

1

SHARING STORIES



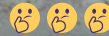
1 **SPEAK** Look at the photo and answer the questions.

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

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



Missty24



Ann66

Twins alert! 😊



O_Max

Hope they're not reading my blog! 😊



BigBoy98

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

Comment





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

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

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

My TOP 5 films

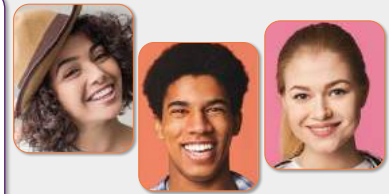
- 1 *Countdown*: I'm a big fan of this **horror film**.
- 2 *To All the Boys I've Loved Before*: This is a **romantic comedy**, so relaxing for a cold Sunday afternoon.
- 3 *Pet Sematary*: I love a good **thriller**, and films based on Stephen King novels are always brilliant.
- 4 *Spider-Man: Far From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

My TOP 3 games

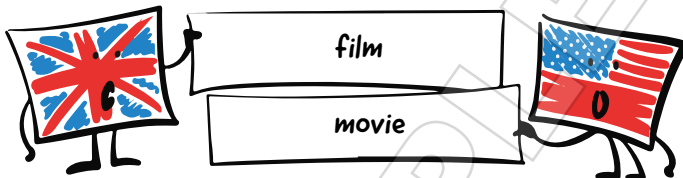
- 1 *Field of Glory: Empires*: This is a historical **strategy game** which takes you back to ancient times. It's fantastic to play.
- 2 *Devil May Cry*: One of my favourite **action-adventure games**. The graphics and special effects are always so cool.
- 3 *The Outer Worlds*: an RPG, or **role-playing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

My TOP 4 TV programmes and series

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



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



3 **SPEAK** Test each other. Student A, say/read a definition from exercise 2. Student B, say the word(s).

4 **SPEAK** Use the adjectives from the box to describe the films, TV programmes and games from exercise 2.

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

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

Greg likes watching ¹ *quizzes* because they are
² _____, but Tina thinks they are ³ _____.
Tina likes watching ⁴ _____ because they are
⁵ _____, but Greg thinks they are ⁶ _____.
They are both big fans of a ⁷ _____.

6 **SPEAK** Answer the questions.

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

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



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

FAST FINISHERS

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

1 SPEAK Answer the questions.

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

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

Chloe's Blog

Hi everybody,

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

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

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

Key Grammar

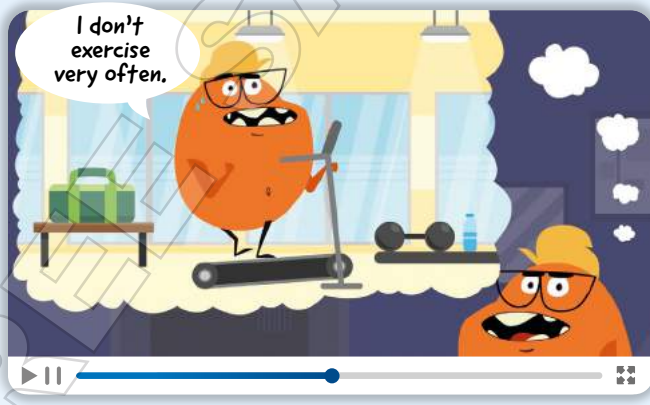
Present simple

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

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

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

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



4 Choose the correct options.

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

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

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

6 Listen and put the verbs in the correct column.

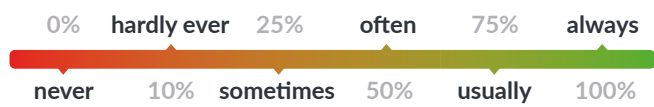
/s/	/z/	/ɪz/
<i>gets, ...</i>	<i>enjoys, ...</i>	<i>fixes, ...</i>

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

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

WATCH OUT Przystawki częstotliwości

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



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

#BRAINTEASER

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

FAST FINISHERS

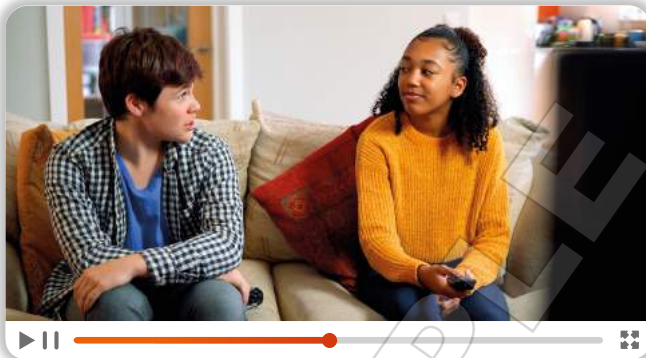
- Rewrite the sentences in exercise 7 so that they are true about someone you know.

Expressing preferences

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



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



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

Key Phrases

Expressing preferences

Asking about preferences

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

Talking about preferences

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

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

Do you ¹ fancy watching something?

Sure. What do you ² to watch?

³ a TV series?

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

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

I'm not really in ⁵ a romantic film. I'd ⁶ watch an action film.

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

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

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

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

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

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

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

FAST FINISHERS

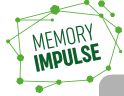
Make a list of five films you like. Add two adjectives to each film.

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



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

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



Screen Time

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

up to two hours

between two and four hours

more than four hours

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

listen to music	<input type="checkbox"/>	design your own	<input type="checkbox"/>
make digital graphics	<input type="checkbox"/>	video games	<input type="checkbox"/>
watch videos online	<input type="checkbox"/>	do homework	<input type="checkbox"/>
play video games	<input type="checkbox"/>	learn a language	<input type="checkbox"/>
use social media	<input type="checkbox"/>	watch TV	<input type="checkbox"/>
create digital music	<input type="checkbox"/>	read online articles	<input type="checkbox"/>

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

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



Technology masters

1

Some adults say that teens are always in front of a computer screen or playing games on a **console**. But what about the positive side to technology? In today's *TechMaster* post, ⁵ we meet four people who use modern tech to create things.

2

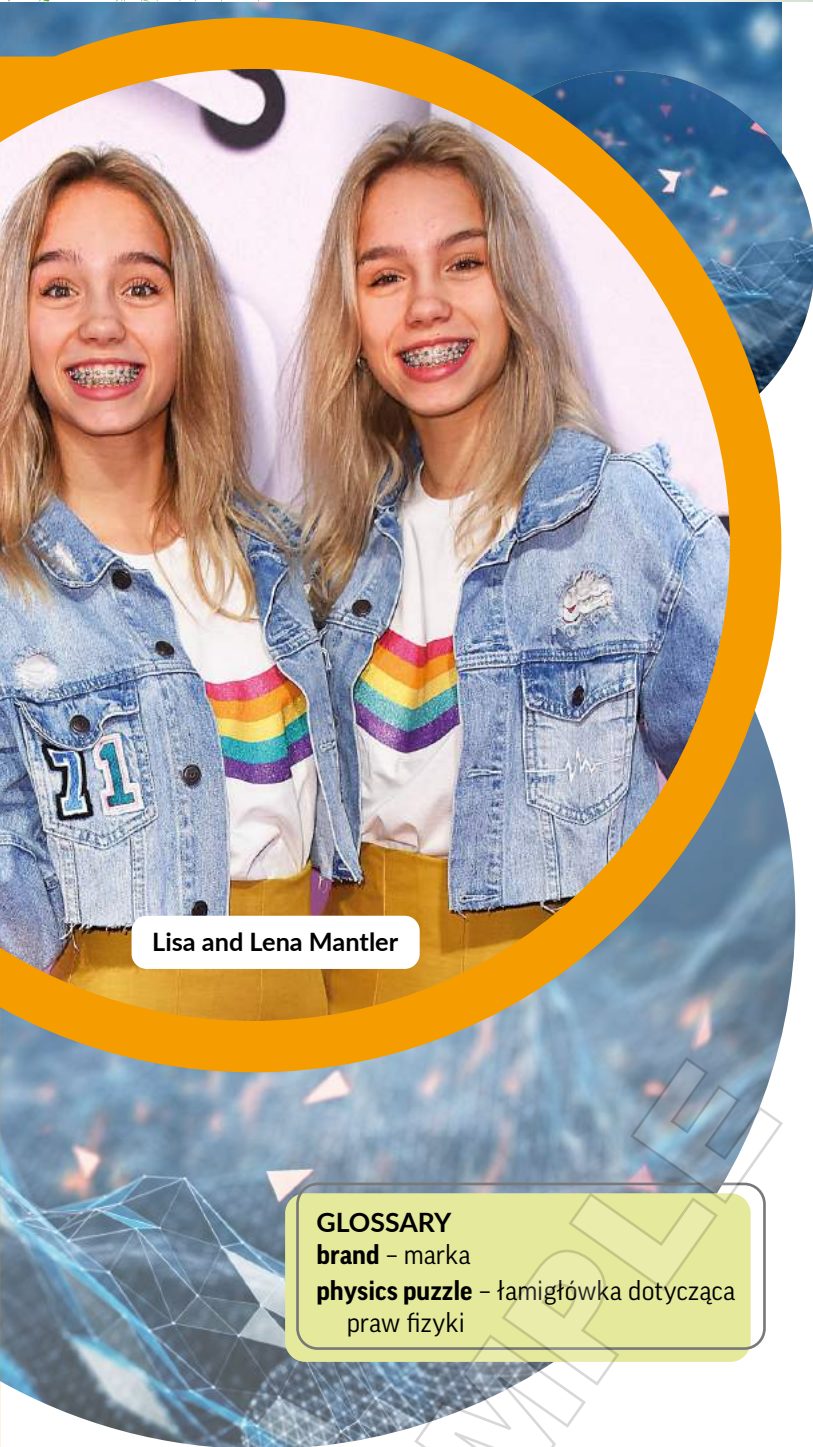
Zachary Maxwell is a teenager from New York. He describes himself as shy, but he often has meetings with important people. Why do ¹⁰ they meet him? Because of his films. He makes documentaries which show different problems in his school or the local area. Zach uses a **camera** to make his films, but don't worry if you don't have one – with a phone, anyone ¹⁵ can make a film today.

3

The Musical.ly app (now called TikTok) is why twins Lisa and Lena Mantler from Germany are social media **superstars**. The sisters spend twenty minutes a day in their studio, make ²⁰ a video and **upload** it on the app. So far they have over sixteen million views.

4

Robert Nay is a young businessman from the US who designs his own games. He is famous for making his first game, *Bubble Ball*, at the age of ²⁵ fourteen. The game is still popular, and Robert's brand, Nay Games, makes new versions of it. *Bubble Ball* is a strategy game with a hundred fifty-six levels based on physics puzzles. On the Nay Games website, there are some ³⁰ **tutorials** on how to make your own levels.



Lisa and Lena Mantler

GLOSSARY

brand – marka

physics puzzle – łamigłówka dotycząca praw fizyki

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

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

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

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

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

- 1 you use it to play video games *console*
- 2 send a file from your computer to the Internet
- 3 you use it to take photos or record videos
- 4 articles or videos with instructions
- 5 very famous people

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

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

7 **SPEAK** Answer the questions.

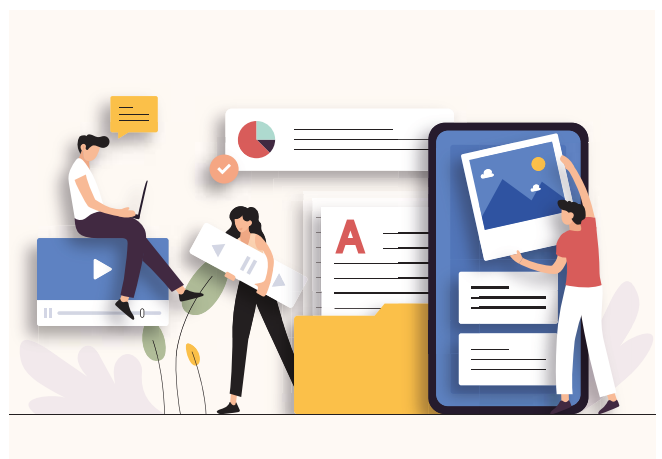
- 1 Who in the text makes the best use of technology? Why do you think so?
- 2 How would you like to be (more) creative with technology?



FAST FINISHERS

Complete the sentences.

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



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

Books and theatre



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

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

read/write

a book, ...

borrow

a book, ...

listen to

watch

meet/talk to



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

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



3 **1.10** Listen to two conversations. Where are the speakers?

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

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

Book	Theatre
author, ...	ballet, ...

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

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

6 Choose the odd word out.

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

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

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

FAST FINISHERS

Complete the sentences about yourself.

A novel I'd like to read is _____.

A performance I'd like to watch is _____.

A celebrity I'd like to meet is _____.

A live report from a public library

- SPEAK** Think of two more events which can take place in a library.
1 a meeting with a poet or writer
- KEY WORDS** Read the leaflet in exercise 3. Complete the gaps with the highlighted words.
create • join • make • record • share
- 1.11 SPEAK** Listen and check your answers to exercise 2. Which activity would you like to do? Why?

CITY LIBRARY

It's more than a place to read books!

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

You can find much more at citylibrary.com

- Read the teens' comments on the activities at the library. Then answer the questions.
 - Which six phrases mean *I like/don't like*?
 - Which phrase means *I can*?
 - What do we use after prepositions?

Greg77
I'm not very keen on reading, but I'm really into the activities here!

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

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

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

Shakespeare2
I'm fond of writing poems, so the classes are perfect for me.

- Read the comments in exercise 4 again. Then complete sentences 1–7 with the correct prepositions.
 - I'm (not) very keen *on* writing.
 - I'm (not) really the activities here.
 - I'm (not) a big fan comics.
 - I'm (not) really mad technology.
 - I'm (not) good making videos.
 - I'm (not) fond trying new things.
 - I'm (not) really interested fantasy novels.

- 1.12** Listen to three teens and answer the questions using the speakers' names: Mary, Zac or Sue.
 - Who is good at writing stories? *Mary*
 - Who is into making videos?
 - Who is keen on opera?
 - Who is mad about video games?
 - Who is fond of painting?
 - Who is a big fan of social media?
- 1.13** Listen to a reporter talking to students at the library. Which activities from the leaflet in exercise 3 do the students talk about in the recording?
- 1.13** Listen again and answer the questions.
 - What does Annabelle do with her videos about books?
 - Which books isn't Annabelle fond of?
 - How do computer programs help Noah and Josh write stories?
 - How often does Josh come to the library?
 - What books are Noah and Josh into?
- SPEAK** What are some other ways to encourage young people to read more?

FAST FINISHERS

- What do/don't you like reading? Complete the sentences about yourself.
- I'm (not) a big fan of .
 - I'm (not) really mad about .
 - I'm (not) fond of .



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

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

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

1 a regular situation?

2 a situation at the time of speaking?

Logan What **are you doing**?

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

Logan How often **do you come** here?

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

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

Key Grammar

Present continuous

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

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

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

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

+

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

-

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

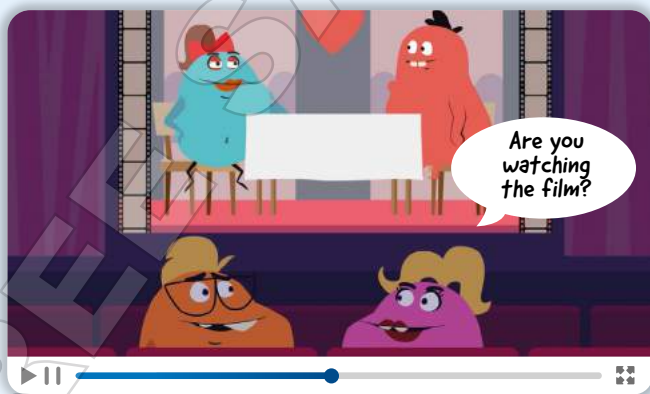
?

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

Wh-

?

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



Grammar Reference ➤ 20

4 Choose the correct options.

1 This week we *making* / *are making* a film.

2 Rebecca *is writing* / *are writing* the script.

3 I *am test* / *testing* the camera.

4 *Do* / *Are* we enjoying this activity? Oh yes, we *are* / *do*!

5 We *aren't* / *don't* using our phones.

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

1 Look! They *are playing* (play) a strategy game.

2 Emma *is listening* (listen) to Maroon 5's hits.

3 *is designing* she *is designing* (design) a new school website this week?

4 Why *are you learning* you *are learning* (learn) this poem by heart right now?

5 Tom *isn't watching* (not watch) a quiz show at the moment.

6 Complete the table with the phrases from the box.

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

Key Grammar

Present simple vs present continuous

Present continuous

tonight, ...

Present simple

once a week, ...

7 Choose the correct options.

1 We usually *stay* / *are staying* at a hotel.

2 Today, everybody *wears* / *is wearing* formal clothes.

3 How often *do you upload* / *are you uploading* your videos?

4 He *reads* / *is reading* lots of books.

5 Hi Mel, what *do you listen* / *are you listening* to?

8 Choose the correct options.

The Donkey Library

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



FAST FINISHERS

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

An informal email with a review

To: Tess From: Clare X

Hi Tess,
 How are you? What are you doing on your holidays?
 I'm in the country, and I have a lot of time for reading here. This week I'm reading *The Witcher* fantasy series by a Polish writer called Andrzej Sapkowski. There is a film, a TV series and also video games based on the book. They all get very good reviews. The main character, Geralt of Rivia, is a kind of superman who hunts monsters for money. He gets contracts from regular people and also from kings. He's a fascinating hero, but my favourite character is his girlfriend, Yennefer. I really love the books. The text is simple, and there are some beautiful scenes, too. The writer always adds something unusual to each story.
 I know you're a big fan of fantasy books, so you must read it. Write back to me soon.
 Bye for now,
 Clare

Send



1 Read the email quickly and choose the correct options.

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

2 **SPEAK** Answer the questions.

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

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

Key Phrases	
An informal email with a review	
Starting an email	
Hi .../Hello ...	
Ending an email	
Bye for now.	
Write soon.	
Take care.	
Facts about the book/film	
The film is based on the book ...	
The book/film gets very good reviews.	
Describing the story	
The story is about a (boy) who ...	
(Simon Phillips) plays the main character.	
My favourite character is (Agnes), who ...	
Your recommendation	
I love every page/scene of the book/film.	
You must read/watch the book/film because ...	

WATCH OUT

too vs also

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

4 Translate into English.

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

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

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

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

Długość tekstu powinna wynosić od 100 do 150 słów.
Hi José,
How are you? I'm on holiday in ...

WRITING PLANNER

PREPARE

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

WRITE

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

CHECK

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

FAST FINISHERS

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

VOCABULARY

- 1 Complete the sentences with the correct words. The first letters are given.
- The programme is *bori*ng. Let's find something more interesting.
 - This s*ca*ry *movi*ng-f*ilm* is about life on Mars.
 - Ted loves making v*ide*o. Let's buy him a camera.
 - Do you want to u*se* this film on the Internet?
 - Our l*ibrary* offers a lot of activities for teens.
 - The story doesn't have one main c*h*apter.

2 Choose the correct options.



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

GRAMMAR

- 3 Complete the sentences with the correct forms of the verbs in brackets.
- Steve often *watches* (watch) quiz shows.
 - Adele *chooses* (choose) the photos for the new album at the moment.
 - Hi Meg! Which book *do you look for* (you / look) for?
 - What *is she doing* (she / like) doing after school?
 - They *are not uploading* (not upload) the video now.
 - Do you share* (you / share) your personal stories on social media?
- 4 Choose the correct options.
- Thomas *stays* / *is staying* at home in the evenings, but tonight, he *goes out* / *is going out*.
 - He never *borrow*s / *is borrow*ing books from the library. He *likes* / *is lik*ing e-books.
 - Do you know* / *Are you know*ing this strategy game? Look, I *play* / *am play*ing it now.
 - Steve *doesn't have* / *isn't hav*ing much free time this week. He *writes* / *is writ*ing a game review.
 - What *do you listen* / *are you listen*ing to? It's terrible!
 - Do you read* / *Are you read*ing this poem for your homework?

USE OF ENGLISH

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

- 6 Choose the correct options.
- The library in Rumia is on the list of the top ten unusual libraries in Poland. Why? Because it is located in the old building of the railway station, but it ¹ *isn't* modern now. The place is called *Culture Station*. The library offers a lot of activities for local people and tourists. If you are into ² *reading*, you can choose from thousands of books on the metal bookcases. Are you ³ *interested* in painting or taking photos? Join the art studio. ⁴ *Would you like* to play games? The newest computer workstations are waiting for you. There is ⁵ *also* a quiet reading room, which our grandparents remember as a noisy railway waiting room.

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



READING

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

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

VR MAKES IT REAL

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

10 This is how virtual reality works.

2

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

3

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

4

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

SPEAKING

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

Uczeń A

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

odwiedzane portale społecznościowe

ulubione filmy/seriale na platformach internetowych

możliwości wykorzystania technologii w praktyce

wspólne stworzenie filmu z wymiany szkolnej

Uczeń B

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

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



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

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

1.2 Present simple • Adverbs of frequency

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

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

Odmiana czasowników w czasie *present simple*

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

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

UWAGA!

Zasady pisowni czasowników z końcówką -s:

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

Określenia czasu typowe dla *present simple*

Przysłowki opisujące częstotliwość ogólnie: <i>always, usually, often, sometimes, rarely, hardly ever, never.</i>	Wyrażenia opisujące częstotliwość szczegółowo: <i>once/twice/... a (week), on Friday afternoon(s), in the morning, every (month), at the weekend/at weekends.</i>
Stawiamy je przed czasownikiem, chyba że jest to czasownik <i>be</i> - wówczas stawiamy je po czasowniku. <i>Mum sometimes watches cookery shows.</i> <i>Romantic comedies are always boring.</i>	Stawiamy je na początku lub na końcu zdania. <i>On Saturday evenings, we play strategy games together.</i> <i>Sue goes to the local library every week.</i>

UWAGA!

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

1.7 Present continuous • Present simple vs present continuous

Zdania w czasie *present continuous* opisują:

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

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

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

UWAGA!

Zasady pisowni czasowników z końcówką -ing:

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

Określenia czasu typowe dla *present continuous*

Określenia wskazujące na czynność wykonywaną w chwili mówienia: <i>now, right now, at the moment.</i>	Określenia wskazujące na czynność wykonywaną w ograniczonym przedziale czasu teraźniejszego: <i>today, this week/month/evening.</i>
Stawiamy je na początku lub końcu zdania. <i>Right now they're taking their seats.</i> <i>She's working on the script at the moment.</i>	Stawiamy je na początku lub końcu zdania. <i>Today I'm writing the third chapter.</i> <i>Are you reading 'Romeo and Juliet' this week?</i>

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

- KEY WORDS

VOCABULARY 1 MP3 01

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

GRAMMAR 1 MP3 02

celebrity	/səˈlebrəti/	celebryta
channel	/ˈtʃænəl/	kanal (telewizyjny)
live chat	/ˌlaɪv ˈtʃæt/	czat na żywo
platform	/ˈplætˌfɔːm/	platforma

READING MP3 03

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

VOCABULARY 2 MP3 04

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

LISTENING MP3 05

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

WRITING MP3 06

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



Skojarzenia

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

2

SHOPPING SPREE



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

- Why do you think the women like shopping in this store?
- Would you like to go into this shop? Why/Why not?
- Which shop do you visit most often? Why?

2 **SPEAK** Read the comments. How would you comment on the photo?



Dolores
Shoes – only they understand me. 🤪 😊



Luna99
That's my place! 😍



Kev1nRocks
No, no, no, no way! 🙄



Flx_Grt
Snobs. 😏

Comment



Shopping and money

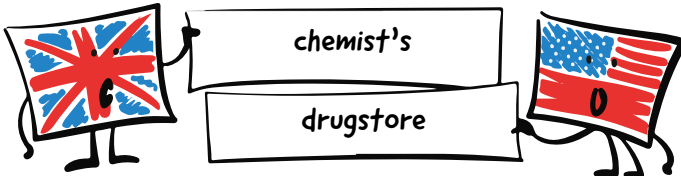


1 **SPEAK** Name two products you can buy at each shop from the box. Then answer the question.

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

baker's: bread, rolls

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



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

WHAT ARE YOUR SHOPPING HABITS?

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

3 Choose the correct options.

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

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

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



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

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

1 2 3 4 5 6

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

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

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

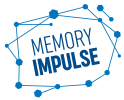


- 1 You've got only €1 to spend. What kind of shops would you visit?
- 2 Do you check the price when you buy food? Why/Why not?

FAST FINISHERS

Write ten things you can buy for €1.

For €1 I can buy ...



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

apple books card cheese coins
food money sandwich time wallet

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

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

Key Grammar

Rzeczowniki policzalne i niepoliczalne

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

Rzeczowniki policzalne		Rzeczowniki niepoliczalne
liczba pojedyncza	liczba mnoga	
<i>a book</i>	<i>books</i>	<i>money</i>
<i>an apple</i>	<i>apples</i>	<i>time</i>

Countable nouns:
singular: *an apple*, ...
plural: *apples*, ...

Uncountable nouns: *cheese*, ...

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

/s/	/z/	/ɪz/
<input type="text"/>	<i>apples</i> , ...	<input type="text"/>

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

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



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

Key Grammar

Określniki ilości

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

Rzeczowniki policzalne (*countable nouns*) w liczbie mnogiej

<i>some</i> (trochę)	<i>any</i> (żadnych, jakiegś), <i>many</i> (dużo)
<i>a lot of</i> , <i>lots of</i> , <i>many</i> (dużo)	<i>any apples</i> , <i>many</i> ² <input type="text"/>
<i>some eggs</i> , <i>a lot of</i> ¹ <input type="text"/>	<i>How many eggs?</i>

Rzeczowniki niepoliczalne (*uncountable nouns*)

<i>some</i> (trochę)	<i>any</i> (żadnych, jakiegś), <i>much</i> (dużo)
<i>a lot of</i> , <i>lots of</i> (dużo)	<i>any</i> ⁴ <input type="text"/> , <i>much food</i>
<i>some</i> ³ <input type="text"/> , <i>a lot of milk</i>	<i>How much money?</i>



Grammar Reference >> 34

6 Choose the option which is not correct.

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

7 Translate into English.

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

#BRAINTEASER

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



FAST FINISHERS

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

Asking for and giving advice

1 SPEAK Answer the questions.

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



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



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

Key Phrases	
Asking for and giving advice	
Giving advice	
Why don't you ask ...?	
What about asking ...?	
You could always (ask) ...	
You should ask ...	
Asking for advice/clarification	
What should I do?	
How could I do that?	
Do you think I should/could ...?	
Accepting/Rejecting advice	
That's a good/great idea.	
Thanks, I'll try that.	
That's not going to work.	
I don't think that's a good idea.	

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

Hi Ross.

Hi Hannah. What's up?

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

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

That's ² . She spent a lot of money on my new guitar last week.

³ to save the money?

How could I ⁴ ?

⁵ walk home from school instead of getting the bus.

That's ⁶ .

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

Thanks, I'll ⁷ . Cheers!

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

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

1 Kim It's Tom's birthday next week. Do you think we *could buy* (could) him a music CD?

Sam I don't know. Why (ask) him?

Kim I don't think that's (idea). I want it to be a surprise.

2 Pat I'd like to save some money. What (should)?

Jo (always) deposit some money in a bank.

3 Peter Do you think (should) James \$10?

Ali Well, he often borrows money, but hardly ever gives it back. (asking) him why he needs the money?

Peter Thanks, (try) that.

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

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

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

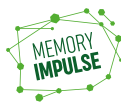
FAST FINISHERS

Imagine you are saving money for a gadget. Describe your situation and ask for advice.

I really want to buy a ...

2.4 Reading

Short texts about shopping



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

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

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



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

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

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

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

Mamo,

W sobotę w Mega Mall jest nocna wyprzedaż. Julia napisała do mnie, że wybiera się tam z Oliwią i zapytała, czy nie poszłabym z nimi – ona będzie szukać trampek i dżinsów, a Olivia potrzebuje sukienki na ¹ [redacted]. Co prawda, w przeciwieństwie do Ciebie, nie lubię ² [redacted], bo to strata czasu, ale pomyślałam, że mogłabym kupić sobie nowy sweter – to może się opłacać, bo tej nocy będzie ³ [redacted] na wszystkie ubrania. W związku z tym mam prośbę – czy mogłabyś wziąć trochę gotówki z bankomatu w drodze z pracy? Wolę mieć przy sobie gotówkę, bo wtedy wydaję pieniądze ⁴ [redacted].

Wiktor

Send

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

WATCH OUT **Przysłówki**

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

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

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

7 SPEAK Translate into English. Then answer the questions.

- Do you think a smartphone for 1000 zł is a *bargain* (*okazja*)? Why/Why not?
- Do you often [redacted] (*oglądać wystawy sklepowe*)? Why/Why not?
- What do you never [redacted] (*marnujesz*) your money on?
- Do you think that shops which offer things [redacted] (*bezpłatnie*) are really offering something for free? Why/Why not?

FAST FINISHERS

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



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



A

NEWS TODAY

CASH or CARD?

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

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

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



GLOSSARY

food court – strefa gastronomiczna

C

SALE NIGHT
at MEGA MALL

Are you looking for some new clothes?

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

Need any more information?

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

D

12:34

100%

Wiktorja

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

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

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

²⁰ Write back to me soon.

Bye,
Julia

B



Shopping



Wiktorja 5 hours ago | Thread: Shopping

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

👍 👎 REPLY



Fiona 2 hours ago | Thread: Shopping

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

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

👍 👎 REPLY

2.5 Vocabulary 2

Services



1 SPEAK Answer the questions.

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

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

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

①  tourist information office	② 	③ 
④ 	⑤ 	⑥ 
⑦ 	⑧ 	⑨ 

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

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

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

- | | |
|------------------------|---------|
| 1 <i>hairdresser's</i> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

5 Choose the correct options.

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

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

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

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

8 SPEAK Describe the photos and answer the questions.



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



FAST FINISHERS

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

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

1 SPEAK Answer the questions.

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

2 KEY WORDS Read the signs for different services. What do you call them in Polish?

1 DOG WALKING
DAY & NIGHT

3 WATCHMAKER'S
the last in town



5 SHARPENING
KNIVES, SCISSORS
AND OTHERS



6 FLORIST'S
online & by phone



7 DESIGNING
Logos & websites



2 SHOEMAKER'S
in Shoemaker Street



4 CLOTHES PAINTING
SHOES, BAGS
AND OTHER ACCESSORIES




8 Poetry writing
and wishes for
all occasions



3 SPEAK Answer the questions about the services in exercise 2.

- 1 Where can you get help when you want to create a new website?
- 2 Where can you order fifty roses for your mum's birthday?
- 3 Where can you repair your old boots?

4  **1.19** Listen to four people talking about their services. What do they do? Choose from the services in exercise 2.

5  **1.19**   Listen again and match speakers 1-4 to statements A-E. There is one extra statement.


This speaker

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

- 1  2  3  4 

6 SPEAK Answer the questions.

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

7  **1.20** What do you think a Skills Bank is? Listen and check your ideas.

8  **1.20** **SPEAK** Listen again and answer the questions.

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




9 **SPEAK** Imagine you want to use a Skills Bank. Complete the sentences and discuss them with a friend.

I can help with ...

I need help with ...

 **FAST FINISHERS**

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

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



Comparative and superlative forms of adjectives and adverbs

1 **SPEAK** Answer the questions.

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

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

1 poetry writing

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

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

Key Grammar

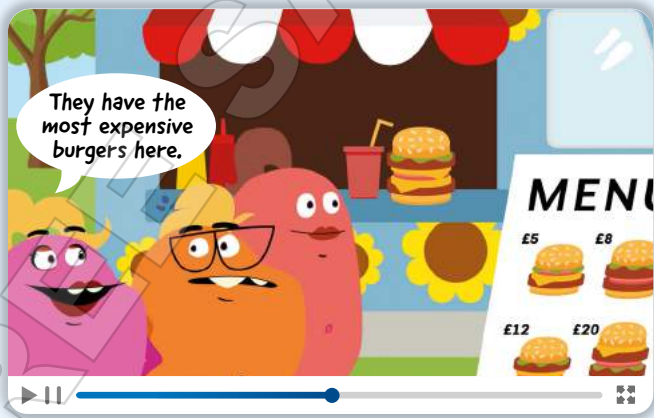
Stopniowanie przymiotników

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

Konstrukcje używane przy porównaniach to:

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

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



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

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

attractive – more attractive – the most attractive

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

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

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

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

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

Key Grammar

Stopniowanie przysłówków

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

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

7 Complete the sentences about yourself.

- The most boring school subject is *boring*.
- I can *more easily* than *my best friend*.
- The strangest person I know is *strange*.
- I can *as well as* my best friend.

FAST FINISHERS

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

An informal email: asking for advice

Subject: What to do? To: Olivier From: Molly X

Hi Olivier,
 How are you doing? I hope everything is fine with you. I'm writing because I need your help.
 Do you remember my classmate Victor? His father runs a pizzeria called Vittore near our school. Victor sometimes invites us there after school, but we don't often go there. Why? Well ... The place is clean and nice, but, in my opinion, it is not the best in town. The choice of pizzas is not good enough, the service is too slow and the prices are too high for students. We prefer going to a different place with better service and lower prices. 🤔
 Do you think I should tell Victor about it? How could I do that? Or should I write to his father and give him some advice? What do you think I should do? 😊
 I hope you can give me some advice. Write soon.
 Bye,
 Molly



1 📝 Complete the sentences.

In my favourite pizzeria, the choice of pizzas is [redacted], the prices are [redacted] and the service is [redacted].

2 Read Molly's email and answer the questions.

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

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

Key Phrases	
An informal email: asking for advice	
Informing about a problem I have/There is a problem ... I need your help/advice.	Asking for advice Do you think I should ...? Or should I ...?
Describing a problem I think/In my opinion, the (place) is ... We prefer going/buying ...	What do you think I should ...? How could I ...? I hope you can give me some advice.

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

Hi Jane,
 1 I have (Mam) a problem and I need 2 [redacted] (Twojej pomocy). Lucy is asking me to go to the shopping centre. We both need to buy new jeans, but I think the place is 3 [redacted] (zbyt głośne), and the clothes are 4 [redacted] (nie dość tanie) for me. I prefer 5 [redacted] (kupować) cheap things in small shops. Do you think 6 [redacted] (powinam) tell her? Or 7 [redacted] (czy powinam) write her a message? I don't want to lose my friend. What do you think 8 [redacted] (powinam zrobić)? I hope you can give me 9 [redacted] (jakąś radę).
 Best,
 Annie

WATCH OUT

too vs enough

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

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

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

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

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi Sylvie,

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

WRITING PLANNER

PREPARE

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

WRITE

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

CHECK

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

FAST FINISHERS

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

VOCABULARY

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

GRAMMAR

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



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

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

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5** Complete the text with one word in each gap.

The Crooked House (Krzywy Domek)

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



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

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

- 7** Complete each pair of sentences with the same word.

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



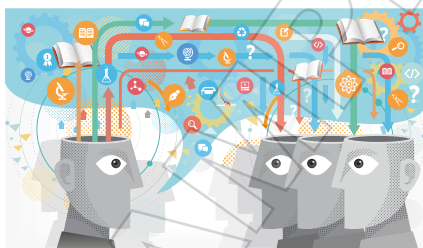
LISTENING

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

This speaker

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

1 2 3 4 5



WRITING

10 Read the instructions and do the task.

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

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

Długość tekstu powinna wynosić od 100 do 150 słów.

*Hi John,
How are you?
I'm writing because I need your advice. It's my brother's birthday next week.*

...
*Write soon.
Bye,
XYZ*



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



SPEAKING

9 Look at the photos and do the task.

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

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



2.2 Countable and uncountable nouns • Quantifiers

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

Uncountable nouns (rzeczowniki niepoliczalne) nazywają zjawiska oraz rzeczy, których nie można policzyć. Mają tylko jedną formę, np.: *water, some water, two bottles of water, five litres of water*.

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

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

Zapis tej formy zależy od pisowni rzeczownika w liczbie pojedynczej:

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

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

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

2.7 Comparative and superlative forms of adjectives and adverbs

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

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

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

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

W zdaniach porównawczych stosujemy następujące struktury:

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

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

- KEY WORDS

VOCABULARY 1 MP3 07

baker's	/'beikəz/	piekarnia
bank	/bæŋk/	bank
bookshop	/'bʊkʃɒp/	księgarnia
borrow (money from)	/'bɒrəʊ ('mʌni frəm)/	pożyczać (pieniądze od)
buy	/baɪ/	kupować
cash machine	/'kæʃ mə'ʃi:n/	bankomat
change	/tʃeɪndʒ/	reszta
chemist's	/'kemists/	drogeria
clothes shop	/'kləʊðz ʃɒp/	sklep odzieżowy
coin	/kɔɪn/	moneta
computer store	/'kəm'pjʊ:tə 'stɔ:/	sklep komputerowy
deposit	/'di'pɒzɪt/	wpłacać
discount	/'dɪs'kaʊnt/	zniżka
earn	/'ɜ:n/	zarabiać
green grocer's in the sale	/'grɪ:n'grəʊsəz/	sklep warzywniczy na wyprzedaży
lend (money to)	/'lend ('mʌni tə)/	pożyczać (pieniądze komuś)
note	/'nəʊt/	banknot
pay (for)	/'peɪ (fə)/	płacić (za)
pay by card	/'peɪ baɪ 'kɑ:d/	płacić kartą
pay in cash	/'peɪ ɪn 'kæʃ/	płacić gotówką
pay with your smartphone	/'peɪ wɪð jə 'smɑ:t'fəʊn/	płacić smartfonem
pocket money	/'pɒkɪt 'mʌni/	kieszonkowe
price	/'praɪs/	cena
receipt	/'ri:si:t/	paragon
sale	/'seɪl/	wyprzedaż
save (money for)	/'seɪv ('mʌni fə)/	oszczędzać (pieniądze na)
sell	/'sel/	sprzedawać
shoe shop	/'ʃu: ʃɒp/	sklep obuwniczy
shopping mall	/'ʃɒpɪŋ 'mɔ:l/	centrum handlowe
spend (money on)	/'spend ('mʌni ɒn)/	wydawać (pieniądze na)
sports shop	/'spɔ:ts ʃɒp/	sklep sportowy
take (money) out	/'teɪk ('mʌni) 'aʊt/	wypłacać (pieniądze)
wallet	/'wɒlɪt/	portfel
win	/'wɪn/	wygrywać

GRAMMAR 1 MP3 08

shelves	/'ʃelvz/	półki (sklepowe)
shopping bag	/'ʃɒpɪŋ bæɡ/	torba na zakupy

READING MP3 09

bargain	/'bɑ:ɡn/	okazja
buy online	/'baɪ ɒn'laɪn/	kupować przez Internet
food market	/'fu:d 'mɑ:kɪt/	sklep spożywczy
free of charge	/'fri: əv 'tʃɑ:dʒ/	za darmo
go window-shopping	/'gəʊ 'wɪndəʊ'ʃɒpɪŋ/	oglądać witryny sklepowe
half-price	/'hɑ:f 'praɪs/	przeceniony o połowę
loyalty card	/'lɔɪlti kɑ:d/	karta lojalnościowa
offer a discount	/'ɒfər ə 'dɪs'kaʊnt/	oferować zniżkę
on offer	/'ɒn 'ɒfər/	w (promocyjnej) ofercie
shopping centre	/'ʃɒpɪŋ 'sentə/	centrum handlowe
shopping list	/'ʃɒpɪŋ 'lɪst/	lista zakupów
shopping spree	/'ʃɒpɪŋ 'spri:/	szal zakupów
special offer	/'speʃəl 'ɒfər/	oferta specjalna
waste	/'weɪst/	trwonić, marnować

VOCABULARY 2 MP3 10

car wash	/'kɑ: wɒʃ/	myjnia samochodowa
customer	/'kʌstəmər/	klient
cut my hair	/'kʌt maɪ 'heə/	obciąć włosy
dry cleaner's	/'draɪ 'kli:nəz/	pralnia chemiczna
garage	/'gærɑ:ʒ/, /'gærɪdʒ/	warsztat
get a discount	/'get ə 'dɪs'kaʊnt/	otrzymać zniżkę
hairdresser's	/'heə'dresəz/	fryzjer
make a complaint	/'meɪk ə kəm'pleɪnt/	składać skargę/reklamację

ready to order	/'redi tə 'ɔ:də/	gotów złożyć zamówienie
petrol station	/'petrəl 'steɪʃən/	stacja benzynowa
post office	/'pəʊst 'ɒfɪs/	poczta
queue	/'kju:/	kolejka
recommend	/'rekə'mend/	polecać
remove	/'ri'mu:v/	usunąć
restaurant	/'restərɒnt/	restauracja
send a parcel	/'send ə 'pɑ:səl/	wysłać paczkę
service worker	/'sɜ:vɪs 'wɜ:kə/	pracownik obsługi
sports centre	/'spɔ:ts 'sentə/	centrum sportowe
tourist information office	/'tʊərɪst ɪn'fə'meɪʃən 'ɒfɪs/	informacja turystyczna

LISTENING MP3 11

charge	/'tʃɑ:dʒ/	pobierać opłatę
clothes painting	/'kləʊðz 'peɪntɪŋ/	malowanie odzieży
designing (logos)	/'di:zajniŋ ('lɒɡəʊz)/	projektowanie (logo)
dog walking	/'dɒɡ 'wɔ:kɪŋ/	wyprowadzanie psów
florist's	/'flɒrɪsts/	kwaciarnia
handmade	/'hænd 'meɪd/	wykonany ręcznie
make repairs	/'meɪk rɪ'peəz/	dokonywać naprawy
order (by phone)	/'ɔ:də (baɪ 'fəʊn)/	zamawiać (przez telefon)
poetry writing	/'pəʊɪtri 'raɪtɪŋ 'pəʊɪtri/	pisanie poezji
repair	/'ri'peə/	naprawiać
sharpening	/'ʃɑ:pənɪŋ/	ostrzenie
shoemaker's	/'ʃu:,meɪkəz/	szewc
skills	/'skɪlz/	umiejętności
take care of	/'teɪk 'keər əv/	opiekować się
watchmaker's	/'wɒtʃ'meɪkəz/	zegarmistrz

WRITING MP3 12

choice	/'tʃɔɪs/	wybór, asortyment
run (a pizzeria)	/'rʌn (ə 'pi:tseri:ə)/	prowadzić (pizzerię)



Mapy myśli

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

