

Work-life balance

is the relationship between the time devoted to work (or schoolwork) and leisure activities.

Americans' favourite pastime is baseball.

A popular leisure activity in the UK is playing Bingo. There are special places where people play it called bingo halls.

Exercise 1

do yoga, eat sushi, go mountain biking, go to a concert, listen to pop music, play the guitar, play sport, watch horror films, watch sport

In the photos: watch sport, listen to pop music, go mountain biking, eat sushi

Exercise 4

- My parents are listening to the radio.
- Who wants to go to the cinema with me?
- I hardly ever eat chocolate.
- I rarely watch horror films.

0.1 My free time

Free-time activities • Present simple and present continuous

- Match the verbs from box A to the words and phrases from box B to make as many free-time activities as you can. Which activities are in the photos?



- A do eat go listen to play watch
- B horror films karate mountain biking pop music sport sushi the guitar to a concert yoga

do karate, do sport, ...

- 1.01 SPEAK Listen to Leo and Iris doing a quiz and tick the sentences you hear. a, b, e, f, h
 - What are you doing? ✓
 - How often do you play sport?
 - I don't like watching my favourite team.
 - I live in Manchester.
 - We hardly ever go to the away matches.
 - I love it!
 - Do you listen to music?
 - I'm waiting to get my pocket money this week to buy some tickets.
- Study the grammar tables and complete them with examples a–h from exercise 2.

Key Grammar

Present simple

Czasu *present simple* używamy, by opisać:

- powtarzające się regularnie czynności, np.: ¹ b, ² e, ³ g
- upodobania, np. ⁴ c, ⁵ f
- stałe sytuacje i stany, np. ⁶ d

Przysłówki częstotliwości: *always* (zawsze), *sometimes* (czasami), *usually* (zwykle), *often* (często), *hardly ever* (rzadko kiedy), *rarely* (rzadko), *never* (nigdy)

	I/You/We/They	He/She/It
+	I hardly ever watch films.	Tim often plays football.
–	We don't play tennis.	Mia doesn't eat sushi.
?	Do you listen to pop music? Yes, I do ./No, I don't .	Does it sleep a lot? Yes, it does ./No, it doesn't .
Wh-?	What do they do ?	Where does he live ?
Subject?	Who lives here? How many people come to their matches?	

- Put the words in the correct order to make sentences.

- sister / what / doing / is / your / ?
What is your sister doing?
- are / my / the radio / listening / to / parents
- me / go / wants / to / the cinema / who / with / to / ?
- chocolate / ever / eat / I / hardly
- watch / I / films / rarely / horror

- Read the **WATCH OUT** box and complete the mini-dialogues. Use the correct forms of the verbs in brackets and some of the sentences from exercise 4.

- X: *What is your sister doing?*
Y: I *don't know* (not know), but she *usually has* (usually/have) her English lesson at this time.
- X: I *'m looking* (look for) an interesting horror film to watch on holiday. *Do you know* (you/know) any good horror stories?
Y: I'm afraid I don't. *e*
- X: Oh, hi, Trevor. What *are you buying* (you/buy)?
Y: Some sweets. *d*, but today I *really want* (really/want) some.
- X: What's that noise? Who *is speaking* (speak) so loudly?
Y: No one. *b*, that's all.

WATCH OUT

Czasowniki statyczne

Czasowniki statyczne (*state verbs*), np. *believe, hate, know, like, love, mean, need, prefer, understand, want*, nie przyjmują końcówki *-ing*, nawet jeśli opisują coś, co ma miejsce w momencie mówienia:
I don't believe you. I think you're lying.

- SPEAK** Which of the free-time activities from exercise 1 do you often/sometimes/rarely/never do? How often do you do them?

Key Grammar

Present continuous

Czasu *present continuous* używamy, by opisać:

- czynności wykonywane w momencie mówienia, np. ⁷ a
- czynności trwające tylko przez pewien czas, np. ⁸ h

Określenia czasu: *now* (teraz), *at the moment* (w tej chwili), *today* (dziś), *this week* (w tym tygodniu)

	I	You/We/They	He/She/It
+	I 'm dreaming .	You 're eating .	He 's writing .
–	I 'm not sleeping .	We aren't dancing .	She isn't walking .
?	Am I reading a book? Yes, I am ./ No, I 'm not .	Are they jumping ? Yes, they are ./ No, they aren't .	Is it playing with a ball? Yes, it is ./ No, it isn't .
Wh-?	What am I doing ?	Why are you crying ?	Where is he going ?
Subject?	Who is leaving ? How many people are singing ?		

Extra classroom activity

After exercise 1, remind students that the verb *play* is used with team, ball and similar sports (e.g. *basketball, tennis* but also *badminton*); the verb *go* is used with any sport ending in *-ing* (e.g. *skiing, running, swimming*); the verb *do* is used with any sport which is done individually in a separate place (e.g. *gymnastics, judo, yoga*). Ask students to think of more sports to match the verbs *play, do* and *go*.

With less confident students, read out sports

from this list: *aerobics athletics, baseball, chess, fishing, football, hockey, ice-skating, jogging, rugby, running, snowboarding, volleyball, Zumba*. (Key: *do*: *aerobics athletics, Zumba*; *play*: *baseball, chess, football, hockey, rugby, volleyball*; *go*: *fishing, ice-skating, jogging, running, snowboarding*).

Online teaching

You may assign exercise 6 as homework. Ask students to record themselves and send you the recording.

Extra practice

- Extra Grammar Practice, Student's Book p144
- Workbook p4 and p112

For next lesson

Students find out how many names of clothes they can name in English, without looking words up in a dictionary.

Lesson materials

Audio script, Teacher's Book p316

Clothes • Comparatives and superlatives

- 1 **SPEAK** Match the clothes from the box to the categories below. Some clothes match more than one category.

coat 1, 3 dress 2, 5 gloves 3, 4, 6 hoodie 1 jacket 1 jeans 5
joggers 5 jumper 1, 3 leggings 2, 5 shirt 1 shoes 4, 6
skirt 2, 5 suit 5, 6 sunglasses 1 trainers 4, 6 trousers 5

- you wear these on the upper parts of your body:
coat, ...
- boys don't usually wear these:
- you don't usually wear these in the summer:
- you always wear two of these:
- these items cover your legs:
- this consists of two or more different items:

- 2 **1.02** Listen to a dialogue. Are the statements true (T) or false (F)?

- The jeans which the boy likes are the cheapest. *F*
- He needs a bigger size. *F*
- He gets the nicest jeans from the sale section. *F*
- The smaller jeans are also more expensive. *T*
- The teenager decides to buy the largest jeans. *F*
- He wants to find a better offer in another shop. *T*

- 3 Study the grammar table and complete the gaps with the adjectives from exercise 2.

Key Grammar

Stopniowanie przymiotników

Stopniowanie przymiotników (*comparison of adjectives*) pozwala na porównywanie dwóch lub więcej przedmiotów i osób.

Wyrażenia przydatne przy porównaniach to:

- than* (niż), np. *This hoodie looks better on you than that one.*
- (not) as ... as* (nie tak ... jak), np. *Jumpers are not as warm as winter jackets.*
- too* (zbyt), np. *These jeans are too big.*
- enough* (wystarczająco), np. *This offer is not good enough.*

Tworząc stopień niższy i najniższy, używamy przysłówków *less* (mniej) i *the least* (najmniej):

The blue leggings are less comfortable, but the black ones are the least comfortable.

Przymiotniki (Adjectives)	Stopień równy (Positive)	Stopień wyższy (Comparative)	Stopień najwyższy (Superlative)
krótkie	cheap	cheaper	¹ the cheapest
	big	² bigger	the biggest
	nice	nicer	³ the nicest
zakończone na y	happy	happier	the happiest
długie	expensive	more expensive	the most expensive
nieregularne	good	⁴ better	the best
	bad	worse	the worst

Extra Grammar Practice >> 144

- 4 Compare the items in the photos using the adjectives from the box. Write two sentences about each pair: one with a comparative adjective, and one with (not) as ... as.

colourful expensive short warm



- 1 Coat B is warmer than coat A. Coat A is not as warm as coat B.

- 5 Read the **WATCH OUT** box and complete the sentences with the adjectives and adverbs in brackets in the correct form.

- You can do the shopping in a supermarket *more quickly* (quickly) than in a mall.
- It's too hot for this shirt – I need something *thinner* (thin).
- It's *safer* (safe) and *faster* (fast) to buy shoes in a shop than online.
- Helen is *the laziest* (lazy) student in our class, and Drew works *the hardest* (hard) of all.
- When my mum works from home, she can dress *more comfortably* (comfortably) than for the office.

WATCH OUT

Stopniowanie przysłówków

- przysłówki zakończone na *-ly, -ily*:
slowly – *more slowly* – *the most slowly*
easily – *more easily* – *the most easily*
- przysłówki nieregularne:
fast – *faster* – *the fastest*, *early* – *earlier* – *the earliest*,
hard – *harder* – *the hardest*, *well* – *better* – *the best*,
badly – *worse* – *the worst*

- 6 **SPEAK** Rewrite the statements using the words in bold. Then say if you agree with them.

- Joggers are less elegant than jeans. **MORE**
Jeans are more elegant than joggers.
- Designer shoes are not cheap enough. **EXPENSIVE**
Designer shoes are too expensive.
- Women are busier than men. **LESS**
Men are less busy than women.
- Teenagers work faster than adults. **SLOWLY**
Adults work more slowly than teenagers.
- People look better in hoodies than in suits. **WORSE**
People look worse in suits than in hoodies.

Starter 5

Jeans are made of denim. They were invented by Jacob Davis and Levi Strauss in 1873. They became popular in the USA during the Gold Rush, as they were strong trousers that could withstand hard work.

The most expensive sneakers were Kanye West's first pair of Yeezys. They sold for \$1.8 million.

Exercise 4

- Dress A is more colourful than dress B. / Dress B is less colourful than dress A. Dress B is not as colourful as dress A.
- Trousers A are shorter than trousers B. Trousers B are not as short as trousers A.
- Trainers B are more expensive than trainers A. Trainers A are not as expensive as trainers B. / Trainers A are less expensive than trainers B.

Extra classroom activity

After exercise 1, tell students to work in pairs and write an odd-one-out activity (two sets of words) for the rest of the class.

Online teaching

After exercise 4, display the answers on e-board. Ask one student to read the sentences aloud.

Extra practice

- Extra Grammar Practice, Student's Book p144
- Workbook p5 and p112

For next lesson

Ask students to recall what they wanted to become when they were little, and find the English name of this job/these jobs in an online dictionary.

Lesson materials

- Audio script, Teacher's Book p316

Results of the **census** carried out by The Federal Bureau of Labour Statistics showed that the most dangerous jobs are those performed by fishing and hunting workers.

0.3 My memories

Jobs • Past simple

1 Find one job that does not match each category. Then match four of the jobs below to photos A–D.

- 1 They work in an office: receptionist, architect, chef, secretary, accountant *chef*
- 2 They work outdoors: builder, hairdresser, postman, lifeguard, gardener *hairdresser*
- 3 They work in health care: dentist, nurse, doctor, surgeon, soldier *soldier*
- 4 They work with computers: IT specialist, builder, programmer, web designer, games tester *builder*

2 1.03 Read Rory's memories. Answer the questions.

- 1 What job did Rory dream of when he was little?
He dreamt of becoming a builder.
- 2 What did his friends want to become?
soldiers, policemen or firefighters.
- 3 Did his plans change over the years, or did they stay the same? *They changed.*



When I was little, most of the boys I knew wanted to be soldiers, police officers or firefighters. But not me. I wanted to be a builder. It was my big dream until I turned seven or eight. You know – these guys were strong, drove huge trucks and spent the whole day outdoors. I admired them so much! But then I found out how hard this job really was and I changed my mind. How about you? What did you want to become when you were a child?

3 Study the grammar table and find all the examples of the past simple in exercise 2. *Answers: see exercise 2*

Key Grammar

Past simple

Czasu **past simple** używamy, mówiąc o zdarzeniach, które wydarzyły się w określonym momencie w przeszłości.
Formy czasownika **to be** w czasie **past simple** to **was, wasn't (was not), were i weren't (were not)**, np.:
At 8 pm last night, we **were** at home. Suddenly, there **was** a loud noise.

Pytania z **was i were** tworzymy przez inwersję, np.:
Was the film interesting? How many people **were** there at the cinema?
Formy czasu **past simple** czasowników regularnych tworzymy przez dodanie końcówki **-ed** lub **-d**. Form czasowników nieregularnych musisz nauczyć się na pamięć (→ str. 154).

Określenia czasu: **yesterday** (wczoraj), **a week ago** (tydzień temu), **last summer** (ubiegłego lata), **in 2018**, itp.

I/You/He/She/It/We/They

	I wanted to be a firefighter.
	I didn't get the job.
	Did your sister work as a nurse?
Wh- 	Where did you learn Spanish?
Subject 	What happened ? How many students took part in the competition?



postman



lifeguard



surgeon/doctor/nurse



chef

4 Change the sentences into the past simple. Use the time expressions in brackets.

- 1 My teacher is very nice to us today. (yesterday)
My teacher was very nice to us yesterday.
- 2 The mechanic doesn't know how to repair my dad's car. (last month) *The mechanic didn't / did not know how to repair my dad's car last month.*
- 3 Do firefighters have special training? (in the 1960s)
Did firefighters have special training in the 1960s?
- 4 I go to see a doctor. (three weeks ago)
I went to see a doctor three weeks ago.
- 5 How many nurses work at your school? (in 2019)
How many nurses worked at your school in 2019?
- 6 I keep a pet snake. (when I was ten)
I kept a pet snake when I was 10.

5 Complete the sentences with the past simple form of the verbs in brackets. Then add words or numbers to make the sentences true for you.

- 1 I **came** (come) to this school when I was _____.
- 2 I **didn't / did not study** (not study) English until the age of _____.
- 3 When I was younger, I **hated** (hate) _____.
- 4 I **didn't / did not have** (not have) a smartphone until I was _____.
- 5 I first **met** (meet) my classmates in _____.

6 **SPEAK** Answer Rory's question from exercise 2. What is your dream job now? Why?

Extra Grammar Practice >> 145 Irregular verbs >> 154

6 Starter

Extra classroom activity

After exercise 3, write the following answers on the board: A builder. Dalton Gomez. No, he didn't. In Barbados. 1.9 billion people worldwide. Then read the questions aloud and ask students to match them with the answers.
Where was Rihanna born? What was Robert Maktowicz's first job? Who did Ariana Grande marry? Did Tom Cruise study acting? How many people watched Harry and Meghan's wedding on TV?

wedding on TV?
(Key: Where was Rihanna born? In Barbados. / What was Robert Maktowicz's first job? A builder. / Who did Ariana Grande marry? Dalton Gomez. / Did Tom Cruise study acting? No, he didn't. / How many people watched Harry and Meghan's wedding on TV? 1.9 billion people worldwide.)

Online teaching

You may assign exercise 6 as homework. Ask students to record themselves and send you the recording.

Extra practice

- Extra Grammar Practice, Student's Book p145
- Workbook p6 and p113

For next lesson

Ask students to find some basic facts about Henderson Island.

- 1 Henderson Island is ^aa small island between ^bNew Zealand and South America. It hasn't got any inhabitants and it's 114 km from the nearest town on the next island. Jennifer Lavers, an environmental activist at the University of Tasmania, travelled to Henderson to investigate ^cpollution. When she first saw photos of ^dthe island online, it looked perfect. All the beaches were nice and clean. But Lavers was shocked when she arrived: there were plastic bags everywhere! Now she thinks that there are about thirty-seven million pieces of plastic from the ocean on the island.

beach, island, ocean, seaside

HENDERSON ISLAND THEN



AND NOW



- 2 'Megacities' are cities with more than ten million inhabitants. There are currently forty-seven around ^ethe world. The biggest of all is Tokyo, Japan, with more than thirty-eight million residents. When you compare photos of Tokyo from the last century and today, the differences are amazing. The buildings are now higher. ^fThe tallest skyscraper is the 'Tokyo Skytree' at 634 m. Also, Tokyo is now famous for ^gneon signs. The city uses a lot of energy, but it is trying to be more eco-friendly and produce more electricity from wind and solar power.

city, town, river

TOKYO, JAPAN THEN



AND NOW



- 1 Which of the landscape features from the box can you see in the photos on this page?

beach city countryside island lake
mountain ocean river seaside town village

- 2 1.04 Read the texts. Complete the sentences.

- There are no *inhabitants* on Henderson Island.
- Jennifer Lavers works as an *environmental activist*.
- A megacity is a city with over *ten million* residents.
- There are *forty-seven* megacities around the world.
- The Tokyo Skytree is the *tallest* skyscraper in Tokyo.

- 3 Study the grammar table and complete the gaps with examples a–g from the texts.

Key Grammar

Przedimki

Przedimek nieokreślony (*indefinite article*) *a/an* stosujemy przed rzeczownikiem policzalnym w liczbie pojedynczej:

- gdy mówimy o danej osobie/rzeczy po raz pierwszy, np. *A bird landed on my balcony this morning.*
- gdy dana osoba/rzecz jest „jedną z wielu”, np. ¹*a* UWAGA: *a small island*, ale *an island*; *a house*, ale *an hour*

Przedimek określony (*definite article*) *the* stosujemy:

- gdy mówimy o danej osobie/rzeczy po raz kolejny, np.: *The bird is still on my balcony*; ² *d*
- gdy osoba/rzecz, o której mówimy, jest znana rozmówcy lub jedyna w swoim rodzaju, np.: *the king*, *the sun*, ³ *e*
- z elementami krajobrazu, np.: *at the seaside*, *in the mountains*, *by the lake*, *on the beach*
- przed przymiotnikami w stopniu najwyższym, np. ⁴ *f*
- przed niektórymi nazwami państw, np.: *the USA*, *the UK*, *the Netherlands*

Nie stawiamy przedimków:

- przed rzeczownikami niepoliczalnymi, kiedy mówimy o czymś ogólnie, np.: *money*, *love*, *time*, ⁵ *c*
- przed ogólną nazwą grupy osób lub rzeczy, np.: *athletes*, *men and women*, ⁶ *g*
- przed nazwami większości państw i miast, np.: *Poland*, ⁷ *b*
- w wyrażeniach takich jak: *at home*, *to school*, *in bed*, *by bike*

Extra Grammar Practice >> 145

- 4 1.05 Complete the text with *a/an*, *the* or no article (–). Listen and check.

I live in ¹*a* small village. It's ²*the* smallest village in the country – there are only 300 inhabitants! We have three shops, all of them on ³*the* main road. But I'm not complaining – there is ⁴*a* forest nearby, there are ⁵ – wild animals, and we are close to ⁶*the* seaside.

- 5 SPEAK Complete the sentences with *the* or no article (–). Are the sentences true or false for you? Why?

- I love spending holidays on *the* beach.
- We often plant – trees in my city.
- I'm truly worried about – pollution where I live.
- My town is *the* best place to live.

Starter 7

Henderson Island is an uninhabited island in the South Pacific. It became a United Nations World Heritage Site in 1988 and it is in one of the world's biggest marine reserves. Lavers stayed on the island in 2015 and she was shocked to find 18 tons of plastic on the beaches. The South Pacific Gyre, a circular ocean current, collects plastic pollution from around the world, and some of this immense floating waste is deposited on land.

Tokyo is an example of a **mega-city**. A mega-city is defined as a city with a population greater than ten million. Lots of vast mega-cities are emerging in the developing world as people migrate in search of work. The United Nations estimates that by 2030 60% of the world's population will be living in urban locations. The number of megacities grew from 28 in 2014 to 33 in 2018 – more than triple the number in 1990. The top ten mega-cities are: 10 Osaka (Japan), 9 Dhaka (Bangladesh), 8 Beijing (China), 7 Mumbai (India), 6 Cairo (Egypt), 5 Mexico City (Mexico), 4 Sao Paulo (Brazil), 3 Shanghai (China), 2 Delhi (India) and 1 Tokyo (Japan).

Extra classroom activity

As a warmer, play Snowman using the word *ENVIRONMENT*. Draw a snowman on the board. Draw 11 dashes on the board to represent the letters of the secret word. Ask students to suggest letters of the alphabet to guess the word. If they guess correctly, write it in any spaces where this letter occurs. If their guess is wrong, the snowman begins to melt – first erase his buttons (all at once),

then his mouth, then his nose, his eyes, etc. until he has completely melted and disappeared.

Online teaching

For exercise 5, put students in breakout rooms to do the activity in pairs.

Extra practice

- Extra Grammar Practice, Student's Book p145
- Workbook p7 and p113

For next lesson

Ask students to think of a recipe for a healthy picnic snack.

Tacos (meaning 'light lunch') – a traditional Mexican dish made of corn or wheat tortillas stuffed with meat and fresh vegetables, grated cheese and salsa sauce. It's very popular in America – they have their own restaurant chain 'Taco Bell' and they celebrate National Taco Day on October 4th.

1 FOOD FOR HEALTH



- 1 **SPEAK** Look at the photo and answer the questions.
 - What is the woman thinking about?
 - What would you choose in her situation?
- 2 **SPEAK** Read the comments. Choose one and reply to it.



Louis97
OMG! I love chocolate! 😋



Auggie17
The apple 100% – tasty & healthy! 💪



MeLLy
Only apples – I ❤️ vegan.



SpookySteve
Haha! Story of my life – my parents say fruit, I say sweets!

Comment



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

Lesson 1.1 Vocabulary 1



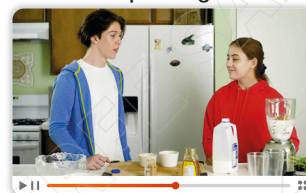
Documentary video:
Picnic snack ideas

Lesson 1.2 Grammar 1 Lesson 1.7 Grammar 2



Grammar animations:
Graham's Grammar

Lesson 1.3 Speaking



Communication video:
Giving instructions

Types of food • Preparing food

- 1 **SPEAK** Name your most and least favourite product in each category from the box. Are your tastes similar?

dairy drinks fruit meat and fish sweets vegetables

My favourite dairy product is yoghurt. I hate warm milk, though!

- 2 Do the food quiz below.

KNOW YOUR INGREDIENTS!

- 1 Which of these can you use instead of sugar?
 (a) honey
 (b) crisps
 (c) pancakes
- 2 Which of these can be in a sandwich?
 (a) pumpkin
 (b) cream cheese
 (c) cream
- 3 Which of these contains flour?
 (a) yoghurt
 (b) rolls
 (c) cereal
- 4 Which of these is NOT seafood?
 (a) beef
 (b) prawns
 (c) salmon
- 5 Which of these vegetables is NOT green?
 (a) onion
 (b) broccoli
 (c) spinach
- 6 What can you do with an apple?
 (a) squeeze
 (b) blend
 (c) peel

- 3 **KEY WORDS** Read the forum posts and match the highlighted words to categories 1–4.

- 1 spices and seasoning: *salt*, ... 3 dairy products
 2 vegetables 4 cooking verbs



Hi, guys. I'm going for a picnic with my family on Saturday, and I need to bring some food. Any recipes for a healthy snack that looks delicious and is easy to make?



How about some tacos? You need a box of taco shells, some chicken, three **peppers** (different colours), one **cucumber**, a small pot of **sour cream**, a jar of tomato sauce and a little **salt** and **chilli powder**.

Cut the chicken into small pieces, **add** two pinches of salt, and then **fry** the meat in a little olive oil. Add the tomato sauce and some chilli powder. Then put the meat inside the taco shells and add the vegetables and sour cream. Of course, cut the cucumber and the peppers first 😊 You may also **squeeze** some lemon juice on top. You can take the ingredients with you and make the tacos just before **serving** them. Oh, and if there is a vegetarian among you, you can always replace the chicken with tofu. Good luck!

- 4 **SPEAK** Think of a healthy picnic snack that uses three ingredients from the quiz and the forum posts. Tell your partner how to make it.

- 5 **1.06 SPEAK** Complete the sentences with the words from exercises 2 and 3. Listen and check. Then decide which sentences are true for you.

- 1 I usually have a bowl of *cereal* with *yoghurt* and fruit for breakfast.
 2 I don't often eat meat, but when I do, I only have good quality *beef*.
 3 No one in my family eats *prawn*s – we all hate seafood.
 4 I'm allergic to dairy, so I don't add any *sour cream* to soup.
 5 As a child I didn't like green vegetables, like *broccoli* or *spinach*.

- 6 **KEY WORDS** Translate into English. Use the highlighted words. There is one extra word.

box • carton • jar • packet • pinch • pot

- 1 How many *jars of honey* (słoików miodu) are there in the cupboard?
 2 We need two *boxes of chocolates* (pudełka czekoladek) – one for Mary and one for Rachel.
 3 How many *cartons of milk* (kartonów mleka) are there in the fridge?
 4 Grandma asked me to get her a *packet of crisps* (paczkę chipsów).
 5 The soup has no taste. Add a *pinch of salt* (szczyptę soli), OK?

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



VIDEO 01

- 1 Where do you think you could find a photo like this?
 2 Do you think posting photos of food on social media is a good idea? Why/Why not?
 3 Would you like to make such a dessert for a picnic?

FAST FINISHERS

- Plan your perfect menu for one day.

Exercise 3

- 1 chilli powder
 2 peppers, cucumber
 3 sour cream
 4 cut, add, fry, squeeze, serve

Extra classroom activity

After exercise 4, have a class vote to choose the most delicious picnic snack.

Online teaching

- You may assign exercise 4 as homework. Ask students to record themselves and send you the recording.
- Do exercise 7 in breakout rooms. Play the video and ask students to answer the questions in pairs. Visit the rooms to check on the students'

progress. Alternatively, students can do the exercise as homework.

Extra practice

- Workbook p8
- Video worksheet 1 *Picnic snack ideas*, Workbook p104
- Photocopiable Worksheet 1, Teacher's Book p358
- Extra Practice Worksheet: Unit 1 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 1.1, Macmillan Education

Everywhere (MEE) App

For next lesson

Students write down answers to two questions. Ask them to use full sentences.

- 1) How many rolls does your family eat every day?
 2) How much sugar do you take in your tea?

Testing

Vocabulary Short Test 1.1

Lesson materials

Video script, Teacher's Book p332

Calorie counting

is a method of recording the number of calories you consume every day in food and drinks. In most calorie counting apps, it is enough to scan the bar code on the packaging of the food product to find out how many calories the product has.

Exercise 2

Possible answers:

- FitUpp is for people who are trying to lose weight or want a healthier diet;
- You enter every meal and each snack into the app, and it tells you whether you are eating too many calories.

Exercise 3

countable: snack, vitamins, minerals, apps, (pumpkin, rolls, prawns, onion; peppers, cucumber, tacos, taco shells);

uncountable: sugar, fat, time, (cream, flour, yoghurt, cereal, seafood, beef, salmon, broccoli, spinach; chicken, sour cream, tomato sauce, salt, chilli powder, olive oil, lemon juice, tofu)

Exercise 7

- How much food does your family throw away every week?
- All children eat too many sweets;
- Young people should eat a lot of fruit and vegetables, some meat and dairy products, and very little sugar.

- SPEAK** What are calorie counter apps? Why do you think people count calories?

- 1.07** Read the ad and answer the questions.

- Who is FitUpp for? 2 How does the app work?



HEALTHY EATING MADE EASY!

Are you wondering **how much weight** you can lose by improving your diet? Or maybe you just want a healthier diet and need **a little help**? Try FitUpp – a new app which counts **how many calories** you eat every day. Just enter **every meal** and **each snack** that you have had into the app and learn whether you are eating **too many calories**. You can also find out if you are getting **enough vitamins** and **minerals**. The app will tell you if you eat **too much sugar** or **fat**, too. There aren't **many apps** like this available, and it doesn't take **much time** to install FitUpp, so why wait?

- Complete the table with the underlined nouns from exercise 2. Then add the foods from exercises 2 and 3 on page 9.**

Rzeczowniki policzalne (Countable nouns)	calories, <i>meal</i> , ... crisps, <i>pancakes</i> , ...
Rzeczowniki niepoliczalne (Uncountable nouns)	weight, <i>help</i> , ... honey, <i>cream cheese</i> , ...

- Look at the video still and study the grammar table below. Then complete the gaps with the missing quantifiers.**

Key Grammar

Określniki ilości

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

Określnik	Rzeczowniki policzalne	Rzeczowniki niepoliczalne
kilka, trochę	<i>a few</i>	<i>a little</i>
	<i>some</i>	
mało	<i>few</i>	<i>little</i>
dużo	<i>a lot of/lots of</i>	
dużo (w pytaniach i przeczeniach)	<i>many</i>	<i>much</i>
wystarczająco dużo	<i>enough</i>	
za dużo	<i>too many</i>	<i>too</i> ¹ <i>much</i>
za mało	<i>too few</i>	<i>too little</i>
każdy	<i>each</i> / ² <i>every</i>	-
żadne (w przeczeniach); jakieś (w pytaniach)	<i>any</i>	
ile?	<i>how</i> ³ <i>many</i> ?	<i>how much?</i>

- Choose the correct options.

FitUpp – Users' Forum

- I know I should count calories, but it seems like a ¹ *little* / *lot of* work. 😊 ² *Many* / *Each* time I try, I get tired quickly. How ³ *much* / *many* times a day do you people use the app?
- I use it after ⁴ *many* / *every* meal or snack. I started a ⁵ *little* / *few* weeks ago, and the results are amazing.
- ⁶ *Much* / *Some* people think using the app takes ⁷ *too much* / *enough* time, but that's not true. Only ⁸ *a few* / *a little* minutes a day, and you can lose ⁹ *any* / *a lot of* weight very quickly.

- SPEAK** Complete the sentences with one word in each gap. Then decide which sentences are true for you. Compare your answers.

- I think using a calorie counter takes too *much* time.
- I don't follow *any* diets at all.
- I'm not sure I have *enough* vitamins in my diet.
- My parents say I eat too *many* sweets.
- I have a healthy breakfast at home *every* morning.
- Unfortunately, I eat very *few* vegetables.

- SPEAK** Translate into English. Then answer questions 1–2 and say if you agree with statements 3–4.

- Czy w Twoim mieście są jakieś restauracje wegetariańskie?
Are there any vegetarian restaurants in your town?
- Ile jedzenia wyrzuca Twoja rodzina każdego tygodnia?
- Wszystkie dzieci jedzą za dużo słodczy.
- Młodzi ludzie powinni jeść dużo owoców i warzyw, trochę mięsa i nabiału oraz bardzo mało cukru.

FAST FINISHERS

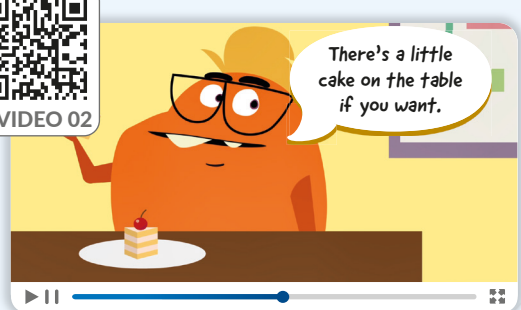
- Write sentences about five products that are in your fridge and five that are not (as far as you remember). Use different quantifiers.

There are a few eggs.

There isn't any cola.



VIDEO 02



Online teaching

- After exercise 4, put the students in pairs in breakout rooms. Play the video again and then ask students to act out the dialogues between Graham and Gloria from memory. Visit the rooms to check on the students' progress. Then ask stronger students to model the dialogues for the whole class.

- Students record themselves either reading aloud the sentences in exercise 6 or their answers to the questions in exercise 7. Ask them to send you the recording.

Extra practice

- Extra Grammar Practice, Student's Book p146
- Workbook p9 and p114
- Photocopiable Worksheet 2, p359
- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre

- On-the-Go Practice 1.2, MEE App

For next lesson

Ask students to find recipes for two healthy smoothies in two different colours – green, red or orange.

Testing

Grammar Short Test 1.2

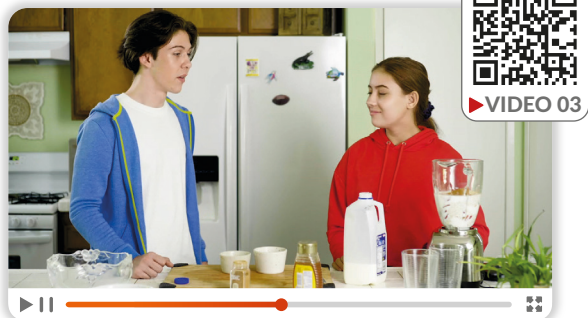
Lesson materials

- Grammar Reference, Student's Book p22
- Video script, Teacher's Book p332

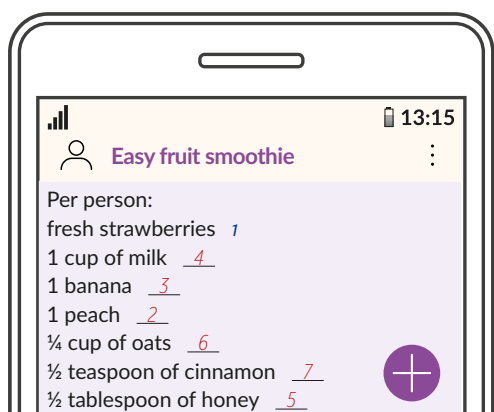
Giving instructions (cooking)

A **smoothie** is a thick, blended drink which resembles a shake, made from fruit and/or vegetables and some kind of liquid – juice, milk (regular or plant-based), yoghurt.

- 1 **SPEAK** Name three healthy snacks or drinks that you can have after coming back from the gym.
- 2 Look at the video still. What do you think Katya is learning to make? *a smoothie*



- 3 **1.08** Listen to the dialogue. In what order does Malik mention the ingredients?



- 4 **1.08** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Giving instructions

Ordering

First ... ✓ Next ... ✓ Then ... ✓ Finally ... Last ... ✓

Giving instructions

It's important (not) to ... You have to ... ✓
 Chop the fruit, and I'll ... ✓ Add some (oats) if you're hungry.
 Be careful not to ...
 Try (not) to ... All you have to do is ... ✓
 That's great. ✓

Asking questions

What do we have to do? ✓ Is this correct?
 What do I do with ...? Is that OK, or should I ...? ✓
 How do I ...? Shall I (mix it) now? ✓
 What's next? ✓ And now? ✓
 What now? ✓
 Like this? ✓

- 5 **Complete the mini-dialogues with two words in each gap. Use the Key Phrases.**

- 1 A: Take two eggs out of the fridge.
 B: *Shall I* mix them with the flour?
 A: Yes, please.
- 2 A: What do *I do* with the onion?
 B: *All you* have to do is fry it in a pan.
Try not / Be careful not to burn it.
- 3 A: Next, add some tomato sauce to the soup.
 B: Done! *What next / What now / And now?*
 A: Add a pinch of salt.
- 4 A: First get the bananas. *Then chop* them into small pieces.
 B: *Like this* ?
 A: No, a bit smaller.

- 6 **1.09 SPEAK** Listen and check your answers to exercise 5. Then practise the dialogues in pairs.

- 7 **KEY WORDS** Complete the sentences with the highlighted verbs.

boil • chop • cool • mix • pour • prepare

- 1 *Chop* the onions before you add them to the soup.
 2 To make pancakes, *mix* some flour with a little milk, an egg, and a pinch of salt.
 3 First, *prepare* the sauce: wash the tomatoes, cut them into small pieces and *boil* them in a pot with a little water.
 4 After a few minutes, *pour* the tea into cups.
 5 Allow the biscuits to *cool* before serving.
- 8 **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

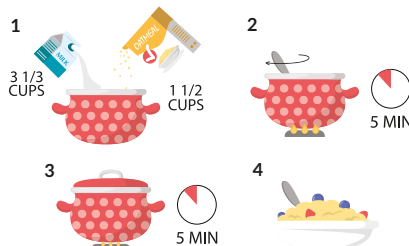
Uczeń A Zaproponuj koledze/koleżance* przygotowanie swojej ulubionej prostej potrawy. Wy tłumacz, jak ją przygotować. W trakcie rozmowy odnieś się do następujących kwestii:

- składniki potrzebne do przygotowania potrawy,
- na co należy uważać w trakcie jej przygotowania,
- jak podawać potrawę.

Uczeń B Poproś kolegę/koleżankę o doprecyzowanie jednej ze wskazówek. W trakcie rozmowy zadawaj pytania, np. co masz zrobić w następnej kolejności.

FAST FINISHERS

- Look at the pictures and write the recipe for milk and berry porridge.



UNIT 1 11

Extra classroom activity

Before starting exercise 8, ask students to write down some vocabulary items they could use in the dialogue, such as food containers and measurement units (e.g. a pot of yoghurt, a tablespoon of sugar) or quantifiers (e.g. some).

Online teaching

- For exercise 3, play the Communication video and discuss it in Polish with the students (e.g. what Katya and Malik are preparing, what ingredients they are using, etc.)
- Do exercise 8 in breakout rooms. Visit the rooms to check on the students' progress. Then ask stronger students to model the dialogue for the whole class.

Extra practice

Workbook p10

For next lesson

Students read the text on page 13 and choose one piece of dietary advice that they may find useful in their life at the moment.

Lesson materials

- Model answer to exercise 8, Teacher's Resource Centre

▶ Video script, Teacher's Book p333

Superfoods – unprocessed, usually plant-based products that are very rich in nutrients. According to the American Heart Association, there is no official list of superfoods, so the term refers to anything that is really healthy.

Serotonin – a hormone whose primary function is to stabilise mood and feelings; known as the happiness hormone.

Exercise 1

Possible answers
good: apples, carrots, milk, eggs, spinach
bad: pizza, cookies, sweets, chips, hamburgers

Exercise 3

avocados, berries, garlic, honey, nuts, pumpkin seeds, salmon, spinach

1.4 Reading

An article about the best brain foods



- 1 **SPEAK** Add five products to the categories below. Which of them do you like and dislike?

Foods that are good for you: *broccoli, olive oil, ...*

Foods that are bad for you: *crisps, cola, ...*

- 2 **SPEAK** What do you eat when you are stressed? Do you have a special diet before an exam?

- 3 Read the definition and decide which of the foods from the box are examples of superfoods.

superfoods /'su:pəfu:dz/ noun [C] foods with a lot of antioxidants or vitamins which can improve your health and keep away some diseases

avocados berries cornflakes fruit yoghurt garlic honey nuts pumpkin seeds salmon spinach

- 4 Read the first paragraph of the text quickly and choose the best summary.

The text gives advice about

- a food to help you feel and think better.
b superfoods that help you perform better at sports.
c the best kinds of food for young people to eat.

- 5 **1.10** Read the text and choose the correct options.

- When you eat dark chocolate,
 - it's important to take care with the amount.
 - you immediately feel happier and calmer.
 - it causes problems with your blood sugar.
- When you don't drink enough water,
 - your mood will be much worse.
 - it will not change your memory.
 - you will find it more difficult to concentrate.
- If you don't get enough B vitamins, you
 - are often likely to feel hungry between meals.
 - will have low energy, but will be happy.
 - should eat more foods like beans and fish.
- According to the text, nuts
 - deliver energy slowly.
 - can make you feel more cheerful.
 - are better than proteins or wholegrains.
- You should eat eggs and bananas
 - because they contain a lot of serotonin.
 - only four times a week.
 - to help your body produce serotonin.

- 6 **KEY WORDS** Look at the highlighted words and phrases in the text. Use their correct forms to complete the sentences below.

- A few almonds or a piece of mango every day can help you *reduce* stress and *calm* you *down* before exams.
- Some people eat sugary snacks to *cheer* them *up* when they feel sad, but I prefer bananas.
- I never *skip meals*, even if I'm very busy. I try to eat regularly.
- Nuts are an example of a snack that *gives energy* slowly.
- When you don't drink enough water, you may have *mood changes*, from happiness to sadness.

- 7 Find nine plural nouns in the definition and the box in exercise 3. How are their endings pronounced? Copy and complete the table below.

/s/	/z/	/ɪz/
<i>antioxidants</i>	<i>superfoods</i>	<i>diseases</i>
<i>cornflakes</i>	<i>vitamins</i>	<i>berries</i>
<i>nuts</i>	<i>avocados</i>	
	<i>(pumpkin) seeds</i>	

- 8 **1.11** Listen and check your answers to exercise 7. Then listen again and repeat.

- 9 **SPEAK** Answer the questions.

- After reading the text, do you feel like changing anything in your daily diet?
- Do you agree that what we eat is important to how we feel and how fast we learn new things?

FAST FINISHERS

You've just got a message from a friend complaining that he/she is feeling stressed and finds it hard to concentrate. Write a list of changes you suggest he/she makes in his/her diet.

Choose two superfoods from exercise 3 and find some information online about how they improve your health. Are you going to include them in your diet? Why/Why not? Tell the class.



Extra classroom activity

After exercise 8, write these jumbled questions on the board and ask students to reorder them. Students take turns to ask and answer the questions in pairs.

1 was / When / ate / or / a salad / you / the last time / fresh fruit / ?

2 good / of / foods / variety / Do / eat / you / a / ?

3 sure / relaxed / Do / make / you / eating / you / are / before / ?

4 you / processed food / eat / fresh / more / or / Do / ?

5 much / day / How / you / drink / a / water / do / ?

6 the reading text / many / the / do / of / How / foods / in / eat / you / ?

(Key: 1 When was the last time you ate fresh fruit or a salad? 2 Do you eat a good variety of foods? 3 Do you make sure you are relaxed before eating? 4 Do

you eat more fresh or processed food? 5 How much water do you drink a day? 6 How many of the foods in the reading text do you eat?)

Online teaching

- You may assign exercise 6 as homework.
- Do exercise 7 in breakout rooms. Put students into three groups and ask each group to complete one of the three columns of the table. Then play the recording and display the answer on an e-board. Ask individual students to read the words aloud.

Mind what you eat!

Everyone knows that a healthy diet is good for both your body and your mind. Eating the right foods, especially superfoods, is important for the way you feel and think. You don't have to make many changes to make a difference! Here are some suggestions – look online for other ideas.

Feeling stressed?

Foods that are high in magnesium (Mg) can make you feel calmer. Dark chocolate is good, but don't eat more than fifty grams at a time. When you eat lots, your blood sugar goes up quickly and then falls. A few almonds (around twelve) will give you about twenty percent of the magnesium your body needs every day. Mangos are a great fruit to help you calm down because they contain a chemical that reduces stress. You should also reduce fast food and sugary snacks.

You've got a test and you need to concentrate?

Blueberries can help to improve your brain function. One study showed that students did tasks ten percent faster and better after drinking blueberry juice. Also, remember to drink enough water – around two litres a day. Drinking too little water can cause low energy and mood changes, and then it's harder to study or remember information.



You will find B vitamins and a lot of protein in peas, beans and lentils.

No energy?

The body can't get or make energy without B vitamins. You will find them in beans and peas, fish and seafood, wholegrains and green vegetables. Low blood sugar can also make you feel tired, so you must eat regularly to keep your blood sugar at a good level. Don't skip any meals, and choose foods that give you energy slowly, like nuts – try thirty grams of nuts a day.

You want to improve your mood?

Serotonin is the 'happiness hormone', so eat foods that help the body to make it, such as eggs and bananas. Studies show that just a few bananas a week can cheer you up! Also, make sure you're eating enough protein. The chemicals in protein are necessary for the brain. You will find a lot of protein in foods such as fish and eggs, and vegetables such as peas, beans and lentils.

GLOSSARY

blood sugar – poziom cukru we krwi
chemical – substancja chemiczna
protein – białko



Blueberries can help to improve your brain function.



A few almonds will give you twenty percent of the magnesium your body needs every day.

- To help weaker students, encourage them to write two-sentence answers to the questions and read them aloud.

Extra practice

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

For next lesson

Students write down three health problems that they have had this year.

1 **SPEAK** Answer the questions.

- Are you allergic to any foods?
- Do you often catch colds? What do you do to feel better when you have a cold?

2 **RECYCLE** In each sentence, choose two options that can complete the gap.

- I always catch a cold / the flu / a cough in winter.
- I'm not going – I have a bad backache / stomach ache / throat ache.
- I stayed at home because of a high fever / infection / temperature.
- I feel ill / unwell / hurt – I need to see a doctor.
- If you want to feel better, you need to take medicine / painkillers / treatment.

3 **1.12 KEY WORDS** Complete the advice with the highlighted phrases. There are two extra phrases. Listen and check.

allergic reaction • use nose drops • food poisoning
heart attack • make an appointment • sore throat
take an aspirin

- Have some syrup. Do you have a sore throat as well?
- Take some painkillers and make an appointment with the dentist.
- Perhaps it's the flu. You should stay in bed and take an aspirin. If it doesn't help, see your GP.
- A rash? Isn't that a/an allergic reaction? Go to the chemist's – they should be able to give you some medicine.
- It might be food poisoning. Stay in bed, don't try to eat anything, and drink lots of water.

4 **1.13** Listen to five short recordings. Match the speakers' problems to the advice from exercise 3.

- 1 c 2 e 3 b 4 a 5 d

5 Look at the photo at the bottom of the page. What do you think its purpose is? Read the text and match the photo to one of the rules. *rule 3*6 **KEY WORDS** Complete the sentences with the highlighted words and phrases from the text. There are four extra highlighted words.

- What are the typical symptoms of food poisoning?
- In spring, people who have allergies sneeze a lot.
- Use hand sanitiser to keep the germs off your hands and prevent the flu.
- To improve your immune system, take a lot of vitamins C and D.
- Can you get me some nose drops from the chemist's? I've got a runny nose.
- Every week, more than twenty students come down with the flu.

7 **SPEAK** Answer the questions. Then share your ideas with the rest of the class.

- What should you do to prevent infections and stay healthy?
- Suggest some natural ways of treatment for the following problems:
 - a sore throat,
 - a headache.

FAST FINISHERS

Make a list of the three worst pieces of advice you received when you were feeling ill.

ATTENTION STUDENTS!

More and more students in our school **are coming down with the flu**.

How do you avoid getting ill?

Here are some basic rules to **prevent illnesses**.

- Wash your hands regularly. Always use soap.
- Don't touch your face. Your nose and eyes are the most common ways through which **germs** enter your body, so keep them clean!
- If you have a cough or a **runny nose**, make sure you cover your face with your elbow when you **sneeze** or **cough**.
- Do not share food with other students. In flu season, it's better to stick to your own lunch.
- Eat green vegetables – they **boost your immune system**.
- Drink a lot of water to avoid **dehydration**.
- Work out and go outdoors. Regular exercise helps your body **fight off infections**.
- And the last and final warning: if you have any **symptoms** of a cold or flu, stay at home!

**Extra classroom activity**

As an optional follow-up to exercise 2, ask students to make three questions beginning with 'Do you often ...?' and using the target structures, e.g. 'Do you often have a sore throat?' Students circulate around the class and ask their questions to several classmates. Then students report their findings to the class.

Online teaching

Do exercise 7 in breakout rooms. Alternatively, students can do the exercise as homework. Ask them to record their dialogues and send them to you.

Extra practice

- Workbook p12
- Photocopiable Worksheet 3, Teacher's Book p360
- Extra Practice Worksheet: Unit 1 Vocabulary, Teacher's Resource Centre

- On-the-Go Practice 1.5, MEE App

For next class

Ask students to find three interesting facts about sleep and create three true or false sentences based on them for the rest of the class to guess.

Testing

Vocabulary Short Test 1.5

Lesson materials

- Audio script, Teacher's Book p316

A conversation about healthy sleeping habits

Melatonin – a hormone responsible for the sleep-wake cycle. Blue light emitted by screens suppresses melatonin levels, which makes it difficult to fall asleep. According to the National Sleep Foundation, teenagers (14–17 years old) need between 8 to 10 hours of sleep a day and adults need 7–9 hours.

- 1 **SPEAK** On a scale from 1 to 12, how healthy is your lifestyle?



- 2 **1.14 KEY WORDS** Read and listen to the interview answers. Which speaker is most similar to you?

HOW DO YOU STAY HEALTHY?

It's important to **take care of** yourself. I **keep fit**. I have an exercise routine, and I stick to it. I **spend time outdoors** when I can. When I **get active** regularly, I don't get stressed.

Aarav

I try to go to bed early and get up at the same time every day. That way, I **get enough sleep** and I wake up refreshed. I sometimes **stay up** late at the weekend, so I usually **sleep in** then.

Josie

I'm careful about what I eat and drink, but I don't always manage to have a healthy diet. I should **give up** caffeine and fizzy drinks, and **cut down on** sugary snacks, especially before bed as they can keep me awake.

Darryl

- 3 Look at the highlighted phrases from exercise 2. What do you think they mean?
- 4 **1.15** Which of the highlighted phrases from exercise 2 are phrasal verbs? Use them to complete the sentences below.
- I definitely drink too much coffee. I shouldn't drink so much, so I need to cut down on it.
 - I have a lot of studying to do, so maybe I will stay up late tonight.
 - She should give up fast food completely if she wants to keep fit.
 - They don't have to get up early tomorrow. They can sleep in until 10 am.
- 5 **SPEAK** Answer the questions.
- How many hours' sleep do you get?
 - Do you have a routine before bed?
 - What can you do to get a good night's sleep?



- 6 **1.15** Listen to a conversation. Which topic from exercise 5 do Kaylee and Erin not discuss? *topic 2*

- 7 **1.15** Listen to the conversation again and correct the sentences.

- Few experts think teenagers should start school later. *Lots of experts think teenagers should start school later.*
- Kaylee usually feels tired at about 10 pm. *Kaylee usually feels tired at about 11 pm.*
- Teenagers should sleep at least ten hours a night. *Teenagers should sleep eight to ten hours a night.*
- Scientists say school should start at 10 am at the earliest. *Scientists say school should start at 8.30 am at the earliest.*
- It's a good idea to switch off electronics at least three hours before bed. *It's a good idea to switch off electronics at least one hour before bed.*
- You should have some sugary snacks or fizzy drinks before bed. *You shouldn't have any sugary snacks or fizzy drinks before bed.*

- 8 **1.15** Listen to the conversation again and answer the questions.

- Why aren't teenagers sleepy in the evening? Because their brain starts producing melatonin *later than a child's brain*.
- What time does Kaylee usually wake up? At 7 am.
- What happens when you don't get enough sleep? It's hard to concentrate.
- What happened to Kaylee on her way to school? She almost fell off her bike.
- What can you do to fall asleep more easily? You can make your room darker.
- What should Kaylee give up before bedtime? She should stop having sugary foods (and fizzy drinks) before bed.

- 9 **SPEAK** Would you like to start and finish school later? Why/Why not?

FAST FINISHERS

Create a crossword puzzle in which SLEEP is the mystery word. Use words from the unit. Don't forget to include the clues!

UNIT 1 15

Extra classroom activity

As an optional lead-in, ask students what conditions they need to have to sleep well and what disturbs them the most.

Online teaching

• For exercise 3, say the Polish equivalents of the highlighted words and ask students to write them down in English. Then put students in breakout rooms to compare their lists and do exercise 4 in pairs.

• Display the audio script (page 316 of the Teacher's Book) for students to check their answers to exercises 7 and 8.

Extra practice

• Workbook p13 and p114
• Extra Practice Worksheet: Unit 1 Listening, Teacher's Resource Centre

For next lesson

Ask students to do the quiz on page 16 and check their results.

Lesson materials

Audio script, Teacher's Book p316

WHO (the World Health Organisation) recommends a daily intake of fruit and vegetables of a minimum of 400g per day in order to prevent chronic diseases such as heart disease, diabetes, cancer or obesity.

1.7 Grammar 2

Gerunds and infinitives

- 1 **SPEAK** Do the quiz. Check your results on page 155. Are the results similar to your answers to exercise 1 on page 15?

How healthy are your habits?

- 1 How much sleep do you normally get every day?
 - a 6 hours or less
 - b 7–8 hours
 - c 8 hours or more
- 2 How many meals a day do you have?
 - a 1–3
 - b 4
 - c 5 or more
- 3 How many portions of vegetables do you eat every day?
 - a fewer than 2
 - b 2–4
 - c 5 or more
- 4 How often do you snack on sweets or crisps?
 - a every day
 - b sometimes
 - c never

- 2 **1.16** Listen to Molly and Keith doing the quiz from exercise 1. Then decide which answers they choose in questions 1–4: a, b or c. Check their results on page 155.

Question 1 – Molly: answer b, Keith: a;

Question 2 – Keith: c, Molly: a; Question 3 – Keith: a; Molly: b;

Question 4 – Keith: b; Molly: a

- 3 **Look at the video still and study the grammar table. Complete the table with examples a–f from the dialogue in exercise 2.**
- a I know I need to sleep more.
 - b I spend a lot of time online before going to bed.
 - c It's hard to fall asleep later.
 - d At least you admit doing it wrong!
 - e Eating enough vegetables is extremely important.
 - f We should both work harder to make our lifestyles healthier.

Key Grammar

Konstrukcje czasownikowe

Formy z końcówką **-ing** (gerund) używamy:

- po czasownikach takich jak: *admit, finish, give up, suggest*, np. ¹ d
- jako podmiotu zdania, np. ² e
- po przymkach, np. ³ b

Bezokolicznika z **to** (to-infinitive) używamy:

- po czasownikach takich jak: *decide, need, want, would like*, np. ⁴ a
- w zdaniach celowych, np. ⁵ f
- po przymiotnikach (np. *necessary, easy*), np. ⁶ c

- 4 Choose the correct options.

- 1 I go to bed at 9 pm to get / getting enough sleep.
- 2 It's important to drink / drinking plenty of water.
- 3 To spend / Spending time outdoors is good for you.
- 4 The doctor suggested to do / doing more exercise outdoors.
- 5 Karen is keen on to cycle / cycling.

- 5 **Read the WATCH OUT box. Then complete the Verb patterns table with the verbs from the box. Add as many verbs as you can. Use a dictionary to help you.**

admit agree begin can't stand choose decide dislike
enjoy forget hate help hope like learn love miss
need offer plan practise promise refuse start want

Verb patterns	
Verb + gerund	admit, ...
Verb + to-infinitive	agree, ...
Verb + to-infinitive or gerund	begin, ...

WATCH OUT

begin, like, love, hate, prefer, start

Po niektórych czasownikach, np. **begin, like, love, hate, prefer, start**, mogą wystąpić obie formy, jednak mówiąc o upodobaniach, częściej używamy formy z końcówką **-ing**:
*I love **dancing**. I love **to see** you happy.*

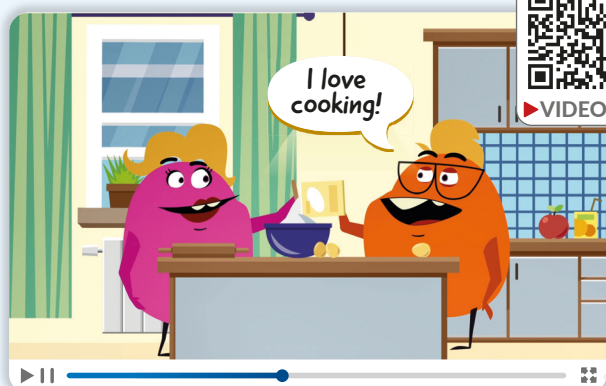
- 6 **Complete the sentences with the correct forms of the verbs in brackets. Then write three sentences of your own.**

- 1 Mark admitted skipping (skip) breakfast regularly.
- 2 I want to go (go) swimming later.
- 3 Will can't stand listening (listen) to people talking about food!
- 4 They promised to eat (eat) healthy snacks.
- 5 I'm planning to download (download) that new calorie counter app.
- 6 I love watching (watch) documentaries about different cultures.

FAST FINISHERS

- Write five questions you would ask on a first date. Use a gerund or infinitive in each question.**

Are you keen on singing?



Extra classroom activity

Before exercise 3, remind students what gerunds and infinitives are. Say out random verbs in their basic form and elicit gerunds and to-infinitives. If you raise your right hand, students are supposed to give a gerund, and an infinitive if you raise your left hand.

Online teaching

Before exercise 3, play the video and ask students to remember as much information about Graham

as they can. Afterwards, elicit what the students remembered.

Extra practice

- Extra Grammar Practice, Student's Book p146
- Workbook p14 and p114
- Photocopiable Worksheet 4, Teacher's Book p361
- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre
- On-the-Go Practice 1.7, MEE App

Testing

Grammar Short Test 1.7

Lesson materials

- Grammar Reference p22
- Audio script, Teacher's Book p316
- Video script, Teacher's Book p333

Fussy/picky eating behaviours are common among children. A survey in 2015 showed that there are many different reasons for it: personality, parental control during meals, social influences or maternal nutrition.



1 **SPEAK** Is there any food that you do not like but eat because someone wants you to? How about when you were a child?

2 Read the **WATCH OUT** box. Then rewrite the sentences using the words in capitals.

1 Parents often force their children to eat vegetables. **MAKE**

Parents often make their children eat vegetables.

2 Teachers don't let us share food at school.

ALLOW *Teachers don't allow us to share food at school.*

3 At Ben's Pan, they allow customers to bring their own coffee. **LET**

At Ben's Pan, they let customers bring their own coffee.

4 Please don't make me go there. **FORCE**

Please don't force me to go there.

WATCH OUT

Bezokolicznik

Bezokolicznik z to (to-infinitive):

allow somebody **to do** something (pozwolić komuś coś zrobić)

force somebody **to do** something (zmusić kogoś, żeby coś zrobić)

Bezokolicznik bez to (bare infinitive):

let somebody **do** something (pozwolić komuś coś zrobić)

make somebody **do** something (zmusić/skłonić kogoś, żeby coś zrobić)

3 Complete the second sentence with up to four words so that it means the same as the first one. Use the word in capitals.

1 Mike dislikes cooking for the whole family. **NOT**
Mike *does not like* to cook for the whole family.

2 I had some biscuits for breakfast. **A**
I had *a few biscuits* for breakfast.

3 How did you force Maggie to eat broccoli? **MAKE**
How did you *make Maggie eat* broccoli?

4 Mia said we could go for a pizza on Saturday. **SUGGESTED**

Mia *suggested going* for a pizza on Saturday.

5 It's very hard to count calories. **IS**
Counting calories is very hard.

6 My mum doesn't let me eat fast food for dinner. **ALLOW**

My mum *doesn't allow me to* eat fast food for dinner.

4 Choose the correct options.

1 If you have problems falling asleep, why don't you cut down ___ caffeine drinks in the afternoon?

A out B to C on

2 Both spinach and lettuce are high ___ minerals.

A in B with C for

3 Finally, add a ___ of salt and your soup is ready!

A piece B pinch C packet

4 I'm afraid you cannot really ___ allergies.

A prevent B fight off C boost

5 I love sleeping ___ on Saturdays – it makes me relaxed and refreshed for the whole weekend.

A out B up C in

6 The hardest part of my new diet is ___ supper.

A skipping B reducing C leaving

5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

1 There *are too few eggs* (be / few / egg) to make an omelette for everyone.

2 In the interview last month, teenagers *admitted staying* (admit / stay) up too late on weekdays.

3 I *can't stand getting up* (not stand / get up) so early in the morning.

4 Our parents *don't allow us to eat* (not allow / us) eat sweets in the evening.

5 I only have a minor infection, but my parents *made me stay / are making me stay / have made me stay* (make / I / stay) at home today.

6 *Is there any* (there / be) toast for me?

#BRAINTEASER

A man looks at a photo in a photo album and says, 'I haven't got any brothers or sisters, but that man's father is my father's son.' Who is in the photo? *the man's son*



6 **SPEAK** Answer the question. Talk about each of the four points.

How do you stay healthy? Talk about:

- your diet,
- your sleeping habits,
- getting active,
- personal tips for taking care of your health.

FAST FINISHERS

Imagine you are a parent. What do you make your kids do? What do you allow them to do? Write four different sentences.

Extra classroom activity

After students finish exercise 4, they choose three sentences from the activity and change them in such a way that one of the distractors becomes the correct answer.

Online teaching

Do exercise 6 in breakout rooms. Visit the rooms to check on the students' progress. Alternatively, students can do the exercise as homework. Ask them to record their dialogues and send them to you.

Extra practice

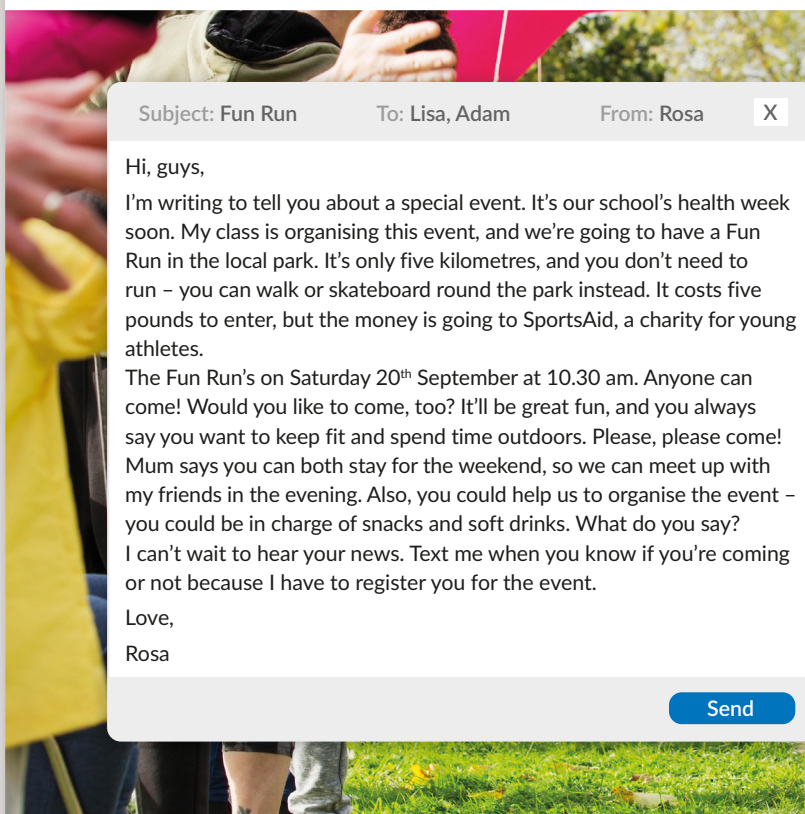
Workbook p15

For next lesson

Ask students to look at the photo on page 18. What could the event be? Would they like to attend it?

1.9 Writing

An informal email with an invitation



- 1 **SPEAK** Does your school organise any events to promote sport and other healthy activities?

- 2 Read the email quickly and answer the questions.

- 1 What is the event?
A five-kilometre Fun Run.
- 2 Who can take part?
Anyone can take part.
- 3 Where and when is it?
It's on Saturday 20th September at 10.30 in the local park.
- 4 How could Lisa and Adam help?
They could be in charge of snacks and soft drinks.
- 5 What does Rosa ask them to do when they know if they're coming?
She asks them to text her.

- 3 Read the email again and number parts a–e in the correct order.

- a 1 Greeting someone
- b 2 Giving the reason for writing
- c 4 Asking for help
- d 5 Asking for a reply
- e 3 Inviting to an event

- 4 Read two jumbled-up emails. Number the parts of each email in the correct order.

- 1 a 3 I'm writing to tell you that I'm ill and I can't come to your run on Saturday. I've got the flu 😞 Mum says I need to stay in bed for at least a week.
- b 1 Hi, Rosa,
- c 5 Let me know! I can't wait to hear from you.
- d 2 Thanks for the email – it's great to hear you're doing well.
- e 6 Cheers, Adam
- f 4 But maybe we could meet next weekend? Would you like to come to my house? My parents are organising a barbecue. We are going to have a lot of good food.

- 2 a 5 Love, Lisa
- b 3 But I'd like you to do something for me – can you ask your mum to write to my parents about our plan? It's better this way if we want my parents to let me spend the whole weekend at your place.
- c 4 I'm looking forward to seeing you!
- d 2 Thanks for the invitation! I'd love to take part in this run! And the idea of staying for the weekend is great, too!
- e 1 Hello, Rosa,

Extra classroom activities

- As an optional lead-in, encourage a short discussion about invitations to parties or events. Ask students: How do you usually invite other people to various parties or events? Do they ever participate in events they need an invitation to?

- After students finish exercise 6, ask them to read out their sentences or questions in random order without telling the class which point in the exercise they refer to. Encourage the rest of the class to guess.

Online teaching

- Display the Key Phrases on the e-board. Read out the phrases and ask volunteers to translate them.

- Allow students to do exercises 2, 3 and 4 in pairs in breakout rooms. Visit the rooms to check on the students' progress. Then put the class back together and elicit correct answers.
- Ask one student to share his/her screen to check the answers to exercise 6.

Extra practice

Workbook p16

- 5 Study the Key Phrases box. Then read the emails in exercises 2 and 4 again. Which Key Phrases did the authors use in their emails?

Key Phrases	
An informal email with an invitation	
Beginning	Asking for help
Hi,/Hello, ..., ✓	Could you help me with the ..., please?
How are you?	I'd like you to do something for me. ✓
I hope you're well/ everything is fine.	I'd appreciate your help with ...
Giving the reason for writing	Ending an email
I'm writing to tell you about .../ask you to ... ✓	I'm looking forward to seeing you. ✓
The reason I'm writing is that ...	I can't wait to hear from you. ✓
I want to let you know about .../ask you if ...	All the best, .../Cheers, ... ✓
Inviting	Accepting or rejecting an invitation
I'd like you to come to ...	I'd love to ..., but ... ✓
Would you like to join us (for ...)? ✓	This/The picnic/party/ workshop is a great idea!
I'm writing to invite you to ...	Thanks for the invitation, but ... ✓
	I'm sorry, but I can't ...

- 6 Express these ideas in English. Use the Key Phrases.

- Zaproś kolegę/koleżankę na obiad do swojego domu.
Would you like to come to dinner at my house?
- Poproś kolegę/koleżankę o przyniesienie sałatki na Twoją imprezę urodzinową.
- Poproś kolegę/koleżankę o pomoc w zrobieniu kanapek na wieczór filmowy, który organizujesz.
- Zaproś kolegę/koleżankę na warsztaty o roli snu dla zdrowia nastolatków.
- Podziękuj koledze/koleżance za zaproszenie na imprezę i poinformuj, że niestety nie możesz przyjść.

- 7 Do the writing task. Follow the steps in the Writing Planner.

Pomagasz w organizacji tygodnia zdrowego odżywiania w swojej szkole. W e-mailu do kolegi/koleżanki z innej szkoły:

- napisz, jaki cel ma impreza,
- poinformuj go/ją o szczegółach dotyczących imprezy,
- zaproś kolegę/koleżankę do uczestnictwa w imprezie,
- poproś o pomoc w organizacji akcji.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi! I want to let you know about the Healthy Eating Week that my school is organising.

WRITING PLANNER

THINK

- Pomyśl o szczegółach imprezy, o której będziesz pisać (np.: warsztaty zdrowego gotowania, spotkania z dietetykami).
- Zaplanuj, o jakiego rodzaju pomoc poprosisz kolegę/koleżankę (np.: zrobienie zakupów na warsztaty, wykonanie plakatu informacyjnego).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 7. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego e-maila. Wykorzystaj jako wzory ćwiczenie 3. oraz e-mail Rosy.

WRITE

Napisz e-mail, wykorzystując swoje notatki i zwroty z ramki Key Phrases. Pamiętaj o nieformalnych zwrotach grzecznościowych na rozpoczęcie i zakończenie e-maila.

CHECK

Sprawdź swój e-mail i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość e-maila wynosi 100–150 słów?
- Czy e-mail zawiera zwroty grzecznościowe charakterystyczne dla listów nieformalnych i jest poprawny językowo?

- 8 Exchange your emails and write a reply accepting or rejecting the invitation.

FAST FINISHERS

Make a shopping list for a school healthy cooking workshop. Think about:

- what ingredients participants are going to need to make healthy dishes,
- how much of each ingredient they are going to need (e.g. three bags of brown rice).

Find more information online about the charity for young athletes Rosa mentioned in her email. What does it do? Who supports it? Share your findings with the class.



Exercise 6

Possible answers

- I'd like you to bring a salad to my birthday party.
- I'd appreciate your help with making sandwiches for the film night I'm organising.
- I'd like you to come to a workshop about the importance of sleep for teenagers.
- Thanks for the invitation to the party. I'm sorry but I can't come.

Lesson materials

Model answer to exercise 7, Teacher's Resource Centre

VOCABULARY

1 Choose the correct options.

- Patients with high blood sugar have to cut down on / come down with sweets.
- I need to go to the chemist's to buy some medicine / treatment.
- Don't stay up / in too long – you've got school tomorrow morning.
- One bowl of cereal / crisps for breakfast is not enough for me, I'm afraid.
- Luckily, it's only a mild infection and I don't have a fever / pain.
- To avoid dehydration / a rash, drink a glass of water when you wake up and before you go to bed.

2 Complete the sentences.

- I'd like to have some salted peanut tart with sour cream on top for dessert.
- First, freeze the lemon – it will be easier to squeeze the juice afterwards.
- Flour and milk are the main ingredients of pancakes.
- Tom isn't at school today due to serious food poisoning.
- My favourite sandwich is with cream cheese and smoked salmon.
- Go for a walk! You spend too little time outdoors.

GRAMMAR

3 Complete the sentences with one word in each gap.

- How much salt do you think I should add?
- Unfortunately, few classmates have accepted the invitation to my barbecue.
- Is there any garlic in this sauce?
- Put some honey in your tea – it's healthier.
- How many guests are coming for dinner?
- Add only a little chilli powder to the curry. I won't eat it if it's too spicy.

4 Complete the conversation with six verb forms from the box.

chopping to chop cooking to cook doing
to do helping to make preparing

- Pete I promised ¹ to make dinner for my mum tonight, but I'm not very keen on ² cooking.
- Mike I'll help you. It's easier ³ to do something together. Let's make some pasta with tuna. It's easy and fast – ⁴ preparing everything will take no more than thirty minutes.
- Pete OK, what do I do?
- Mike Start with ⁵ chopping the onions.
- Pete Sure thing! Thanks for ⁶ helping me.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Choose the correct translation.

- What can I do to avoid getting (uniknąć zachorowania) ill in winter?
A avoid getting
B try to get
C prevent from getting
- Leave a little bread (trochę chleba) – we can make French toast tomorrow.
A little bread
B a little bread
C any bread
- Do we have enough (wystarczająco dużo) jars to put the jam in?
A too many
B enough
C too much
- Many students admit eating (że jedzą) unhealthy snacks.
A to eat
B eat
C eating
- Tina's mum makes her (każe jej) eat three portions of veggies a day.
A allows her to
B makes her
C makes her to

READING

6a Match texts A–D to statements 1–3. There is one extra text.

- This text contains facts that are a warning for Sharon. A
- In this text Sharon gets advice about a doctor's appointment. D
- In this text the author quotes the opinion of an authority. C

A

Sharon,
I'm writing to let you know that I'm staying longer at my parents' house as I got really ill at the weekend. I started to feel very tired soon after I arrived. At first I thought it was just stress (after all the exams recently, you know), but then I got a high fever and a lot of muscle pain. It was really bad. I went to see a doctor, and it turned out it was the flu. I need a few more days to get better, but I'm not coming back to our apartment. You know – infections spread really fast, and I don't want anyone to get ill because of me. Also, you need to be really careful. The doctor here thinks many people don't treat the flu seriously, but the complications might be very bad. Let me know if you're OK.
Keisha

Extra practice

- Workbook Revision p17
- Workbook Matura Practice pp18–19
- Photocopiable Worksheet 5, Teacher's Book p362

For next lesson

Ask students to choose a famous astronaut and find some basic information online about his/her personality and main achievements. They may also bring the astronaut's photo to show the class.

Testing

Unit 1 Test

Lesson materials

Model answer to exercise 7, Teacher's Resource Centre

Influenza (or the flu) is a contagious illness caused by viruses which affect the respiratory system (throat, nose and sometimes lungs). WHO estimates that there are 3–5 million annual cases of severe flu worldwide.

B

Feeling ill? Here's some advice on how to get better quickly!

- ! Stay at home and in bed.
- ! Keep warm.
- ! Drink plenty of water.
- ! Take paracetamol or ibuprofen to lower your temperature and relieve muscle aches.

And remember!

- ! You can't cure the flu, but can ease the symptoms.
- ! There is no need to make a doctor's appointment – you can get help from the chemist's.

**MIND YOUR
FLU
MANNERS!**

C

THE WORST FLU SEASON IN YEARS

This year's flu season is the most damaging and dangerous of all those we have experienced in the last few years. According to the United States Centers for Disease Control and Prevention (CDC), the last time the USA was under such a threat was in 2009 during the 'swine flu' epidemic. Here are some statistics so far:

- 7.7% of all people in the US who need medical care suffer from flu-like symptoms (fever, muscle pain, fatigue).
- 55% of flu patients need hospital treatment.
- 20,000 patients have died.
- 70% of all flu cases are H₃N₂ virus – the more dangerous type.

D

Hi, Mum! I don't feel very well. I think I have a fever.

Poor dear. Anything else apart from the fever? Any aches?

No, but I'm very tired.

Then stay in bed! It could be the flu.

My roommate sent me a message saying that she's got the flu. That was two days ago. She's at her parents' now.

When were you in contact with her?

Last week, before she left.

That's it then!

Do I have to see a doctor?

Not now. Only if you get worse. Now just lie down, have some tea, and I'll call you after work. And do you remember that I warned you about going out when you're ill? You must stay at home until you are completely better!

6b   Read texts A–D again and complete Sharon's email below.

Keisha,

How are you feeling? I fell ill ¹ two days after you sent the message. I had most of the typical flu symptoms – fever, tiredness, although I didn't have ² any (muscle) pain/aches. I didn't go to the doctor and I only tried to ease the symptoms. I read this brochure with guidelines for people who are ill, and instead of making an appointment, I went to ³ the chemist's and bought some pills to lower my temperature. I slept a lot and ⁴ drank plenty/a lot/lots of water to avoid dehydration.

To be honest, I did get a bit scared when I got ill, you know. I'd read an article a few days before about how bad this flu season is. More than half of flu patients have to go ⁵ to hospital! Also, most of those cases come from a much ⁶ more dangerous kind of the virus. I'm sending you the link to the article so that you can read it, too.

Anyway, I'm glad that this is almost over for both of us.

When are you coming back?

Love, Sharon

WRITING

7   Read the instructions and do the task.

Dom kultury znajdujący się/działający w Twoim mieście organizuje dla nastolatków warsztaty na temat zdrowego snu. Napisz do kolegi/koleżanki e-mail, w którym:

- zaprosisz go/ją na to wydarzenie,
- opiszysz, jaka jest Twoja rola w przygotowaniu warsztatów,
- przedstawisz szczegóły dotyczące warsztatów,
- uzasadnisz, dlaczego warto wziąć udział w takim wydarzeniu.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, Kuba,

I want to let you know about the Healthy Sleep workshop that my local community centre is organising.



SPEAK Look at the photo on page 8. Guess what the woman decides to have. What makes you think so? Use the words in the word cloud.

blood sugar cut down on
cheer up mood blueberries
unhealthy healthy
delicious allergic vitamins packet prevent illnesses calories prepare sweets taste
high in magnesium

1.2 Quantifiers

Quantifiers (określniki ilości) to wyrażenia, których używamy, by podać przybliżoną liczbę lub ilość czegoś. W zależności od rodzaju zdania (twierdzące/przeczące/pytające) i występującego w nim rzeczownika (policzalny/niepoliczalny), używamy różnych określników ilości.

Znaczenie	Rzeczownik policzalny w l. mn.	Rzeczownik niepoliczalny	Przykład
za wiele, za dużo	<i>too many</i>	<i>too much</i>	I've eaten <i>too many</i> chocolates. He used <i>too much</i> salt and the soup was disgusting.
wiele, dużo	<i>many</i>	<i>much</i>	Do you eat <i>many</i> sweets? She hasn't done <i>much</i> exercise.
	<i>lots of / a lot of</i>		This dessert has <i>a lot of</i> calories. I drink <i>lots of</i> water to stay hydrated.
kilka, trochę	<i>some</i>		We've got <i>some</i> apples in the basket. There is <i>some</i> water on the floor.
	<i>a few</i>	<i>a little</i>	Can you get <i>a few</i> tomatoes, please? Now add <i>a little</i> chilli powder.
mało	<i>few</i>	<i>little</i>	This café is never crowded because <i>few</i> people know about it. They have <i>little</i> money, so they don't eat out.
za mało	<i>too few</i>	<i>too little</i>	We have <i>too few</i> potatoes to make chips for everybody. I have <i>too little</i> time to bake a cake.
wystarczająco dużo	<i>enough</i>		There aren't <i>enough</i> gyms in our town. Make sure you buy <i>enough</i> flour.
żadne, jakieś	<i>any</i>		We didn't have <i>any</i> symptoms. Is there <i>any</i> cola left?
Ile...?	<i>How many ...?</i>	<i>How much ...?</i>	<i>How many</i> apps do you use every day? <i>How much</i> coffee does she drink?

UWAGA!

Lots of i *a lot of* używamy zwykle w zdaniach twierdzących, a *much* i *many* – w zdaniach przeczących i pytaniach, np.:
We need *a lot of* oranges to make orange juice.
There are *lots of* germs on smartphones and other electronic devices.
Did you skip *many* meals when you were stressed about the exams?
Pete doesn't drink *much* coffee.

UWAGA!

Określników *each* i *every* (każdy) używamy z rzeczownikami policzalnymi w liczbie pojedynczej, np.:
Tommy had a chocolate biscuit in *each* hand.
Every day is different.

1.7 Gerunds and infinitives

Czasowników z końcówką *-ing* używamy:

- po niektórych czasownikach, zwłaszcza wyrażających emocje, np.: *admit, avoid, can't stand, consider, continue, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend time, stop*:
Do you enjoy *going* to the gym?
I don't mind *having* dinner at home.
- jako podmiotu zdania, np.:
Eating five portions of fruit and vegetables is important for teenagers' health.
Cooking is much easier than it seems.
- po niektórych przyimkach, np. *about, after, before, in, of, on, without*:
I always have a glass of milk before *going* to bed.
My sister isn't keen on *hiking*.
Think about *giving up* caffeine and sugary snacks.

Bezokolicznik z *to* stosujemy:

- po niektórych czasownikach, zwłaszcza wyrażających plany, intencje, decyzje i zamiary, np.: *afford, agree, choose, decide, deserve, expect, forget, help, hope, intend, learn, need, offer, plan, pretend, promise, refuse, remember, seem, start, try, want, would like*:

I decided *to become* a vegetarian.

My sister promised *to do* the shopping this week.

- aby wskazać na cel jakiejś czynności, np.:

Did they stand up *to see* better?

I took part in the course *to improve* my cooking skills.

- po niektórych przymiotnikach, np.:

It's not difficult *to make* bread.

Was the programme interesting *to watch*?

UWAGA!

Po niektórych czasownikach (np.: *like, love, hate* czy *prefer*) może wystąpić zarówno forma z końcówką *-ing*, jak i bezokolicznik z *to*.

Mówiąc o ogólnych upodobaniach, częściej używamy czasownika z końcówką *-ing*, np.

Mum hates *spending* time indoors.

Bezokolicznik z *to* stosujemy natomiast w odniesieniu do czynności, które wykonujemy często lub regularnie, np.

I like *to go* to the gym with my best friend.

- KEY WORDS

VOCABULARY 1 MP3 01

add	/æd/	dodać
beef	/bi:f/	wołowina
blend	/blend/	zmiksować
bowl	/bɔ:l/	miska
box	/bɒks/	pudełko, opakowanie
broccoli	/ˈbrɒkəli/	brokuły
carton	/ˈkɑ:tən/	karton
cereal	/ˈsiəriəl/	płatki śniadaniowe
chilli powder	/ˈtʃili ˈpaʊdə/	chili w proszku
cream	/kri:m/	śmietana
cream cheese	/ˈkri:m ˈtʃi:z/	serek kanapkowy
crisps	/ˈkrisps/	chipsy
cucumber	/ˈkju:kəmbə/	ogórek
cut	/kʌt/	pokroić
dairy	/ˈdeəri/	produkty mleczne
delicious	/diˈlɪʃəs/	pyszny
flour	/ˈflaʊə/	mąka
fry	/fraɪ/	smażyć
healthy	/ˈhelθi/	zdrowy
honey	/ˈhʌni/	miód
ingredients	/ˈɪnˈɡri:diənts/	składniki
jar	/dʒɑ:/	słoik
olive oil	/ˈɒlɪv ɔɪl/	oliwa z oliwek
onion	/ˈʌnjən/	cebula
packet	/ˈpækɪt/	paczka
pancake	/ˈpænˌkeɪk/	naleśnik
peel	/pi:l/	obrać
pepper	/ˈpepə/	papryka
pinch (of sth)	/pɪntʃ/	szczypta (czegoś)
pot	/pɒt/	pojemnik, kubeczek (np. jogurtu)
prawns	/ˈpro:nz/	krewetki
pumpkin	/ˈpʌmpkɪn/	dynia
recipe	/ˈresəpi/	przepis
roll	/rɔ:l/	bułka
salmon	/ˈsæmən/	łosoś
salt	/sɔ:lt/	sól
sauce	/sɔ:s/	sos
seafood	/ˈsi:fʊd/	ryby i owoce morza
serve	/sɜ:v/	podawać
sour cream	/ˈsaʊə ˈkri:m/	kwaśna śmietana
spices/seasoning	/ˈspeɪsɪz/ ˈsi:zənɪŋ/	przyprawy
spinach	/ˈspɪnɪdʒ/	szpinak
squeeze	/ˈskwi:z/	wycisnąć
sweets	/swi:ts/	słodycze
taco shells	/ˈtækəʊ ʃelz/	muszle do taco
taste	/teɪst/	smak
tasty	/ˈteɪsti/	smaczny
vegan	/ˈvi:gən/	weganin; wegański
vegetarian	/ˌvedʒəˈteəriən/	wegetarianin; wegetariański
yoghurt	/ˈjɒɡət/	jogurt

GRAMMAR 1 MP3 02

calorie counter app	/ˈkæləri ˌkaʊntər æp/	apka do liczenia kalorii
count calories	/ˌkaʊnt ˈkæləriz/	liczyć kalorie
fat	/fæt/	tłuszcz
follow a diet	/ˌfɒləʊ ə ˈdaɪət/	przestrzegać diety
lose weight	/ˌlu:z ˈweɪt/	schudnąć
minerals	/ˈmɪnərəlz/	minerały
vitamins	/ˈvɪtəminz/	witaminy

SPEAKING MP3 03

boil	/bɔɪl/	gotować
chop	/tʃɒp/	posiekać
cool	/ku:l/	schłodzić
cup (AmE)	/kʌp/	jednostka objętości równa ok. 240 ml
mix	/mɪks/	wymieszać
oats	/əʊts/	płatki owsiane
pour	/pɔ:/	wlać
prepare	/prɪˈpeə/	przygotować
smoothie	/ˈsmu:ði/	koktajl
tablespoon (of sth)	/ˈteɪbəl spu:n/	łyżka (czegoś)
teaspoon (of sth)	/ˈti: spu:n/	łyżeczka (czegoś)

READING MP3 04

blueberries	/ˈblu:berɪz/	borówka amerykańska
brain function	/ˈbreɪn ˌfʌŋkʃən/	praca mózgu
calm	/kɑ:m/	spokojny
calm down	/ˌkɑ:m ˈdaʊn/	uspokoić (się)
cheer up	/ˌtʃɪər ˈʌp/	podnieść na duchu
concentrate	/ˈkɒnsənˌtreɪt/	skupić się
give energy	/ˌɡɪv ˈenədʒi/	uwalniać energię
go up	/ˌɡəʊ ˈʌp/	rosnąć
high in (magnesium)	/ˌhaɪ ɪn (ˈmæɡˈni:ziəm)/	bogaty w (magnez)
lentils	/ˈlentɪlz/	soczewica
make changes	/ˌmeɪk ˈtʃeɪndʒɪz/	wprowadzać zmiany
mind	/maɪnd/	umysł
mood changes	/ˈmu:d ˌtʃeɪndʒɪz/	zmiany nastroju
peas	/pi:z/	groszek
reduce stress	/ˌriːdʒuːs ˈstres/	zmniejszać stres
seeds	/si:dz/	nasiona, pestki
skip meals	/ˌskɪp ˈmi:lz/	opuszczać posiłki
wholegrains	/ˈhəʊlˌɡreɪnz/	produkty pełnoziarniste

VOCABULARY 2 MP3 05

allergic reaction	/əˈlɜ:dʒɪk riˈækʃən/	reakcja alergiczna
backache	/ˈbækɪk/	ból pleców
be allergic (to sth)	/bi əˈlɜ:dʒɪk/	mieć alergię (na coś)
boost the immune system	/ˌbu:st ði ˈɪmjʊ:n ˌsɪstəm/	wzmocnić układ odpornościowy
catch a cold	/ˌkætʃ ə ˈkəʊld/	przeziębienie się
chemist's	/ˈkemɪsts/	apteka
come down with the flu	/ˌkʌm ˈdaʊn wɪð ðə ˈflu:/	zachorować na grypę
cough	/kɒf/	kaszel; kasłać
dehydration	/ˌdi:haɪˈdreɪʃən/	odwodnienie
feel ill/unwell	/fi:l ˈɪl/ ˈʌnˈwel/	źle się czuć
fight off infections	/ˌfaɪt ˌɒf ɪnˈfekʃənz/	zwalczać infekcje
flu season	/ˈflu: ˌsi:zən/	sezon grypowy
food poisoning	/ˈfu:d ˌpɔɪzənɪŋ/	zatrucie pokarmowe
germs	/dʒɜ:mz/	zarazki
GP (general practitioner)	/dʒi: ˈpi: (dʒenərəl ˌpræktɪʃənəl)/	internista, lekarz rodzinny
hand sanitiser	/ˈhænd ˌsænɪtaɪzə/	płyn do dezynfekcji rąk
heart attack	/ˈhɑ:t əˈtæk/	zawał serca
hurt	/hɜ:t/	boleć; obolały
make an appointment (with the dentist)	/ˌmeɪk ən əˈpɔɪntmənt (wɪð ðə ˈdentɪst)/	umówić się na wizytę (u dentysty)
prevent illnesses	/prɪˈvent ˈɪlnəsɪz/	zapobiegać chorobom
red spots/rash	/ˌred ˈspɒts/ræʃ/	wysypka
runny nose	/ˌrʌni ˈnəʊz/	katar
sneeze	/ˈsni:z/	kichać
sore throat	/ˌsɔ: θraʊt/	bolące gardło
symptom (of sth)	/ˈsɪmptəm/	objaw (czegoś)
take an aspirin	/ˌteɪk ən ˈæsprɪn/	wziąć aspirynę
take medicine/painkillers	/ˌteɪk ˈmedəʃən/ ˌpeɪnˌkɪləz/	brać leki/środki przeciwbólowe
treatment	/ˈtri:tment/	leczenie
use nose drops	/ˌju:z ˈnəʊz drɒps/	zapuszczać krople do nosa
warning	/ˈwɔ:nɪŋ/	ostrzeżenie

LISTENING MP3 06

cut down on	/ˌkʌt ˈdaʊn ɒn/	ograniczyć
get active	/ˌget ˈæktɪv/	zacząć się ruszać
get enough sleep	/ˌget ɪˌnʌf ˈsli:p/	wysypiać się
give sth up	/ˌɡɪv ˌsʌmθɪŋ ˈʌp/	zrezygnować z czegoś
have a routine	/ˌhæv ə ru:ˈti:n/	mieć swój rytuał
keep fit	/ˌki:p ˈfɪt/	dbać o kondycję
rest	/rest/	odpocząć
sleep in	/ˌsli:p ˈɪn/	pospać dłużej
spend time outdoors	/ˌspend ˌtaɪm ˌaʊtˈdɔ:z/	spędzać czas na świeżym powietrzu
stay up	/ˌsteɪ ˈʌp/	nie kłaść się spać
take care of yourself	/ˌteɪk ˈkeər əv ʃəˌself/	dbać o siebie

WRITING MP3 07

charity	/ˈtʃærəti/	organizacja dobroczynna
event	/iˈvent/	impreza, wydarzenie
fun run	/ˈfʌn rʌn/	bieg charytatywny
workshop	/ˈwɜ:kʃɒp/	warsztaty

2

AMAZING PEOPLE



1 **SPEAK** Look at the photo and answer the questions.

- How do you think the person is feeling?
- Would you like to become an astronaut? Why/Why not?

2 **SPEAK** Read the comments. Choose one and reply to it.



54321

Do you think he's scared?



girlygirl

Maybe it's a she??? A beautiful lady with a strong character! 😊



Natalka16p

You need to be really tough to do this! R.E.S.P.E.C.T. 🙌



YogiB

Agree! Truly inspiring!

Comment



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

Lesson 2.1 Vocabulary 1



Documentary video:
Shona faces her fears

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 opinions

Personality adjectives

Astronauts: Do you have what it takes? is a real competition and a real television programme which aired in 2017. Former Commander of the International Space Station, Chris Hadfield, and other experts chose twelve exceptional people to compete in a six-week training regime.



- 1 **SPEAK** Use the personality adjectives from the box to describe characters from TV shows or films.

brave calm creative friendly generous
honest independent kind optimistic
patient pleasant

Batman is very brave because he fights criminals who are much stronger than him.

- 2 Read the text. Who do you think is the best candidate? Why?

- 3 **KEY WORDS SPEAK** Complete the definitions with the highlighted personality adjectives from the text. Then think of someone you know for each adjective.

- A **courageous** person is brave and isn't frightened of dangerous situations.
- A **calm** person is relaxed and does not worry too much.
- A **curious** person is very interested in learning more about something.
- A **sensible** person is very practical and can make good decisions.
- A **hard-working** person always puts a lot of effort into their work.
- You can trust a **reliable** person to do what they say they will do.

My brother is hard-working and talented.

- 4 Write definitions for the remaining seven adjectives.

A self-confident person believes in his or her abilities and doesn't feel worried or frightened.

- 5 **1.17** Listen to a news programme to find out who won the show. What does the winner think about the programme?

The winner thinks it is exciting, but the whole experience was very difficult.

- 6 **SPEAK** Read the **WATCH OUT** box. Ask and answer questions about the people below.

- someone famous
- your best friend
- someone from your family
- your favourite teacher

What is Robert Lewandowski like?

What does your best friend look like?

What does your mum like?

WATCH OUT**like**

What **is** Sam **like**? (Jaki jest Sam? Jakiego ma cechy charakteru?)

He's courageous and self-confident.

What **does** Sam **look like**? (Jak wygląda Sam?)

He's tall with brown hair.

What **does** Sam **like**? (Co lubi Sam?)

He likes football and films.

COULD YOU BE AN ASTRONAUT?**SUZIE****KERRY****TIM**

In the exciting show *Astronauts: Do You Have What It Takes?*, astronaut Chris Hadfield and a team of experts choose one winner from twelve incredible contestants. The lucky winner can join the European Space Agency programme. Now, there are only three contestants left: Suzie, Kerry and Tim. Who will win?

“*Suzie is my favourite. She did very well in the physical challenges. She's **courageous** and not afraid to face her fears. She's **sensible** – she never does anything silly.*”

*I expect Suzie or Kerry could win. Suzie seems **self-confident** and **reliable** – you can depend on her if there is a problem. She's **hard-working**, too, and keeps up with her training. Kerry's **enthusiastic** about becoming an astronaut – that's important.*”

“*It should be Kerry. She's a **talented** pilot, and she can be really proud of herself because she's got all the necessary skills. She also seems **cheerful** and **sociable**.*”

*I think Tim could win. He always stays **cool** and he never panics in a crisis. He stays **positive** when things go wrong and deals well with difficult situations.*”

“*I think Tim is the best. He's **curious** and really **smart**. He loves finding out about science and comes up with new ideas.*”

- 7 **SPEAK** Look at the video still. It shows a girl who fell off a horse two years ago and is now trying to ride again. Describe the video still and answer the questions.



▶ VIDEO 05

- What fears do you think the girl is facing?
- Would you like to meet this girl? What could you learn from her?

FAST FINISHERS

What would you like to change about your character? Give reasons. Write 4–5 sentences.

I'd like to be more/less ... because ...

Online teaching

For exercise 6, display these sentences on the screen and ask students to say the correct questions with **like**:

He is funny. (Key: What is he like?)

Paris? It's very noisy but it has a lot of tourist attractions. (Key: What is Paris like?)

Books and films. (Key: What does he like?)

He's got green eyes and long, dark hair. (Key: What does he look like?)

Extra practice

- Workbook p20
- Video worksheet 2 *Shona faces her fears*, Workbook p105
- Photocopiable Worksheet 6, Teacher's Book p363
- Extra Practice Worksheet: Unit 2 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 2.1, MEE App

For next lesson

Ask students to answer the questions:

1) What were you like in the past? Are you different now?

2) What did you like in the past? Do you like different things now?

Testing

Vocabulary Short Test 2.1

Lesson materials

Audio script, Teacher's Book p317

Video script, Teacher's Book p333

Exercise 4

- My grandad didn't / did not use to run five miles every day. Did your grandad use to run five miles every day?
- They didn't leave on time. Did they leave on time?
- I didn't / did not use to leave for school at 6 am. Did you use to leave for school at 6 am?
- We didn't / did not use to have a pet rabbit. Did you use to have a pet rabbit?

Exercise 5

We used to get on really well.
Are we all different from what we used to be (before)?
I'm not the same person that I used to be in the past.

- SPEAK** What were you like as a child? What did you like to do?
I was very curious as a child. I asked a lot of questions.
- SPEAK** Read the blog post and the comments. Are you more like Clara or Robert?

How much do we change over the years?

14 Apr. 19

Dear readers,

I met one of my childhood friends yesterday. We went to the same primary school, and we got on really well. We used to spend every free moment together. But yesterday we didn't have anything to talk about. She's a completely changed person!

Do our characters change? Are we all different from what we were before? How about you? Did you use to be different in the past, or are you still the same?



Clara15

I don't think character changes that much over the years. In the past, I was very shy, and I didn't like talking to strangers. In primary school, I had trouble finding friends to play with. Once in the second grade I refused to go to school at all! And I'm still pretty shy today.



REPLY



RobertFX

I'm not the same person that I was in the past. I used to be quiet, and now I'm sociable and self-confident. I used to stay at home most of the time, and I didn't use to have many friends. But now I go out almost every day! My personality is completely different now.



REPLY

- Look at the video still and study the grammar table. Find all the examples of *used to* in exercise 2.
Answers: see exercise 2

Key Grammar

Used to

Konstrukcja *used to/didn't use to* + bezokolicznik używamy, mówiąc o stanach lub powtarzających się czynnościach z przeszłości, które obecnie nie mają już miejsca.

Forma: *used to* + bezokolicznik

+	My family <i>used to</i> live in the UK.
-	I <i>didn't use to</i> ride a horse.
?	Did you <i>use to</i> be shy as a kid? Yes, I <i>did</i> ./No, I <i>didn't</i> .
Wh- ?	Where <i>did</i> you <i>use to</i> go on holiday?
Subject ?	Who <i>used to</i> teach you maths in primary school?

- Rewrite the sentences as negatives and questions.

- I went to the water park yesterday.
I didn't go to the water park yesterday.
Did you go to the water park yesterday?
- My grandad used to run five miles every day.
- They left on time.
- I used to leave for school at 6 am.
- We used to have a pet rabbit.

- Read the **WATCH OUT** box and look at the underlined past simple verbs in exercise 2. Which ones could you replace with *used to* + infinitive? Rewrite the sentences where possible.

We used to go to the same primary school.

WATCH OUT

used to a czas past simple

Jeżeli mówimy o czynnościach powtarzających się w przeszłości, możemy użyć zarówno czasu **past simple**, jak i **used to**. Konstrukcji z **used to** użyjemy, gdy chcemy podkreślić, że dana czynność lub sytuacja nie ma już miejsca.

Mówiąc o jednorazowym wydarzeniu z przeszłości, używamy tylko czasu **past simple**.

- Write 3–4 sentences answering the questions from the blog post in exercise 2. Use:

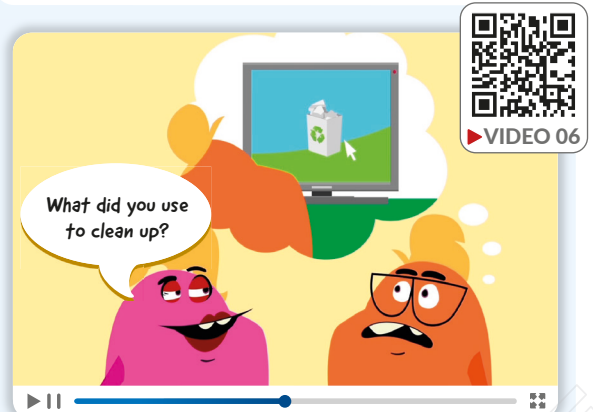
- two sentences with *used to* (positive and negative),
- at least one sentence in the past simple,
- one sentence with *be* or *can*.

FAST FINISHERS

- Write five sentences about yourself when you were a kid. Use the prompts below or your own ideas.

- your school
- your hobbies
- your pets
- your parents' jobs

I used to go to primary school in Sopot.



VIDEO 06

Extra classroom activity

After exercise 6, write the following on the board: *school grades, hairstyle, best friend, household chores, computer games*. Ask students to think about themselves 5 years ago and tell the class about three of these things, e.g. *I used to have longer hair*. Ask students to include one piece of false information in their sentences for the class to guess.

Online teaching

For exercise 6, ask students to record themselves as they read out the sentences.

Extra practice

- Extra Grammar Practice, Student's Book p147
- Workbook p21 and p115
- Photocopiable Worksheet 7, Teacher's Book p364
- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.2, MEE App

For next lesson

Read the information about ArcelorMittal Orbit and answer the question in exercise 1.

Testing

Grammar Short Test 2.2

Lesson materials

- Grammar Reference p38
- Video script, Teacher's Book p334

Asking for and giving opinions

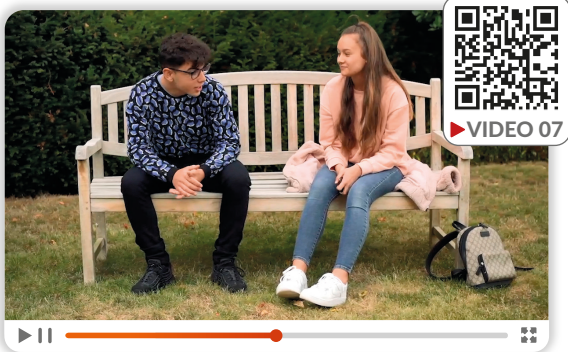
The ArcelorMittal Orbit Slide in London is a work of art. It's also the world's tallest and longest slide! It's 76 m high and 178 m long, and it takes 40 seconds to go down. You travel at about 24 km/hour!



- 1 **SPEAK** Look at the photo and read about the ArcelorMittal Orbit. What do you think it would be like to go on the slide?

The ArcelorMittal Orbit is a 114.5-metre-high observation tower and slide in London. It was built for the 2012 Summer Olympic and Paralympic Games.

- 2 Look at the video still. Logan and Mae are talking about their experience at the ArcelorMittal Orbit Slide. Who do you think enjoyed it more? *Mae*



- 3 **1.18** Listen to the dialogue and check your answer to exercise 2. Then complete the sentences from the dialogue with the opinion adjectives from the box.

amazing boring brilliant disappointing exciting

- Logan What did you think? Did you enjoy it?
Mae Wow! It was *brilliant*. Totally awesome.
 - Mae I thought it was a really *exciting* experience.
 - Logan Well, we waited at the bottom for ages, and then it was over so quickly. If you ask me, it was *disappointing*.
 - Mae But didn't you think the views from the top were incredible?
Logan Yes, the views were *amazing*.
 - Logan Did you enjoy the ride down the slide?
Mae I thought it might be *boring*, but it was the best bit in my opinion.
- 4 **1.18** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Asking for and giving opinions

Asking for opinions

What do/did you think (of ...)? ✓
Did you enjoy it? ✓
Don't/Didn't you think that ...? ✓
What's your opinion (of ...)?
What do you reckon?

Giving opinions

I reckon (that) ... ✓ To be honest, ...
I think/thought ... ✓ Frankly, ...
I believe ... It was an exciting experience. ✓
I (really) feel/felt that ... I hated it.
In my opinion/view ... ✓ I (really) loved/enjoyed it. ✓
If you ask me, ... ✓ I (really) enjoyed myself.

Opinion adjectives

amazing ✓, awesome ✓, awful, boring ✓, brilliant ✓, cool, disappointing ✓, exciting ✓, fantastic, incredible ✓, terrible

- 5 Look at the Key Phrases again and complete the mini-dialogues with one word in each gap.

- Ann What did you *think* of the party?
Matt To be *honest*, I thought it was boring.
Ann Why? I thought it was really cool. I really *enjoyed* myself.
- Drew If you *ask* me, that space programme on BBC Two was absolutely amazing.
Finn I agree. It was really exciting.
- Gran What's your *opinion* of the new head teacher?
Trish I think he is very enthusiastic.
- Lou Did you enjoy the rollercoaster ride?
Cal No, I didn't. In fact, I *hated* it.
Lou Yeah, me too.

- 6 **1.19 SPEAK** Listen and check your answers to exercise 5. Then practise the dialogues in pairs.

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

Uczeń A Zaproponuj koledze/koleżance wspólne spędzenie wieczoru, np. spacer w ciekawym miejscu, wyjście na koncert lub do kina. Przedstaw swoją opinię o wybranych miejscach i zapytaj o opinię kolegi/koleżanki.

Uczeń B Jesteś zainteresowany propozycją wspólnego spędzenia czasu z kolegą/koleżanką.

- Wyraż swoją opinię na temat miejsca zaproponowanego przez kolegę/koleżankę.
- Zaproponuj inne miejsce i sposób spędzenia wieczoru.

FAST FINISHERS

You have just visited a great theme park/water park. Write a post on social media recommending a visit. Use the Key Phrases and opinion adjectives from this lesson.

UNIT 2 27

Extra classroom activity

As a lead-in, ask students to think of an awesome experience they have had or a visit to an amazing place. Tell them to write down some notes about it. Elicit six key question words for asking for information (*What, Why, When, How, Where and Who*). Put students in pairs. Ask them to use these words to ask each other questions about their awesome experience or visit to an amazing place.

Ask a few more confident students to tell the class about their partner's experience or visit.

Online teaching

Do exercise 7 in breakout rooms. Visit the rooms to check on the students' progress. Then ask stronger students to model the dialogue for the whole class.

Extra practice
Workbook p22

For next lesson

Ask students to look at the people in the photos on pages 28–29 and write three adjectives that might describe each of them.

Lesson materials

- Model answer to exercise 7, Teacher's Resource Centre
- Video script, Teacher's Book p334

2.4 Reading

An article about unique strengths

Chiara Bordi was born in Tarquinia, Italy, in 1999, and became a model at 15. She won third place as the first disabled contestant in Miss Italy in 2018. Chiara has participated in Models of Diversity's campaigns to promote greater equality and diversity.

Orlando Serrell is an 'acquired savant' – someone who exhibits increased mental skills after a disease or an injury to the central nervous system. His case shows that by stimulating a key area in the brain we could acquire the skills he has.

Stephen Wiltshire, born in London, UK, in 1974, can draw detailed cityscapes. In 2005, after a 20-minute helicopter ride over Hong Kong, he drew a 10-metre-long picture of Hong Kong's harbour from memory. Stephen was diagnosed with autism and didn't learn to speak until the age of nine.



- 1 Complete the collocations with the verbs from the box. There are two extra verbs.

be become do get learn make start win

- 1 win a race, a prize, a competition
- 2 get fit, a good job, good grades
- 3 learn a language, something new, to surf
- 4 become famous, popular, rich
- 5 make money, friends, a difference
- 6 be part of a team, happy, proud

- 2 **SPEAK** Choose five things from exercise 1 that you would like to achieve in the next ten years. Say how you want to achieve them.

- 3 Look at the photos on page 29 and answer the questions.

- 1 Describe the girl. What is she doing? What personal qualities do you think she has?
The girl has dark hair and she is wearing a black dress and a crown. She is walking. She has a prosthetic leg. She looks confident.
- 2 What are the people doing in the other picture?
The people are playing sports (baseball).
- 3 Read the title of the article. What do you think it means? *Students' own answers*

- 4 Read the **WATCH OUT | SKILLS** box. Then read the article quickly and choose the best summary.

- 1 It is an article about how technology can improve people's lives and help them in their careers.
- 2 It is an article describing how people have recovered from accidents and adapted to change.
- 3 It is an article that gives information about the powers and abilities people wish they could have.

WATCH OUT | SKILLS Określanie głównej myśli tekstu

- W określeniu głównej myśli tekstu pomoże Ci szczególnie uważne przeczytanie jego tytułu, wstępu oraz nagłówków poszczególnych części.
- Jeśli nadal nie masz pewności, jakie jest przesłanie tekstu, przeczytaj ponownie pierwszy i ostatni akapit.
- Nie musisz rozumieć wszystkich słów z tekstu, aby zrozumieć jego główną myśl.

- 5 **1.20** Read the article carefully and complete the sentences with up to three words in each gap.

- 1 Chiara started modelling when she was fifteen.
- 2 She learnt to walk again nine months after her accident.
- 3 Chiara's (decorative) prosthetic leg / disability is an important part of her image.
- 4 Orlando can remember dates exceptionally well.
- 5 After Orlando's accident, his head hurt for weeks.
- 6 Orlando was surprised when journalists said he was a genius.

- 6 Answer the questions about the article.

- 1 What happened when Chiara was thirteen?
She had a terrible accident.
- 2 Why did an Italian designer write to Chiara?
She asked Chiara to model her new product – a decorative prosthetic leg (covered in crystals).
- 3 Why is Chiara studying?
Because she wants to become a doctor.
- 4 What happened to Orlando during a baseball game?
The ball hit his head hard. / He had an accident.
- 5 What connection can Orlando make between dates and days of the week?
He can easily say what day of the week any date after his accident was.
- 6 What is Orlando's opinion of himself?
He thinks he's ordinary.

- 7 **KEY WORDS** Match the highlighted phrases from the article to definitions 1–7.

- 1 When you grow, you improve and become stronger.
- 2 An ability is something that you are able to do.
- 3 When you succeed, you do well in something.
- 4 If you are determined to do something, you won't let anyone or anything stop you from doing it.
- 5 When something is a great accomplishment, it means someone has achieved something important.
- 6 When something is exceptional, it is very, very good or one of a kind.
- 7 When you give up, you stop trying to do something because it's too difficult.

- 8 **SPEAK** Answer the questions.

- 1 Why do you think online trolls wrote cruel comments about Chiara?
- 2 What exceptional ability would you like to have? Why?
- 3 Give an example of a campaign similar to the one Chiara took part in. What was it about? Was it successful?



FAST FINISHERS

- Plan a campaign to make people aware of a problem at your school. Make notes about the theme, activities, a celebrity you'd like to invite, etc.



Find some information about Stephen Wiltshire. What is amazing about him? What would it be like to have his abilities? Tell the class.



Extra classroom activity

Before exercise 7, read through the definitions as a class and decide what part of speech (noun, verb, etc.) they need to look out for.

After the activity, ask students to underline all the adjectives in the text. Make sure students know *hard* is an adverb, not an adjective. Check who has managed to find all 32 adjectives.

(Key: [in the order in which they appear in the text] title: *unique*; introduction: *famous, ordinary, incredible, different, new, inspiring*; paragraph 1: *positive, confident, young, short, impossible, terrible, left, Italian, new, decorative, prosthetic, brave, online, cruel, amazing, determined, world-famous*; paragraph 2: *fantastic, exceptional, bad, surprised, interested, ordinary*; conclusion: *inspiring, awesome*)

Online teaching

For exercise 8, question 2, display some prompts on the e-board to help students think of an incredible ability they would like to have and an area in their life that they would like to improve in, e.g. athletics, music, foreign language, drawing, etc. Students can do the activity in breakout rooms and then report their ideas to the class.

UNIQUE strengths

We might all dream of being famous, but ordinary people are incredible in so many different ways!

We can adapt to new things, learn and **grow**, as these two inspiring people show.

5 **Never give up**

Chiara Bordi is a very positive and confident person. This young Italian model went on the first of many photo shoots in 2015, at the age of fifteen. However, just a short time before that, the idea of modelling seemed impossible. When Chiara was 10 thirteen, she had a terrible accident on her way home from a dance show. She lost part of her left leg and took nine months to walk again. Then an Italian designer wrote to Chiara and asked her to model her new product – a decorative prosthetic leg covered in crystals. Instead of hiding her disability, Chiara 15 made it part of her image. It was a brave thing to do! Recently, she did a photo shoot for a campaign promoting equality in modelling. She also came third in the *Miss Italia* beauty contest, even though online trolls wrote lots of cruel comments about her – an amazing **accomplishment!** Chiara is **determined** to focus 20 on what she can do, not what she can't do. Will she become a world-famous model? Perhaps. For now, she's studying hard, hoping to become a doctor.

An accident that made a genius

Orlando Serrell has got a fantastic memory for dates. He's 25 **exceptional** because he didn't use to have this **ability** until he was ten. Then, one day during a baseball game, the ball hit his head hard. He recovered, but had a bad headache for weeks. Soon, Orlando discovered that he could easily say what day of the week any date was – but only dates after his accident. Years 30 later, he can still do it. Not only that, but he also knows exactly what he did and what the weather was like on any date since that day! Orlando was surprised when scientists, newspapers and TV shows were all interested in his experience and called him a 'genius'. He thinks he's ordinary.

35 **See? We can all be inspiring humans.**

We can have a talent or skill, and work hard to succeed.

We humans are awesome!

GLOSSARY

beauty contest – konkurs
piękności
decorative – ozdobny

equality – równość
photo shoot – sesja zdjęciowa
prosthetic leg – proteza nogi

UNIT 2 29

Extra practice

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

For next lesson

Students find out how many parts of the body they can name in English without looking words up in a dictionary.



FREE SAMPLE

Inclusive language

– language that avoids terms which might be offensive to some people. For example, we say 'with visual impairment', not 'blind', 'disabled', not 'handicapped'.

2.5 Vocabulary 2

Injuries • Disability



1 **SPEAK** What do you think it takes to be a doctor? Would you like to become one?

2 **SPEAK** Choose the odd word out. Explain your choice.

- 1 ankle, finger, toe, leg (*part of a hand, not a leg*)
- 2 arm, shoulder, neck, foot (*lower body part*)
- 3 stomach, ear, cheek, forehead (*others are parts of the face*)
- 4 knee, elbow, back, wrist (*others are parts of limbs – arms or legs*)
- 5 chest, toe, back, stomach (*others are parts of the torso*)



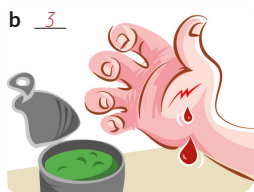
3 **RECYCLE** Complete the sentences with the odd words out from exercise 2. Use plural forms if necessary.

- 1 In the gym you shouldn't wear any rings on your fingers.
- 2 Don't drink coffee on an empty stomach. You might feel sick.
- 3 To relax, lie on your back and take deep breaths.
- 4 Children's feet grow really fast – they need new shoes every three months!
- 5 I don't want to dance with him – he keeps stepping on my toes!

4 **1.21** Listen and match recordings 1–6 to pictures a–f.



I bruised my knee.



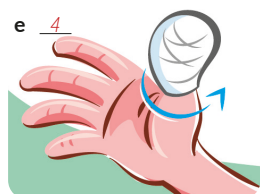
I cut my hand.



I broke my arm.



A cat scratched my cheek.



I dislocated my thumb.



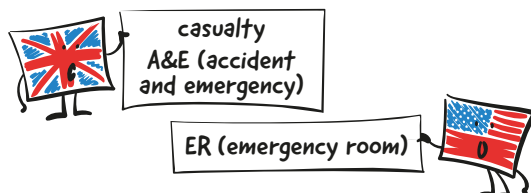
I sprained my ankle.

5 **KEY WORDS** Complete the captions in exercise 4 with the correct forms of the highlighted verbs.

break • bruise • cut • dislocate • scratch • sprain

6 **1.22 KEY WORDS** Choose the correct options to complete the texts. Listen and check.

- a Last summer, I had a bike accident. I cut my forehead and my cheek. There was quite a lot of blood / muscle. They took me to the ER, and the surgeon cleaned and dressed the injections / wounds. They healed / bled quickly, but I still have scars / injuries here.
- b A friend of mine barely survived / injured a car accident. He broke both his legs and injured his spine / bones pretty badly – the doctors said he might never walk again! He spent a few months with both legs in a bandage / plaster cast. But he's OK now. Luckily, he doesn't even need a wheelchair / vaccine.



7 **KEY WORDS** Match the sentence halves.

- 1 People who are blind d a wheelchair sometimes
- 2 Deaf people communicate c need an assistance dog.
- 3 Disabled people in a b who helps people with
- 4 A carer is someone b disabilities.
- c in sign language.
- d learn how to read Braille.

8 **SPEAK** Describe the photo using the words from exercise 7. Then answer the questions.



- 1 How does the woman in the wheelchair feel?
- 2 What personal qualities does a carer need to have?

FAST FINISHERS

Look at exercise 6 again. Write a similar story about yourself or someone you know. Use words from this lesson.

Extra classroom activity

After exercise 3, play 'would you rather' game. Ask students the following questions:

Would you rather:

- have a broken leg or a broken arm?
- have a scar on your cheek or on your forehead?
- have a swollen thumb or swollen toe?
- be unable to bend your knee or to bend your elbow?

Online teaching

For exercise 4, display the pictures on the screen. Ask students to describe the illustrations (e.g. *I can see a girl who was running outdoors and she fell down*). Without looking at the words in exercise 5, ask students to guess what happened.

Extra practice

- Workbook p24
- Photocopiable Worksheet 8, Teacher's Book p365
- Extra Practice Worksheet: Unit 2 Vocabulary

Teacher's Resource Centre

- On-the-Go Practice 2.5, MEE App

For next lesson

Students find three interesting facts about sign language.

Testing

Vocabulary Short Test 2.5

Lesson materials

- Audio script, Teacher's Book p317

A radio programme about an amazing person

Every country has its own **sign language**. Polish Sign Language (which is lexically and grammatically different from the Polish language) received official status in 2012 under the "Sign Language Act".

1 **SPEAK** Answer the questions.

- Do you, or does someone you know, help people with disabilities? How?
- How can we make life easier for people who cannot see or hear?

2 **SPEAK** Look at the text about a radio series. The radio station wants listeners to suggest amazing people. Who would you suggest?

Do you know someone amazing? *Our World* is doing a radio series on ordinary but inspiring people who **change society** for the better! Do they help others **achieve their goals**? Did they **start a campaign** or **an online petition** to change the world? Or maybe they **raised money** for a good cause? Whatever it is, we want to know how those people **made a difference**. At the end of the series, one of them will win an award!

Email or call us with your suggestions!

✉ inspiringpeople@radio3 ☎ 0207 365 6987

16.30 This week in *Our World*, Daniel Hansen talks about his inspiration, Jade Chapman. Jade recently won an award for her campaign.

3 **SPEAK** **KEY WORDS** Complete the statements with the correct forms of the highlighted words from the text in exercise 2. Do you agree with the statements? Why/Why not?

- Starting* an online petition is a waste of time.
- Every year, you should achieve a personal goal.
- It's a great feeling to make a difference to someone else's life.
- Every day, modern technology changes society for the better.
- Raising money for a good cause can sometimes be frustrating because you don't get to see the result.
- Sometimes it's easy to start a campaign, but it's hard to finish it.

4 **1.23** Identify the silent letters in the words from the box. Then listen, check and repeat.

campaign climb designer difference exciting
favourite hour knowledge listener walk write

5 Read the **WATCH OUT | SKILLS** box and look at the texts in exercise 2. Then read exercises 6 and 7 and try to guess the answers to questions 1–3 below.

Possible answers

- Who is the interview about? *Jade Chapman*
- What language do the sisters use to communicate? *sign language*
- Why did Jade win an award? *Because she had organised a successful campaign and started an online petition.*

WATCH OUT | SKILLS Przewidywanie treści nagrania

Przed wysłuchaniem nagrania przeczytaj zadania, które go dotyczą. Pozwoli Ci to zorientować się, o czym będzie mowa.

6 **1.24** Listen to the radio programme and check your answers in exercise 5. Then number the events in the order they happened.

- Jade won an award. 4
- Students and teachers at Jade's school did a sign language course. 5
- Jade wanted to help her sister. 1
- Jade started a campaign and called it 'Let Sign Shine'. 2
- Jade appeared on TV and in a national newspaper. 6
- Thousands of people signed Jade's online petition. 3

7 **1.24** Listen again and complete the table.

	How many?
1 Deaf people in the UK	<u>87,000</u>
2 People who know sign language	<u>151,000</u>
3 Deaf people who go to ordinary schools	<u>80</u> %
4 People who signed the petition	<u>5,000</u>
5 The prize Jade won	£ <u>1,000</u>
6 Students who took the sign language course	<u>20</u>

8 **SPEAK** Answer the questions.

- Do you know someone at your school (a teacher or a student) who is trying to make a difference? How?
- Would you like to raise money for a good cause? Why/Why not?

FAST FINISHERS

Imagine you are going to interview Jade Chapman for a school magazine. Note down three questions you would like to ask her.

What's your advice for all the young people out there who would like to make a difference?



Make a list of ten basic expressions that people usually learn first when they begin to study a foreign language. Then find out how to show them in British Sign Language. Share your findings with the class.

UNIT 2 31

Extra classroom activity

Before exercise 5, write these words on the board: *campaign, petition, award, deaf*. Tell students they will hear all of them in the recording and elicit some ideas about the topic of the recording.

Online teaching

- For exercise 2, display the text and ask one student to read it aloud (one person reads a sentence and then chooses another student who reads the second sentence, etc.). Then ask students to define the highlighted words.
- For exercise 4, do a dictation. Play the recording and ask students to write the words they hear, without looking into their books.

Extra practice

- Workbook p25
- Extra Practice Worksheet: Unit 2 Listening, Teacher's Resource Centre

For next lesson

Ask students to find the names of at least three artists who perform blues, jazz and soul music.

Lesson materials

Audio script, Teacher's Book p317

Ray Charles (1930–2004), often called 'the Genius', was a legendary American musician who pioneered soul – a genre combining blues, jazz and gospel. He became blind after a severe illness at the age of 6. He learnt to write music in Braille. He played the piano, organ, saxophone, clarinet and trumpet. He received many awards, including 8 honorary doctoral degrees.

2.7 Grammar 2

Past continuous

- 1 **SPEAK** What is your favourite kind of music? Do you ever listen to blues, jazz or soul?

- 2 **1.25 SPEAK** Read the dialogue. Would you like to see Ray?

Ben Why didn't you pick up when I called you last night? What were you doing?

Gran I was watching a film, Ray. It was about Ray Charles.

Ben Who?

Gran You don't know him? Ray Charles is a legend!

^aHe started a new type of music – soul. He was blind from the age of seven, and ^bwhile he was attending a school for deaf and blind children, he learnt to compose music. He won thirteen Grammy Awards and sold millions of albums. And he achieved all that despite his disability. Life was hard on him, but he never gave up.

Ben So, how about the film?

Gran It was great. Jamie Foxx played the main part. Imagine that when he was learning his script for the film, he was also studying Braille to find out what it's like to be blind. And he didn't use anybody's help in the scenes when he was playing the piano – he did it all by himself!

Ben That sounds really interesting. Can I borrow the DVD?



- 4 Find more examples of the past continuous in the dialogue in exercise 2. *Answers: see exercise 2*

- 5 **SPEAK** Choose the correct options. Are the sentences true or false for you?

- When I walked / was walking to school this morning, I saw / was seeing a police car.
- At 5 am, I slept / was sleeping.
- I went / was going to the cinema last week.
- Last Sunday, the sun shone / was shining all afternoon, so I went / was going to the park.
- This time yesterday, I didn't do / wasn't doing anything. I just relaxed / was just relaxing.
- I arrived / was arriving at school late this morning. My classmates already worked / were already working.

- 6 **WATCH OUT** Read the **WATCH OUT** box. Then translate the fragments in brackets into English. Use **while** where possible.

- I was helping mum in the kitchen *while Mike was lying* (podczas gdy Mike leżał) on the couch.
- While/When we were exercising/working out* (Gdy trenowaliśmy), an accident happened.
- When they started the campaign* (Kiedy rozpoczęli kampanię), thousands of people began sending emails.
- The whole team celebrated *when we achieved the/our goal* (kiedy osiągnęliśmy cel).
- While/When I was riding a bike* (Kiedy jechałem na rowerze), I lost my balance and crashed into a tree.
- What were you talking about *when the film/movie started?* (kiedy zaczął się film)?

WATCH OUT

when i while

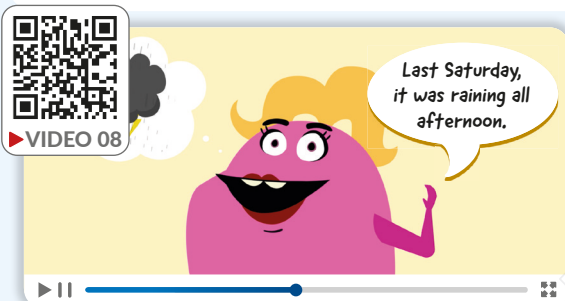
Dwie części zdania łączymy za pomocą spójników: **when** (kiedy) lub **while** (podczas gdy). Spójnika **while** możemy użyć wyłącznie przed zdaniem w czasie **past continuous**.
While he was playing football, the ball hit his head.
The ball hit his head while he was playing football.
Whenshe was riding her bike home, she had an accident.
She was riding her bike home when she had an accident.

FAST FINISHERS

Write an opening sentence for four different books using when or while. Try to choose different types of books, e.g. a romance, a horror, a war drama, a diary, etc.



VIDEO 08



Key Grammar

Past continuous

Czasu **past continuous** używamy do opisywania:

- jednej lub kilku równoczesnych czynności lub wydarzeń, które trwały w określonej chwili w przeszłości, np. ¹ c
- wydarzenia, które trwało w przeszłości i podczas którego miało miejsce inne wydarzenie, wyrażone w czasie **past simple**, np. ² b

Forma: **was/were** + czasownik z końcówką **-ing**

Czasu **past simple** używamy, mówiąc o dłuższych lub krótszych czynnościach zakończonych w przeszłości, np. ³ a

	I/He/She/It	You/We/They
+	I <u>was resting</u> .	You <u>were riding</u> a bike.
-	He <u>wasn't sleeping</u> .	They <u>weren't working</u> .
?	<u>Was it running?</u> Yes, it <u>was</u> ./No, it <u>wasn't</u> .	<u>Were you reading?</u> Yes, we <u>were</u> ./No, we <u>weren't</u> .
Wh-?	<u>What was I saying?</u>	<u>Why were you crying?</u>

Extra classroom activity

After exercise 6, ask students to write at least five sentences about what they and their family were doing yesterday at 8 pm, and what happened while they were doing it. Ask a few stronger students to read their sentences to the class.

Online teaching

• For exercise 2, ask students to keep the books closed and play the recording. Tell students to

note down two interesting facts they hear in the recording.

- For exercise 6, display the following on the screen and ask students to complete the gap in two different ways (i.e. with **when** and **while**): —
Mum was cooking, I was doing homework.

Extra practice

- Extra Grammar Practice, Student's Book p147
- Workbook p26 and p115
- Photocopiable Worksheet 9, Teacher's Book p366

- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.7, MEE App

Testing

Grammar Short Test 2.7

Lesson materials

- Grammar Reference p38
- ▶ Video script, Teacher's Book p334

Grammar and vocabulary practice

- 1 **SPEAK** Describe a situation in which you were:
- positive • sensible • creative
- Last week, while I was doing my art homework, I was really creative.*

- 2 **1.26** Number the sentences in the correct order to make a dialogue. Listen and check.
- I agree! Perhaps you'd like to join the course, too? What do you think? 6
 - How is your sign language course going, Warren? 1
 - Really? That's surprising! So you are enjoying it? 3
 - If you ask me, it's brilliant what you're doing. You never know when these skills will become useful. 5
 - I am! I really feel that I'm learning something useful! It was a good idea to do the course. 4
 - It's going very well, thank you! Sign language is not that difficult to learn. 2

- 3 **1.27** **SPEAK** Complete the gaps to make logical mini-dialogues. Listen and check. Then practise the dialogues in pairs.

Possible answers

- X: *Did you have a good* weekend?
Y: Yes, I did, thanks. We had a party on Saturday and a picnic on Sunday.
- X: How *is your Italian course going*?
Y: It's going quite well, thank you. Italian is not that difficult to learn.
- X: What do you think of this new show?
Y: *If you ask me, it's* quite boring.
X: Really? I think it's amazing!
- X: I went on the rollercoaster yesterday.
Y: Did *you enjoy it*?
X: No, not at all! It was awful.

- 4 Read the **WATCH OUT** box. Then translate the sentences into English.

- Byli przyzwyczajeni do dostawiania nagród.
They were used to getting awards.
- Kiedyś dostawaliśmy więcej pracy domowej.
- Niektórzy pacjenci nigdy nie przyzwyczajają się do bycia na wózku.
- Tom kiedyś był pracowity.
- Czy jesteś przyzwyczajony do spotykania sławnych ludzi?

WATCH OUT *used to, be used to, get used to*

I used to live alone. (Kiedyś mieszkalam sama.)
I was used to living alone. (Byłam przyzwyczajona do samotnego mieszkania.)
I got used to living alone. (Przyzwyczałam się do samotnego mieszkania.)

- 5 Choose the correct options.

- Karen is usually *sociable* / *patient*, but not when she is stuck in a traffic jam.
- Children are often under pressure to *succeed* / *achieve* in school.
- Sue was *determined* / *inspiring* to win the competition.
- I had a really bad cold, and it took me a lot of time to *survive* / *recover*.
- After the accident, she went *deaf* / *blind* in one eye.

- 6 Choose the correct options.

An amazing fighter

Monika Kuszyńska is a famous Polish singer and songwriter. She ¹ the lead vocalist in a band called Varius Manx. On 28 May 2006, Monika and the other band members had a serious car accident – their car crashed into a tree. Everyone survived, but some of the band members suffered bad ². Monika suffered the most. As a result of the accident, she is unable to walk.



Monika Kuszyńska during the Eurovision Song Contest 2015

What makes Monika amazing?

She never ³ after the accident. Life was difficult at first, but Monika was patient, positive and ⁴ to get her life back. She ⁵ in a wheelchair and overcame difficulties. She represented Poland in the Eurovision Song Contest in 2015. Monika ⁶ married in 2011 and became a mother five years later. In 2015, her biography was published. Its title? *My Second Life*.

- | | | |
|-----------------------|---------------------|---------------------|
| 1 A was used to being | B got used to being | C used to be |
| 2 A injuries | B sprains | C treatments |
| 3 A succeeded | B gave up | C grew |
| 4 A adapted | B determined | C hard-working |
| 5 A used to being | B used to be | C got used to being |
| 6 A was getting | B used to get | C got |

#BRAINTEASER

Perry used to drive a car, but he didn't use to drive a new car. So what did he use to drive?
He used to drive a used car.



FAST FINISHERS

Write a short blog post about your favourite celebrity. Say what makes him/her amazing.

Exercise 4

- We used to get more homework.
- Some patients never get used to being in a wheelchair.
- Tom used to be hard-working.
- Are you used to meeting famous people?

Extra classroom activities

- After exercise 5, ask students to write four sentences in Polish with the vocabulary and structures from the unit in mind. Then tell students to swap their sentences with their partners and translate the sentences into English.
- Before students do exercise 6, ask them to read the text for meaning (ignoring the gaps) and ask what the text is about.

Online teaching

Prepare photos showing people who are positive/sensible/creative. Ask students to describe the photos. Ask each student to write one question about the photo and then ask their question to one classmate.

Extra practice

Workbook p27

For next lesson

Ask students to find out what it means to be a social entrepreneur.



Hi there! Welcome to my blog. Today I want to tell you about another inspiring person I read about.

Soap for health

- [1] Samir Lakhani is a young American businessman who wants to make a difference. He helps people in developing countries to be healthier.
- [2] As a student, Samir was a volunteer in Cambodia. He saw that many children got ill because their families couldn't afford to buy soap. While he was staying in a hotel, he came up with a solution. Hotel guests used the soap once and threw it out. Samir realised that recycling this soap could save lives, so he started a non-profit organisation called Eco-Soap Bank.
- [3] Today, as a rich businessman, Samir gives English classes to his staff to improve their education. In addition, he is developing other ecology projects.
- [4] Samir can be an inspiration because he is generous, enthusiastic and creative. Although he is young, he is very successful. In my opinion, he shows that anyone can change the world.



- 1 **SPEAK** Imagine you are a rich businessperson who wants to make a difference. What would you like to do? Choose from the prompts below or use your own ideas.

- build hospitals
- transport drinking water
- donate big sums of money
- give jobs to local people

I'd like to ... because ...

I think it's important to ...

- 2 Look at the photos. How do you think they are connected? Read the blog post and find out.

Why did Samir start Eco-Soap Bank?

Samir started Eco-Soap Bank to help children in Cambodia. They had no soap to wash with and so became ill.

- 3 Read the blog post again and match paragraphs 1–4 to descriptions a–d.

- a Main achievements 2
- b Introduction, with a short summary about the person 1
- c Conclusion, with a personal opinion 4
- d Other things the person has done 3

- 4 Study the Key Phrases box. Then read the blog post again. Which of the Key Phrases did the blogger use?

Key Phrases

A blog post about a person

Introduction

Today I want to tell you about ... ✓

Recently I read about ...

He/She is (an American teacher/actor) who ... ✓

He/She lives (in the south/north of England).

Main achievements

He/She is famous for ...

While he/she was ...-ing, he/she ... ✓

He/She hasn't stopped there.

In addition, he/she ... ✓

Conclusion

He/She shows that ... ✓

He/She really made a difference.

I admire him/her because ...

He/She can be an inspiration because ... ✓

Extra classroom activities

- As a lead-in, read out or write some answers to questions about Cambodia on the board:

1) In Southeast Asia.

2) Phnom Penh.

3) Thailand, Laos and Vietnam.

4) About 180,000 km.

5) 16 million.

Tell students that all of them are all about

Cambodia. Then ask them to think of the questions for these answers. Elicit any other facts they know about this country. (Suggested answers: 1) Where is Cambodia? 2) What's the capital? 3) What countries are next to Cambodia? 4) How big is Cambodia? 5) What's the population?)

- Before students read the text in exercise 2, elicit the connection between soap, health and disease. (Suggested answer: Being clean reduces

the spread of infection.)

- For exercise 6, ask students to read the text for the main idea ignoring the gaps. Then ask the following questions:
What was wrong with school libraries in poor areas? (Key: They didn't have interesting books.)
What positive effects does Rebecca's non-profit organisation want to have on young people and why? (Key: They want to interest them in books and writing.)

5 Translate into English. Use the Key Phrases.

- 1 Among her many achievements, she *was famous for* (słynęła z) her charity work.
- 2 This is an example of a politician who really *makes a difference* (coś zmienia).
- 3 Larry achieved his aim, but he *didn't stop there* (nie zaprzestał swojej działalności).
- 4 *I admire* (Podziwiam) Naomi Campbell because she is strong and determined to help the people of sub-Saharan Africa.
- 5 This teacher *is an inspiration for me* (jest dla mnie inspiracją).

6 Look at the **WATCH OUT** box and the underlined conjunctions in the blog post. Complete the text below with *because*, *so* or *although*.

WATCH OUT

Spójniki (conjunctions):
because, so, although

Za pomocą spójników łączymy ze sobą dwie części zdania:

*Many children don't go to school **because** (ponieważ) their families can't afford it.*

***Although** (Mimo że) life was difficult, Chiara didn't give up.*

*Jade wanted to help her sister, **so** (więc) she started a campaign.*

- While the American academic Rebecca Constantino was researching language literacy, she discovered that school libraries in poor areas were not very good. Young people didn't have access to interesting books, ¹ *so* they were doing worse at school. ² *Although* the schools had some books, they were old and in bad condition.
- Rebecca set up the non-profit organisation Access Books ³ *because* she wanted to improve school libraries in poor areas.
- Many of the libraries were in bad condition, ⁴ *so* the group decorated them.
- The group also offered author visits ⁵ *because* they wanted to interest young people in books and writing.
- The group wants local people to get involved, ⁶ *so* they ask students, parents and staff to help decorate the libraries.



7 Join the sentences with *because*, *so* or *although*. Make any necessary changes, and take care with punctuation.

- 1 Rebecca's organisation has provided over 1.5 million books. She wants to do more.
Although Rebecca's organisation has provided over 1.5 million books, she wants to do more.
- 2 Her work certainly made me think. I didn't realise there was a problem.
- 3 You might not know Rebecca's name. She is someone I admire, and she inspires me.
- 4 Now, young people in these schools are more interested in reading. They are doing better at school.

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

Obejrzałeś/Obejrzałaś filmową biografię osoby, która pomaga innym i może inspirować młodych ludzi.

Podziel się informacjami o tej osobie na swoim blogu.

- Przedstaw tę osobę.
- Opisz jej główną działalność.
- Napisz, czym się jeszcze zajmuje i jakie ma plany.
- Wyraż swoją opinię na temat tej osoby i uzasadnij, dlaczego może inspirować młodych ludzi.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi everyone! Today, I want to tell you about a very inspiring person.

WRITING PLANNER

THINK

- Pomyśl, o jakiej prawdziwej lub fikcyjnej osobie napiszesz (np.: Janina Ochojska, Jurek Owsiak, osoba działająca na rzecz Twojej lokalnej społeczności).
- Zastanów się, co zrobiła lub robi ta osoba, by inspirować i pomagać innym (np.: organizuje imprezy charytatywne lub zbiórki pieniędzy, przeprowadziła kampanię informacyjną).

PREPARE

- Przy każdym podpunkcie z ćwiczenia 8. wynotuj zwroty z ramki Key Phrases, których użyjesz, by go rozwinąć.
- Zaplanuj układ swojego tekstu. Wykorzystaj jako wzór wpis z ćwiczenia 2.

WRITE

Napisz tekst, wykorzystując swoje notatki i zwroty z ramki Key Phrases.

CHECK

Sprawdź swój tekst i odpowiedz sobie na pytania:

- Czy rozwinąłeś/rozwinęłaś wypowiedź we wszystkich czterech podpunktach polecenia?
- Czy długość tekstu wynosi 100–150 słów?
- Czy tekst jest poprawny językowo?

FAST FINISHERS

Write three sentences about how you help other people. Use a different conjunction in each sentence.

Exercise 7

- 2 Her work certainly made me think because I didn't realise there was a problem.
- 3 Although you might not know Rebecca's name, she is someone I admire, and she inspires me.
- 4 Now, young people in these schools are more interested in reading, so they are doing better at school.

How does the group involve the local community? (Key: They ask students, parents and staff to help decorate the libraries.)

Online teaching

For exercise 8, put students into breakout rooms to discuss the content of their blog posts. They may do the activity in Polish.

Extra practice

Workbook p28

Lesson materials

Model answer to exercise 8, Teacher's Resource Centre

VOCABULARY

- 1 In each sentence, choose two adjectives that can complete the gap. In one sentence, all three adjectives are correct.

- 1 She's such a reliable / kind / pleasant girl – she always smiles at people.
- 2 If you want to succeed as a singer, you need to be talented / determined / hard-working.
- 3 Mae used to be an extremely curious / smart / courageous kid. She asked lots of questions and wanted to know about everything.
- 4 People who are sociable / positive / courageous usually have more friends.
- 5 If you ask me, firefighters should be not only determined, but also creative / confident / careful when they rescue people.
- 6 I think you need to be more friendly / sensible / enthusiastic about choosing your future goals.

- 2 Complete the sentences with the correct words.

- 1 When I cut my thumb, it was bleeding heavily, so I had to go to casualty.
- 2 Do you have a special hobby, such as playing an instrument or memorising quickly?
- 3 The new ecology project can definitely make a difference in developing countries.
- 4 After the accident, Linda couldn't walk for a few months and had to be in a wheelchair.
- 5 How are you going to achieve all your goals?
- 6 Deaf people use sign language to communicate.
- 7 What can we do to help people with physical disabilities with everyday activities?

GRAMMAR

- 3 Complete the sentences with the words from the box. Use *used to* where possible.

decide encourage have not chat not come
not stay play spend

- 1 Back in primary school, I used to play basketball regularly, but now I only watch it.
- 2 When we were children, we didn't / did not use to stay home alone, only with an adult.
- 3 Did you use to have as many friends in the old days as you do now?
- 4 Where did your family use to spend their summer holidays?
- 5 I decided that I wanted to be a model at the age of ten.
- 6 My parents used to encourage me to become a pilot, but then they changed their minds.
- 7 My classmates and I didn't / did not use to chat so much online, but now we mainly use instant messengers to communicate.
- 8 I invited Peter to my party, but he didn't / did not come.

- 4 Complete the sentences with the correct forms of the verbs in brackets.

- 1 How fast was George driving (George / drive) when the accident happened (happen)?
- 2 I was running (run) with my earphones on, and I didn't / did not hear (not hear) the car.
- 3 Just as I was watching (watch) my favourite show, my cousins came (come) to visit, so I turned off (turn off) the TV.
- 4 While the model was getting (get) ready for the photo shoot, the photographer was talking (talk) to his assistant.
- 5 The contestants didn't / did not help (not help) each other when there was (be) a problem.
- 6 Why weren't you taking / were you not taking / didn't you take (you/not take) notes during Mrs Jenkin's lecture? I think she saw (see) it and that's why she asked (ask) you all those questions later on!

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5 Choose the correct paraphrase.

- 1 I was going home when there was an accident.
☒ A While I was going home, there was an accident.
 B When there was an accident, I was at home.
 C There was an accident after I got home.
- 2 There aren't enough volunteers to support the disabled.
 A There are more volunteers than disabled people.
☒ B There are too few volunteers to support the disabled.
 C None of the volunteers support the disabled.
- 3 I used to drink more coffee.
☒ A I drink less coffee now.
 B I didn't drink as much coffee as I do now.
 C I drink as little coffee as I did before.
- 4 I'm not used to being famous.
 A I was more famous in the past.
 B I'm not famous now, but I was in the past.
☒ C Being famous is new to me.
- 5 No one in our class is more hard-working than Jack.
 A Jack is less hard-working than other students in our class.
☒ B Jack is the most hard-working student in our class.
 C All of the students are as hard-working as Jack.



Extra practice

- Workbook Revision p29
- Workbook Matura Practice pp30–31
- Photocopiable Worksheet 10, Teacher's Book p367

For next lesson

Students make a list of ten positive and ten negative things they associate with school and learning.

Testing

Unit 2 Test

Lesson materials

- Model answer to exercise 8, Teacher's Resource Centre
- Audio script, Teacher's Book p317

6 Complete the text with one word in each gap.

The celebrity I admire the ¹most is Zoe Saldana. She's a famous actress and she earns ²lots of money, but she is very modest. Her success didn't come overnight – she is successful ³because she has worked very hard all her life. Zoe ⁴used to be a talented and hard-working child. ⁵When she was young, Zoe studied ballet. Then she decided to become an actress. She is now famous ⁶for playing in sci-fi films, but she also appeared in the TV series *Law and Order*. ⁷When she was working on the show, she received her first film role. In one of her interviews, Zoe Saldana admitted having Hashimoto's disease. Despite her health problems, she has achieved ⁸a lot in her professional life.



LISTENING

7 1.28 Choose the correct options.

Text 1

- 1 Which of these did the sisters not do?
- ☐ A Encourage people to throw away plastic bags.
 - ☐ B Make their government change the law in their country.
 - ☐ C Start their own business.

Text 2

- 2 What happened to Mum?
- ☐ A She cut her forehead.
 - ☐ B She fell down the stairs.
 - ☐ C She sprained her wrist.
- 3 Delia and her mum decide to
- ☐ A wait until Lauren comes home.
 - ☐ B call Lauren and inform her about the accident.
 - ☐ C go to the ER immediately.

Text 3

- 4 Which of the following is stated in the dialogue as a fact, not an opinion?
- ☐ A Disabled contestants can successfully compete with healthy people.
 - ☐ B Disabled celebrities' problems overshadow their talents.
 - ☐ C Viewers pay too much attention to the contestants' problems, and not enough to how good they are at something.
- 5 Which statement is true about the Polish contestant in *Dancing with the Stars*?
- ☐ A She cannot walk.
 - ☐ B She cannot hear.
 - ☐ C She cannot see.
- 6 The girl from the American show
- ☐ A took part in an international sports event.
 - ☐ B is a professional skater.
 - ☐ C won the first prize at the winter Olympics.

SPEAKING

8 Describe the photo and answer the questions.

Student A



- 1 What can you say about this man's character?
- 2 Do you go to the gym regularly? Explain why.
- 3 Tell us about a situation when you or someone you know overcame difficulties to achieve a goal.

Student B



- 1 What injuries can people suffer when they do sport?
- 2 Do you think young people should avoid dangerous sports, such as mountain biking or parkour?
- 3 Tell us about a situation when you or someone you know had a sports injury.

Zoe Saldana is a famous Hollywood actress. She was born in Passaic, New Jersey, in 1978, but her father is from the Dominican Republic and her mother is Puerto Rican. She started her own media company, BESE, to help bring greater diversity to Hollywood. Latinos, particularly Latino women, remain the most underrepresented minority group in speaking roles in film and television.

SPEAK Read the quote and explain what it means. Do you agree or disagree with it? Can you give examples from your own life? Use the words in the word cloud.

Our character is not defined in the good times, but in the hard times.

Paul Brodie (Canadian saxophonist, 1934–2007)

Word cloud containing: achieve, self-confident, survive, accident, courageous, inspiring, society, positive, reliable, change, determined, give up, injury, enthusiastic, overcome, make a difference, accomplishment, disability, recover, peace, sense.



2.2 Used to

Konstrukcji **used to + bezokolicznik** używamy, aby opisać:

- czynności i sytuacje, które powtarzały się w przeszłości, ale teraz już nie mają miejsca, np.

*As a child, Susan **used to ride** a horse every day.* (W dzieciństwie Susan codziennie jeździła konno.)

- stany z przeszłości, które już nie trwają, np.

*I **used to be** more confident when I was younger.* (Kiedy byłem młodszy, byłem bardziej pewny siebie.)

Tworzenie zdań z **used to + bezokolicznik**

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I/You/He/She/It/We/They used to drink a lot of tea.</i>	<i>I/You/He/She/It/We/They didn't use to be brave.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Did I/you/he/she/it/we/they use to have many friends?</i>	<i>Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.</i>
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
<i>Where did I/you/he/she/it/we/they use to spend New Year's Eve?</i>	<i>Who used to pick you up from school? Which students used to go to school by bus?</i>

UWAGA!

Do opisanja czynności, które powtarzały się regularnie w przeszłości, możemy użyć zarówno **used to**, jak i czasu **past simple**. Stosując **used to**, kładziemy nacisk na to, że czynność lub stan nie mają już miejsca i definitywnie należą do przeszłości, np.:

*When I was in Year 12, I **used to** study for five hours a day.*

*In the summer, we **swam** in the sea almost every day.*

Do opisanja czynności jednorazowych, które miały miejsce w przeszłości, używamy wyłącznie czasu **past simple**, np.

*I **entered** the classroom and **took** my seat.*

2.7 Past continuous and past simple

Czasu **past continuous** używamy, aby opisać:

- czynności, które trwały w określonym momencie w przeszłości, np.
*At 3 pm we **were walking** the dog.* (O 15-ej wyprowadzaliśmy psa.)
- czynności, które były tłem dla innych wydarzeń, np.
*Sean **was walking** to the hospital when he saw a woman with a guide dog.* (Sean szedł do szpitala, kiedy zauważył kobietę z psem przewodnikiem.)
- czynności, które trwały w tym samym momencie w przeszłości, np.
*While the nurse **was putting** a bandage on my wound, my parents **were talking** to the doctor.* (Podczas gdy pielęgniarka zakładała bandaż na moją ranę, moi rodzice rozmawiali z lekarzem.)

Odmiana czasowników w czasie **past continuous**

Zdania w czasie **past continuous** tworzymy wg następującego wzoru: **was/were + czasownik z końcówką -ing**.

Zdania twierdzące (affirmative)	Zdania przeczące (negative)
<i>I/He/She/It was raising money for charity. You/We/They were learning sign language.</i>	<i>I/He/She/It wasn't running very fast. You/We/They weren't giving her an injection.</i>
Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (short answers)
<i>Was I/he/she/it bleeding badly? Were you/we/they changing the bandage?</i>	<i>Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, you/we/they were. No, you/we/they weren't.</i>
Pytania szczegółowe (Wh- questions)	Pytania o podmiot (subject questions)
<i>Why was I/he/she/it crying? What were you/we/they doing?</i>	<i>Who was looking at your scars? How many people were helping the victim?</i>

UWAGA!

Opisując wydarzenia z przeszłości, często stosujemy spójniki: **when** (kiedy, gdy) oraz **while** (kiedy, podczas gdy). Spójnika **while** używamy z czynnościami wyrażonymi w czasie **past continuous**. Spójnik **when** występuje zwykle z czynnościami wyrażonymi w czasie **past simple**, ale można go użyć również z czasem **past continuous**, np.:

*Clare sprained her ankle **while/when** she was skiing.*

***While/When** she was skiing, Clare sprained her ankle.*

*Ben was playing handball **when** he broke his left arm.*

***When** he broke his left arm, Ben was playing handball.*

Zwróć uwagę na miejsce przecinków w zdaniu!

UWAGA!

Czasu **past simple** używamy, aby opisać:

- czynności, które wydarzyły się w określonym momencie w przeszłości, np.
*Samuel **had** an accident three years ago.* (Trzy lata temu Samuel miał wypadek.)
- czynności, które następowały kolejno po sobie, np.

*I **took** my phone and **dialled** 999.*

(Wziąłem telefon i wybrałem numer 999.)

Określenia czasu typowe dla **past simple** to m.in.: *yesterday, the day before yesterday, (three days) ago, last (summer), on (24 August), in October, in 2018, in June 1997, then.*

- KEY WORDS

VOCABULARY 1 MP3 08

brave	/breɪv/	odważny
calm	/kɑ:m/	spokojny
cheerful	/tʃiəfəl/	wesoły, pogodny
come up with sth	/kʌm 'ʌp wɪð sʌmθɪŋ/	wymyślić coś
contestant	/kən'testənt/	uczestnik konkursu
cool	/ku:l/	opanowany
courageous	/kə'reɪdʒəs/	odważny
creative	/kri'eɪtɪv/	kreatywny
curious	/kjuəriəs/	ciekawy
deal with	/di:l wɪð/	radzić sobie z
depend on	/di'pend ɒn/	polegać na
do well	/du: 'wel/	mieć dobre wyniki
enthusiastic	/ɪn,θju:zɪ'æstɪk/	pełen entuzjasmu
face (your fears)	/feɪs (jə 'fiəz)/	stawić czoła (lękom)
frightened (of sth)	/'fraɪtənd/	przestraszony (czymś)
friendly	/'frendli/	sympatyczny
generous	/dʒenərəs/	szczodry,
		wspaniatomyślny
hard-working	/hɑ:d 'wɜ:kɪŋ/	pracowity
have what it takes	/hæv 'wɒt ɪt 'teɪks/	mieć w sobie to, co
		potrzebne
honest	/'ɒnɪst/	uczciwy, szczerzy
incredible	/ɪn'kredəbəl/	niesamowity
independent	/ɪn'dɪ'pendənt/	niezależny
keep up with sth	/ki:p 'ʌp wɪð sʌmθɪŋ/	być z czymś na bieżąco
kind	/kaɪnd/	uprzejmy
optimistic	/ɒptɪ'mɪstɪk/	optymistyczny
panic	/pænɪk/	panikować
patient	/peɪʃənt/	cierpliwy
pleasant	/plezənt/	sympatyczny
positive	/pəzətɪv/	pozytywny
relaxed	/rɪ'læksəd/	zrelaksowany
reliable	/rɪ'laɪəbəl/	godny zaufania
self-confident	/self 'kɒnfɪdənt/	pewien siebie
sensible	/sensəbəl/	rozsądny
silly	/sɪli/	głupi
smart	/smɑ:t/	mądry
sociable	/səʊʃəbəl/	towarzyski
talented	/tæləntɪd/	utalentowany
trust	/trʌst/	ufać
worry	/wʌri/	martwić się

SPEAKING MP3 09

amazing/awesome	/ə'meɪzɪŋ/'ɔ:səm/	niesamowity
awful	/ɔ:fəl/	okropny
boring	/bɔ:nɪŋ/	nudny
brilliant	/brɪljənt/	znakomity
cool	/ku:l/	super
disappointing	/dɪsə'pɔɪntɪŋ/	rozczarowujący
exciting	/ɪk'saɪtɪŋ/	ekscytujący
for ages	/fɔ: 'eɪdʒɪz/	strasznie długo
ride	/raɪd/	przejażdżka, zjazd
slide	/slaɪd/	zjeżdżalnia

READING MP3 10

ability	/ə'bɪləti/	umiejętność
accomplishment	/ə'kʌmplɪʃmənt/	osiągnięcie
adapt to	/ə'dæpt tə/	przystosować się do
become famous	/bɪ kʌm 'feɪməs/	stać się sławnym
career	/kə'niə/	kariera
covered in sth	/kʌvəd ɪn sʌmθɪŋ/	pokryty czymś
cruel	/kru:əl/	okrutny
determined to do sth	/dɪ'tɜ:mɪnd tə du: sʌmθɪŋ/	zdecydowany, by
		coś zrobić
exceptional	/ɪk'sepʃənəl/	wyjątkowy
focus on	/fəʊkəs ɒn/	skupić się na
give up	/gɪv 'ʌp/	poddać się
grow	/grəʊ/	rozwijać się
hide	/haɪd/	ukrywać
image	/ɪmɪdʒ/	wizerunek
inspiring	/ɪn'spaɪrɪŋ/	inspirujący
ordinary	/ɔ:dənəri/	zwyyczajny
recover from	/rɪ'kʌvə frəm	dojść do siebie po
(an accident)	(ən 'æksɪdɪnt)/	(wypadku)
succeed	/sək'si:d/	osiągnąć sukces

VOCABULARY 2 MP3 11

A&E/casualty (BrE)/ ER (AmE)	/,ei and 'i:/'kæʒuəlti/ ,i: 'ɑ:(n)/	szpitalny oddział ratunkowy
assistance dog	/ə'sɪstəns dɒg/	pies asystujący
bandage	/bændɪdʒ/	bandaż
blind	/blaɪnd/	niewidomy
bleed	/bli:d/	krwawić
blood	/blʌd/	krew
bone	/bəʊn/	kość
break your arm/leg	/breɪk jə 'ɑ:m/'leg/	złamać rękę/nogę
bruise your knee	/bru:z jə 'ni:/	nabić sobie siniaka na kolanie
carer	/'keərə/	opiekun
cut your hand	/kʌt jə 'hænd/	skaleczyć się w rękę
deaf	/def/	niestyszący
disability	/dɪsə'bɪləti/	niepełnosprawność
disabled	/dɪs'eɪbld/	niepełnosprawny
dislocate your thumb	/dɪsleɪkeɪt jə 'θʌm/	zwichnąć kciuk
heal	/hi:l/	wygoić się
injection	/ɪn'dʒekʃən/	zastrzyk
injure	/ɪndʒə/	zranić się
injury	/ɪndʒəri/	uraz, rana
muscle	/mʌsəl/	mięsień
plaster cast	/plɑ:stə kɑ:st/	gips
read Braille	/ri:d 'breɪl/	czytać w alfabecie Braille'a
scar	/ska:/	blizna
scratch your cheek	/skrætʃ jə 'tʃi:k/	zadrapać się w policzek
sign language	/saɪn 'læŋɡwɪdʒ/	język migowy
spine	/spaɪn/	kręgosłup
sprain your ankle	/spreɪn jə 'æŋkəl/	skręcić kostkę
surgeon	/sɜ:dʒən/	chirurg
survive an accident	/sa,vaɪv ən 'æksɪdɪnt/	ocaleć z wypadku
treatment	/tri:tment/	leczenie
wheelchair	/wi:l'tʃeə/	wózek inwalidzki
wound	/wu:nd/	rana

LISTENING MP3 12

achieve your goals	/ə'tʃi:v jə 'ɡəʊlz/	osiągnąć cele
change society (for the better)	/tʃeɪndʒ sə'saɪəti (fə ðə 'betə)/	zmieniać społeczeństwo (na lepsze)
frustrating	/frʌ'streɪtɪŋ/	frustrujący
inspiration	/ɪnspə'reɪʃən/	inspiracja
make a difference	/meɪk ə 'dɪfrəns/	zmienić coś na lepsze
raise money	/reɪz 'mʌni/	zbierać pieniądze
start an online petition/a campaign	/stɑ:t ən 'ɒnlaɪn pə'tɪʃən/ə kæm'peɪn/	uruchomić petycję internetową/kampanię

USE OF ENGLISH MP3 13

overcome	/əʊvə'kʌm/	przezwyciężyć
suffer	/sʌfə/	ucierpieć
suffer bad injuries	/sʌfə,bæd'ɪndʒərɪz/	odnieść poważne obrażenia

WRITING MP3 14

achievement	/ə'tʃi:vmənt/	osiągnięcie
developing countries	/dɪ'veləpɪŋ 'kʌntrɪz/	kraje rozwijające się
donate	/dəʊ'neɪt/	wpłacić datkę
get involved	/get ɪn'vɒlvd/	zaangażować się
literacy	/lɪ'tərəsi/	umiejętność czytania i pisania
save lives	/seɪv 'laɪvz/	ratować życie
set up	/set 'ʌp/	utworzyć, założyć
volunteer	/vɒlən'tiə/	wolontariusz



Personalizacja

Aby skuteczniej przyswoić sobie nowe słownictwo, spróbuj uczyć się go w spersonalizowanym kontekście. Na przykład rzeczownik „injection” lepiej zapamiętasz w zdaniu: *My little brother Patryk hates all injections.*