

FLASH

Student's Book

Klasa 6

Jenny Dooley



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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

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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

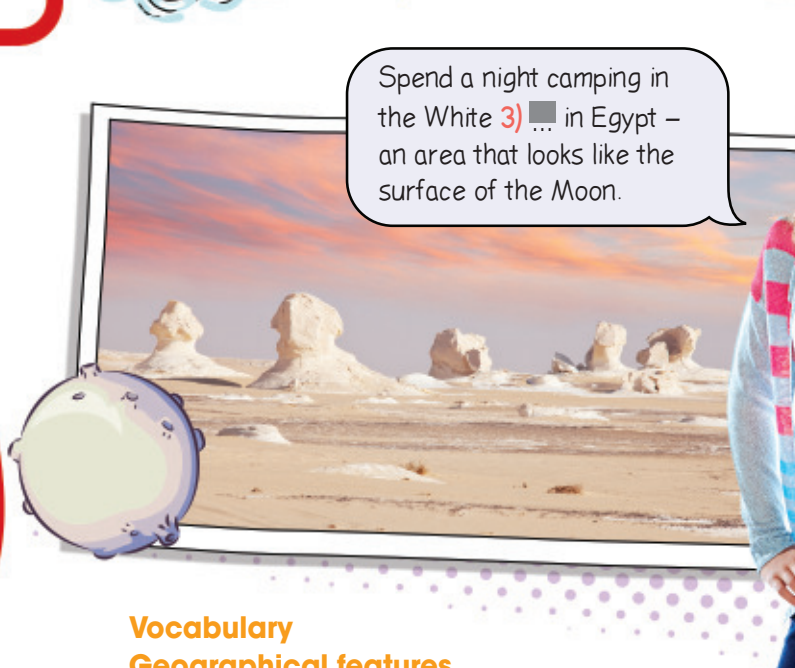
- making plans



Swim in the pink waters of 1) █ Hillier on the coast of Western Australia.



See sea lions on a red sandy 2) █ on the Galápagos Islands.



Spend a night camping in the White 3) █ in Egypt – an area that looks like the surface of the Moon.

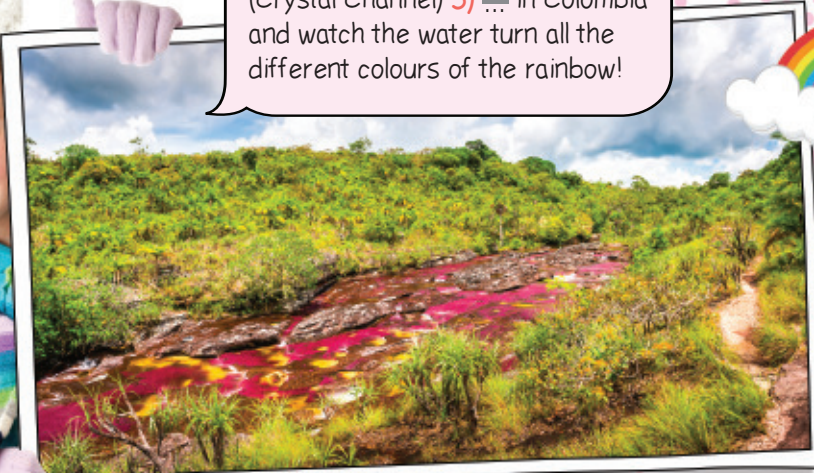
Vocabulary Geographical features

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 4) ... in Cappadocia, Turkey, and admire the 'fairy chimneys'.



Explore the Caño Cristales (Crystal Channel) 5) ... in Colombia and watch the water turn all the different colours of the rainbow!



Go on a boat ride in the exciting underground 6) ... 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

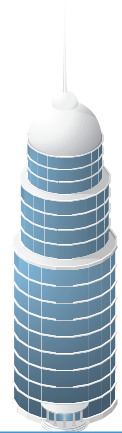
4 Match the types of buildings (A-F) to what they are used for (1-6). Write in your notebook. Tell the class, as in the example.

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.

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.

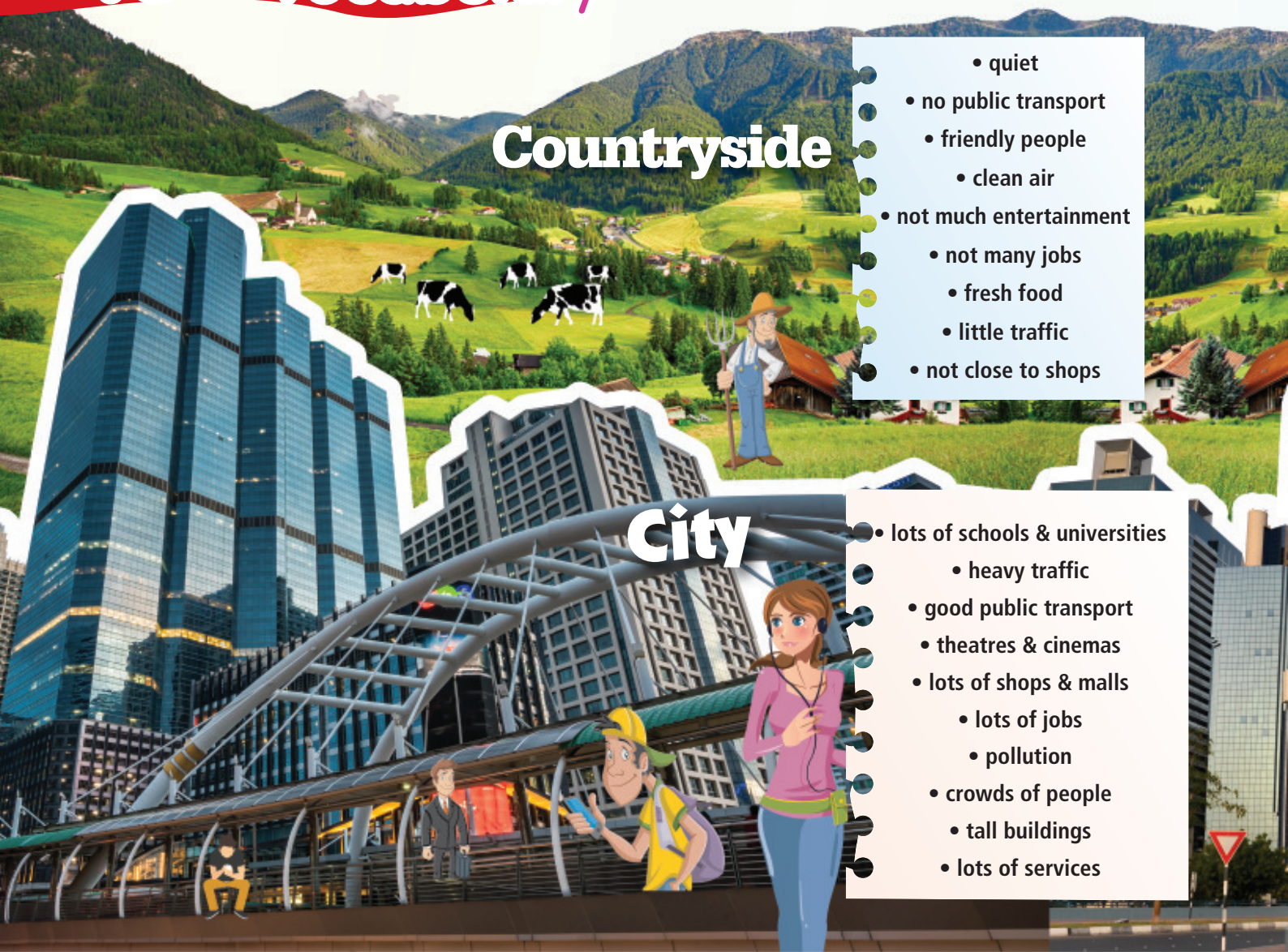
Grammar

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.

1. How about ... **(go)** to the countryside?
2. We could ... **(take)** a walk in the park.
3. Let's ... **(eat)** at a Chinese restaurant tonight.
4. Do you fancy ... **(visit)** York this weekend?
5. 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

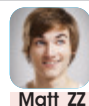
★★★★★ a day ago

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.

1. museum
2. gallery
3. attraction
4. engineer
5. exciting
6. 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.

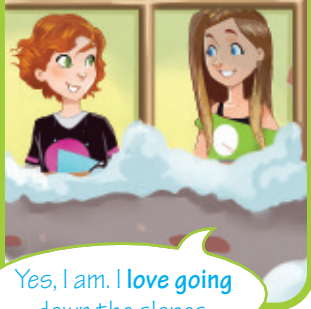
1. Danny plans **to book/book** the tickets online.
2. We should **to find/find** a hotel that is near the sea.
3. Rachel would like **to sit/sit** at the back of the theatre.
4. I promise **to meet/meet** you outside the museum.
5. Maria can't **to go/go** to the party because she's ill.
6. We need **to leave/leave** now.
7. You can **to wait/wait** here if you want.
8. 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.

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



Are you looking forward to going skiing?



Yes, I am. I love going down the slopes.

-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.

1. Lewis suggests **to go/going** to the park for a picnic today.
2. Students shouldn't **bring/to bring** their phones to school.
3. Mum is busy **prepare/preparing** dinner with Dad.
4. The children would love **to travel/travel** by boat.
5. Steve wants to go **sightsee/sightseeing** today.
6. 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.

1. A: Do you want ... **(come)** to Hanoi with us?
B: Sure! I love ... **(visit)** places in Asia.
2. A: Harry offered ... **(show)** us around his new flat, too.
B: Really? Maybe we could all ... **(go)** together then.
3. A: Cathy's doing the shopping. She won't ... **(be)** long, though.
B: OK. I can ... **(wait)** until she comes back.
4. A: We should ... **(leave)** now. It's getting late.
B: OK. I need ... **(get)** my things first.
5. A: Do you fancy ... **(try)** this local dish?
B: No, thank you! I can't stand ... **(eat)** spicy food.
6. 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.




Note

Brainstorming

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



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

- 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 28th 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. | 5. encourages people to talk. |
| 2. brings people together. | 6. means everyone makes decisions. |
| 3. leads to more mistakes. | 7. makes the work easier. |
| 4. takes more time. | |

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

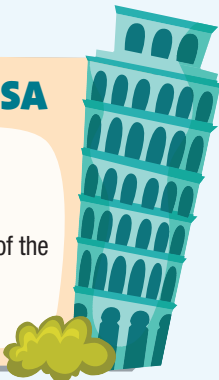


Listening

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

2 • Truth or Legend?

What's in this module?

• Vocabulary

- landmarks & materials
- weather
- natural disasters
- feelings

• Grammar

- prepositions of place
- prepositions of movement
- past simple
- subject/object questions
- past continuous
- past simple vs past continuous

• Everyday English

- narrating an experience

The Moai, Easter Island, Polynesia



The Moai are 887 **1)** statues. Islanders made them between 1250 and 1500 AD. On average, each Moai weighs 14 tons!

The Parthenon, Athens, Greece

The ancient Greeks built this beautiful **2)** temple in the mid-5th century BCE. Phidias designed it.



Vocabulary Landmarks & Materials

1 For items 1-5, fill in a word from the list below. Write in your notebook.

- bricks • stone • metal • concrete • marble

Yakhchāl, Yazd, Iran

The ancient Persians made Yakhchāl with mud **3)** ... They used these buildings to keep ice frozen even in the middle of summer.





Trajan's Market, Rome, Italy


The Romans built Trajan's Market with brick and **4)** ... around 100 AD. They named the market Trajan after the Emperor at that time. It was the world's first shopping mall.



The Temple of Kukulcan, Yucatán, Mexico

The Maya used **5)** ... tools to build this temple from large stone blocks. Each side has 91 steps that lead up to one large step at the top. That's 365 steps - one for each day of the year!

2   Some of the statements in Ex. 1 are incorrect. Which are *True* and which are *False*? Decide in pairs. Listen to a radio quiz and check if your guesses were correct. Write in your notebook.

3  Act out dialogues about the landmarks' materials, as in the example.

A: What did they use to make the Moai of Easter Island?

B: They used stone.



THE CLOUD SHEPHERDS

a Polish myth

Long ago, there was a competition between Good and Evil. The Good side created three beautiful angels, but the Evil side made a group of strange spirits. The Good side felt sorry for the spirits, however, and gave them a home in the sky. They became the *Planetnicy* or 'Cloud Shepherds'.

The Cloud Shepherds were often kind to the people on Earth. They sent rain to help their crops grow and blew the clouds away to let the sun shine. They even visited people's houses sometimes. They always appeared as tall, old men with wet clothes, even on a dry day. It was very important to be polite to a Cloud Shepherd when he appeared on your doorstep: they became angry easily, and angry Cloud Shepherds were very dangerous! They could send storms, snow and ice to destroy the crops, strong winds to damage houses, and thick fog to make travellers lose their way.

The Cloud Shepherds ate smoke instead of food, so they often started fires by throwing lightning down from the sky to Earth. Some Polish villagers built tall towers with bells in them and rang the bells to keep the Cloud Shepherds away. Even today, you can still see these towers in parts of Poland, such as the village of *Koniówka*. Few people believe in Cloud Shepherds these days, but the villagers there still call their bell 'The Lightning Breaker'.

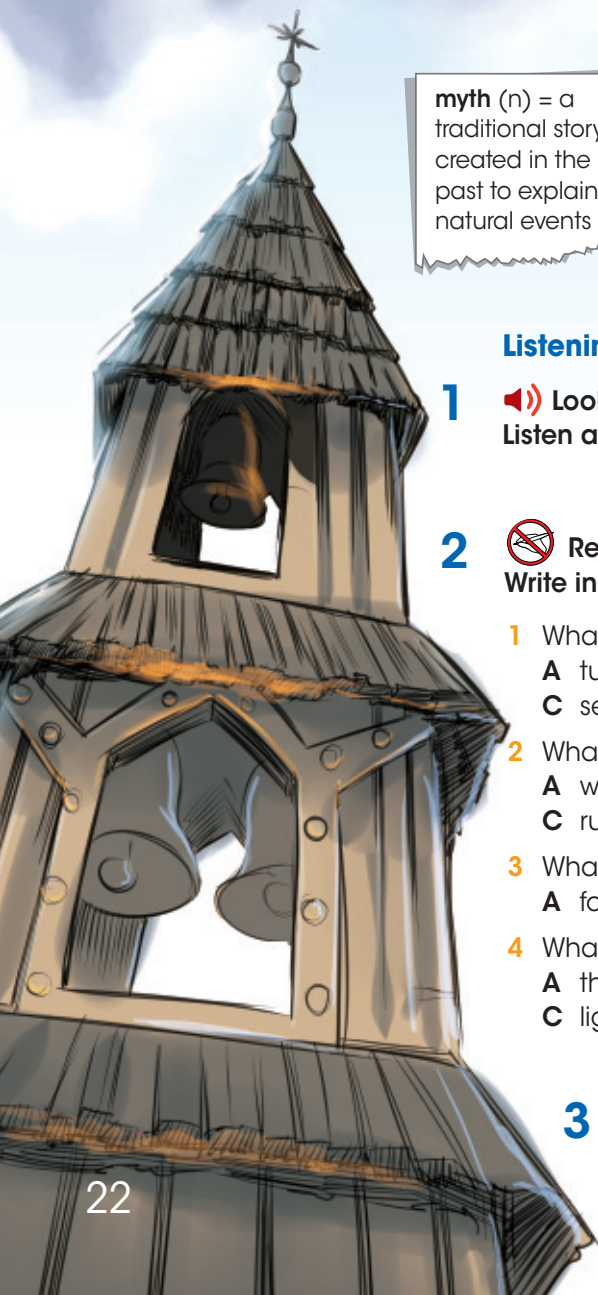
myth (n) = a traditional story created in the past to explain natural events

Check these words


• competition • angel • spirit • feel sorry
• wet • dry • doorstep • smoke • ring

Listening & Reading

- 1 Look at the picture and the title. What do you know about this myth? Listen and read to find out.
- 2 Read the text and, for questions 1-4, choose the correct answer (A-C). Write in your notebook.
 - 1 What did the Good side do for the strange spirits that the Evil side created?
A turned them into beautiful angels B gave them a place to live
C sent them to see the Cloud Shepherds
 - 2 What made the Cloud Shepherds angry?
A wearing wet clothes B bad weather
C rude people
 - 3 What did the Cloud Shepherds eat?
A fog B smoke C fire
 - 4 What stopped the Cloud Shepherds coming near villages?
A the sound of bells B tall towers
C lightning
- 3 **Think** Imagine a Cloud Shepherd came to visit you. What would you do? What would you tell him?



Vocabulary Weather

4  Label the pictures with the correct word below. Write in your notebook. Listen and check. Then, repeat. What weather can you see outside today? Tell the class.

• snow • ice • storm • fog • wind • rain • cloud • sun



Note

There are many types of storms such as: snowstorms, ice storms, sandstorms, thunderstorms, etc.

Grammar


See  GR p. 116

Prepositions of place
We use prepositions of place to say where somebody or something is.

Prepositions of movement

We use prepositions of movement to show the direction in which somebody or something is moving.

Prepositions

5  Choose the correct preposition. Check in your dictionary. Then, find examples of prepositions of place and movement in the text on p. 22. Write in your notebook.

1. In the photo, Julie is standing **in front of/around** the temple.
2. The clouds moved **off/towards** the town.
3. After the storm, everything was **under/on** snow.
4. The villagers ran **up/into** the mountain to avoid the flood.

Speaking & Writing

6  Ask and answer questions based on the text, as in the example.

- A: Who gave the Cloud Shepherds a home?
B: The Good side.

7  In pairs, collect information on a myth related to weather from your country and write a short text about it in your notebook.

2b • Grammar

My dad **played** football for the local team when he was younger.



Really? I **didn't** know that.

Past simple (Revision) See ⚡ GR p. 116

We use the **past simple** for:

- past habits and states. **Did Rachel study** in Milan? No. She **didn't study** in Milan. She **studied** in Naples.
- actions that happened one after the other in the past.
I left the house, **walked** to the bus stop and **waited** for the bus.

Time expressions: *yesterday, last week/month/etc., two hours/days/weeks/etc ago, How long ago ...?, when, in 2017, etc*

1 Write the **past simple** of the verbs below. Then, mark them as *R* (regular) or *I* (irregular). Write in your notebook.

- | | | | |
|---------|----------|---------|-----------|
| 1. take | 4. see | 7. look | 10. go |
| 2. walk | 5. write | 8. keep | 11. try |
| 3. sing | 6. speak | 9. live | 12. sleep |

2 Use the correct verbs in Ex. 1 to complete the sentences. Write in your notebook.

1. My granddad in Warsaw when he was a child.
2. We on holiday to Poland last summer.
3. I Tony at the cinema yesterday evening.
4. William Shakespeare *Romeo and Juliet* in the 16th century.
5. My sister and her friends a song on TV last week.
6. I missed the bus yesterday, so I home in the rain.
7. The baby for 14 hours last night. She woke up at 10 o'clock!
8. Anna to her mum on the phone an hour ago.

3 Put the verbs in brackets into the correct form of the **past simple**. Write in your notebook.

1. (**you/visit**) the Parthenon when you were in Athens?
2. We (**not/play**) outside yesterday because there was a storm.
3. I (**take**) some beautiful photos of the city in the snow last winter.
4. He (**not/drive**) to the market. He took the bus.
5. (**they/go**) to Easter Island on holiday?

- 4 a) Put the verbs in brackets into the correct form of the past simple. Write in your notebook.

Machu Picchu

Experts believe that the Inca **1) ... (build)** Machu Picchu for their emperor Pachacuti in 1450. They **2) ... (not/have)** the wheel, so they **3) ... (carry)** everything they needed up the mountain! Lots of people **4) ... (live)** in Machu Picchu; it **5) ... (look)** more like a small town than an emperor's home! Sadly, the Inca **6) ... (leave)** Machu Picchu after only 80 years, because the Spanish **7) ... (arrive)** in Peru. The Inca **8) ... (not/want)** the Spanish to find their beautiful city, so they **9) ... (hide)** the road to Machu Picchu. The Spanish never **10) ... (find)** it, and only the Inca **11) ... (know)** about the place until Hiram Bingham **12) ... (discover)** it in 1911. Later, he **13) ... (share)** his discovery with the rest of the world, and in 1983, Machu Picchu **14) ... (become)** a UNESCO World Heritage Site. In 2007, it **15) ... (win)** a place on the New Seven Wonders of the World list.



- b) Use the prompts to write the questions. Then read the text again and answer them. Write in your notebook.

1. who/build/Machu Picchu?
2. what/Machu Picchu/look like?
3. how long/the Inca/live/in Machu Picchu?
4. when/Hiram Bingham/discover/Machu Picchu?
5. what/Machu Picchu/win/in 2007?

Subject/Object questions See GR p. 116

Subject questions ask about the subject of the sentence. The word order is the same as in statements.

Peter called Anna.

↓
Who called Anna?

Object questions ask about the object of the sentence. The verb is in question form.

Peter called Anna.

←
Who did Peter call?

- 5 Read the theory. Then, write questions to which the underlined words are the answers. Write in your notebook.

1. They took Luke to hospital. **Who** did they take to hospital?
2. The fire destroyed the historic building.
3. Tom called the fire brigade.
4. Harry's house collapsed in the earthquake.

Note

We use a rising intonation for Yes/No questions. Was he at home yesterday?

We use a falling intonation for wh-questions. What did he do last night?

Is it the same in Polish?

2C • Vocabulary

Natural disasters


1  Listen and repeat.



2 Use words from Ex. 1 to complete the newspaper headlines. Write in your notebook.



Feelings

3  Choose the correct word. Check in your dictionary. Make a sentence using the other word. Write in your notebook.

1. I was **afraid/terrible** when I saw the storm coming towards us.
2. Max was **nervous/surprised** by the speed of the rescue team.
3. By the time we got to the top of the volcano, we were **tired/worried**.
4. Oliver is **brave/bored**. He always helps people in danger.
5. When he saw the storm, Paul was **scared/wrong**.

4  **Think** Imagine you were in a natural disaster. What happened? How did you feel? Tell the class.



Culture Spot

The Great Fire of London was a major fire in London in 1666. It started in a baker's in Pudding Lane, and over three days it destroyed around 13,200 houses.



Describe a disaster that happened in your country.

Everyday English • 2d

Narrating an experience

- 1 a) The phrases below come from the dialogue below. What happened?
- looking for some books • library • loud noise • big tree fell onto the building
- b) Complete the dialogue. Use the sentences in the list (A-E). Write in your notebook.
- c) Listen and check. Was your guess from Ex. 1a correct?



Penny: Hi, John. 1) ...

John: You won't believe it, but I was there.

Penny: Really? Are you alright?

John: I'm OK now, but it was awful. I was looking for some books when I heard a loud noise.

Penny: Oh dear! 2) ...

John: 3) ... A big tree fell onto the building and broke part of the roof!

Penny: Wow! 4) ...

John: It was a small tornado, so no one was hurt, but the library wasn't so lucky!

Penny: How awful! 5) ...

John: I know. It was such a terrible experience!

- A I bet you were afraid.
- B You were very lucky nothing happened to you.
- C Was everyone OK?
- D I was!
- E Did you hear about what happened at the library during the tornado?

Check these words

- alright • noise
- bet • roof
- experience

- 2 Act out a similar dialogue. Use the news headline. Follow the diagram.

STUDENTS GO HOME
AFTER EARTHQUAKE
NO ONE HURT

Hey ... Did you hear ...?

You'll never guess but ... /Well, I didn't just hear about it, I was ...

Really? Are you ...?

I'm OK now, but ...
I was ... when ...

Seriously? I bet you ...

I was ...!

How terrible! Was everyone ...? /Was anyone hurt?

No, we were all ...

Intonation

Expressing shock/surprise



Listen and underline the stressed syllables. Listen again and repeat. Write in your notebook.

- That's horrible!
- What a terrible accident!
- Oh dear!
- No way!
- How awful!
- Oh no!

2e • Grammar

I was sleeping when the earthquake woke me up. What about you?



I wasn't sleeping. My brother and I were watching a film in the living room.

Past continuous (affirmative) See ⚡ GR p. 117

		affirmative
singular	I	was eating at 6 pm.
	You	were eating at 6 pm.
	He She It	was eating at 6 pm.
	We You They	were eating at 6 pm.

1 Read the theory and put the verbs in brackets into the affirmative form of the past continuous. Write in your notebook.

- My parents (work) yesterday afternoon.
- I (read) at 9 o'clock last night.
- Luke (play) basketball last Saturday morning.
- We (have) a French lesson at 5 o'clock yesterday afternoon.
- Mum (still/sleep) at 11 o'clock this morning!
- James and Jenny (talk) on the phone during the storm.

Past continuous (negative) See ⚡ GR p. 117

		negative	
		full form	short form
singular	I	was not eating at 6 pm.	wasn't eating at 6 pm.
	You	were not eating at 6 pm.	weren't eating at 6 pm.
	He She It	was not eating at 6 pm.	wasn't eating at 6 pm.
	We You They	were not eating at 6 pm.	weren't eating at 6 pm.

2 Read the theory. What were Jacob and Lily doing yesterday? Look at the table and complete the sentences with the correct form of the verb. Write in your notebook.

- Jacob
- Lily
- Jacob
- Jacob and Lily
- Lily
- Jacob and Lily

	Jacob	Lily
1. listen to music (6 pm)	✓	✗
2. chat online (6 pm)	✓	✗
3. watch TV (7 pm)	✗	✓
4. sleep (7 pm)	✗	✗
5. do homework (7:30 pm)	✓	✗
6. have a snack (8 pm)	✓	✓

What were you doing last night when the storm started?



I was reading a book.

Past continuous (interrogative & short answers)

See GR p. 117

	interrogative	short answers
singular	Was I eating?	Yes, I was. / No, I wasn't.
	Were you eating?	Yes, you were. / No, you weren't.
	Was he eating?	Yes, he was. / No, he wasn't.
	Was she eating?	Yes, she was. / No, she wasn't.
plural	Was it eating?	Yes, it was. / No, it wasn't.
	Were we eating?	Yes, we were. / No, we weren't.
	Were you eating?	Yes, you were. / No, you weren't.
	Were they eating?	Yes, they were. / No, they weren't.

3 Read the theory. Then, complete the questions to the answers below in your notebook.

1. What ...? Justin **was sleeping** during the earthquake.
2. Why ...? The children were screaming **because they were scared**.
3. Who ...? **Lucy** was helping the students during the flood.
4. Where ...? I was going **to school** when the storm started.

Past simple vs past continuous

4 a) Put the verbs in brackets into the *past simple* or the *past continuous*. Write in your notebook.

Ben's BLOG

Hey, everyone!
 Guess what 1) ... (**happen**) to me yesterday evening! I 2) ... (**study**) in my room when I 3) ... (**hear**) a noise in the corridor outside our flat. I 4) ... (**open**) the door and 5) ... (**see**) smoke at the end of the corridor! Old Mrs Galton, who lives there, 6) ... (**stand**) outside and she 7) ... (**scream**) "Fire! Fire!" I 8) ... (**grab**) our fire extinguisher, 9) ... (**run**) to the door and 10) ... (**look**) inside. The fire was in the kitchen and the flames 11) ... (**spread**) quickly. Luckily, I 12) ... (**put out**) the fire quite easily. Now, I'm the hero of the block!

Speaking

b) Ask and answer questions about Ben's blog entry, as in the example. Use these question words: *when, what, who, why, where, how*.

A: When did the fire happen?

B: It happened yesterday evening.

A: What was Ben doing when he heard the noise? etc

Listening & Reading

- 1  Read the first paragraph of Jamie's story and look at the pictures. Why did Jamie stay only one night in Kaikoura? Listen and read the forum post to find out.


forum

Search 

SURVIVORS' stories

Were you in a natural disaster? What happened?
What did you do? Post your survival story here.



Jamie's story

It was 13th November, 2016, and my parents and I were on holiday in Kaikoura, New Zealand. We spent the first day there sightseeing. When I got back to my room, I was really tired and went to bed early. I had no idea that my first night in Kaikoura was also my last!

Just after midnight, a loud noise woke me up. My room was shaking. It was an earthquake! My mum and dad rushed into my room and we all ran out of the hotel. Lots of people were already outside. As we were standing there, we felt aftershocks – smaller earthquakes that come after the big one. I was so scared! After a while, the emergency services arrived. All the roads and bridges were closed. There was no way out of Kaikoura! Luckily, helicopters were on their way to get everyone to safety. We made our way to a school field where a helicopter was waiting. We climbed in and took off.

As we were flying away, I saw the destruction below. The roads had huge cracks in them. Later, we found out that there was also a tsunami. What a holiday! We left New Zealand early in the morning and flew back to England. I feel so lucky that we lived to tell the tale.

 **Check these words**

- midnight • shake
- rush • aftershock
- emergency services
- take off • destruction
- live to tell the tale

- 2  Read the forum post and, for questions 1-4, choose the correct answer (A, B or C). Write in your notebook.

1. What is the writer's main purpose?
 - A to describe a scary experience
 - B to explain why earthquakes happen
 - C to talk about emergency services
2. Why did Jamie sleep early?
 - A There was nothing to do in the town.
 - B He was leaving the next day.
 - C He was very tired.
3. Why couldn't they leave the town?
 - A The earthquake damaged the roads.
 - B There was no means of transport.
 - C The emergency services wanted them to stay.
4. How does Jamie feel now?
 - A sad
 - B scared
 - C relieved

- 3  **Think** Give the story a different ending.

Grammar

-ing/-ed adjectives

We can use **-ing/-ed** to form adjectives:

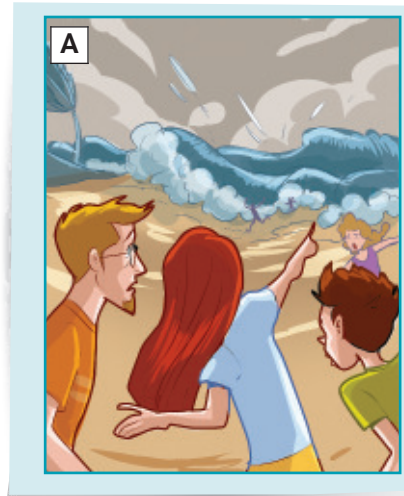
• **-ing** adjectives describe what something/someone is like. **The story was exciting.** (What was it like? Exciting.)

• **-ed** adjectives describe someone's feelings. **Sam was terrified.** (How did he feel? Terrified.)

4  Read the Grammar box, then choose the correct item. Write in your notebook.

1. What's wrong? You look **worrying/worried** about something.
2. The film about the volcano was so **boring/bored**!
3. Are you **exciting/excited** about your holiday?
4. I read an **interesting/interested** book about Pompeii.
5. I was so **tiring/tired** last night.

5   Listen and put the pictures (A-D) in the correct order (1-4). Write in your notebook.




Speaking

6 Use these phrases to tell Paul's story to the class.

- walk on beach • people scream • see tsunami • start running to hotel
- be scared • climb in helicopter • fly away • feel lucky

Writing (a story)

7  Imagine you are Paul. Use the pictures in Ex. 5 and your answers in Ex. 6 to write your story for the school short story competition in your notebook.

Note

Past tenses in stories

We use past tenses (*past simple, past continuous*) when we narrate an event or tell a story.

Reading & Listening

- 1 Read through the text and find at least one achievement of the ancient Romans.

THE ACHIEVEMENTS OF ANCIENT ROME

The ancient Romans called Rome the 'Eternal City'. They thought that the Roman Empire and its achievements would last forever. In the late 4th century, the empire fell, but today we can still admire the amazing achievements of this important civilisation.

1 The Roman Empire was **huge**. At its greatest, it covered over one million square miles. Controlling such a large area meant that its armies needed to get around quickly. So, the Romans built strong roads. They **realised** that the shortest route between two points is a straight line, so wherever possible, they built their roads like this. In 200 AD, the Romans had over 50,000 miles of road and many of these still exist today.

2 We can still **see** the accomplishments of ancient Rome today when we visit the city and see its monuments. These 2,000-year-old buildings are still standing because ancient Romans built them with Roman concrete. They first started using this material over 2,100 years ago. The concrete they used back then was a mix of lime and volcanic ash. One of its advantages was that it dried very quickly, so they even used it to build under water.



Check these words

- achievement
- eternal • cover
- control • route
- accomplishment
- concrete
- lime • dry

- 2 a) Read again and match the headings to the paragraphs. There is one heading that you do not need to use. Write in your notebook. Listen to check.

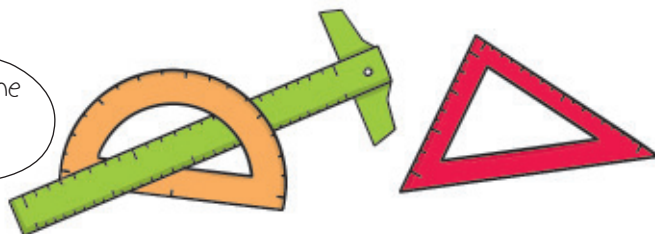
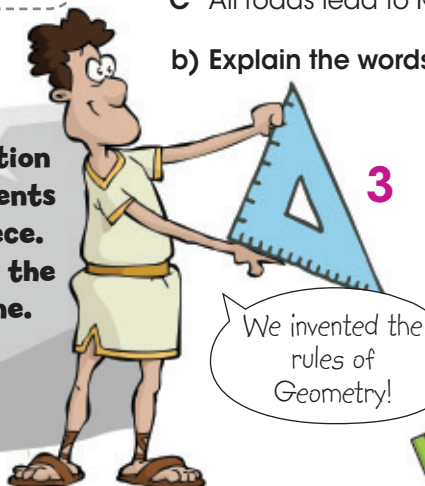
- A How to build an Eternal City
- B Romans didn't build Rome in a day
- C All roads lead to Rome

- b) Explain the words in bold. You can use your dictionary.

Speaking & Writing

- 3 **Think** What impressed you from the text? Why?

Collect information about achievements of ancient Greece. Write a text for the school magazine.

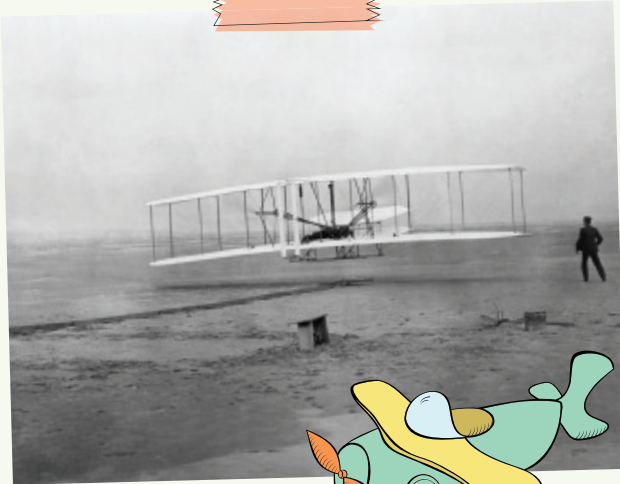


Project Time

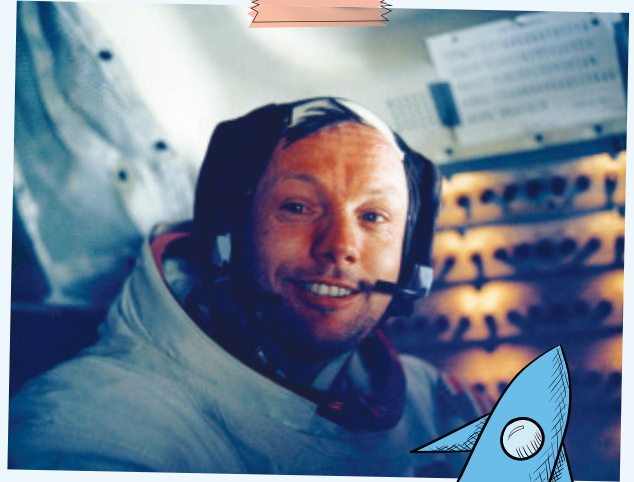
1



Collect information about six achievements of the 20th century. Create a poster. Find pictures and write a few words about each achievement, as in the examples.



In 1903,
Orville and Wilbur Wright
made the first flight ever
in a plane.



In 1969,
Neil Armstrong became
the first person to walk
on the Moon.

Presentation Skills

2

Choose one of the achievements from Ex. 1 and present it to the class. Talk about: *who - where - when - what happened - what they achieved*. You can prepare a presentation with slides.

VALUES

Achievement

3

Read the quotation.
What do you think it means?

*"Only those who dare to fail greatly can
ever achieve greatly."*

Robert F. Kennedy

4

Think What qualities do you need to achieve great things? Discuss.
Use the ideas below as well as your own.

• brave • talented • patient • honest • clever • strong • creative


2 • Progress Check

Vocabulary

1 Fill in: *bricks, metal, marble, stone, concrete.*


1. The Parthenon is a temple.
2. The Romans used to build their buildings.
3. Many people used mud to build their houses in the past.
4. The Moai are huge statues on Easter Island.
5. Nowadays, people use tools to build things.

5 x 2 = 10

2  Choose the correct item.

1. There were dark **ice/clouds** in the sky.
2. We couldn't see the view because of the **fog/wind**.
3. There was a huge **rain/storm** coming towards us.
4. The **sun/wind** was shining all day today.
5. The children enjoy playing in the **ice/snow** in winter.

5 x 1 = 5

3  Choose the correct item.

1. There was a **flood/fire** and there was water in the streets.
2. He is very **tired/bored** because he walked 10 km today.
3. The **tsunami/earthquake** made the ground shake.
4. The man saved the children from the fire; he was very **brave/surprised**.
5. Our dog hides under the table during storms because she's **terrible/scared**.

5 x 1 = 5



Grammar

4 Put the verbs in brackets into the correct form of the **past simple**.

1. Ancient Romans (**build**) lots of roads.
2. Mark and I (**not/go**) out because of the snowstorm last night.
3. Where (**the ancient Persians/keep**) ice frozen?
4. We (**hide**) under the table during the earthquake.
5. The ancient Greeks (**not/use**) concrete to build the Parthenon.

5 x 2 = 10

5 Put the verbs in brackets into the correct form of the **past continuous**.

1. Liam (**swim**) in the lake when the earth started to shake.
2. Kelly (**not/eat**) dinner when I got home.
3. He (**not/work**) outside when it started to rain.
4. (**you/sleep**) when the tornado hit?
5. The wind (**blow**) hard during the storm.


5 x 2 = 10

6 Put the verbs in the brackets into the **past simple** or the **past continuous**.

1. When the earthquake hit, Penny (**chat**) online.
2. I got up, put on a coat and (**leave**).
3. The sun (**shine**) while I was walking home.
4. Beth (**study**) all morning yesterday.
5. Harry (**go**) skiing last winter.

5 x 2 = 10


Listening

7  Listen to an interview with someone who says he saw the Loch Ness Monster and complete the gaps.

1. Tom Smith was in Scotland on .
2. When Tom went to the lake, it wasn't .
3. The monster looked like a .
4. Tom didn't get a photo because he his phone.
5. Tom felt very .

5 x 2 = 10

Reading

- 8  Read the text. For questions 1-3, choose the correct answer (A, B or C). Write in your notebook.

THE MYSTERY OF THE YOWIE

I have big feet



It was a summer afternoon in 1996. Peter and Belinda Garfoot were on a driving holiday in Australia when they stopped at the side of a quiet road to take a break. Then, Peter saw something strange in the mirror – a huge creature, around 2 metres tall, with long arms and a hairy body, was walking upright across the road. They both turned around and watched for around 10 seconds before it disappeared into the forest. They were sure it was the Yowie.


The Yowie is a huge ape-like creature that some people think lives in the Australian countryside. The Aborigines, the original people of Australia, started telling stories about the Yowie hundreds of years ago. Every so often, there is a new sighting of this strange creature. Most scientists, though, say there is no evidence which proves that the Yowie exists. The Garfoots, for example, didn't manage to take photos or record a video of the creature they saw.

So, who knows what we should believe? Was the creature they saw actually a person dressed up in an ape costume? Was it just a large dog or fox which was walking strangely? Whatever the truth, the mystery of the Yowie carries on in Australia to this day.

- The Garfoots saw a creature
A behind their car. **B** next to their car.
C in front of their car.
- The Aborigines
A don't believe that the Yowie exists.
B have a long history with the Yowie.
C are the only ones who have seen the Yowie.
- The Garfoots
A took photographs of the creature.
B have video evidence of the creature.
C don't have any proof that they saw the Yowie.

3 x 5 = 15

Everyday English


- 9  Match the exchanges. Write in your notebook.

- Are you alright?
- I bet you were scared!
- Was everyone OK?
- You were very lucky nothing happened to you.
- Suddenly, I heard a loud noise.

- a** I was!
b Oh dear!
c I know.
d Luckily no one was hurt.
e I'm OK now.

5 x 2 = 10

Writing

- 10  Listen to the recording from Ex. 7 again and make notes. Then write a story about the man who saw the Loch Ness Monster. Write in your notebook.

15 points

TOTAL: 100 points

Competences

★
Good

★★★
Very good

★★★★
Excellent

Now I can ...

Vocabulary & Grammar

- talk about landmarks & materials
- talk about the weather
- describe natural disasters and feelings

Reading

- read for detailed information (multiple choice questions)
- identify the main idea (match headings to paragraphs)

Speaking

narrate an experience

Listening

listen for specific information (multiple choice)

Writing

write a story