

0.1 My profile

Introducing yourself: to be • Wh- questions

Basketball is a very popular sport in the USA, where children sometimes begin training programmes at five years old. Street and beach versions are also popular there. In the UK, **football**, which is called 'soccer' in the USA, has similar popularity, whereas people are much less interested in basketball, and many have never played it.

Exercise 1

Country: France, Germany, Japan, Poland

Nationality: Italian, Polish, Portuguese, Spanish

School subject: biology

Hobby: football, watching films

Exercise 3

Country: Canada

Nationality: Italian, American, Canadian

School subject: history, PE

Hobby: basketball, playing video games

1 Complete the table with words from the box.

Argentina art biology football France German
Germany Italian Japan Poland Polish
Portuguese reading Spanish watching films

Country	Nationality	School subject	Hobby
Argentina, ...	German, ...	art, ...	reading, ...

2 Complete dialogues A and B with questions a–f. Then listen and check.

- What's your name?
- Where are you from?
- How old are you?
- What's your hobby?
- When's your birthday?
- What's your favourite school subject?

A



Hi, I'm Lucia.



I'm fifteen.



I'm from Italy. I'm Italian, like my mother, but my father is American.



My favourite school subjects are history and PE. I like sport, especially basketball.

B



Hi! I'm Steve.

My name's Steve. I'm fifteen.



My birthday is in January.

Are you from Canada?

Yes, I'm Canadian.



My hobby is playing video games with my friends.

3 Add the underlined words from exercise 2 to the table in exercise 1.

4 Study the grammar table and complete it with the correct forms of to be.

Key Grammar			
To be: być			
	I	He/She/It	You/We/They
+	I <u>am</u> Polish.	He <u>is</u> from France.	You ¹ <u>are</u> fifteen.
–	I'm <u>not</u> German.	She ² <u>isn't</u> from Canada.	We <u>aren't</u> sixteen.
?	<u>Am</u> I Italian?	<u>Is</u> it from Spain?	<u>Are</u> they fourteen?

Extra Grammar Practice ➤ 128

5 Study the grammar table and put the words in the correct order to make questions.

Key Grammar	
Pytania szczegółowe	
Pytań szczegółowych (Wh- questions) używamy, aby uzyskać konkretną informację, czyli odpowiedź inną niż Tak/Nie.	
Who (Kto?)	is your favourite teacher?
What (Co? Jaki?)	is your hobby?
Where (Gdzie?)	are you from?
When (Kiedy?)	is your birthday?
How (Jak?)	old are you?

Extra Grammar Practice ➤ 128

1 best friend / old / how / is / your / ?

How old is your best friend?

2 from / where / your parents / are / ?

Where are your parents from?

3 where / school / your / is / ?

Where is your school?

4 what / your / favourite / sport / is / ?

What is your favourite sport?

5 favourite / is / who / singer / your / ?

Who is your favourite singer?

6 SPEAK In pairs, answer the questions from exercise 5.

How old is your best friend?

My best friend is fifteen years old.

7 SPEAK Student A, look at page 141. Student B, look at page 142. Read your imaginary profile. Ask each other questions from exercise 2.

4 Starter

Extra classroom activity

Students secretly think of someone in their family. Then they mingle and ask each other questions similar to the ones in the Key Grammar table, e.g. *Who is their favourite actor?* They try and guess each other's family members.

Online teaching

Before (or after) exercise 1, write the following categories in chat: *country, school subject, hobby*. Then write a letter at random. Each student comes up with a word for each category which begins with the given letter and posts all three words privately in chat. Comment on common and unusual choices.

Extra practice

- Extra Grammar Practice, Student's Book p128
- Workbook p4 and p96

For next lesson

Students list three things they do for each of these times of the day: *in the morning, in the afternoon, in the evening*. In class, they compare their lists in pairs. Ask one or two pairs to report back one difference and one activity in common.

- 1 Read the phrases from the box and match them to the correct categories. There may be more than one correct answer.

brush my teeth do homework do sports
get dressed go home go out with friends
go to bed go to sleep have a shower have lunch
listen to music pack your school bag
play computer games read books relax
surf the Internet wake up watch TV

- In the morning: *brush my teeth, ...*
- In the afternoon: *do homework, ...*
- In the evening: *go to bed, ...*

- 2 **SPEAK** Exchange information about the activities in exercise 1.

I do sports in the afternoon. How about you?

I do sports in the morning.

- 3 **1.02** Read the text. Replace the icons with the phrases from exercise 1. Then listen and check.

I ¹ *wake up* at 6:30. I ² *brush my teeth*,
 ³ *get dressed* and have breakfast. I love
sausages, so I often have them for breakfast.
I go to school at 7:40. I ⁴ *have lunch*
at school at about 12:00. I finish school at 2
or 3 pm and then I ⁵ *go home*.
In the afternoon I ⁶ *relax*. I like
watching TV and playing computer games.
I often go out and ⁷ *do sports*.
My friends invite me to play football with them,
but I hate ball games. I love jogging in the park.
I have dinner with my family in the evening.
After dinner I ⁸ *do my homework* and pack
my school bag for the next day. At about 10 pm
I ⁹ *have a shower* and ¹⁰ *go to bed*.

- 4 Study the grammar table and find examples of love, like and hate in exercise 3.

Answers: see exercise 3

Key Grammar

Love/like/hate

Czasowników *love/like/hate* używamy, aby wyrazić upodobania danej osoby.

Po czasownikach *love/like/hate* stosujemy:

- rzeczownik;
I like sandwiches. We hate football.
- czasownik z końcówką *-ing*.
We love playing video games. I hate reading books.

Extra Grammar Practice >> 128

- 5 Complete the sentences about Pia's likes and dislikes.

Love -

Like -

Hate -

1 I / / watch comedies.

I hate watching comedies.

2 I / / surf the Internet.

I love surfing the Internet

3 I / / maths lessons.

I hate maths lessons

4 I / / listen to music.

I like listening to music

5 I / / pizza.

I love pizza

- 6 Complete the sentences so that they are true for you.

Food: I like , but I hate .

School: I love , but I hate .

Hobbies: I love .
I also like and .

- 7 Study the grammar table and find two examples of object pronouns in exercise 3.

Answers: see exercise 3

Key Grammar

Zaimki w roli dopełnienia

Zaimki w roli dopełnienia (*object pronouns*) odpowiadają na pytania: *Kogo?, Komu?, Czego?, Co?*

I - <i>me</i>	he - <i>him</i>	we - <i>us</i>
you - <i>you</i>	she - <i>her</i>	they - <i>them</i>
	it - <i>it</i>	

Extra Grammar Practice >> 128

- 8 Complete the sentences with the correct object pronouns.

1 I like tomato soup. I have it very often.

2 I love computer games. I play them every weekend.

3 Go and talk to her. She is really nice.

4 My Uncle Joe is great. I really like him.

- 9 **SPEAK** In pairs, talk about the things from the box.

comics homework horror films pizza shopping
video games your town

I like comics.

I hate them.



Pia

Exercise 1

Possible answers

In the morning: get dressed, have a shower, wake up

In the afternoon: do sports, go home, go out with friends, have lunch, play computer games, relax, surf the Internet, watch TV

In the evening: go to sleep, listen to music, pack your school bag, read books

Extra classroom activity

Each student creates a profile with two or three facts about their daily routine and their likes or dislikes. Display the profiles in the classroom. Ask students to walk around and look at each other's information. The profiles can be used as a basis for 'get to know your classmates' activities.

Online teaching

In chat, post one true and two false sentences about yourself, e.g. *I hate running*. Help students identify the true sentence. Then students write three sentences about themselves, using the target grammar. They share them in breakout rooms for their groups to identify the true ones. Later, groups post the true sentences in chat. Go over any mistakes.

Extra practice

- Extra Grammar Practice, Student's Book p128
- Workbook p5 and p96

For next lesson

Ask students to make a list of the top five favourite or most useful objects they own, or would like to own. In class, students compare lists and say why the objects are / would be important to them.

0.3 My gadgets

Personal belongings • Abilities: have got, can

- 1 Read the names of objects from the box and find some of them in the photo.

ball bike calculator camera earbuds guitar
headphones laptop rollerblades skateboard
smartphone trainers watch



- 2 1.03 Read the texts and complete the table.

	Zac	Ava
smartphone	✓	✗
earbuds	✗	✓
skateboard	✓	✗
headphones	✓	✓
rollerblades	✓	✗
guitar	✗	✓



I'm Ava and I'm fifteen. I love music, so you can often see me with my earbuds. I've got headphones, but I hate using them. I like playing musical instruments too. I've got a guitar and I can play it well. But I can't sing.

I'm Zac and I'm sixteen. I'm a sports fan. I've got rollerblades and a skateboard. I can't rollerblade very well, but I can skateboard and I love it. I've got my smartphone and headphones, so I can listen to music when I skateboard. It's great fun.



- 3 Study the grammar table and find examples of have got in the texts in exercise 2. *Answers: see exercise 2*

Key Grammar

Have got: mieć

Czasownika *have got*, podobnie jak *have*, używamy, aby wyrazić stan posiadania.

	I/You/We/They	He/She/It
+	have got/'ve got <i>I have got a smartphone.</i>	has got/'s got <i>He's got a skateboard.</i>
-	have not got = haven't got <i>I haven't got a bike.</i>	has not got = hasn't got <i>She hasn't got a laptop.</i>
?	Have you got earbuds? <i>Yes, I have./No, I haven't.</i>	Has he got a camera? <i>Yes, he has./No, he hasn't.</i>

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- 4 Complete the sentences with the correct forms of *have got*.

- (+) John's got a new bicycle.
- (-) I haven't got a guitar.
- (?) Has Ann got a camera?
- (-) Susie hasn't got white trainers.
- (+) We 've got three balls.
- (?) What have you got on your laptop?

- 5 **SPEAK** Ask each other about the things from the box in exercise 1.

Have you got a bike?

Yes, I have.

- 6 Study the grammar table and find examples of can in the texts in exercise 2.

Answers: see exercise 2

Key Grammar

Can: umieć, potrafić

Czasownika modalnego *can* używamy, aby wyrazić umiejętność wykonania czynności. Czasownik *can* ma jednakową formę dla każdego podmiotu.

+	I can play the guitar. <i>He can</i> swim. cannot = can't
-	We can't dance. <i>She can't</i> skateboard.
?	Can it work? <i>Yes, it can./No, it can't.</i> Can they rollerblade? <i>Yes, they can./No, they can't.</i>

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- 7 Write sentences with the correct forms of *can*.

- David / speak German / not speak English.
David can speak German but he can't speak English.
- We / play football / not play tennis.
We can play football but we can't play tennis.
- I / cook / not bake a cake.
I can cook but I can't bake a cake.
- Sue / swim / not run fast.
Sue can swim but she can't run fast.
- They / dance / not sing.
They can dance but they can't sing.

- 8 **SPEAK** Talk about what you can or can't do.



Extra classroom activity

Put students into groups of four. One student chooses a mystery object. The other students take turns to ask one question and then make one guess. They can only ask questions with *can*, e.g. *Can you make music with this object?*

Online teaching

Students think of two things they can and can't do and post them anonymously in chat. Copy and paste the sentences onto a whiteboard. Share the whiteboard and help students correct any mistakes. Then put them into groups in breakout rooms to discuss and decide who the sentences are about.

Extra practice

- Extra Grammar Practice, Student's Book p129
- Workbook p6 and p97

For next lesson

Students ask older family members about their schools, i.e. what classrooms they had, how they were arranged, etc. Students try to identify three differences compared to the classrooms they are using today. They report back next lesson.

School places and objects • There is/are, possessive adjectives, possessive 's

The **school canteen** is also called the 'dinner hall' in some UK schools, especially if it is large and used for other purposes, such as whole school meetings.

- 1 Read the words from the box and match four of them to photos 1–4.

canteen classroom 4 corridor 2 gym 3 library 1
science lab playing field



- 2 1.04 Listen to three students talking about the places in the photos from exercise 1. Which places are they talking about?
- 3 1.04 Listen again. Complete the sentences with the correct words.
- There are long desks and comfortable chairs.
 - There is a big whiteboard.
 - There are a lot of bookshelves with different books.
 - There's some fitness equipment.
 - There are baskets, too, and I love playing basketball with my friends.
- 4 Study the grammar table and find other examples of *there is/there are* in exercise 3.

- 5 Look at photo 2 in exercise 1 and complete the description below with the correct forms of *there is/there are*.

In the picture ¹ there are some students in the school corridor. ² There is a big window behind them. On the right, ³ there is a door to the classroom. ⁴ There are some students on the bench and two people, a girl and a boy, on the floor. ⁵ There are some school bags on the floor, too. The students look happy.

- 6 Complete the sentences with the words from the box in exercise 1 and the underlined words from exercise 3.

- Is there a whiteboard in your classroom?
- You can use Gina's pencil. It's on the desk next to the window.
- The school library has got its own website. You can find all the books there.
- Their classmates like playing basketball in the gym.

- 7 Study the grammar table and complete it with the underlined words from exercise 6.

Key Grammar

's i przymiotniki dzierżawcze

Przymiotniki dzierżawcze (*possessive adjectives*) określają, do kogo należy osoba lub przedmiot.

Liczba pojedyncza	Liczba mnoga
I – <u>my</u> school	We – <u>our</u> lessons
You – ¹ <u>your</u> classroom	You – <u>your</u> teachers
He – <u>his</u> room	They – ² <u>their</u> classmates
She – <u>her</u> friend	
It – ³ <u>its</u> website	

Possessive 's lub s' stosujemy, aby podać imię, nazwisko lub nazwę „właściciela”.

<u>my friend's</u> notebook (zeszyt mojego kolegi)	<u>students'</u> chairs (krzesła uczniów)
Gina's pencil (ołówki Giny)	<u>children's</u> toys (zabawki dzieci)

Extra Grammar Practice >> 129

- 8 Complete the sentences with the correct possessive adjectives or 's/s'.

X: ¹ My classmates and I really like ² our music teacher. ³ His name is Mr Dawson. Mr Dawson ⁴ 's lessons are interesting and ⁵ his school orchestra is very good.

Y: ⁶ My favourite place is the school corridor. I like ⁷ its big windows. I like sitting there between ⁸ my/our lessons.

- 9 Look at the sentences in exercise 8. Change the underlined phrases to talk about your favourite people and places at school.

My classmates and I really like our maths teacher.

Starter 7

Key Grammar

There is/are

Wyrażenia *there is/there are* używamy, aby opisać, kto lub co znajduje się w danym miejscu.

<u>There is</u> some fitness equipment.	<u>There are</u> some students.
<u>There isn't</u> a teacher.	<u>There aren't</u> any/many chairs.
<u>Is there</u> a library? Yes, <u>there is</u> . No, <u>there isn't</u> .	<u>Are there</u> any computers? Yes, <u>there are</u> . No, <u>there aren't</u> .
<u>Why is there</u> a desk?	How many pencils <u>are there</u> ?

Extra Grammar Practice >> 129

WATCH OUT | SKILLS

Opisywanie obrazka

Opisując obrazek, należy podać następujące informacje:

- kto lub co znajduje się na obrazku,
- gdzie znajdują się osoby i przedmioty,
- co robią i jak są ubrane osoby,
- co sądzisz na temat przedstawionej sytuacji.

W opisie obrazka często używa się konstrukcji *there is/there are*.

Extra classroom activity

Play **Circle**, initially as a class, then in groups. Say the name of a place, e.g. *canteen*. Each student in the circle must say a *There is/are* sentence about the place, but with a different object, e.g. S1: *There are tables*; S2: *There's water*, etc. When a student can't think of an object in five seconds, they are out.

Online teaching

Dictate a short text or some sentences including features from exercise 7 Key Grammar table, e.g. *We don't use our teachers' first names at my school*. Copy and paste the sentences students send you (anonymously). Focus on any mistakes, and help the class correct them.

Extra practice

- Extra Grammar Practice, Student's Book p129
- Workbook p7 and p97

For next lesson

Ask students to remember the last film or TV programme they watched, or the last game they played, and to note down some adjectives to describe it, e.g. *boring, interesting, funny*. Next class, they share their opinions in pairs.

Lesson materials

Audio script, Teacher's Book p286

Stephen King (born 1947) is an American fiction author of mainly horror, science-fiction and fantasy novels. Some have been adapted to film, such as *The Shining* (1980) and *The Stand* (2020).

Britain's Got Talent is a very popular talent show, and there are national versions of many different countries. Participants perform a dance, song or other act. Then a panel of judges gives performers feedback and decides which acts will continue in the competition.

1

SHARING STORIES



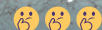
1 SPEAK Look at the photo and answer the questions.

- What do you think they are looking at? Would you like to see their phones?
- Can you imagine your life without a smartphone? Why/Why not?

2 SPEAK Read the comments. Do you share BigBoy98's view?



Missty24



Ann66

Twins alert! 😊



O_Max

Hope they're not reading my blog! 😊



BigBoy98

Each teen with his/her smartphone, but still with friends – it works, Mum/Dad. 😊

Comment



- ▶ VIDEO 01
- ▶ VIDEO 02
- ▶ VIDEO 03
- ▶ VIDEO 04

Lesson 1.1 Vocabulary 1



Documentary video:
A day on a film set

Lesson 1.2 Grammar 1 Lesson 1.7 Grammar 2



Grammar animations:
Graham's Grammar

Lesson 1.3 Speaking



Communication video:
Expressing preferences

- 1 **SPEAK** Give an example of each type of film, programme or game from the box.

an action film a cartoon a documentary a game show a musical a quiz show a sports game

- 2 **1.05 KEY WORDS** Read the texts below and match the highlighted words to definitions 1–12.

My TOP 5 films

- 1 *Countdown*: I'm a big fan of this **horror film**.
- 2 *To All the Boys I've Loved Before*: This is a **romantic comedy**, so relaxing for a cold Sunday afternoon.
- 3 *Pet Sematary*: I love a good **thriller**, and films based on Stephen King novels are always brilliant.
- 4 *Spider-Man: Far From Home*: This is my favourite **superhero movie**.
- 5 *Star Wars*: These classic **science-fiction films** are fantastic!

My TOP 3 games

- 1 *Field of Glory: Empires*: This is a historical **strategy game** which takes you back to ancient times. It's fantastic to play.
- 2 *Devil May Cry*: One of my favourite **action-adventure games**. The graphics and special effects are always so cool.
- 3 *The Outer Worlds*: an RPG, or **role-playing game**, both exciting and funny.

My TOP 4 TV programmes and series

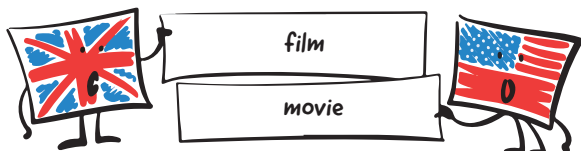
- 1 *Britain's Got Talent*: In this **talent show**, the participants share their stories before their performance.
- 2 *Friends*: We all enjoy watching this **sitcom**, and my mum even remembers the first episode from the first season in 1994.
- 3 *Star Wars: The Clone Wars*: I love **animated films**, so this new series with well-known characters is perfect for me.
- 4 *Top Chef Junior*: This is a **cooking show** for young cooks. I think this programme is useful.



Exercise 2

- 2 sitcom
- 3 animated film
- 4 role-playing game
- 5 horror film
- 6 science-fiction film
- 7 thriller
- 8 action-adventure game
- 9 talent show
- 10 strategy game
- 11 cooking show
- 12 superhero movie

- 1 a funny film about love **romantic comedy**
- 2 a funny TV series
- 3 a film or TV programme using computer animation
- 4 a game in which players are different characters
- 5 a film which makes you feel scared
- 6 a film which shows the world in the future
- 7 a book or film with an exciting story
- 8 a fast and exciting game
- 9 a TV competition for singers, acrobats, etc.
- 10 a game in which you make decisions
- 11 a TV show about cooking
- 12 a film in which the main character has special powers



- 3 **SPEAK** Test each other. Student A, say/read a definition from exercise 2. Student B, say the word(s).
- 4 **SPEAK** Use the adjectives from the box to describe the films, TV programmes and games from exercise 2.

boring brilliant cool exciting fantastic funny
interesting moving relaxing scary silly
strange terrible

- 5 **1.06** Listen to a conversation about favourite TV programmes. Complete the sentences with the correct words.

Greg likes watching 'quizzes' because they are
2 _____, but Tina thinks they are 3 _____.
Tina likes watching 4 _____ because they are
5 _____, but Greg thinks they are 6 _____.
They are both big fans of a 7 _____.

- 6 **SPEAK** Answer the questions.

- 1 What's your favourite film/TV programme/game?
- 2 What types of films/TV programmes/games don't you watch or play?

- 7 **SPEAK** Describe the video still and answer the questions.



- 1 What do you think the number four means?
- 2 How many people are involved in making a film, in your opinion?
- 3 Would you like to make films in the future? Why/Why not?

FAST FINISHERS

Make a crossword puzzle using the words in this lesson. The main phrase is: MY STORIES.

Exercise 5

- 2 exciting / relaxing
- 3 boring
- 4 animated series/films
- 5 funny / cool
- 6 silly
- 7 horror science-fiction series

Extra classroom activity

Put students into groups of 3–5. One person from each group stands with their back to the board. Write a well-known film, series or character on the board, e.g. *Hobbit*. Students describe the word for their team member to guess.

Online teaching

Choose a trailer from a film. Show a paused screen 'still' near the start, and/or the title. Elicit what students can say about the film. Then play the clip

and ask: *What type of film is it? Have you seen it? Would you like to watch it?*

Extra practice

- Workbook p8
- Video Worksheet 1 *A day on a film set*, Workbook p88
- Photocopiable Worksheet 1, Teacher's Book p327
- Extra Practice Worksheet: Unit 1 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 1.1, Student's App

For next lesson

Ask students to find out how often their family members watch different kinds of films and TV programmes. Next lesson, tell them to use the information to practise the target grammar.

Testing

Vocabulary Short Test 1.1

Lesson materials

- Audio script, Teacher's Book p286
- Video script, Teacher's Book p302

The popular streaming service **Netflix** was founded in 1997 by Reed Hastings and Marc Randolph in the USA's so-called Silicon Valley in California. Netflix is just one of many success stories of the digital era to come out of Silicon Valley.

Exercise 2

Chloe enjoys watching different programmes, e.g. talent shows and documentaries. Lucy prefers watching sitcoms on Netflix.

1.2 Grammar 1

Present simple • Adverbs of frequency

1 SPEAK Answer the questions.

- Who is your favourite film star?
- Do you watch films/series on TV/platforms like Netflix, or go to the cinema?

2 Read the blog post. What do Chloe and Lucy enjoy watching on TV?

Chloe's Blog

Hi everybody,

I'm Chloe. I watch TV every day, but I don't spend more than two hours a day in front of the screen. I always find something interesting. I often switch channels, and then I usually find a good programme. It is sometimes a talent show or a documentary. But my sister Lucy doesn't sit and watch TV with me. She stays in her room and watches films on Netflix. She is a big fan of sitcoms. She says they are always funny and relaxing.

What programmes do you watch? Does anyone in your family spend screen time with you?

3 Look at the video still and study the grammar table. Find other examples of the present simple in the text in exercise 2. Answers: see exercise 2

Key Grammar

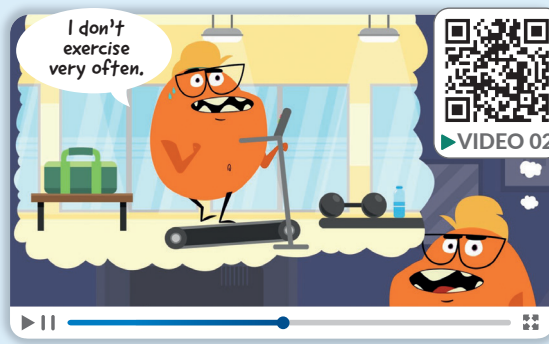
Present simple

Czasu **present simple** używamy, aby opisać: czynności powtarzające się, upodobania, stałe sytuacje i stany.

Forma: podmiot I/You/We/They + czasownik w formie bezokolicznika. Dla podmiotów: He/She/It do czasownika dodajemy końcówkę -s, np. *play* – *plays*.

UWAGA! *works, plays, ale watches, goes, studies*

	I/You/We/They	He/She/It
+	I watch TV every day.	She watches films on Netflix.
-	We don't spend much time watching TV.	It doesn't take good photos.
?	Do they watch TV? Yes, they do . No, they don't .	Does he play online games? Yes, he does . No, he doesn't .
Wh- ?	What series do you watch ?	What games does she like ?



Brain Teaser

It's cheaper to take two friends once because you pay for your ticket only once.

4 Choose the correct options.

- We uses / use social media to share our news.
- This camera takes / take very good photos.
- Which celebrities do / does you follow on Instagram?
- Do / Does she watch talent shows?
- Zoe don't / doesn't upload her films to YouTube.

5 Complete the sentences with the present simple forms of the verbs in brackets.

- We meet (meet) once a week at the cinema.
- Sylvie doesn't post (not post) her photos on Instagram.
- How often do you go out (you / go out) to the cinema?
- Does the channel include (the channel / include) live chats?
- I don't have (not have) much free time on weekdays.

6 Listen 1.07 Listen and put the verbs in the correct column.

/s/	/z/	/vz/
<i>gets, makes, tastes</i>	<i>enjoys, knows, lives, needs, stays, tries</i>	<i>fixes, pushes, searches, studies, washes, worries, uses</i>

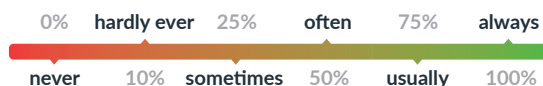
7 Read the WATCH OUT box and rewrite the sentences using the words in capitals.

- I use screens for five hours a day. **SOMETIMES**
I sometimes use screens for five hours a day.
- We are online in geography classes. **OFTEN**
We are often online in geography classes.
- I go to the cinema. **HARDLY EVER**
I hardly ever go to the cinema.
- I watch documentaries. **NEVER**
I never watch documentaries.
- I have my smartphone with me. **ALWAYS**
I always have my smartphone with me.

WATCH OUT

Przysłówki częstotliwości

Przysłówki częstotliwości: **always, usually, often, sometimes, hardly ever, never** wstawiamy przed czasownikiem, ale **po** czasowniku **be**.



8 SPEAK Read the sentences in exercise 7 and say if they are true for you. If **not**, change them so that they are true.

#BRAINTEASER

I sometimes go to the cinema with my friends and pay for our tickets. Which is cheaper: to take one friend twice or to take two friends once?



FAST FINISHERS

Rewrite the sentences in exercise 7 so that they are true about someone you know.

Extra classroom activity

Each student writes one true and one false sentence about themselves, using target grammar from this lesson, e.g. *I often help at home; I never watch horror films*. In groups, students try to guess each other's false sentences and then report back to the class.

Online teaching

Help students prepare a questionnaire of 3–5 questions related to their interests or topics from

the lesson, e.g. *How often do you watch animal documentaries?* Then they interview each other in breakout rooms. Monitor and help if necessary.

Extra practice

- Extra Grammar Practice, Student's Book p130
- Workbook p9 and p98
- Photocopiable Worksheet 2, Teacher's Book p328
- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre
- On-the-Go Practice 1.2, Student's App

For next lesson

Ask students to get ready to talk briefly about a film they like. They should prepare: the title, type of film, main actors and one reason they like it.

Testing

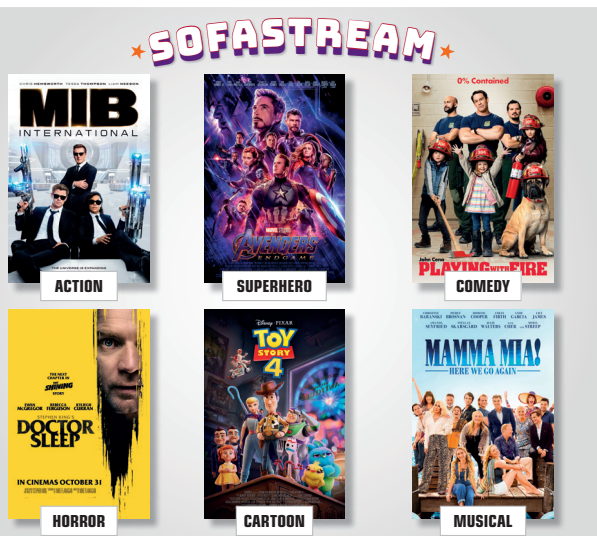
Grammar Short Test 1.2

Lesson materials

- Grammar Reference, Student's Book p20
- Audio script, Teacher's Book p286
- Video script, Teacher's Book p302

Expressing preferences

- 1 **SPEAK** Look at the Sofastream screen below. What would you choose to watch? Why?



- 2 **1.08** Listen to Hannah and Ross. Which films from Sofastream do they talk about? What do they finally decide to watch?



- 3 **1.08** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Expressing preferences

Asking about preferences

- Do you fancy watching ...? ✓
- What do you want to watch? ✓
- What would you like to watch?
- Would you rather watch ...? ✓
- How about/What about watching ...? ✓

Talking about preferences

- I'd rather watch ... ✓
- I'd prefer to watch ... ✓
- It sounds better/more interesting than ... ✓
- I'm (not) into watching ... ✓
- I'm (not) keen on watching ...
- I'm (not) in the mood for watching ... ✓

- 4 **1.08** Complete the dialogue with the correct Key Phrases. Then listen again and check.

Do you ¹ *fancy* watching something?

Sure. What do you ² *want* to watch?

³ *How about* a TV series?

That's what we always watch.
I'd ⁴ *prefer* to watch a film.

How about *Mamma Mia! Here we go again*? You love the first film.

I'm not really in ⁵ *the mood for* a romantic film. I'd ⁶ *rather* watch an action film.

OK. ⁷ *What about* *Avengers: Endgame*?
It's about a group of friends who try to save the world.

Yes, but that's a superhero movie, and I'm not really ⁸ *into* superheroes.

OK. ⁹ *Would you* rather watch *Men in Black: International*? It's an action film, and it's funny.

Yes, ¹⁰ *it sounds* better than *Avengers: Endgame*. Let's watch that.

- 5 **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

Uczeń A Zaproponuj koledze/koleżance* wspólne wyjście do kina. Podaj propozycje filmów i zapytaj kolegę/koleżankę o preferencje.

Uczeń B Nie jesteś zainteresowany/zainteresowana wyjściem z domu. Przedstaw swoją propozycję wspólnego spędzenia wieczoru w domu. Zaproponuj program telewizyjny lub grę komputerową.

FAST FINISHERS

- Make a list of five films you like. Add two adjectives to each film.

Title	Adjective 1	Adjective 2
1 <i>Men in Black</i>	<i>funny</i>	<i>relaxing</i>



Avengers: Endgame (2019) is a superhero action film based on Marvel comic characters.

Men in Black: International (2019) is an action/comedy/science-fiction film about aliens living on Earth.

Mamma Mia! Here we go again (2018) is a popular musical film starring Meryl Streep and showcasing the pop music of the Swedish group ABBA.

Exercise 2

They talk about *Mamma Mia! Here we go again*, *Avengers: Endgame* and *Men in Black: International*. They finally decide to watch *Men in Black: International*.

* W całej serii Impulse zastosowano kolejność form męska/żeńska. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

Extra classroom activity

Give each group of about four students the title of a popular film. They prepare three reasons to watch it. Form new groups with people who prepared different films. In the new groups, students present their reasons in turn, discuss and choose one film for a 'film night'.

Online teaching

Online Oscars Teach the formula: *My nomination for best actor/music/film/... is ...* Copy and paste the sentence into chat. Each student copies, pastes and completes up to three nominations. Then students post their nominations to everyone. Students discuss the posted films, using target language from the lesson, and choose the winners.

Extra practice

Workbook p10

For next lesson

Ask students to make a list of the ways they used screen technology between this class and the next one. Next lesson, they compare their lists.

Lesson materials

Video script, Teacher's Book p302

TikTok (launched 2017) is a social media platform originally created in China. Users watch and upload videos from fifteen seconds to three minutes in length.

1.4 Reading

A blog post about teen techmasters



- 1 **SPEAK** Complete the Screen Time questionnaire. Compare your answers.

Screen Time

1. How many hours a day do you use screens?

up to two hours ☐

between two and four hours ☐

more than four hours ☐

2. What do you do in your screen time?
Choose the five activities you most often do.

listen to music ☐	design your own video games ☐
make digital graphics ☐	do homework ☐
watch videos online ☐	learn a language ☐
play video games ☐	watch TV ☐
use social media ☐	read online articles ☐
create digital music ☐	

- 2 **SPEAK** Look at photos 1–3. What do you think the people in the photos use technology for?

I think the girls in the first photo use technology for fun. They...



12 UNIT 1



Technology masters

1 B

Some adults say that teens are always in front of a computer screen or playing games on a **console**. But what about the positive side to technology? In today's *TechMaster* post, we meet four people who use modern tech to create things.

2 D

Zachary Maxwell is a teenager from New York. He describes himself as shy, but he often has meetings with important people. Why do they meet him? Because of his films. He makes documentaries which show different problems in his school or the local area. Zach uses a **camera** to make his films, but don't worry if you don't have one – with a phone, anyone can make a film today.

3 F

The Musical.ly app (now called TikTok) is why twins Lisa and Lena Mantler from Germany are social media **superstars**. The sisters spend twenty minutes a day in their studio, make a video and **upload** it on the app. So far they have over sixteen million views.

4 C

Robert Nay is a young businessman from the US who designs his own games. He is famous for making his first game, *Bubble Ball*, at the age of fourteen. The game is still popular, and Robert's brand, Nay Games, makes new versions of it. *Bubble Ball* is a strategy game with a hundred and fifty-six levels based on physics puzzles. On the Nay Games website, there are some **tutorials** on how to make your own levels.

Extra classroom activity

Have students work in pairs and prepare three arguments they could use to convince their parents to let them have more computer time, e.g. *homework research*, *learn useful software*, etc. This could lead on to parents/children role-playing the conversation.

Online teaching

Ask students to choose one screen activity they do, or an app they use, and present it. They should include the name of the activity or app and how it helps them. Students could work in pairs on the same app. Students present orally or in written form and include diagrams or screenshots where appropriate.

Extra practice

- Workbook p11
- Extra Practice Worksheet: Unit 1 Reading, Teacher's Resource Centre



Lisa and Lena Mantler

GLOSSARY

brand – marka

physics puzzle – łamigłówka dotycząca praw fizyki

3 1.09 Read the text. Match the people from the text to their activities.

- | | |
|--------------------------|--------------------------|
| 1 Zachary <i>c</i> | a make(s) videos. |
| 2 Lisa and Lena <i>a</i> | b make(s) games. |
| 3 Robert <i>b</i> | c make(s) documentaries. |

4 Read the text again and match headings A–F to paragraphs 1–4. There are two extra headings.

- A Modern teenagers
- B Technology is not that bad
- C A real job
- D Some serious videos
- E Problems with technology
- F Recording for popularity

5 **KEY WORDS** Match the highlighted words from the text to definitions 1–5.

- | | |
|--|-------------------|
| 1 you use it to play video games | <i>console</i> |
| 2 send a file from your computer to the Internet | <i>upload</i> |
| 3 you use it to take photos or record videos | <i>camera</i> |
| 4 articles or videos with instructions | <i>tutorials</i> |
| 5 very famous people | <i>superstars</i> |

6 Complete the sentences with the words defined in exercise 5.

- How often do you *upload* your videos on YouTube?
- I love making films, so I always take my *camera* with me.
- It is very easy to become a social media *superstar*.
- This video game starts with a *tutorial* on how to play it.
- He loves games, so a new *console* is the best gift for him.

7 **SPEAK** Answer the questions.

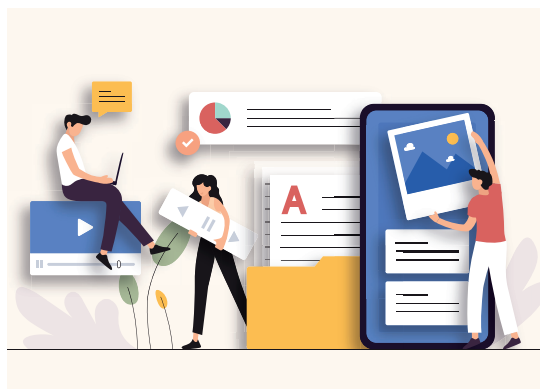
- Who in the text makes the best use of technology? Why do you think so?
- How would you like to be (more) creative with technology?



FAST FINISHERS

Complete the sentences.

- Teenagers need technology to _____.
- Adults often don't understand that technology _____.



Find out more about the app and the game mentioned in the text. Do you recommend them? Why/Why not? Share your ideas with the class.

For next lesson

Students should prepare to talk about their favourite book. They should include: the title, kind of story, main characters and one thing they like about it. Suggest they bring in the book, if possible, to show other students; or lead onto the online teaching suggestion.

1.5 Vocabulary 2

Books and theatre

- 1** Match the nouns from the box to the verbs below. Some nouns may go with more than one verb. *Possible answers*



an actor/actress a biography a book
a concert a play a show a story a writer

read/write

a book, a biography, a play,
a story

borrow

a book, a biography,
a play

listen to

an actor/actress,
a concert, a story

watch

a play, a show

meet/talk to

an actor/actress,
a writer

- 2** **SPEAK** Match the phrases from exercise 1 to photos 1 and 2 below. Then answer the questions.



- Where are the people in the photos? How often do you visit these places and why?
- Whose hand is it in photo 2, in your opinion?



- 3** **1.10** Listen to two conversations. Where are the speakers? 1 theatre 2 library

- 4** **KEY WORDS** Match the highlighted words to the two categories: Book and Theatre.

author • ballet • chapter • character • novel
opera • page • performance • poem • poet
review • seat • stage • title

Book	Theatre
author, chapter, character, novel, page, poem, poet, review, title	ballet, character, opera, performance, review, seat, stage, title

- 5** Complete the sentences with the correct forms of the words from exercise 4.

- A famous singer plays the main *character* in this opera.
- This novel has eight *chapters*, each one with a title.
- The seats near the *stage* are the best.
- I can read very fast, so I turn the *pages* quickly.
- You must read this book. It's got very good *reviews*.
- The *author* of this diary is a famous British actress.

- 6** Choose the odd word out.

- writer, character, poet, author
- show, performance, ballet, library
- chapter, page, concert, book
- opera, review, biography, novel
- stage, title, theatre, seat

- 7** **SPEAK** Translate into English. Then answer the questions.

- Can you name five Polish *poets* (*poetów*)? Do you like reading their *poems* (*wiersze*)? Why/Why not?
- What is the *title* (*tytuł*) of the novel you're reading now? Would you like to watch a *performance* (*przedstawienie*) based on it? Why/Why not?
- Which would you rather watch: a *ballet* (*balet*) or an *opera* (*opere*)? Which *seats* (*miejsca siedzące*) are the best for these shows? Why?
- Who is your favourite fictional *character* (*bohater*)? Which *actor/actress* (*aktor/aktorka*) is the best to act him/her? Why?

FAST FINISHERS

- Complete the sentences about yourself.

A novel I'd like to read is _____.

A performance I'd like to watch is _____.

A celebrity I'd like to meet is _____.

Extra classroom activity

Tennis Put students into groups of three. Version 1: A student says a key word from the lesson. Others must say *book*, *theatre* or *both*. Version 2: A student says a number (e.g. *six*); other students call out a key word which matches the number of letters (e.g. *review*). The first correct answers get a point.

Online teaching

Students prepare a simple digital mind map of their favourite book including the title

(centre), characters, genre, settings, author, main positive features, etc. Students present their mind maps and ask each other extra questions about the book.

Extra practice

- Workbook p12
- Photocopiable Worksheet 3, Teacher's Book p329
- Extra Practice Worksheet: Unit 1 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 1.5, Student's App

For next lesson

Check students understand the concept of a city or public library. They should make a list of three services they think such a library should provide. Next lesson, students compare their lists and say why the services are important.

Testing

Vocabulary Short Test 1.5

Lesson materials

Audio script, Teacher's Book p286

Most UK cities and towns have their own **public libraries** which are open to everyone and have large collections of books for lending or reference. They also provide other services, such as free computer use.

A live report from a public library

- 1 **SPEAK** Think of two more events which can take place in a library.

1 a meeting with a poet or writer

- 2 **KEY WORDS** Read the leaflet in exercise 3. Complete the gaps with the highlighted words.

Answers: see exercise 3

create • join • make • record • share

- 3 **1.11 SPEAK** Listen and check your answers to exercise 2. Which activity would you like to do? Why?

CITY LIBRARY

It's more than a place to read books!

- 1 create a comic with the newest software
- 2 make a video about your book
- 3 record a review for our podcast
- 4 join the writing classes
- 5 share your stories and poems with our club members

You can find much more at citylibrary.com

- 4 Read the teens' comments on the activities at the library. Then answer the questions.

- Which six phrases mean *I like/don't like*?
- Which phrase means *I can*?
- What do we use after prepositions?



Greg77

I'm not very keen on reading, but **I'm really into** the activities here!



JustAnne

I'm a big fan of fantasy novels. I make podcasts about them.



Owl

I'm not mad about technology, but I like drawing my own graphic novels.



Chatter

I'm quite good at telling stories, and **I'm interested in** sharing them with others.



Shakespeare2

I'm fond of writing poems, so the classes are perfect for me.

- 5 Read the comments in exercise 4 again. Then complete sentences 1–7 with the correct prepositions.

- I'm (not) very keen on writing.
- I'm (not) really into the activities here.
- I'm (not) a big fan of comics.
- I'm (not) really mad about technology.
- I'm (not) good at making videos.
- I'm (not) fond of trying new things.
- I'm (not) really interested in fantasy novels.

- 6 **1.12** Listen to three teens and answer the questions using the speakers' names: Mary, Zac or Sue.

- Who is good at writing stories? Mary
- Who is into making videos? Zac
- Who is keen on opera? Sue
- Who is mad about video games? Zac
- Who is fond of painting? Sue
- Who is a big fan of social media? Mary

- 7 **1.13** Listen to a reporter talking to students at the library. Which activities from the leaflet in exercise 3 do the students talk about in the recording? *making videos about books, writing classes*

- 8 **1.13** Listen again and answer the questions.

- What does Annabelle do with her videos about books?
- Which books isn't Annabelle fond of?
- How do computer programs help Noah and Josh write stories?
- How often does Josh come to the library?
- What books are Noah and Josh into?

- 9 **SPEAK** What are some other ways to encourage young people to read more?



FAST FINISHERS

What do/don't you like reading? Complete the sentences about yourself.

- I'm (not) a big fan of _____.
- I'm (not) really mad about _____.
- I'm (not) fond of _____.

Read or watch some book reviews online. Tell the class which book you would like to read next and why.



Exercise 4

- 1 I like: I'm really into, I'm a big fan of, I'm interested in, I'm fond of
I don't like: I'm not very keen on, I'm not mad about
2 I'm quite good at
3 nouns or the -ing form of verbs

Exercise 8

Possible answers

- She posts them online.
- She isn't fond of horror stories.
- They let them get ideas for their stories.
- He comes to the library once a week.
- They are into science-fiction books.

Extra classroom activity

Students role-play a librarian/reader dialogue. The 'reader' asks for recommendations about what to read. The 'librarian' asks some questions about the kind of books the 'reader' likes and their interests, and then tries to recommend a book.

Online teaching

Ask students if they know any Internet libraries or archives. If possible, show them an example, e.g. *The English Alley*. Highlight some key points about how such resources can help them learn English or other subjects, using L1 if necessary.

Extra practice

- Workbook p13
- Extra Practice Worksheet: Unit 1 Listening, Teacher's Resource Centre

For next lesson

Ask students to bring in a photo with family or friends in it, or get ready to show one on their phone. At home, they prepare any essential vocabulary, e.g. *wave, fairground, stadium*, etc. In class, they describe what the people are doing and use the present simple to give more information about the people.

Lesson materials

- Audio script, Teacher's Book p286

Flickr (launched 2004) is an Internet service where people can share and view each other's photos and videos.

Maroon 5 is an American pop band, active since the 1990s.

1.7 Grammar 2

Present continuous · Present simple vs present continuous

1 **SPEAK** Do you use any photo sharing platforms? Which ones? What do you use them for?

2 Read a dialogue based on the listening text from the previous lesson. Which verb forms (blue or green) refer to:

- 1 a regular situation? *green*
- 2 a situation at the time of speaking? *blue*

Logan What *are you doing*?

Noah We *are using* some computer programs. I *am using* Flickr to write a story. Josh *isn't using* Flickr, he *is working* with Google Maps to find a place for his story.

Logan How often *do you come* here?

Josh We *come* here once a week. We *want* to be journalists.

3 Look at the video still and study the grammar table. Complete the examples of the present continuous from the text in exercise 2.

Key Grammar

Present continuous

Czasu *present continuous* używamy, aby opisać czynności wykonywane w chwili mówienia lub w określonym przedziale czasu teraźniejszego.

Określenia czasu: *now, at the moment, this week/morning, today*

Forma: podmiot + odpowiednia forma *to be* + czasownik z końcówką *-ing*

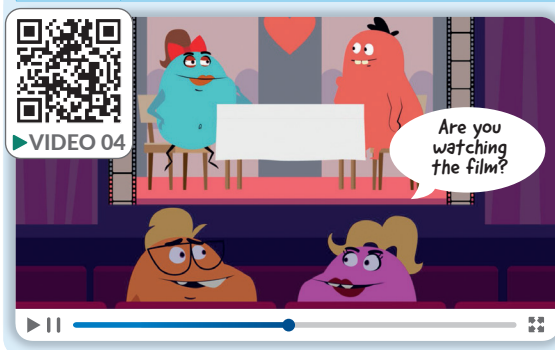
Zasady pisowni czasowników z końcówką *-ing* » strona 20

+ I'm *using* Flickr to write a story.
We're *reading* a novel this week.
He's ¹ *working* with Google Maps.

— I'm *not watching* a talent show.
They *aren't chatting* now.
He *isn't* ² *using* Flickr.

? Are you *watching* a comedy now?
Is he *going* to school now?
Yes, I *am*. / Yes, we *are*. / Yes, he *is*.
No, I'm *not*. / No, we *aren't*. / No, he *isn't*.

Wh- ? What *are* they *doing* now?
How *is* she *using* it?



Grammar Reference » 20

4 Choose the correct options.

- 1 This week we *making* / *are making* a film.
- 2 Rebecca *is writing* / *are writing* the script.
- 3 I am *test* / *testing* the camera.
- 4 Do *Are* we enjoying this activity? Oh yes, we *are* / *do*!
- 5 We *aren't* / *don't* using our phones.

5 Complete the sentences with the present continuous forms of the verbs in brackets.

- 1 Look! They *are playing* (play) a strategy game.
- 2 Emma *is listening* (listen) to Maroon 5's hits.
- 3 *Is* she *designing* (design) a new school website this week?
- 4 Why *are* you *learning* (learn) this poem by heart right now?
- 5 Tom *isn't watching* (not watch) a quiz show at the moment.

6 Complete the table with the phrases from the box.

at the moment every morning often
once a week right now this week today
tonight twice a month usually

Key Grammar

Present simple vs present continuous

Present continuous	<i>tonight, at the moment, right now, this week, today</i>
Present simple	<i>once a week, every morning, often, twice a month, usually</i>

7 Choose the correct options.

- 1 We usually *stay* / *are staying* at a hotel.
- 2 Today, everybody *wears* / *is wearing* formal clothes.
- 3 How often *do you upload* / *are you uploading* your videos?
- 4 He *reads* / *is reading* lots of books.
- 5 Hi Mel, what *do you listen* / *are you listening* to?

8 Choose the correct options.

The Donkey Library

It's early morning in La Gloria, a small town in Colombia. Most people ¹ *sleep* / *are sleeping*, but not Luis Soriano. He ² *packs* / *is packing* books on his donkeys, and he ³ *takes* / *is taking* them to villages that don't have a library. Luis ⁴ *travels* / *is travelling* to the villages twice a week. He ⁵ *often helps* / *helps often* children with their homework. Why does he do it? Luis ⁶ *thinks* / *is thinking* that reading is important. He ⁷ *builds* / *is building* a new library near his home for his four thousand books, but he ⁸ *wants* / *is wanting* to keep his donkey library as well.



FAST FINISHERS

Use five time expressions from exercise 6 to write five sentences that are not true for you.

Extra classroom activity

Elicit some common action verbs via mime, e.g. *drink, walk, run*. Students work in pairs to write and act out a short dialogue that uses one of the verbs in both tenses, e.g. S1: *What are you doing?* S2: *I'm running*. S1: *Why?* S2: *It's good exercise. I run every day.*

Online teaching

Type cues into chat, e.g. *right now, outside my window*, etc. Students write true sentences

and send them by chat. Sentences with mistakes can be pasted (anonymously) onto the shared whiteboard for correction.

Extra practice

- Extra Grammar Practice, Student's Book p131
- Workbook p14 and p98
- Photocopiable Worksheet 4, Teacher's Book p330
- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre
- On-the-Go Practice 1.7, Student's App

For next lesson

Ask students to think of a game, film or TV series they could recommend to classmates and come up with three reasons they like it.

Testing

Grammar Short Test 1.7

Lesson materials

- Grammar Reference, Student's Book p20
- ▶ Video script, Teacher's Book p302

An informal email with a review

Sapkowski wrote six novels and fifteen short stories about **The Witcher**. The first one helped him launch his career as a writer in 1986, when he won third place in a magazine competition.



To: Tess

From: Clare

X

Hi Tess,

How are you? What are you doing on your holidays?

I'm in the country, and I have a lot of time for reading here. This week I'm reading *The Witcher* fantasy series by a Polish writer called Andrzej Sapkowski. There is a film, a TV series and also video games based on the book. They all get very good reviews. The main character, Geralt of Rivia, is a kind of superman who hunts monsters for money. He gets contracts from regular people and also from kings. He's a fascinating hero, but my favourite character is his girlfriend, Yennefer. I really love the books. The text is simple, and there are some beautiful scenes, too. The writer always adds something unusual to each story.

I know you're a big fan of fantasy books, so you must read it. Write back to me soon.

Bye for now,

Clare

Send

1 Read the email quickly and choose the correct options.

- You start an informal email with **(Hi)** / Hello / Dear and the person's name.
- You use **full** / **(short)** forms.
- You end an informal email with **Write soon** / Best regards / **(Bye for now)**.

2 **SPEAK** Answer the questions.

- What is Clare reading right now?
- What is the story about?
- What does Clare like most about the books?
- Why does Clare recommend the books to Tess?

3 Study the Key Phrases box. Which Key Phrases did Clare use in her email?

Key Phrases

An informal email with a review

Starting an email

Hi .../Hello ... ✓

Ending an email

Bye for now. ✓

Write soon. ✓

Take care.

Facts about the book/film

The film is based on the book ...

The book/film gets very good reviews. ✓

Describing the story

The story is about a (boy) who ...

(Simon Phillips) plays the main character.

My favourite character is (Agnes), who ...

Your recommendation

I love every page/scene of the book/film.

You must read/watch the book/film because ... ✓

WATCH OUT

too vs also

Słowa *too* i *also* stosujemy, aby dodać do zdania informację. *Also* stawiamy w środku zdania, *too* na końcu.

4 Translate into English.

I find the film interesting because it's ¹ *based on the book* (*oparty na książce*) I'm reading now. It's a story about a group of people living on an island. ² *(Główną postacią jest)* Arlen, a biology teacher, but ³ *(moją ulubioną postacią)* is a girl called Mena, who always makes funny mistakes. I love ⁴ *(każdą scenę)* of the film. It's exciting, and it's sometimes funny too. The film gets ⁵ *(bardzo dobre recenzje)*, so you ⁶ *(musisz zobaczyć)* it.

5 Do the writing task. Follow the steps in the Writing Planner.

Podczas wakacji zainteresował Cię serial filmowy na platformie Netflix. W e-mailu do kolegi z Hiszpanii:

- napisz, dlaczego uważasz ten serial za ciekawy,
- podaj kilka faktów o serialu,
- napisz, o czym jest serial i kim są główni bohaterowie,
- napisz, dlaczego polecasz ten serial do obejrzenia.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi José,

How are you? I'm on holiday in ...

WRITING PLANNER

PREPARE

Zanotuj informacje na temat wybranego serialu (reżyser, aktorzy, liczba sezonów itp.) Zastanów się, dlaczego go polecasz.

WRITE

Pisząc e-mail, wykorzystaj zanotowane informacje i wyrażenia z ramki Key Phrases. Odpowiednio rozpocznij i zakończ swój e-mail.

CHECK

Upewnij się, że Twoja wypowiedź rozwija wszystkie punkty, jest odpowiedniej długości, jest napisana językiem nieformalnym i nie zawiera błędów ortograficznych.

FAST FINISHERS

Think of a film or a series you would **not** recommend to your friends. Give some reasons.

Exercise 2

Possible answers

- She is reading *The Witcher* series by Andrzej Sapkowski.
- It is about the adventures of Geralt of Rivia, a witcher and professional monster hunter.
- She particularly likes one of the characters, Yennefer. She also likes the simple text and beautiful scenes.
- Because Tess likes fantasy books.

Exercise 4

- The main character is
- my favourite character
- every scene
- very good reviews
- must see/watch

Extra classroom activity

Each student writes the title of a film or TV series at the top of a piece of paper. Then they pass the paper to five different students who each write a question. The original student talks about their film/series, answering the questions.

Online teaching

Recap features found in film reviews, e.g. *acting*, *dialogue*, *action*, etc. You may show a short video clip of a well-known film or trailer. In breakout rooms, students discuss what positive features they noticed, then report back to the class.

Extra practice

Workbook p15

Lesson materials

Model answer to exercise 5, Teacher's Resource Centre

VOCABULARY

- 1 Complete the sentences with the correct words. The first letters are given.
- The programme is boring. Let's find something more interesting.
 - This s.c.i.e.n.c.e-f.i.c.t.i.o.n film is about life on Mars.
 - Ted loves making v.i.d.e.o.s. Let's buy him a camera.
 - Do you want to u.p.l.o.a.d this film on the Internet?
 - Our l.i.b.r.a.r.y offers a lot of activities for teens.
 - The story doesn't have one main c.h.a.r.a.c.t.e.r.

2 Choose the correct options.



- I'm really mad on / about fantasy books.
- Romantic films are usually very scary / moving.
- I often watch thrillers / documentaries about different places in the world.
- Josh wants to record / design the graphics for the new action game.
- The opera / ballet performance is brilliant. The singers are perfect.
- I don't remember that sitcom / chapter. I'll have to read it again.

GRAMMAR

3 Complete the sentences with the correct forms of the verbs in brackets.

- Steve often watches (watch) quiz shows.
- Adele is choosing (choose) the photos for the new album at the moment.
- Hi Meg! Which book are you looking (you / look) for?
- What does she like (she / like) doing after school?
- They aren't uploading (not upload) the video now.
- Do you share (you / share) your personal stories on social media?

4 Choose the correct options.

- Thomas stays / is staying at home in the evenings, but tonight, he goes out / is going out.
- He never borrow / is borrowing books from the library. He likes / is liking e-books.
- Do you know / Are you knowing this strategy game? Look, I play / am playing it now.
- Steve doesn't have / isn't having much free time this week. He writes / is writing a game review.
- What do you listen / are you listening to? It's terrible!
- Do you read / Are you reading this poem for your homework?

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Choose the correct options.

- X: a strategy game?
Y: No, thanks. I'm not into playing games at all.
A Do you want to play
B Let's play
C What do you think about playing
- X: Let's go to the cinema tonight.
Y: Sorry, for going out.
A I'm not really keen
B I'm not in the mood
C I don't really like
- X: watching a talent show?
Y: Yes, it sounds like a good idea.
A How does it sound
B Would you rather
C Do you fancy
- X: What would you rather do on Saturday evening?
Y: I don't know. listening to music?
A What about
B Why don't we
C We could

6 Choose the correct options.

The library in Rumia is on the list of the top ten unusual libraries in Poland. Why? Because it is located in the old building of the railway station, but it ¹ modern now. The place is called *Culture Station*. The library offers a lot of activities for local people and tourists. If you are into ² , you can choose from thousands of books on the metal bookcases. Are you ³ in painting or taking photos? Join the art studio. ⁴ to play games? The newest computer workstations are waiting for you. There is ⁵ a quiet reading room, which our grandparents remember as a noisy railway waiting room.

- | | | |
|--------------------|----------------|--------------------|
| 1 A look | B looks | C is looking |
| 2 A writing | B playing | C reading |
| 3 A fond | B keen | C interested |
| 4 A Would you like | B Do you fancy | C Would you rather |
| 5 A too | B also | C very |



Extra practice

- Workbook Revision p16
- Workbook Matura Practice p17
- Photocopiable Worksheet 5, Teacher's Book p331

For next lesson

Ask students to do the quiz in exercise 2 on page 23 and check their results.

Testing

Unit 1 Test

Lesson materials

Model answer to exercise 8, Teacher's Resource Centre

READING

7 Read the article and match headings A–F to paragraphs 1–4. There are two extra headings.

- A Prepare for more
- B Buy a VR headset
- C Create your own show
- D Wait for your turn
- E Get to know virtual reality
- F Bring back memories

VR MAKES IT REAL

1 F

I'm standing outside a house. A woman takes my hand. I feel she is my mother, and I am a little boy. We walk into a room. She gives me a pencil. I draw a tree. A few minutes later, I take off the VR headset and I'm an adult again. There isn't a tree, and 'my mum' is a theatre actress.

10 This is how virtual reality works.

2 C

We already know virtual reality in games and films. These days, it is also used in stage shows. New technology makes the performances an exciting adventure. Lots of people are interested in taking part in such events. For example, the Wales National Theatre offers two short performances based on songs from the operas *Madame Butterfly* and *The Magic Flute*, and the viewers can be the directors and decide about the acting.

3 D

25 Another example is a virtual theatre in Nine Elms, South West London. There is a long list of young people who want to put a VR headset on and watch a play. It isn't usually a cheap attraction, but once a week it is free. A member of the Council says: 'Young people are often not very keen on theatre shows now. I'm happy that they can take part in culture activities through VR technology.'

4 A

Technology is growing, social media and Internet platforms have more and more users. Soon, we can start using VR headsets to watch Netflix movies or YouTube videos and also enjoy theatre performances without going to the theatre.

SPEAKING

8 Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

W ramach wymiany szkolnej jesteś gościem w domu ucznia z chorwackiej szkoły (uczeń B). Rozmawiacie na temat korzystania z technologii i Internetu. Poniżej podane są cztery kwestie, które powinienś/powinnaś omówić z uczniem B:

odwiedzane portale społecznościowe

ulubione filmy/seriale na platformach internetowych

możliwości wykorzystania technologii w praktyce

wspólne stworzenie filmu z wymiany szkolnej

Uczeń B

Jesteś uczniem chorwackiej szkoły. Gościsz ucznia z Polski (uczeń A) w ramach wymiany szkolnej. Rozmawiacie na temat korzystania z technologii i Internetu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/ wybrane punkty.

- Nie zgódź się z uczniem A co do kwestii aktywności na portalach społecznościowych.
- Powiedz, jakie seriale i filmy oglądasz na platformach internetowych.
- Podaj przykłady praktycznego wykorzystania technologii, inne niż uczeń A.
- Zgódź się na propozycję stworzenia filmu.



SPEAK Look back at the photo on page 8. The teenagers are sharing a story. What kind of story do you think it is? What is it about? Use a minimum of five words from the word cloud while answering the questions.

horror film
story
special effects
exciting
adventure
series
relaxing
brilliant
science-fiction
funny
strange
moving
title
action
scary
thriller

1.2 Present simple • Adverbs of frequency

Zdania w czasie *present simple* opisują nasze życie codzienne i świat wokół nas, a w szczególności:

- czynności powtarzające się regularnie, np.
I *write* my blog *once a week*. (Piszę blog raz w tygodniu.)
- przyzwyczajenia i nawyki, np.
We *never watch* TV *in the morning*. (Nigdy nie oglądamy telewizji rano.)
- upodobania i opinie, np.
Do you *enjoy* *meeting new people*? (Czy lubisz poznawać nowych ludzi?)
- stałe sytuacje i stany, np.
Our drama teacher *is* an actor *in the local theatre*.
(Nasz nauczyciel aktorstwa jest aktorem w miejscowym teatrze.)

Odmiana czasowników w czasie *present simple*

Zdania twierdzące	Zdania przeczące
I/You/We/They <i>post</i> comments every day.	I/You/We/They <i>don't like</i> watching sitcoms.
He/She/It <i>hardly ever plays</i> in the garden.	He/She/It <i>doesn't know</i> many games.
Pytania ogólne	Krótkie odpowiedzi
Do I/you/we/they <i>always read</i> at the weekend?	Yes, I/you/we/they <i>do</i> .
Does he/she/it <i>hate</i> classical music?	No, I/you/we/they <i>don't</i> .
	Yes, he/she/it <i>does</i> .
	No, he/she/it <i>doesn't</i> .
Pytania szczegółowe	
How <i>do</i> I/you/we/they <i>edit</i> videos?	
When <i>does</i> he/she/it <i>go</i> to the park?	

do not = don't / does not = doesn't

UWAGA!

Zasady pisowni czasowników z końcówką -s:

- większość czasowników: *work* – *works*, *write* – *writes*, *play* – *plays*;
- czasowniki zakończone na -ch, -s, -sh, -x oraz -o: *watch* – *watches*, *kiss* – *kisses*, *push* – *pushes*, *mix* – *mixes*, *go* – *goes*;
- czasowniki zakończone na -y po spółgłosce: *study* – *studies*, *copy* – *copies*;
- wyjątek: *have* → *has*.

Określenia czasu typowe dla *present simple*

Przysłówki opisujące częstotliwość ogólnie:
always, usually, often, sometimes, rarely, hardly ever, never.
Stawiamy je przed czasownikiem, chyba że jest to czasownik *be* – wówczas stawiamy je po czasowniku.
Mum *sometimes* watches *cooking* shows.
Romantic comedies *are always* boring.

Wyrażenia opisujące częstotliwość szczegółowo:
once/twice/... a (week), on Friday afternoon(s), in the morning, every (month), at the weekend/at weekends.
Stawiamy je na początku lub na końcu zdania.
On Saturday evenings, we play strategy games together.
Sue goes to the local library *every week*.

UWAGA!

Aby zapytać o to, jak często wykonywana jest dana czynność, należy użyć wyrażenia *How often ...?*, np.
How often do you go to the cinema? (Jak często chodzicie do kina?)

1.7 Present continuous • Present simple vs present continuous

Zdania w czasie *present continuous* opisują:

- czynności trwające w chwili mówienia, np.
We *'re choosing* a film to watch *right now*.
(Właśnie wybieramy film, który będziemy oglądać.)
- czynności wykonywane (regularnie) w określonym przedziale czasu teraźniejszego, np.
Are you *revising* for your exams *this week*?
(Czy w tym tygodniu uczysz się do egzaminów?)

Odmiana czasowników w czasie *present continuous*:
am/is/are + czasownik z końcówką -ing

Zdania twierdzące	Zdania przeczące
I <i>'m reading</i> a new book <i>this month</i> .	I <i>'m not going</i> to school <i>this week</i> .
He/She/It <i>'s listening</i> to music <i>right now</i> .	He/She/It <i>isn't taking</i> a break <i>at the moment</i> .
You/We/They <i>'re making</i> a film <i>this year</i> .	You/We/They <i>aren't using</i> a computer <i>now</i> .
Pytania ogólne	Krótkie odpowiedzi
Am I <i>playing</i> games <i>today</i> ?	Yes, I <i>am</i> ./No, I <i>'m not</i> .
Is he/she/it <i>going</i> out <i>now</i> ?	Yes, he/she/it <i>is</i> .
Are you/we/they <i>uploading</i> a new video <i>right now</i> ?	No, he/she/it <i>isn't</i> .
	Yes, you/we/they <i>are</i> .
	No, you/we/they <i>aren't</i> .
Pytania szczegółowe	
What <i>am</i> I <i>designing</i> <i>this week</i> ? Where <i>is</i> he/she/it <i>driving</i> ?	
Why <i>are</i> you/we/they <i>writing</i> the review <i>now</i> ?	

UWAGA!

Zasady pisowni czasowników z końcówką -ing:

- większość czasowników: *play* – *playing*, *snow* – *snowing*;
- czasowniki zakończone na -e: *write* – *writing*, *make* – *making*;
- czasowniki jednosylabowe zakończone spółgłoską (oprócz w): *swim* – *swimming*, *chat* – *chatting*;
- czasowniki zakończone na -ie: *lie* – *lying*, *die* – *dying*.

Określenia czasu typowe dla *present continuous*

Określenia wskazujące na czynność wykonywaną w chwili mówienia: *now, right now, at the moment*.
Stawiamy je na początku lub końcu zdania.
Right now they're taking their seats.
She's working on the script *at the moment*.

Określenia wskazujące na czynność wykonywaną w ograniczonym przedziale czasu teraźniejszego: *today, this week/month/evening*.
Stawiamy je na początku lub końcu zdania.
Today I'm writing the third chapter.
Are you reading 'Romeo and Juliet' *this week*?

am = 'm / *am not* = 'm not *is* = 's / *is not* = isn't *are* = 're / *are not* = aren't

Extra Grammar Practice ➤ 132

- KEY WORDS

VOCABULARY 1 MP3 01

action film	/ˈækʃən fɪlm/	film akcji
action-adventure game	/ˈækʃən ədˈventʃə geɪm/	przygodowa gra akcji
animated film	/ˌænimetɪd ˈfɪlm/	film animowany
boring	/ˈbɔːrɪŋ/	nudny
brilliant	/ˈbrɪljənt/	wspaniały
cartoon	/ˈkɑːtuːn/	kreskówka
cooking show	/ˈkʊkəri ʃəʊ/	program kulinarny
cool	/kuːl/	fajny
documentary	/ˌdɒkjəˈmentəri/	film dokumentalny
exciting	/ɪkˈsaɪtɪŋ/	ekscytujący
fantastic	/ˈfæntəstɪk/	fantastyczny
funny	/ˈfʌni/	zabawny
game show	/ˈgeɪm ʃəʊ/	teleturniej
horror film	/ˈhɒrə fɪlm/	horror, film grozy
interesting	/ˈɪntrəstɪŋ/	interesujący
moving	/ˈmuːvɪŋ/	poruszający
musical	/ˈmjuːzɪkəl/	musical
quiz show	/ˈkwɪz ʃəʊ/	teleturniej
relaxing	/rɪˈlæksɪŋ/	relaksujący
role-playing game (RPG)	/ˈrəʊlˌpleɪɪŋ geɪm/	gra RPG
romantic comedy	/ˈrəʊ.mæntɪk ˈkɒmədi/	komedія romantyczna
scary	/ˈskeəri/	przerażający
science-fiction film	/ˈsaɪəns ˈfɪkʃən fɪlm/	film science-fiction
series	/ˈsɪəriːz/	serial
silly	/ˈsɪli/	niemądry
sitcom	/ˈsɪtkɒm/	komedія sytuacyjna
sports game	/ˈspɔːts geɪm/	gra sportowa
strange	/streɪndʒ/	dziwny
strategy game	/ˈstrætədʒi geɪm/	gra strategiczna
superhero movie	/ˈsuːpəˌhɪərəʊ ˈmuːvi/	film o superbohaterach
talent show	/ˈtælənt ʃəʊ/	pokaz talentów
terrible	/ˈterɪbəl/	straszny
thriller	/ˈθrɪlə/	dreszczowiec

GRAMMAR 1 MP3 02

celebrity	/ˈselebrəti/	celebryta
channel	/ˈtʃænəl/	kanal (telewizyjny)
live chat	/ˈlaɪv ˈtʃæt/	czat na żywo
platform	/ˈplætfɔːm/	platforma

READING MP3 03

camera	/ˈkæməɾə/	kamera
console	/ˈkɒnsəʊl/	konsola do gier
design	/dɪˈzaɪn/	projektować
digital graphics	/ˈdɪdʒɪtəl ˈɡræfɪks/	grafika cyfrowa
modern tech	/ˌmɒdən ˈtek/	nowoczesna technologia
screen time	/ˈskriːn taɪm/	czas spędzony przed ekranem
social media	/ˌsəʊʃəl ˈmiːdiə/	media społecznościowe
superstar	/ˈsuːpəˌstɑː/	supergwiazda
tutorial	/tjuːˈbiːriəl/	instruktaż, przewodnik
upload	/ˌʌpˈlɔːd/	wgrać (plik)
view	/vjuː/	odstona

VOCABULARY 2 MP3 04

actor/actress	/ˈæktə/ˈæktres/	aktor/aktorka
author	/ˈɔːθə/	autor
ballet	/ˈbæleɪ/	balet
biography	/baɪˈɒɡrəfi/	biografia
chapter	/ˈtʃæptə/	rozdział
character	/ˈkæŋktə/	bohater, postać
concert	/ˈkɒnsət/	koncert
diary	/ˈdaɪəri/	pamiętnik
library	/ˈlaɪbrəri/	biblioteka
novel	/ˈnɒvəl/	powieść
opera	/ˈɒpərə/	opera
page	/peɪdʒ/	strona
performance	/pəˈfɔːməns/	przedstawienie
play	/pleɪ/	sztuka
poem	/ˈpəʊɪm/	wiersz
poet	/ˈpəʊɪt/	poeta
review	/rɪˈvjuː/	recenzja
seat	/siːt/	siedzenie, miejsce na widowni
show	/ʃəʊ/	pokaz
stage	/steɪdʒ/	scena (w teatrze)
story	/ˈstɔːri/	historia
title	/ˈtaɪtl/	tytuł
writer	/ˈraɪtə/	pisarz

LISTENING MP3 05

be a big fan of	/bi ə ˈbɪɡ ˈfæn əv/	być fanem czegoś
be fond of	/bi ˈfɒnd əv/	być czymś zainteresowanym, lubić coś
be interested in	/bi ˈɪntrəstɪd ɪn/	być czymś zainteresowanym
be keen on	/bi ˈkiːn ɒn/	być czymś zainteresowanym
be mad about	/bi ˈmæd ə ˈbaʊt/	szaleć na punkcie czegoś
be quite good at	/bi ˈkwɑɪt ˈɡʊd ət/	być w czymś całkiem dobrym
be really into	/bi ˈriːli ˈɪntə/	być czymś zainteresowanym
create a comic	/kriːet ə ˈkɒmɪk/	tworzyć komiks
join classes	/dʒɔɪn ˈklaːsɪz/	dołączyć do zajęć
make a video	/ˌmeɪk ə ˈvɪdiəʊ/	kręcić film
record a review	/rɪˈkɔːd ə rɪˈvjuː/	nagrywać recenzję
share your stories	/ʃeə jə ˈstɔːrɪz/	dzielić się opowieściami

WRITING MP3 06

scene	/siːn/	scena, odstona
unusual	/ʌnˈjuːʒəəl/	niezwykły



Skojarzenia

Przeczytaj listę słów i zaznacz te, których jeszcze nie pamiętasz. Do każdego z nich dopasuj jakieś skojarzenie, np. *sitcom* – siedzący komik. Raz zapamiętane skojarzenie pozwoli Ci zapamiętać nowe słowa.

Most kids in the UK get **pocket money**, but many have to help with household chores in return! In 2020 the average child received £28 a month.

2

SHOPPING SPREE



- 1 **SPEAK** Look at the photo and answer the questions.
 - Why do you think the women like shopping in this store?
 - Would you like to go into this shop? Why/Why not?
 - Which shop do you visit most often? Why?
- 2 **SPEAK** Read the comments. How would you comment on the photo?



Dolores

Shoes – only they understand me. 😊😊



Luna99

That's my place! 😂



KevInRocks

No, no, no, no way! 🙄



Flx_Grt

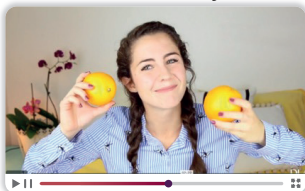
Snobs. 🤔

Comment



▶ VIDEO 05
▶ VIDEO 06
▶ VIDEO 07
▶ VIDEO 08

Lesson 2.1 Vocabulary 1



Documentary video: *What can you buy for 1€ in a Norwegian supermarket?*

Lesson 2.2 Grammar 1 Lesson 2.7 Grammar 2



Grammar animations: *Graham's Grammar*

Lesson 2.3 Speaking



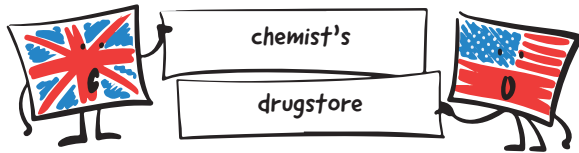
Communication video: *Asking for and giving advice*

- 1 **SPEAK** Name two products you can buy at each shop from the box. Then answer the question.

baker's bookshop chemist's clothes shop
computer store greengrocer's shoe shop sports shop

baker's: bread, rolls

Where do you like doing your shopping: in small shops or in a shopping mall? Why?



- 2 **KEY WORDS** Do the quiz and calculate your score. Then go to page 141 and read the quiz result. Do you agree with it? Why/Why not?

WHAT ARE YOUR SHOPPING HABITS?

- Most parents give their children **pocket money**. What do you do with yours?
a save b spend
- Most people keep their money in a **bank**. Where do you keep yours?
a in a bank b in a **wallet**
- Paper **notes** and metal **coins** are money. Which of them do you usually have more of?
a notes b coins
- A **discount** is a lower **price** on a product in a **sale**. When you need to buy something, what do you do?
a wait for a discount b pay full price
- A shop assistant always gives you a **receipt**. What do you do?
a keep it b throw it away
- When you pay with more money than the price is, a shop assistant gives you **change**. When the change is only a little, what do you do?
a take it b leave it
- How do you usually pay?
a **by card / with your smartphone** b in cash

- 3 Choose the correct options.

- Some teenagers get **pocket money** / notes once a month from their parents.
- You pay by card when you don't have **cash** / a wallet.
- When you can pay less than normal, you get a **change** / **discount**.
- After you pay, you get a **receipt** / coin.
- People usually deposit their money in **a bank** / the sale.
- I always check the **card** / **price** before buying a product.

- 4 **KEY WORDS** Look at the highlighted words. Which of them can make opposite pairs?

borrow • buy • deposit • earn • lend • pay
save • sell • spend • take out • win



- 5 **1.14** Listen to recordings 1–6 and match them to statements a–g. There is one extra statement.

- He/She is taking money out of a cash machine.
- He/She is borrowing money from a friend.
- He/She is paying for a pair of shoes.
- He/She is buying something online.
- He/She is selling a console to a man.
- He/She is spending money on a new gadget.
- He/She is winning money in a lottery.

1 c 2 b 3 d 4 a 5 g 6 f

- 6 **SPEAK** Translate into English. Then answer the questions.

- How often do you lend (pożyczasz) money to your friends?
- How much would you like to earn (zarabiać) in your first job?
- What are you saving (oszczędzasz) money for right now?

- 7 **SPEAK** Describe the video still and answer the questions.



- You've got only €1 to spend. What kind of shops would you visit?
- Do you check the price when you buy food? Why/Why not?

FAST FINISHERS

Write ten things you can buy for €1.

For €1 I can buy ...

Exercise 4

Possible answers

borrow – lend, buy – sell,
deposit – take out, earn –
spend, save – spend,
pay – earn

Extra classroom activity

Collaborative Story In groups of five, students copy each key word onto a separate slip of paper and put them in a bag. The first student takes a random slip and makes a sentence to start a story. Another student takes a slip and continues the story. Continue until all the words have been used.

Online teaching

Ask students to create a visual record of money vocabulary. They can use a free storyboard or

mind-map app, or a word processor or paint app. Then they screen-share the completed work.

Extra practice

- Workbook p18
- Video Worksheet 2 What can you buy for 1€ in a Norwegian supermarket?, Workbook p89
- Photocopiable Worksheet 6, Teacher's Book p332
- Extra Practice Worksheet: Unit 2 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 2.1, Student's App

For next lesson

Ask students to write a grocery shopping list in Polish. In class, compare the lists and discuss how to express the quantities in English.

Testing

Vocabulary Short Test 2.1

Lesson materials

- Audio script, Teacher's Book p286
- Video script, Teacher's Book p302

A **brain teaser** is a kind of fun challenge or puzzle. Some people enjoy solving them to exercise their minds. Brain teasers can invoke different kinds of thinking, for example, lateral thinking or logic, as in the Student's Book example.

2.2 Grammar 1

Countable and uncountable nouns • Quantifiers

- 1 **SPEAK** Which of the words from the box can you use to complete the sentences?

apple books card cheese coins
food money sandwich time wallet

- 1 I only have one .
2 I've got a lot of .

- 2 **Study the grammar table and complete the categories with the words from exercise 1.**

Key Grammar

Rzeczowniki policzalne i niepoliczalne

Rzeczowniki policzalne (*countable nouns*) występują w liczbie pojedynczej i mnogiej. Rzeczowniki niepoliczalne (*uncountable nouns*) nazywają elementy i zjawiska, których nie możemy policzyć, mają tylko jedną formę.

Rzeczowniki policzalne		Rzeczowniki niepoliczalne
liczba pojedyncza	liczba mnoga	
a book an apple	books apples	money time

Countable nouns:

singular: *an apple, a card, a sandwich, a wallet*
plural: *apples, books, coins*

Uncountable nouns: *cheese, food, money, time*

- 3 **1.15** Listen and put the plural nouns in the correct column.

/s/	/z/	/ɪz/
<i>books, cats, tops</i>	<i>apples, bottles, chairs, days, films</i>	<i>brushes, classes, matches, sandwiches</i>

- 4 Read the message below and say what products Jane should buy.

Jane!

There isn't much food at home, so please buy a bottle of milk and some cheese. We don't have any ham for sandwiches, so get some. Also, buy some eggs, as there aren't many eggs in the fridge. But don't buy any apples, we have a lot of apples from Uncle Daryl.



- 5 Look at the video still and study the grammar table. Complete the gaps with words from the text in exercise 4.

Key Grammar

Określniki ilości

Określników ilości (*quantifiers*) używamy, aby podać liczbę lub ilość czegoś albo zapytać o nią.

Rzeczowniki policzalne (*countable nouns*) w liczbie mnogiej

<i>some</i> (trochę) <i>a lot of, lots of, many</i> (dużo) <i>some eggs, a lot of</i> ¹ <i>apples</i>	<i>any</i> (żadnych, jakies), <i>many</i> (dużo) <i>any apples, many</i> ² <i>eggs</i> <i>How many eggs?</i>
--	---

Rzeczowniki niepoliczalne (*uncountable nouns*)

<i>some</i> (trochę) <i>a lot of, lots of</i> (dużo) <i>some</i> ³ <i>cheese, a lot of milk</i>	<i>any</i> (żadnych, jakies), <i>much</i> (dużo) <i>any</i> ⁴ <i>ham, much food</i> <i>How much money?</i>
--	---



Grammar Reference >> 34

- 6 Choose the option which is **not** correct.

- I've got *a lot of* / *some* / *any* old clothes at home.
- She doesn't spend *much* / *many* / *any* time shopping.
- There aren't *many* / *some* / *any* cash machines here.
- I don't get *many* / *much* / *any* pocket money.
- Do you buy *any* / *many* / *much* gadgets online?
- How *much* / *many* space is there between the shelves?

- 7 Translate into English.

¹ *A lot of people* (Wiele osób) prefer online shopping now because they don't like spending ² *too much / a lot of time* (zbyt dużo czasu) in the shop. ³ *Some shops* (Niektóre sklepy) use different ways to keep the customers longer. They create ⁴ *a lot of space* (dużo przestrzeni) between the shelves so people can stop and look at the products. They offer ⁵ *many / a lot of attractions* (wiele atrakcji) for free. Their customers enjoy spending time in the place. But, when they get back home, they find out that there are ⁶ *many things* (dużo rzeczy) in their shopping bags, and there isn't ⁷ *any money* (żadnych pieniędzy) in their wallets.

#BRAINTEASER

A chicken gets £8 a week, an ant gets £24 a week, and a spider gets £32 a week. How much money does a dog get? £16, £4 per leg



FAST FINISHERS

What is there and what is not there in a fridge of your dreams?

Exercise 1

- apple, card, sandwich, wallet
- books, cheese, coins, food, money, time

Exercise 4

(a bottle of) milk, (some) cheese, (some) ham, (some) eggs

Extra classroom activity

Brainstorm and board some picnic food ideas. In groups, students plan a picnic and decide how much (*a lot, not much, not many, ...*) of each item to buy. Choose some of the items on the board for each group to report back.

Online teaching

Ask students to take a quick peek in their fridge and on their food shelves and make some notes.

Then they come back to their screen and report back what stocks they have. Their classmates could suggest what they might need to buy.

Extra practice

- Extra Grammar Practice, Student's Book p132
- Workbook p19 and p99
- Photocopiable Worksheet 7, Teacher's Book p333
- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.2, Student's App

For next lesson

Students list five problems, real or fictional. In class, they practise giving each other advice and guess which problems were fictional.

Testing

Grammar Short Test 2.2

Lesson materials

- Grammar Reference, Student's Book p34
- Audio script, Teacher's Book p287
- Video script, Teacher's Book p303

Asking for and giving advice

1 **SPEAK** Answer the questions.

- What do you spend your pocket money on?
- Are you good at saving money? Why/Why not?

2 **1.16** Listen to Hannah and Ross talking about saving money. What is Hannah's problem? What advice does Ross give her?

VIDEO 07

3 **1.16** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Asking for and giving advice

Giving advice

- Why don't you ask ...? ✓
 What about asking ...? ✓
 You could always (ask) ... ✓
 You should ask ...

Asking for advice/clarification

- What should I do?
 How could I do that? ✓
 Do you think I should/could ...?

Accepting/Rejecting advice

- That's a good/great idea. ✓
 Thanks, I'll try that. ✓
 That's not going to work. ✓
 I don't think that's a good idea.

4 **1.16** Complete the dialogue with the correct Key Phrases. Then listen again and check.

Hi Ross.

Hi Hannah. What's up?

I really want to buy a new skateboard,
 but I haven't got enough money.

¹ *Why don't you* ask your mum to buy it for you?

That's ² *not going to work* ... She spent a lot
 of money on my new guitar last week.

³ *What about trying* to save the money?

How could I ⁴ *do that* ...?

⁵ *You could always* walk home from
 school instead of getting the bus.

That's ⁶ *a good idea* ...

And it's your birthday next month, so you
 could ask for money instead of presents.

Thanks, I'll ⁷ *try that* ... Cheers!

5 **SPEAK** Practise the dialogue from exercise 4. Talk about other problems and solutions.

6 Complete the mini-dialogues with 3–4 words in each gap. Use the words in brackets but do not change their form.

- Kim It's Tom's birthday next week. Do you think we *could buy* (could) him a music CD?
 Sam I don't know. Why *don't you/we ask* (ask) him?
 Kim I don't think that's *a good idea* (idea). I want it to be a surprise.
- Pat I'd like to save some money.
 What *should I do* (should)?
 Jo *You could always* (always) deposit some money in a bank.
- Peter Do you think *I should lend* (should) James \$10?
 Ali Well, he often borrows money, but hardly ever gives it back. *How about asking* (asking) him why he needs the money?
 Peter Thanks, *I'll / I can/could try* (try) that.

7 **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

Uczeń A Nie masz pomysłu, jak zaoszczędzić pieniądze na prezent urodzinowy dla brata. Powiedz o tym swojemu koledze/swojej koleżance i poproś o radę.

Uczeń B Poradź koledze/koleżance, jak można zaoszczędzić trochę pieniędzy. Podaj kilka pomysłów.

FAST FINISHERS

Imagine you are saving money for a gadget.
 Describe your situation and ask for advice.
I really want to buy a ...

Exercise 2

Hannah wants to buy a new skateboard, but she doesn't have enough money. Ross advises her to walk home instead of getting the bus to save some money and to ask for money for her birthday.

Extra classroom activity

Elicit some common teenage problems and note them on the board. Students work in groups of three. S1 chooses a problem and asks for advice. S2 and S3 both give advice and S1 chooses the best solution. The student who gave the best advice gets a point.

Online teaching

Post an imaginary problem in chat. Students give a piece of possible advice, using the target expressions from the lesson.

Extra practice

Workbook p20

For next lesson

Dictate a short list of objects, e.g. *a birthday cake for a friend, a smart dress / trousers for a special occasion*, etc. Students choose one item and describe a buying 'plan', i.e. which (online) shop(s) they would go to, how they would decide what to buy, what they would do to get a good deal.

Lesson materials

▶ Video script, Teacher's Book p303

2.4 Reading

Short texts about shopping

A **food court** is a collection of restaurants serving food inside a shopping mall.

A **voucher** can be used as money at specific shops.

A **loyalty card** allows shoppers to collect points if they return to the same shop. The points can be used for discounts, free products or other benefits.



- 1 **SPEAK** Look at photos 1–2 and say what is happening in them. Use the phrases from the box and your own ideas.

buy clothes/food/vegetables enjoy shopping
food market shopping centre shopping list

In photo 1, the girls are buying clothes. They are at ...



- 2 Read texts A–D on page 27 quickly. Which texts match the photos from exercise 1?

- 3 **1.17** Read texts A–D again and match them to statements 1–3. There is one extra text.

- From this text you can learn how to spend less on everyday shopping. **B**
- In this text, the reader gets advice on how to pay for things. **A**
- This text encourages the reader to buy something. **C**

- 4 Read texts A–D again and complete Wiktoria's email.

Mamo,
W sobotę w Mega Mall jest nocna wyprzedaż. Julia napisała do mnie, że wybiera się tam z Oliwią i zapytała, czy nie poszłabym z nimi – ona będzie szukać tramppek i dżinsów, a Oliwia potrzebuje sukienki na ¹ ślub (swojej) siostry. Co prawda, w przeciwieństwie do Ciebie, nie lubię ² (robić) zakupów, bo to strata czasu, ale pomyślałam, że mogłabym kupić sobie nowy sweter – to może się opłacać, bo tej nocy będzie ³ zniżka 30% / minus 30% na wszystkie ubrania. W związku z tym mam prośbę – czy mogłabyś wziąć trochę gotówki z bankomatu w drodze z pracy? Wolę mieć przy sobie gotówkę, bo wtedy wydaję pieniądze ⁴ ostrożniej.
Wiktoria

Send

- 5 Read the **WATCH OUT** box and find adverbs in the texts. Which adjectives are they made from?

WATCH OUT

Przysłówki

Słowa zaznaczone w tekstach *kursywą* to przysłówki. Opisują **sposób wykonywania czynności**. Tworzymy je od przymiotników przez dodanie końcówki *-ly* lub *-ily*. Niektóre przysłówki mają formy nieregularne.

- 6 **KEY WORDS** Complete the definitions with the highlighted words and phrases from the texts.

- A discount on something for only a few days is a special offer.
- When you don't pay for a service, it is free of charge.
- When you buy unnecessary things, you waste money.
- When you only look through shop windows, you are window-shopping.
- Things that you can buy at a cheaper price are on offer.
- When you get a bargain, you pay less than expected for something very good.

- 7 **SPEAK** Translate into English. Then answer the questions.

- Do you think a smartphone for 1000 zł is a bargain (okazja)? Why/Why not?
- Do you often go window-shopping (oglądasz wystawy sklepowe)? Why/Why not?
- What do you never waste (marnujesz) your money on?
- Do you think that shops which offer things free of charge (bezpłatnie) are really offering something for free? Why/Why not?

FAST FINISHERS

Write your post in the Internet forum in text B. Include your thoughts about Fiona's advice and suggest other solutions to Wiktoria.



Find five facts about the biggest shopping mall in the world, in Europe or in Poland. Share the information with your class.



26 UNIT 2

Extra classroom activity

After exercise 6, students work in small groups to design a simple advertising poster for a common object e.g. *pen, sunglasses, rollerblades*. Students sketch the image and explain to the class why they should buy the advertised product. They also provide a slogan and some kind of special offer.

Online teaching

Help students practise adverb formation using the chat function. Post an adjective in chat; students must write the correct adverb and send it back in chat.

Extra practice

- Workbook p21
- Extra Practice Worksheet: Unit 2 Reading, Teacher's Resource Centre

A

NEWS TODAY

CASH or CARD?

Lots of people pay by card for their daily shopping. It's very convenient, and there aren't any problems with the change. But you sometimes spend ⁵ your money too *quickly* because you don't see the money you **waste** on a shopping spree.

When you use cash, you spend money more *carefully*. You can see how much ¹⁰ money is disappearing from your wallet. But when you want to buy a lot of things, you need to carry lots of cash.

You can usually use your card in all ¹⁵ shops, but there are some places which do not accept cards. So, you should always have some cash on you, too.



GLOSSARY

food court – strefa gastronomiczna

C

SALE NIGHT
at MEGA MALL

Are you looking
for some new clothes?

Our **special offer** is for you:
ONLY this weekend discounts
⁵ on all clothes –30%.

Need any more information?

Log on to our website,
plan your visit and download
food court vouchers
¹⁰ **free of charge**.

D

Wiktorja

Hi Wiktorja,
How are you doing?
Would you like to join me and
Olivia on Saturday night? The new
⁵ shopping centre is having a 'sale
night'. They are promising lots of
special offers and discounts on new
collections. Lots of bargains!

That's why we want to go there.

¹⁰ I hope to buy some new trainers
and jeans at a discount. Olivia needs
a dress for her sister's wedding.
We need your advice, as usual.

I know only too *well* that you're

¹⁵ not keen on crowded malls,
and would rather buy online
or **go window-shopping**, but
I hope you can make it and enjoy
the shopping spree with us.

²⁰ Write back to me soon.

Bye,
Julia

B



Shopping



Wiktorja 5 hours ago | Thread: Shopping

My mum loves shopping, and she spends
a lot of money – about £330 a month –
on food for our family. I don't really like
shopping. I think it's a waste of time, and
⁵ I don't understand how someone can spend
so much money. Can I do something about it?



Fiona 2 hours ago | Thread: Shopping

I don't spend more than £160. My friends
say I've got 'an eye for a **bargain**'. If you
don't want to spend too much money,
¹⁰ why don't you tell your mum to try to follow
my advice?

- Always stick to what is on your shopping list.
- Look for half-price sections in shops.
- ¹⁵ • Use the supermarkets' apps to see what's **on offer**.
- Use your loyalty card *regularly* and collect points.



UNIT 2 27

For next lesson

Students make a list of services and shops that are available within a 1 km distance from their home. If they live in the countryside and there are none, they should list three they would most like to have. In class, students compare lists and say which ones their family uses.



1 SPEAK Answer the questions.

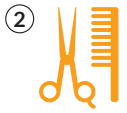
- How often do you go to the swimming pool?
- What do you usually do at the shopping centre?
- How often do you order food? What food do you order most often?

2 KEY WORDS Match the highlighted words to the service signs.

car wash • dry cleaner's • garage • hairdresser's
petrol station • post office • restaurant
sports centre • tourist information office



① tourist information office



② hairdresser's



③ sports centre



④ petrol station



⑤ dry cleaner's



⑥ garage



⑦ post office



⑧ car wash



⑨ restaurant

3 Complete the sentences with the names of places from exercise 2.

- I go to the post office when I want to send a letter.
- My father goes to the garage when his car doesn't work.
- I go to the dry cleaner's when my jacket is terribly dirty.
- I go to the hairdresser's when I want to change my hairstyle.
- My mother gets petrol at the petrol station.
- You can easily get information about some interesting places at the tourist information office.

4 1.18 Listen to six conversations and write the names of places where you can hear them.

- | | |
|-------------------------------------|------------------------|
| 1 <u>hairdresser's</u> | 4 <u>post office</u> |
| 2 <u>restaurant</u> | 5 <u>dry cleaner's</u> |
| 3 <u>tourist information office</u> | 6 <u>garage</u> |

5 Choose the correct options.

- A customer / service worker buys goods or services.
- They offer discounts for regular service workers / customers.
- Tom is now a customer / service worker and he likes his job.

6 KEY WORDS Read the phrases from the dialogues. Who says them: a customer (C) or a service worker (SW)?

- | | |
|---|----|
| 1 What can I do for you? | SW |
| 2 I'd like to <u>send this parcel</u> . | C |
| 3 How can I help you? | SW |
| 4 Can I pay by card? | C |
| 5 Are you <u>ready to order</u> ? | SW |
| 6 I'd like to <u>make a complaint</u> . | C |
| 7 How much is that? | C |
| 8 What places do you <u>recommend</u> ? | C |
| 9 Can I <u>get a discount</u> ? | C |
| 10 I'd like you to <u>cut my hair</u> . | C |

7 SPEAK Read the instructions and do the speaking task. Student A, look at page 141. Student B, look at page 142.

8 SPEAK Describe the photos and answer the questions.

- What do you think the woman in photo 1 is shouting?
- What is the man in photo 2 dreaming about?
- How often do you visit the sports centre nearest your home?



FAST FINISHERS

Imagine you can have any service you want in your town/city. What is it?

A smartphone cleaner's – it's a place where ...

Extra classroom activity

Recap simple language for 'shop' exchanges. Ask a pair of volunteers to come to the front and show them a place from exercise 2. They improvise a short shop assistant/customer dialogue for the other students to guess the service.

Online teaching

After exercise 6, introduce the idea of 'online chat assistance'. Students choose a service and

suggest a typical customer complaint. Role-play the situation, first with a teacher/class example. Then pairs of students choose a different service and practise in breakout rooms.

Extra practice

- Workbook p22
- Photocopiable Worksheet 8, Teacher's Book p334
- Extra Practice Worksheet: Unit 2 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 2.5, Student's App

For next lesson

Students collect two or three business cards or flyers they can find lying around at home. They find English equivalents, which they share with their classmates next lesson.

Testing

Vocabulary Short Test 2.5

Lesson materials

Audio script, Teacher's Book p287

1 **SPEAK** Answer the questions.

- 1 What services are there in your town/city?
- 2 How often do you use them?

2 **KEY WORDS** Read the signs for different services. What do you call them in Polish?3 **SPEAK** Answer the questions about the services in exercise 2.

- 1 Where can you get help when you want to create a new website? *designing logos & websites (sign 7)*
- 2 Where can you order fifty roses for your mum's birthday? *florist's (sign 6)*
- 3 Where can you repair your old boots? *shoemaker's (sign 2)*

4 **1.19** Listen to four people talking about their services. What do they do? Choose from the services in exercise 2.5 **1.19** Listen again and match speakers 1-4 to statements A-E. There is one extra statement.

This speaker

- A worries about the coming years in his/her service.
- B invites the listeners to visit his/her shop.
- C needs money for education.
- D lives next door to the pets' owner.
- E asks for some information when he/she is taking orders.

1 E 2 A 3 D 4 B6 **SPEAK** Answer the questions.

- 1 What are you good at? What skills could you offer to customers? Why?
- 2 How good are you at:
 - taking care of children or animals?
 - making repairs at home?
 - preparing meals?

7 **1.20** What do you think a Skills Bank is? Listen and check your ideas. *It is a platform on which people can exchange services for free.*8 **1.20** **SPEAK** Listen again and answer the questions.

- 1 Do you need to pay to use the Skills Bank? *No, you don't. It's free of charge.*
- 2 What can you exchange on the Skills Bank website? *You can exchange practical skills.*
- 3 How much of your time do you give to get an hour from someone else? *You give one hour.*
- 4 What can you do to find out more about the system? *You can log on the Skills Bank website (and see what's on offer).*

9 **SPEAK** Imagine you want to use a Skills Bank. Complete the sentences and discuss them with a friend.*I can help with ...**I need help with ...* **FAST FINISHERS**

Which service from exercise 2 would you like to work in? Write about what makes you the right candidate for the job.



Use the Internet to find a person with unusual skills. Tell the class what this person can do.

Exercise 2

- 1 wyprowadzanie psów
- 2 szewc
- 3 zegarmistrz
- 4 malowanie ubrań, butów, torebek itp.
- 5 usługi szlifierskie
- 6 kwiaciarnia / poczta kwiatowa
- 7 projektowanie logo firmy i strony internetowej
- 8 pisanie rymowanek i życzeń dla konkretnej osoby

Exercise 4

- 1 poetry writing (sign 8)
- 2 watchmaker's (sign 3)
- 3 dog walking (sign 1)
- 4 clothes painting (sign 4)

Extra classroom activity

Students choose a shop/service in pairs. S1, looking for part-time work, prepares a short list of appropriate skills they can offer. S2, the owner, prepares a few questions. Students role-play informal interviews. Then they change roles with a different service and repeat.

Online teaching

Exercise 6 question 1 could be expanded to a simple 'business' card format with name + two or

three bullet point skills. Students send or paste them onto a collaborative board for online sharing. Then the class thinks of some work possibilities suited to each skill set.

Extra practice

- Workbook p23
- Extra Practice Worksheet: Unit 2 Listening, Teacher's Resource Centre

For next lesson

Dictate a few superlative phrases, e.g. *the fastest food service, the biggest room at home, the best pizza, the nearest park*, etc. Students supply objects or phrases to fit them.

Lesson materials

- Audio script, Teacher's Book p287

2.7 Grammar 2

Comparative and superlative forms of adjectives and adverbs

Youtubers make videos which they upload to their YouTube channels. The more views their videos get, the more successful they are. In 2020, YouTube had more than two billion logged-in monthly users. Seventy-four percent of US adults use it, and eighty percent of their under-eleven children say they're allowed to watch it.

Exercise 4

bad – worse – the worst,
boring – more boring – the most boring,
careful – more careful – the most careful,
cold – colder – the coldest,
dirty – dirtier – the dirtiest,
famous – more famous – the most famous,
fine – finer – the finest,
good – better – the best,
hot – hotter – the hottest,
lazy – lazier – the laziest,
new – newer – the newest,
rich – richer – the richest,
small – smaller – the smallest,
strange – stranger – the strangest,
thin – thinner – the thinnest,
wet – wetter – the wettest

1 SPEAK Answer the questions.

- 1 Do you have any unusual skills? What are they?
- 2 *The best service in town* – which service point in your area can say this?

2 Read the sentences based on the listening text from the previous lesson. Which services do they refer to?

- 1 *poetry writing* 2 *clothes painting* 3 *watchmaker's*
4 *watchmaker's* 5 *clothes painting* 6 *poetry writing*

- 1 They ask me to write **longer** poems **than** the ones for kids.
- 2 We're **the biggest** shop in the capital.
- 3 Finding a service like ours is **more difficult** now **than** in the past.
- 4 It looks **worse than** in other services.
- 5 Bring **the best** hoodie you have.
- 6 Writing stories is **as easy as** writing short poems for me.

3 Look at the video still and study the grammar table. Find other examples of comparative and superlative adjectives in exercise 2.

Answers: see exercise 2

Key Grammar

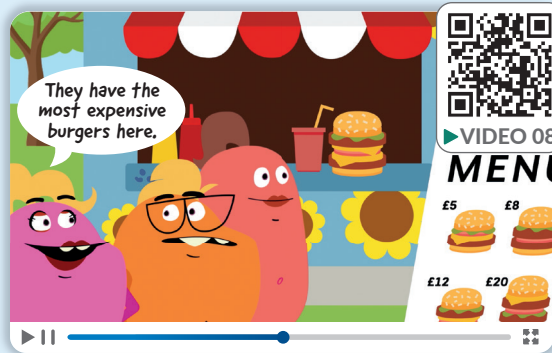
Stopniowanie przymiotników

Stopniowanie przymiotników pozwala na porównywanie dwóch lub więcej przedmiotów i osób.

Konstrukcje używane przy porównaniach to:

- **than** (niż), np. *This T-shirt is cheaper **than** that one.*
- **as ... as** (tak ... jak), np. *Your tablet is **as good as** mine.*

Przymiotniki (Adjectives)	Stopień równy (Positive)	Stopień wyższy przymiotnika (Comparative)	Stopień najwyższy przymiotnika (Superlative)
krótkie przymiotniki	short big busy	shorter bigger busier	the shortest the biggest the busiest
długie przymiotniki	dangerous	more dangerous	the most dangerous
przymiotniki nieregularne	good bad	better worse	the best the worst



4 Write the comparative and superlative forms of the adjectives from the box.

attractive bad boring careful cold dirty
famous fine good hot lazy new rich
small strange thin wet

attractive – more attractive – the most attractive

5 Complete the text with the correct forms of the adjectives in brackets.

Do you need the ¹ **most beautiful** (beautiful) flowers in the world right now? Or the **most romantic** gift?

Don't panic saying 'Where's the ² **nearest** (near) florist's?' because we are what you need. We offer the ³ **best** (good) choice of flowers and plants.

Our roses are ⁴ **redder** (red) than red and ⁵ **fresher** (fresh) than fresh. Making a romantic gift is as ⁶ **easy** (easy) as 1-2-3 for us, and the delivery time is ⁷ **the fastest** (fast) in town.

6 Study the grammar table and complete the sentences with the correct forms of the adjectives or adverbs in brackets.

Key Grammar

Stopniowanie przysłówków

Przysłówki (Adverbs)	Stopień równy (Positive)	Stopień wyższy przysłówka (Comparative)	Stopień najwyższy przysłówka (Superlative)
zakończone na -ly, -ily	slowly easily	more slowly more easily	the most slowly the most easily
przysłówki nieregularne	fast early well badly	faster earlier better worse	the fastest the earliest the best the worst

- 1 The food in this restaurant is **healthier** (healthy) than in a fast food place.
- 2 You can do the shopping in a supermarket **more quickly** (quickly) than in a mall.
- 3 Clare can decorate a cake **better** (well) than Sue.
- 4 Amanda paints **the most beautifully** (beautifully) in our art group.
- 5 Sam and Tim are twins, so Sam is **as old as** (old) Tim.

7 Complete the sentences about yourself.

- 1 The most boring school subject is _____.
- 2 I can _____ more easily than _____.
- 3 The strangest person I know is _____.
- 4 I can _____ as well as my best friend.

FAST FINISHERS

Imagine you are a famous Youtuber and complete the sentences in exercise 7.

Extra classroom activity

Recap or brainstorm shops or services and list them on the board. In groups, students choose 3-5 of them, write an advertising slogan for each and report back. They should use a comparative or superlative for each one, but not *better* or *best*, e.g. *Baker's – the freshest bread*.

Online teaching

Ask students to study how words are spelt in the

Key Grammar tables. Dictate some problematic phrases, e.g. *the busiest*. Students listen and write in private chat. Check as a class.

Extra practice

- Extra Grammar Practice, Student's Book p133
- Workbook p24 and p99
- Photocopiable Worksheet 9, Teacher's Book p335
- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.7, Student's App

For next lesson

Students list three takeaway restaurants or food delivery services that they use and note one positive and one negative feature for each. In class, they form pairs or small groups and compare.

Testing

Grammar Short Test 2.7

Lesson materials

- Grammar Reference, Student's Book p34
- Video script, Teacher's Book p303

An informal email: asking for advice

Subject: What to do?

To: Olivier

From: Molly

X

Hi Olivier,

How are you doing? I hope everything is fine with you. I'm writing because I need your help.

Do you remember my classmate Victor? His father runs a pizzeria called Vittore near our school. Victor sometimes invites us there after school, but we don't often go there. Why? Well ... The place is clean and nice, but, in my opinion, it is not the best in town. The choice of pizzas is not good enough, the service is too slow and the prices are too high for students. We prefer going to a different place with better service and lower prices. 😊

Do you think I should tell Victor about it? How could I do that? Or should I write to his father and give him some advice? What do you think I should do? 😊

I hope you can give me some advice. Write soon.

Bye,
Molly



1 Complete the sentences.

In my favourite pizzeria, the choice of pizzas is _____, the prices are _____ and the service is _____.

2 Read Molly's email and answer the questions.

- Why is Molly writing to Olivier?
- What does Molly think about the pizzeria Vittore?
- Where does Molly prefer going?

3 Study the Key Phrases box. Which Key Phrases did Molly use in her email?

Key Phrases

An informal email: asking for advice

Informing about a problem

I have/There is a problem ...

I need your help/advice. ✓

Describing a problem

I think/In my opinion,

the (place) is ... ✓

We prefer going/buying ... ✓

Asking for advice

Do you think I should ...? ✓

Or should I ...? ✓

What do you think

I should ...? ✓

How could I ...? ✓

I hope you can give me

some advice. ✓

4 Read the WATCH OUT box and translate the phrases in brackets into English. Use the Key Phrases.

Hi Jane,

¹ I *have* (Mam) a problem and I need ² *your help* (twojej pomocy). Lucy is asking me to go to the shopping centre. We both need to buy new jeans, but I think the place is ³ *too loud* (zbyt głośne), and the clothes are ⁴ *not cheap enough* (nie dość tanie) for me. I prefer ⁵ *buying / to buy* (kupować) cheap things in small shops. Do you think ⁶ *I should* (powinam) tell her? Or ⁷ *should I* (czy powinienam) write her a message? I don't want to lose my friend. What do you think ⁸ *I should do* (powinam zrobić)? I hope you can give me ⁹ *some advice* (jakąś radę).

Best,
Annie

WATCH OUT

too vs enough

- too** + przymiotnik oznacza za/zbyt, np. *The prices are **too high** for students.*
- (not) + przymiotnik + enough** oznacza (nie) dość, np. *The prices are **(not) low enough** for students.*

5 Do the writing task. Follow the steps in the Writing Planner.

Kolega proponuje restaurację swojego wujka jako miejsce spotkania klasowego. Nie przekonuje Cię ta propozycja. Napisz e-mail do koleżanki z Francji i:

- poinformuj ją o zaistniałej sytuacji,
- napisz, dlaczego uważasz propozycję kolegi za niewłaściwą,
- napisz, jakie są Twoje propozycje odnośnie miejsca na to spotkanie,
- poproś koleżankę o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Sylvie,

What's new? I'm writing because ...

WRITING PLANNER

PREPARE

Zanotuj argumenty przeciw zaproponowanej restauracji i Twoje preferencje odnośnie miejsca spotkania klasowego.

WRITE

Pisząc e-mail, wykorzystaj zanotowane informacje i wyrażenia z ramki Key Phrases.

CHECK

Upewnij się, że Twoja wypowiedź rozwija wszystkie punkty, jest odpowiedniej długości i nie zawiera błędów ortograficznych.

FAST FINISHERS

Think of a terrible pizzeria. List five arguments why the place should win the contest for the worst restaurant in the world.

Exercise 2

- She's writing to Oliver because she has a problem and wants to ask him for advice.
- Molly thinks Vittore is not the best in town. The choice of pizzas is not wide enough, the service is too slow and the prices are higher than in other restaurants.
- She prefers going to a different place with better service and lower prices.

Extra classroom activity

Students individually think of a food service or restaurant they would like to open, including: name, type of food and type of service. In a class-mingling exercise, they tell up to three students about their plans and collect a piece of advice from each.

Online teaching

In chat, brainstorm problems a bad restaurant can have. Tell students to imagine they are friends with the owner of such a restaurant. Working together in groups of three, in breakout rooms, they draft an informal email or long text message giving advice.

Extra practice

Workbook p25

Lesson materials

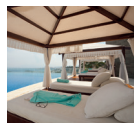
Model answer to exercise 5, Teacher's Resource Centre

VOCABULARY

- Choose the odd word out. Name the word categories.
 - discount, ~~change~~, sale, special offer; *lower prices*
 - ~~bargain~~, notes, cash, coins; *money*
 - pay, spend, ~~receipt~~, waste; *buying things*
 - dry cleaner's, watchmaker's, hairdresser's, ~~greengrocer's~~; *services*
 - dog walking, sharpening, ~~window-shopping~~, logo designing; *services*
 - ~~lend~~, win, borrow, earn; *getting money*
- Choose the correct options.
 - You can book a table online or *by hand* / *by phone*.
 - When people want to save money, they *deposit cash in* / *take cash out of* the bank.
 - Could you go *shopping* / *window-shopping* and get the things on the list?
 - You're not buying many things these days. What are you *saving* / *wasting* up for?
 - Fiona is very good at *lending* / *selling* things online.
 - I always look for cheap things *on offer* / *free of charge*.

GRAMMAR

- Choose the correct options.
 - Hurry up, Tom. I don't have *many* / *much* time.
 - There are *much* / *a lot of* people here. I can't do the shopping.
 - I don't have *some* / *any* money today. Can you pay for my Coke, please?
 - The meeting is great. We're having *any* / *a lot of* fun.
 - Is there *some* / *any* milk in the fridge?
 - How *much* / *some* money do you spend on clothes?
- Read the information about three hotels and correct the mistakes in the sentences.



	Seaview Hotel	Sunny Days Hotel	Paradise Hotel
Price	£100	£100	£180
Rooms	20	450	120
Food	★★	★	★★★★★

- The Paradise is the cheapest.
The Paradise is the most expensive.
- The Seaview is more expensive than the Sunny Days.
- The Sunny Days is the smallest hotel.
- The Seaview is as big as the Paradise.
- The food at the Sunny Days is as good as the food at the Seaview.
- The food at the Paradise is the worst.

USE OF ENGLISH

1 2 3 4 5 6 7 8

- Complete the text with one word in each gap.

The Crooked House (Krzywy Domek)

in Sopot ¹ *is* on the list of the fifty strangest buildings in the world. This is because of its shape. It looks like a house from a fairy tale, but inside it is ² *as* modern as other famous new buildings. A ³ *lot* of different events take place in it, for example, business meetings, teleconferences or cultural shows. Some of the largest Polish and foreign businesses have opened their offices here. In the building, ⁴ *there* are also some popular shops, restaurants and clubs. Every day lots of people visit the place. They can have a meal, visit a hairdresser's or a beauty salon, or just ⁵ *go* window-shopping. The Crooked House is a place that never sleeps.

- Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- Honestly, I *don't always do* (not / always / do) my homework on time – sometimes I forget.
- Ben's sister studies* (Ben / sister / study) to become a doctor.
- I've got an important exam on Friday, so I *'m not watching (any)* (not watch) films this week.
- Gina *spends a lot of* (spend / lot) time in the gym.
- We always have family dinners at my aunt's because her house *is bigger than* (be / big) ours.

- Complete each pair of sentences with the same word.

- Let's find a cash machine – I need to *take* some money out.
I *take* my dog for a walk every day after school.
- How often do you *go* shopping?
Can you *go* to the florist's for me, please?
- How much do they *pay* for house cleaning?
I'd like to *pay* by card.
- I need some eggs and butter to *make* this cake.
The food is terrible – let's call the manager and *make* a complaint!

Exercise 4

- The Seaview is as expensive as the Sunny Days.
- The Sunny Days is the biggest hotel. / The Seaview is the smallest hotel.
- The Seaview is not as big as the Paradise. / The Seaview is smaller than the Paradise.
- The food at the Sunny Days is not as good as the food at the Seaview. / The food at the Sunny Days is worse than the food at the Seaview.
- The food at the Paradise is the best. / The food at the Sunny Days is the worst.

Extra practice

- Workbook Revision p26
- Workbook Matura Practice p27
- Photocopiable Worksheet 10, Teacher's Book p336

For next lesson

Students look at the photos in exercise 4 on page 37 and decide how often they do these jobs at home.

Testing

Unit 2 Test

Lesson materials

- Model answer to exercises 9 and 10, Teacher's Resource Centre
- Audio script, Teacher's Book p287



LISTENING

- 8 1.21 Listen and match speakers 1–5 to statements A–F. There is one extra statement.

This speaker

- A shares his/her long experience with others.
- B learns how to design his/her logo.
- C explains the idea of a project.
- D helps people to save their money.
- E encourages young people to take part in the project.
- F makes videos that a large number of people watch.

1 C 2 F 3 A 4 D 5 E



WRITING

- 10 Read the instructions and do the task.

Zamierzasz kupić prezent urodzinowy dla brata.
Napisz e-mail do kolegi z Londynu i:

- opisz, w jakim wieku jest Twój brat i czym się interesuje,
- poinformuj, co chciałbyś/chciałabyś kupić bratu i ile pieniędzy możesz wydać,
- przedstaw oferty, które obecnie znajdują się w sklepach,
- poproś kolegę o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi John,

How are you?

I'm writing because I need your advice. It's my brother's birthday next week.

...

Write soon.

Bye,

XYZ



- Look back at the photo on page 22. Write a conversation between you and the people in the photo. Use a minimum of seven words or phrases from the word cloud.



SPEAKING

- 9 Look at the photos and do the task.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3. Zamierzasz kupić zabawny T-shirt dla kuzyna, który Cię wkrótce odwiedzi.

- Wybierz miejsce zakupu, które uważasz za najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe miejsca.



2.2 Countable and uncountable nouns • Quantifiers

Countable nouns (rzeczowniki policzalne) nazywają rzeczy, które można policzyć. Występują w liczbie pojedynczej oraz mnogiej, np.: *a bottle, five bottles, an apple, some apples*.

Uncountable nouns (rzeczowniki niepoliczalne) nazywają zjawiska oraz rzeczy, których nie można policzyć.

Mają tylko jedną formę, np.: *water, some water, two bottles of water, five litres of water*.

Liczbę mnogą rzeczowników policzalnych tworzymy, dodając do rzeczownika w liczbie pojedynczej końcówkę -s.

Zapis tej formy zależy od pisowni rzeczownika w liczbie pojedynczej:

- większość rzeczowników: *shop – shops*;
- rzeczowniki zakończone na -ch, -s, -h, -x oraz -o: *peach – peaches, glass – glasses, brush – brushes, box – boxes, potato – potatoes*;
- rzeczowniki zakończone na -y po spółgłosce: *family – families*;
- rzeczowniki zakończone na -f: *shelf – shelves*.

Niektóre rzeczowniki są nieregularne, np.: *man – men, woman – women, child – children, foot – feet, tooth – teeth, person – people*.

Quantifiers (określniki ilości) to wyrażenia, których używamy, by podać przybliżoną ilość czegoś. Poniższa tabela przedstawia, w jaki sposób dobrać określnik w zależności od rodzaju zdania, w którym określnik występuje, oraz rodzaju rzeczownika, przed którym występuje.

Znaczenie	Rodzaj zdania	Rzeczownik policzalny w l. mn.	Rzeczownik niepoliczalny	Przykład
kilka, trochę	twierdzące	some		We have some (kilka) eggs in the fridge. I need some (trochę) cinnamon to make this cake.
żadne, jakieś	przeczące i pytania	any		He hasn't got any (żadnej) change. Are you reading any books now?
wiele, dużo	twierdzące	a lot of, lots of, many	a lot of, lots of	She knows many (wiele) good shops. Programmers earn a lot of (dużo) money.
	przeczące i pytania	many	much	Do you usually invite many (wiele) people to your parties? They don't drink much (dużo) coffee.
Ile...?	pytania	How many ...?	How much ...?	How many (ile) postcards does he have in his collection? How much (ile) time do you need?

2.7 Comparative and superlative forms of adjectives and adverbs

Adjectives (przymiotniki) odpowiadają na pytania: *jaki?; jaka?; jakie?*.

Stopniowanie rosnące przymiotników				
		Stopień równy	Stopień wyższy	Stopień najwyższy
krótkie (jednosylabowe i niektóre dwusylabowe)	większość krótkich przymiotników	cheap	cheaper	the cheapest
	przymiotniki zakończone na -e	nice	nicer	the nicest
	przymiotniki zakończone na -y	crazy	crazier	the craziest
	przymiotniki zakończone na spółgłoskę po samogłosce (oprócz w)	big	bigger	the biggest
długie (dwusylabowe i dłuższe)		expensive	more expensive	the most expensive
nieregularne		good	better	the best
		bad	worse	the worst
		far	further	the furthest

Adverbs (przysłówki) odpowiadają na pytania *jak?; w jaki sposób?*. Przysłówki tworzymy od przymiotników poprzez dodanie końcówki -ly lub -ily: *quick – quickly, simple – simply, easy – easily, hungry – hungrily*. Niektóre przysłówki są nieregularne, m.in.: *good – well, fast – fast, hard – hard, late – late, early – early*.

Stopniowanie rosnące przysłówek				
		Stopień równy	Stopień wyższy	Stopień najwyższy
przysłówki zakończone na -ly		safely	more safely	the most safely
przysłówek = przymiotnik		fast	faster	the fastest
inne nieregularne przysłówki		well	better	the best
		badly	worse	the worst

W zdaniach porównawczych stosujemy następujące struktury:

- stopień wyższy + *than* (niż), np.:
*Prices in shopping malls are **lower than** in small shops.*
*Luke saves money **faster than** his brother.*

- (not) *as* + przymiotnik/przysłówek + *as*, np.:
*Vegetables in supermarkets are **not as fresh as** (nie tak świeże jak) in food markets.*

Extra Grammar Practice ➤ 133

- KEY WORDS

VOCABULARY 1 MP3 07

baker's	/ˈbeɪkəz/	piekarnia
bank	/bæŋk/	bank
bookshop	/ˈbʊkˌʃɒp/	księgarnia
borrow (money from)	/ˈbɒrəʊ (ˈmʌni frəm)/	pożyczać (pieniądze od)
buy	/baɪ/	kupować
cash machine	/ˈkæʃ məˈʃiːn/	bankomat
change	/tʃeɪndʒ/	reszta
chemist's	/ˈkemɪsts/	drogeria
clothes shop	/ˈkləʊðz ˌʃɒp/	sklep odzieżowy
coin	/kɔɪn/	moneta
computer store	/kəmˈpjʊːtə ˌstɔː/	sklep komputerowy
deposit	/dɪˈpɒzɪt/	wpłacać
discount	/ˈdɪsˌkaʊnt/	zniżka
earn	/ɜːn/	zarabiać
greengrocer's	/ˈɡriːnˌɡrəʊsəz/	sklep warzywniczy
in the sale	/ɪn ðə ˈseɪl/	na wyprzedaży
lend (money to)	/lend (ˈmʌni tə)/	pożyczać (pieniądze komuś)
note	/nəʊt/	banknot
pay (for)	/peɪ (fə)/	płacić (za)
pay by card	/peɪ baɪ ˈkɑːd/	płacić kartą
pay in cash	/peɪ ɪn ˈkæʃ/	płacić gotówką
pay with your smartphone	/peɪ wɪð jə ˈsmɑːtˌfəʊn/	płacić smartfonem
pocket money	/ˈpɒkɪt ˌmʌni/	kieszonkowe
price	/praɪs/	cena
receipt	/rɪˈsiːt/	paragon
sale	/seɪl/	wyprzedaż
save (money for)	/ˈseɪv (ˈmʌni fə)/	oszczędzać (pieniądze na)
sell	/sel/	sprzedawać
shoe shop	/ˈʃuː ˌʃɒp/	sklep obuwniczy
shopping mall	/ˈʃɒpɪŋ ˌmɔːl/	centrum handlowe
spend (money on)	/ˈspend (ˈmʌni ɒn)/	wydawać (pieniądze na)
sports shop	/ˈspɔːts ˌʃɒp/	sklep sportowy
take (money) out	/ˈteɪk (mʌni) ˈaʊt/	wypłacać (pieniądze)
wallet	/ˈwɒlɪt/	portfel
win	/wɪn/	wygrywać

GRAMMAR 1 MP3 08

shelves	/ˈʃelvz/	półki (sklepowe)
shopping bag	/ˈʃɒpɪŋ bæɡ/	torba na zakupy

READING MP3 09

bargain	/ˈbɑːɡɪn/	okazja
buy online	/baɪ ɒnˈlaɪn/	kupować przez Internet
food market	/ˈfuːd ˌmɑːkɪt/	sklep spożywczy
free of charge	/ˈfriː əv ˈtʃɑːdʒ/	za darmo
go window-shopping	/ɡəʊ ˈwɪndəʊˌʃɒpɪŋ/	oglądać witryny sklepowe
half-price	/ˈhɑːfˈpraɪs/	przeceniony o połowę
loyalty card	/ˈlɔɪəlti ˌkɑːd/	karta lojalnościowa
offer a discount	/ˈɒfə ə ˈdɪsˌkaʊnt/	oferować zniżkę
on offer	/ɒn ˈɒfə/	w (promocyjnej) ofercie
shopping centre	/ˈʃɒpɪŋ ˌsentə/	centrum handlowe
shopping list	/ˈʃɒpɪŋ ˌlɪst/	lista zakupów
shopping spree	/ˈʃɒpɪŋ ˌspriː/	szal zakupów
special offer	/ˌspeʃəl ˈɒfə/	oferta specjalna
waste	/weɪst/	trwonić, marnować

VOCABULARY 2 MP3 10

car wash	/ˈkɑː wɒʃ/	myjnia samochodowa
customer	/ˈkʌstəmə/	klient
cut my hair	/ˌkʌt maɪ ˈheə/	obciąć włosy
dry cleaner's	/draɪ ˈkliːnəz/	pralnia chemiczna
garage	/ˈɡæərɔːʒ/, /ˈɡærɪdʒ/	warsztat
get a discount	/ˌget ə ˈdɪsˌkaʊnt/	otrzymać zniżkę
hairstylist's	/ˈheəˌdresəz/	fryzjer
make a complaint	/ˌmeɪk ə kəmˈpleɪnt/	składać skargę/reklamację

ready to order	/ˌredi tə ˈɔːdə/	gotów złożyć zamówienie
petrol station	/ˈpetrəl ˌsteɪʃən/	stacja benzynowa
post office	/ˈpəʊst ˌɒfɪs/	poczta
queue	/kjuː/	kolejka
recommend	/ˌrekaˈmend/	polecać
remove	/rɪˈmuːv/	usunąć
restaurant	/ˈrestərɒnt/	restauracja
send a parcel	/ˌsend ə ˈpɑːsəl/	wysłać paczkę
service worker	/ˈsɜːvɪs ˌwɜːkə/	pracownik obsługi
sports centre	/ˈspɔːts ˌsentə/	centrum sportowe
tourist information office	/ˈtɔʊrɪst ɪnfəˌmeɪʃən ˌɒfɪs/	informacja turystyczna

LISTENING MP3 11

charge	/tʃɑːdʒ/	pobierać opłatę
clothes painting	/ˈkləʊðz ˌpeɪntɪŋ/	malowanie odzieży
designing (logos)	/dɪˈzaɪnɪŋ (ˈlɒɡəʊz)/	projektowanie (logo)
dog walking	/ˈdɒɡ ˌwɔːkɪŋ/	wyprowadzanie psów
florist's	/ˈflɒrɪsts/	kwiaciarnia
handmade	/ˈhænd ˈmeɪd/	wykonany ręcznie
make repairs	/ˌmeɪk rɪˈpeəz/	dokonywać naprawy
order (by phone)	/ˈɔːdə (baɪ ˈfəʊn)/	zamawiać (przez telefon)
poetry writing	/ˈpəʊtri ˌraɪtɪŋ ˈpəʊtri/	pisanie poezji
repair	/rɪˈpeə/	naprawiać
sharpening	/ˈʃɑːpənɪŋ/	ostrzenie
shoemaker's	/ˈʃuːˌmeɪkəz/	szewc
skills	/skɪlz/	umiejętności
take care of	/ˌteɪk ˈkeər əv/	opiekować się
watchmaker's	/ˈwɒtʃˌmeɪkəz/	zegarmistrz

WRITING MP3 12

choice	/tʃɔɪs/	wybór, asortyment
run (a pizzeria)	/rʌn (ə ˌpiːtsəˈriːə)/	prowadzić (pizzerię)



Mapy myśli

Aby lepiej zapamiętać słowa z jakiegoś tematu, warto stworzyć swoją własną, unikatową mapę myśli. Zaczniij od zapisania słowa-klucza na środku strony. Od niego będą odchodzić strzałki do mniejszych kategorii, a od nich do konkretnych słów. Ty decydujesz, które słowa i gdzie je umieścić. Wykorzystaj kolory i proste grafiki, które pomogą Ci lepiej zapamiętać słowa. Przykładowa mapa myśli do tej listy słów mogłaby zaczynać się tak:

