</b> he/she/it walk?	<b>Yes</b> , he/she/it <b>does</b> . / <b>No</b> , he/she/it <b>doesn't</b> .	
<b>Do</b> we/you/ they walk?	<b>Yes</b> , we/you/they <b>do</b> . / <b>No</b> , we/you/they <b>don't</b> .	

- Zdania twierdzące** z orzeczeniem wyrażonym czasownikiem w 3. os. l. poj. tworzymy w następujący sposób: **podmiot** (rzeczownik lub zaimek osobowy) + **czasownik w podstawowej formie** + końcówka **-s/-es/-ies**. *He plays football every day.*  
Zdania twierdzące z orzeczeniem wyrażonym czasownikiem w pozostałych osobach tworzymy w następujący sposób: **podmiot** + **czasownik w podstawowej formie**. *We play football every day*
- Zdania przeczące** z orzeczeniem wyrażonym czasownikiem w 3. os. l. poj. tworzymy w następujący sposób: **podmiot** + **czasownik posiłkowy does not / doesn't** + **czasownik w podstawowej formie** (bez końcówki **-s/-es/-ies**). *He doesn't play football every day.*  
Zdania przeczące z orzeczeniem wyrażonym czasownikiem w pozostałych osobach tworzymy w następujący sposób: **podmiot** + **czasownik posiłkowy do not / don't** + **czasownik w podstawowej formie** (bez końcówki **-s/-es/-ies**). *I don't play football every day*
- Zdania pytające** z orzeczeniem wyrażonym czasownikiem w 3. os. l. poj. tworzymy w następujący sposób: **czasownik posiłkowy does** + **podmiot** + **czasownik w podstawowej formie** (bez końcówki **-s/-es/-ies**). *Does he play football every day?*  
Zdania pytające z orzeczeniem wyrażonym czasownikiem w pozostałych osobach tworzymy w następujący sposób: **czasownik posiłkowy do** + **podmiot** + **czasownik w podstawowej formie** (bez końcówki **-s/-es/-ies**). *Do you play football every day?*

Pisownia czasowników w formie 3. os. l. poj.

- Do większości czasowników dodajemy końcówkę **-s**. *I read – he reads*
- Do czasowników zakończonych na **-ss, -sh, -ch, -x** lub **-o** dodajemy końcówkę **-es**. *I miss – he misses, I rush – he rushes, I touch – he touches, I fix – he fixes, I do – he does*
- Jeśli czasownik jest zakończony **spółgłoską** + samogłoską **y**, opuszczamy **-y** i dodajemy końcówkę **-ies**. *I fly – he flies, I cry – he cries*
- Jeśli czasownik jest zakończony **samogłoską** + **y**, dodajemy końcówkę **-s**. *I buy – he buys*

**Uwaga:** Czasownik *have* w 3. os. l. poj. w czasie *Present simple* ma formę *has*. *He has lunch at school.*

**Typowe określenia czasu stosowane w *Present simple*:** *every hour/day/week/month/summer/year* itp., *usually, always, every morning/afternoon* itp., *in the morning/afternoon* itp., *at noon, at night* itp.

### Adverbs of frequency – Przysłówki częstotliwości

Przysłówek częstotliwości używamy, aby poinformować, **jak często** coś się dzieje. *Mark usually has a snack after school.* (Jak często? Zazwyczaj.)

Wybrane przysłówki częstotliwości

<b>always</b> (100%)	<b>sometimes</b> (25%)	<b>never</b> (0%)
<b>usually</b> (75%)	<b>occasionally</b> (10%)	
<b>often</b> (50%)	<b>seldom/rarely</b> (5%)	

Przysłówki częstotliwości stawiamy **przed czasownikiem głównym**, ale **po** czasownikach posiłkowych (*have, do i be*) oraz modalnych (*can, will, should, must* itd.). *You should always eat breakfast in the morning.*

### Present continuous – Czas teraźniejszy ciągły

Czasu *Present continuous* używamy do opisywania:

- czynności, które odbywają się w momencie mówienia. *Ben is sleeping.*
- czynności tymczasowych odbywających się obecnie, ale niekoniecznie w momencie mówienia. *We're taking the bus to school these days.*
- zachodzących zmian lub trwających procesów. *The days are getting cooler.*
- irytacji z powodu czegoś, co dzieje się zbyt często. *He is always using my laptop.*

Tworzenie

Forma twierdząca	
Pełna	Skrócona
<b>I am playing</b> you <b>are playing</b> he/she/it <b>is playing</b> we/you/they <b>are playing</b>	<b>I'm playing</b> you're playing he/she/it's playing we/you/they're playing
Forma przecząca	
Pełna	Skrócona
<b>I am not playing</b> you <b>are not playing</b> he/she/it <b>is not playing</b> we/you/they <b>are not playing</b>	<b>I'm not playing</b> you <b>aren't playing</b> he/she/it <b>isn't playing</b> we/you/they <b>aren't playing</b>
Forma pytająca	Krótkie odpowiedzi
<b>Am</b> I playing ...?	<b>Yes</b> , I <b>am</b> . / <b>No</b> , I'm <b>not</b> .
<b>Are</b> you playing ...?	<b>Yes</b> , you <b>are</b> . / <b>No</b> , you <b>aren't</b> .
<b>Is</b> he/she/it playing ...?	<b>Yes</b> , he/she/it <b>is</b> . / <b>No</b> , he/she/it <b>isn't</b> .
<b>Are</b> we/you/they playing ...?	<b>Yes</b> , we/you/they <b>are</b> . / <b>No</b> , we/you/they <b>aren't</b> .

Zdania w czasie *Present continuous* tworzymy, używając osobowej formy czasownika **to be** (*am, are* lub *is*) i czasownika głównego, do którego dodajemy końcówkę **-ing**.

Pisownia czasowników z końcówką **-ing**

- Do większości czasowników dodajemy końcówkę **-ing**. *drink – drinking*
- Jeśli czasownik jest zakończony literą **-e**, opuszczamy **-e** i dodajemy końcówkę **-ing**. *take – taking*
- Jeśli czasownik jest zakończony akcentowaną sylabą, w której samogłoska znajduje się między dwiema spółgłoskami, podwajamy ostatnią spółgłoskę i dodajemy końcówkę **-ing**. *begin – beginning*
- Jeśli czasownik jest zakończony literą **-l**, podwajamy **-l** i dodajemy końcówkę **-ing**. *travel – travelling*
- Jeśli czasownik jest zakończony cząstką **-ie**, opuszczamy **-ie** i dodajemy końcówkę **-ying**. *lie – lying*

**Typowe określenia czasu stosowane w *Present continuous*:** *now, at the moment, at present, tonight, these days* itp.

## Stative verbs – Czasowniki wyrażające stany

Do grupy czasowników, które wyrażają raczej stan niż czynność, należą m.in.: **want, love, like, prefer, enjoy, believe, think, imagine, know, feel, taste.** **I know Eric very well.** (NIE: *I'm knowing Eric very well.*)

Czasowniki wyrażające stany zwykle nie występują w czasach ciągłych. Niektóre z nich mogą być używane w takich czasach, ale wtedy zmienia się ich znaczenie. **This cake tastes sweet.** (Ciastko ma słodki smak.) **The chef is tasting the soup.** (Szeef kuchni próbuje, jaki smak ma zupa.)

## (to-) infinitive – Bezokolicznik z to i bez to

Bezokolicznik to podstawowa forma czasownika, która może występować ze słowem **to** i bez tego słowa.

Bezokolicznika z **to** używamy:

- po czasownikach, takich jak: **agree, ask, decide, hope, manage, need, offer, plan, promise, want.** **I need to go to the bank.**
- po wyrażeniach **would love, would like** i **would prefer.** **I would love to visit the Louvre.**

Bezokolicznika bez **to** używamy m.in. po czasownikach modalnych, czyli **can, could, should, must** itp. **Julie could swim when she was two.**

## -ing form – Forma -ing

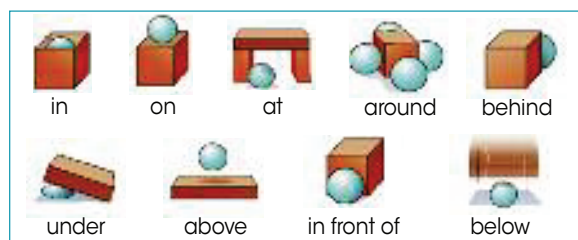
Formę **-ing** tworzymy, dodając do podstawowej formy czasownika końcówkę **-ing**.

Formy **-ing** używamy:

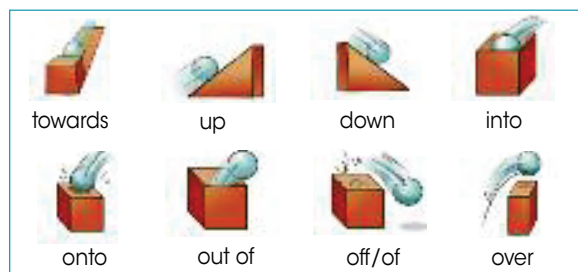
- po takich czasownikach jak **avoid, consider, continue, imagine, suggest** itp. **Alan considered studying abroad.**
- po czasownikach **fancy, dislike, enjoy, hate, like, love, prefer**, gdy mówimy ogólnie, co lubimy robić lub czego robić nie lubimy. **Bob likes reading.**
- po wyrażeniach **be busy, can't stand, look forward to, (not) mind** itp. **I don't mind helping my mum with dinner.**
- po czasowniku **go**, gdy mówimy o czynności, która jest celem wyjazdu lub wyjazdu. **Ed goes skiing every winter.**

## Module 2

### Prepositions of place – Przyimki miejsca



### Prepositions of movement – Przyimki kierunku



## Past simple (revision) – Czas przeszły prosty (powtórka)

Czasu **Past simple** używamy do opisywania:

- czynności, które wydarzyły się w określonym momencie w przeszłości (czas jest podany albo możemy się go domyślić). **I travelled to the USA last month.**
- czynności, które w przeszłości odbywały się regularnie. **I rode my bike to school when I was ten.**
- czynności, które w przeszłości następowały jedna po drugiej. **Bill got up, took his bag and left the room.**

Tworzenie

Forma twierdząca	Forma przecząca
I/you/he/she/it/we/you/they <b>visited/tell</b>	I/you/he/she/it/we/you/they <b>didn't visit/fall</b>
Forma pytająca	Krótkie odpowiedzi
<b>Did</b> I/you/he/she/it/we/you/they <b>visit/fall?</b>	<b>Yes,</b> I/you/he/she/it/we/you/they <b>did.</b> <b>No,</b> I/you/he/she/it/we/you/they <b>didn't.</b>

- Zdania twierdzące** z czasownikami regularnymi tworzymy w następujący sposób: **podmiot + czasownik + końcówka -ed.** **I walk – I walked**  
Czasowniki nieregularne tworzą formę czasu przeszłego (**Past**) w inny sposób (patrz: lista czasowników nieregularnych na końcu książki).
- Zdania przeczące** tworzymy w następujący sposób: **podmiot + czasownik posiłkowy did not / didn't + czasownik w podstawowej formie.** **I didn't walk.**
- Pytania** mają następującą konstrukcję: **did + podmiot** (rzeczownik lub zaimek osobowy) **+ czasownik w podstawowej formie.** **Did you walk?**

Pisownia (czasowniki regularne)

- Do czasowników zakończonych samogłoską **-e** dodajemy końcówkę **-d.** **I create – I created**
- W czasownikach zakończonych **spółgłoską + samogłoską y**, opuszczamy **-y** i dodajemy końcówkę **-ied.** **I carry – I carried, I dry – I dried**
- W czasownikach zakończonych **samogłoską + y**, dodajemy końcówkę **-ed.** **I stay – I stayed**
- Jeśli czasownik jest zakończony sylabą zawierającą akcentowaną samogłoskę między dwiema spółgłoskami, podwajamy ostatnią spółgłoskę i dodajemy końcówkę **-ed.** **I shop – I shopped**
- W czasownikach zakończonych literą **-l**, podwajamy **-l** i dodajemy końcówkę **-ed.** **I cancel – I cancelled**

Typowe określenia czasu stosowane w **Past simple**: **yesterday, last week/month** itp., **two hours/days/weeks** itp. **ago, a week/month ago, in 2005** itp.

## Subject/Object questions – Pytania o podmiot/dopełnienie

Jeśli chcemy się dowiedzieć, kto coś zrobił, zadajemy pytanie o podmiot. Rozpoczyna się ono zwykle od zaimka **who** (= kto) albo **what** (= co). Szyk wyrazów w pytaniu o podmiot jest taki sam, jak w zdaniu oznajmującym.

**Jim read a book.**



**Who read a book?**

Jeśli chcemy się dowiedzieć czegoś więcej o tym, co ktoś zrobił, zadajemy pytanie o dopełnienie. Zaczynamy je od zaimka **who** (= kogo, komu, kim) lub **what** (= czego, czemu, co, czym). W pytaniach o dopełnienie czasownik posiłkowy stawiamy przed podmiotem.

**Jim read a book.**

**What did Jim read?**