

1

WHAT A CHARACTER!

VOCABULARY

personality

- 1 Look at pictures A and B. Do you think you would like to meet these people? Why?/Why not?



- 2 Work in pairs and do the quiz.

Do you ...

- | | | | |
|----|--------------------------------------------------------------|---|---|
| 1 | usually admit it when something is your fault? | ✓ | ✗ |
| 2 | happily spend money on presents for your family and friends? | ✓ | ✗ |
| 3 | usually wait calmly for buses or trains? | ✓ | ✗ |
| 4 | like telling people what to do? | ✓ | ✗ |
| 5 | often speak in public and enjoy it? | ✓ | ✗ |
| 6 | cry during sad films? | ✓ | ✗ |
| 7 | always do what you tell your friends you'll do? | ✓ | ✗ |
| 8 | go out a lot with your friends in your free time? | ✓ | ✗ |
| 9 | make people laugh when you tell jokes? | ✓ | ✗ |
| 10 | work hard to be as good as possible at things? | ✓ | ✗ |

- 3 Match the adjectives below with sentences 1-10 in exercise 2. Which of the adjectives describe you? Compare your answers in pairs.

funny patient confident honest sociable
reliable sensitive bossy ambitious generous

- 4 Divide the adjectives into positive, negative and neutral.

hard-working dishonest talkative silly quiet
helpful friendly kind rude serious clever
lazy shy nasty modest polite mean

- 5 **CD 1.01** Listen and repeat the words from exercises 3 and 4.

- 6 Match the adjectives with their opposites.

- | | |
|----------------|-------------|
| 1 generous | a nasty |
| 2 hard-working | b dishonest |
| 3 shy | c talkative |
| 4 quiet | d rude |
| 5 nice | e lazy |
| 6 honest | f confident |
| 7 polite | g mean |

- 7 Complete the sentences with the correct adjectives from exercise 4.

- Miss Parks is very . When I couldn't think of ideas for my project, she gave me lots of useful advice.
- My brother is a bit . He never pays for anything when we go out! And he earns a lot of money!
- I was really when I was younger, and I never did any work at home at all!
- Did you know that Zoe has won lots of quiz competitions? She's very and never talks about them.
- Our new classmate, Harry, is very . The teacher always has to tell him to be quiet!
- Kyle works hard in class and doesn't smile very often. He's so .

- 8 **CD 1.02** Listen to the girl and boy from exercise 1 talking about their personalities. Write down three adjectives to describe each person.

Speaker 1:
Speaker 2:

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 1

- 9 What are you and your friends like? Work in pairs. Tell your partner about yourself or your best friend. Use adjectives from the lesson and the phrases below.

My good points are that ... • As for my bad points ...
I am a bit / quite ... because ... • I can be ... at times.
I tend to be ... when ...

- 10 **WHAT DO YOU THINK?** Read and discuss the English saying below. What do you think it means? Do you think it is true? Use the ideas below to help you.

You can't tell a book by its cover.

I think this sentence is true because ...

- some people look shy/really sociable / look bored/really interested
- first impressions are sometimes false. For example, my friend/brother/classmate ...

I don't think this sentence is true because ...

- eyes tell the truth • expression shows feeling

1 Work in pairs. Write two sentences about a) something you do every day and b) something somebody in your class is doing now.

2 **CD 1.03 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Find examples of the present simple and present continuous.

Lisa Hi! What are you doing? Is it your English homework?
 Tomek No! I'm writing an email to my English friend. So, yeah, I'm using English, but not for my homework!
 Lisa Do you write to him every week?
 Tomek Yes, sometimes twice a week. I'm staying with him this summer, so we're arranging lots of things at the moment. He lives in London. Should be fun!
 Lisa Brilliant! My friend Jenny doesn't write very often. She does a lot of sports and she's always busy. She's competing in a big event on Saturday. She doesn't write about anything else! We don't have similar interests really. She likes sports - I don't. I read a lot - she doesn't.
 Tomek That's a shame. Mike and I enjoy a lot of the same things. I think that's important for a good friendship.
 Lisa You're right. Can I write to Mike too?

3 ANALYSE Copy and complete the table with the correct words.

PRESENT SIMPLE

Affirmative	I often ¹ letters. Lisa often ² letters.
Negative	I ³ often write letters. He ⁴ often write letters.
Yes/No question	⁵ you often write letters? ⁶ she often write letters?
Wh- question	When ⁷ Jodi write letters?

PRESENT CONTINUOUS

Affirmative	I ⁸ an email to my English friend. She ⁹ an email to her English friend.
Negative	I ¹⁰ an email to my English friend. He ¹¹ an email to his English friend.
Yes/No question	¹² he writing an essay? ¹³ you writing an essay?
Wh- question	What ¹⁴ the students writing?

4 Complete the rules with the name of the correct tense: *present simple* or *present continuous*.

- We use the to talk about regular actions and routines.
- We use the to talk about something that is happening now.
- We use the for things that are generally true.
- We use the to talk about something that is temporary or happening around now.
- We use the for a future arrangement.

5 Match the sentences from the dialogue with rules 1-5 in exercise 4.

- I'm using English, but not for my homework!
- Do you write to him every week?
- We're arranging lots of things at the moment.
- He lives in London.
- I'm staying with him this summer.

6 Which of the time expressions do we NOT use with the present simple?

- often sometimes right now on Mondays never
 always once a month at the moment usually hardly ever

7 WHAT'S RIGHT? Choose the correct sentences.

- He often plays video games.
- He plays often video games.
- She doesn't usually tidy her room.

8 PRACTISE Choose the correct option to complete the sentences.

- Sara *usually does* / *does usually* her homework before dinner, but today she *does* / *is doing* it after dinner instead.
- I *live* / *am living* in London, but I *stay* / *am staying* with my friend in Manchester for a few days.
- My brother *doesn't watch* / *isn't watching* TV very often. He *spends* / *is spending* a lot of time on his computer.
- Do you go* / *Are you going* swimming every Friday? *Do you play* / *Are you playing* tennis on Fridays too?
- 'What *do you do* / *are you doing* later today?'
'I *go* / *am going* to town. Do you want to come?'
- How often *does your dad travel* / *is your dad travelling* for work?
- My dad *works* / *is working* in the US at the moment.

9 Complete the emails with the correct form of the verbs in brackets. Use the present simple or present continuous.

Hi Emily,
 How are you? I'm in class and I ¹ (wait) for the teacher. It's an English class, and at the moment we ² (read) a book by Agatha Christie. It's really good. ³ (you / like) Agatha Christie? ⁴ (you / often / study) crime writers at school? Oh, the teacher ⁵ (come). Speak later! Bye!
 Eva

Hi Eva,
 Great to hear from you. I'm at school too, but it's lunchtime. On Tuesdays we ⁶ (have) maths and science in the afternoon. UGHH! I ⁷ (not like) maths and science. And the teacher ⁸ (give) us a test today! What ⁹ (you / do) later today?
 Love,
 Emily

10 NOW YOU DO IT Write six sentences about things that you do or don't do at weekends, using *always*, *sometimes*, *usually* and *never*. Include two sentences which are false. Read out your sentences. Can your partner guess the false ones?

- I never watch TV at the weekend.
- I don't think it's true. You sometimes watch TV.



The Witcher



The Queen's Gambit



Star Wars: The Mandalorian

1 Work in pairs and discuss the questions.

- Do you watch TV series? Why? / Why not?
- Look at the pictures. Do you know these characters from TV series? What are they like?
- Think of some other TV or film characters. Describe them to your partner.

2 Read the notice. What is the purpose of the text?

- To advertise a new TV series about a school.
- To find some actors for a new TV series.
- To ask for comments about a new TV series.

Want to be in a TV series?

Well, here's your chance!

We are filming a new series in this area and we're looking for people to play some of the small parts. The series is about a secondary school and we need YOU to audition for the parts of students in the classes. So – would you like to be on TV? Do you have some free time at the weekends to do the filming? Do you like acting? Then come along on Saturday, 15 June, to Eastlight Theatre for an audition. We start at 9 a.m.

See you on Saturday!

3 CD 1.04 Listen to a film director talking about three characters in a new TV series. Complete the sentences.

- The film director wants to to act in the series.
- is Charlie's biggest fault.
- Ella tries to be the of attention all the time.
- Sophie finds tests and exams very .
- Both Charlie and Sophie are to the people they care about.

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 2

4 CD 1.05 Listen to students at the audition reading two sections from a scene and complete the answers to the questions.

Dialogue 1

- Why is Ella angry?
Because Charlie is going to give away the secrets .
- What does Charlie want money for?
For being .

Dialogue 2

- Why is Sophie worried?
She's got a test and she needs to .
- Why does Sophie always forget everything she knows during a test?
She gets .
- Why does Sophie care about good marks so much?
She'd like her parents to feel .
- What does Ella offer to do?
She offers .

5 Complete the sentences with adjectives below.

proud stressed nervous embarrassed upset

- Liam is good at sports. He's of his medals.
- Carl likes acting, but he always gets before he goes on stage.
- Ian is a new student. He's very shy. He gets and goes bright red if the teacher asks him a difficult question.
- Pam is in the same class as Ella. She gets very when she has too much work to do. Ella tells her to relax.
- Laura got in class yesterday, because her marks were the worst in the class. She nearly cried.

6 Complete the sentences about yourself.

- I am proud of .
- I get stressed when .
- I get nervous when .
- I get embarrassed when .

7 Role-play the dialogue, using the prompts in brackets.

Student A Hi, how are you feeling after the test?

Student B (Powiedz, jak się czujesz.)

Student A Well, it's finished! Hey – what do you think of the new student, Liam?

Student B (Opisz osobowość nowego kolegi.)

Student A Really? Why do you say that?

Student B (Uzasadnij swoją opinię na temat kolegi i powiedz, jak on się zwykle zachowuje.)

1 Work in pairs. What do you usually like doing after school? What would you like to do after school today?

2 LANGUAGE IN CONTEXT Read Amelia's blog and answer the questions.

- 1 What is Amelia's job?
- 2 Do you like her lifestyle? Why? / Why not?

Amelia's BLOG

Morning guys! The new series is fantastic and I'm so happy to be in it!

But life is so busy at the moment. Every morning I get up at about 6.30 – yes, that's 6.30 – and go to the studio. I **would like to stay** in bed and **spend more time sleeping**, but filming starts at 8.00. I don't **enjoy getting up** early, but I don't have a choice!

I'm working a lot with Jack Reeves this week. I **love acting** with him. He's really helpful. He **doesn't mind giving** me advice when we're filming. He's **agreed to help** me with my lines too. I **suggested practising** our words together and he said yes!

Anyway, it's evening now. I don't **want to do** anything, just watch TV. I'm just **looking forward to going** to bed. It's a busy week, but I **hope to relax** at the weekend. More tomorrow!

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3 ANALYSE Which verbs are followed by the infinitive and which ones by the -ing form? Copy and complete the table with the highlighted verbs from the blog.

verb + -ing form	verb + to + infinitive
spend time	would like

4 Put the verbs below in the correct columns in the table in exercise 3. One verb can go in both columns with no change of meaning. Which one?

plan refuse be keen on decide continue
can't stand offer promise

5 PRACTISE Read the chat session with Amelia. Complete it with the correct form of the verbs in brackets.

Hannah Hi Amelia. What are you planning ¹ (do) after this series? Do you want to continue ² (work) in TV?

Amelia Good question. After this series I want ³ (act) in the theatre! It's good to have a real audience.

Luke Hi Amelia. What do you look forward to ⁴ (do) most when you start a new project?

Amelia That's hard! I like the excitement, but I hate ⁵ (learn) my words!

Ruth Hi Amelia! What do you like ⁶ (do) when you're not working?

Amelia Well, I'm pretty sociable, and I get bored quite easily, so I enjoy ⁷ (go) out. And I have a passion for sports, so I love ⁸ (watch) my favourite football team play!

Harry is typing ...

GRAMMAR CHALLENGE! Unit 1, page 108, exercise 1

6 Complete the second sentence so that it means the same as the first, using the verbs given. Do not change the verbs given.

- 1 My friend asked me to help him with his homework and I said yes. **AGREED**
I my friend with his homework.
- 2 I invited Mark to the party, but he didn't want to go. **REFUSED**
Mark to the party.
- 3 I'm not patient when I have to wait in a queue. **CAN'T STAND**
I in a queue.
- 4 I think our trip to London will be fantastic. **LOOKING FORWARD**
I our trip to London.
- 5 It's fun to learn foreign languages. **ENJOY**
I foreign languages.
- 6 I worked on this essay for an hour. **SPENT**
I on this essay.
- 7 Anna would really like to go to this party on Thursday. **KEEN**
Anna is really to the party on Thursday.

7 NOW YOU DO IT Write questions from the prompts. Then ask and answer the questions in pairs.

- 1 What / you / like / do / on Saturdays?
- 2 What / you / plan / do / during the next holiday?
- 3 What / you / spend most time / do / in the evenings?
- 4 What / you / stand / do / at home?
- 5 What job / you / want / do / after school?
- 6 When / you / usually / stop / watch TV / at night?



- 1 Work in pairs. Which of the hobbies sound the most interesting/boring to you? Put them in order starting from the most interesting.

drawing collecting things skateboarding cooking
taking photos social networking listening to music
gardening playing computer games fishing jogging
rollerblading blogging biking hiking

- 2 Match the definitions with the names of hobbies below. There is one extra hobby. Which of the hobbies would you like to try? Why?

zine writing cryptozoology online genealogy
vlogging BMXing

- 1 is bike racing for people who like extreme sports. You need a special bike to do difficult tricks.
- 2 is making video journals on the web about your life and interests.
- 3 is researching family history and creating an online family tree.
- 4 is studying the mythical or legendary animal creatures such as Big Foot, Chupacabra or unicorns.
- 3 Do the quiz to find out what your hobbies say about your personality. Compare your score in pairs. How true are the descriptions for you?
- 4 **CD 1.06** Read the descriptions (A–D) again and match them with questions (1–6). There are two extra questions.
- Who looks for specific tasks to do?
 - Who is fascinated by technology?
 - Who suffers without friends?
 - Who doesn't like learning?
 - Who likes doing extraordinary things?
 - Who likes sharing his/her thoughts?

Quiz

- 1 **You are outdoors. You spend your time**

a playing sports games with your friends.
b jogging.
c reading a book or a magazine.
d taking photos of the nature around you.

- 2 **When you're on the bus or tram, you usually**

a talk to a friend on your mobile phone.
b think about your next project or task.
c worry about your problems.
d watch others.

- 3 **When it rains and you cannot go outside, you often**

a watch TV with your family.
b help your parents around the house.
c listen to music or do puzzles.
d look out of the window and dream.

- 4 **During breaks between lessons, you usually**

a chat with other students.
b check your emails or go on a social networking site.
c read something or listen to music.
d go outside and spend your time in the fresh air.

- 5 **When you have a free day, you**

a spend it with family or friends.
b spend your time reading books or magazines.
c talk to your friends online.
d browse the Internet for new ideas.

A (4–7) BMXer

Mixing with others is your true hobby and the only activity which makes you really happy. You relax by talking to people and doing things together. You don't like spending time on your own; instead you prefer team sports and project work. You adore going to parties and social networking sites! You're also mad about music. You listen to it all the time.

B (8–12) Genealogist

You are goal-oriented and you get bored easily when there is nothing to do. You are keen on new tasks and you don't mind challenges. You enjoy organising activities for others and you are good at it. You feel comfortable on your own and with your friends, but you dislike too much noise. You're fond of learning anything new! You are a great fan of documentary and nature programmes.

C (13–16) Vlogger

You like thinking a lot, reading, writing or blogging about life, feelings and problems of all sorts. You are into music, literature and film. You aren't a sports fan or a partygoer. You don't go clubbing, but you don't mind socialising. You prefer chatting with friends on social networking sites to going out. A lot of people say you are a bit sensitive.

D (17–20) Cryptozoologist

You are a bit of a dreamer. You take up different hobbies all the time. You are interested in different, often unusual things, but you don't have any specific aims in your life. You are easygoing and you accept changes without any problems. You relax best by doing nothing or browsing the Internet to find some strange facts. Friends are important to you, but going out isn't your cup of tea. You prefer texting your friends rather than actually meeting them.

5 Read the descriptions again and find sentences which have a similar meaning to the sentences below.

- 1 You constantly change your pastimes. (text D)
- 2 You enjoy spending time with other people. (text A)
- 3 You have aims in your life. (text B)
- 4 You don't like going to parties very much. (text C)
- 5 You adapt easily to new situations. (text D)

- 3 How easily do you bored with an activity / involved in a new activity?
- 4 Do you reading books interesting / boring / so-so? Why? / Why not?
- 5 How often do you computer games / card and board games?

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 3 and 4

9 Work in pairs. Ask and answer the questions from exercise 8.

10 Write a reply to Dominica's email in exercise 6 (100–150 words). Use ideas and language from the exercises in this lesson. Underline the new words or phrases you have used. Include this information:

- how old you are and where you come from,
- what you like doing in your free time,
- which activities you're not too keen on.

Dear Dominica,

Thanks for your email. Let me tell you about myself ...

Vocabulary development

6 Complete the text with the correct prepositions.

Hi,
Let me tell you about myself. I'm Dominica. I'm 16 years old. I have a passion for dancing, and I also love blogging. I'm mad ¹ dance, so I go to dance classes twice a week. I also keep a blog about modern dance. I'm keen ² music, especially rock and blues. I'm a great fan ³ reggae too. I'm ⁴ modern technologies and I'd like to take ⁵ vlogging, but I need to get a good camera first. I'm not really interested ⁶ socialising online because I prefer meeting my friends in real life ⁷ having online conversations with them. Taking photos is also one of my hobbies. I love taking pictures of people and buildings. I'm not too fond ⁸ sports, though I don't mind cycling.
How about you?
Love,
Dominica

7 Now look at the highlighted phrases in texts A–D and check your answers to exercise 6.

8 Complete the questions with the verbs below.

play get do go find

- 1 How often do you clubbing / swimming / running?
- 2 Do you sports / yoga / crosswords? How often?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Many people believe that photography is a fascinating activity. Why do you think it is the case? What's interesting about it?
- 2 What makes a good photograph?
- 3 Why do some people dislike it when somebody wants to photograph them?

1 Describe the picture and answer the questions.

- Do you think these people are enjoying themselves? Why do you think so?
- What could they be talking about?



2 CD 1.07 Read and listen to the dialogue. Answer the questions.

- Where are the speakers? Do they know each other well or are they strangers?
- Where are they from?
- What similar interests do they have?

Matt Hi. You look like you don't know anyone here.

Paula You're right. I'm new here. I'm Polish and I've just arrived in Britain.

Matt Wow! Your English is **great**. I'm Matt and I'm Tom's **cousin**. And you?

Paula My name's **Paula** and I'm Tom's new **classmate**. Nice to meet you, **Matt**.

Matt Nice to meet you too. So what are you into?

Paula Well, I love **dancing and listening to music**. What about you?

Matt Me too! I'm also quite keen on **sports**. I really like **football and cricket**.

Paula Well, **sports aren't** really my cup of tea, but I think **they** must be a great hobby.

Matt Yes, they are! Anyway, what do you think of the **music** here?

Paula It's really **great**!

3 Read the dialogue again and complete the Phrase Bank. Translate the expressions into Polish.

PHRASE BANK

Introducing yourself

I'm ¹ cousin. / Hi, I'm Paula.

Nice to ² you (too).

Talking and asking about interests and opinions

So what are you ³ ? / What do you do in your free time?

Well, I ⁴ /adore dancing and listening to music.

I'm quite ⁵ on sports.

Sports aren't really my cup of ⁶ . / I don't really like ...

What do you ⁷ of the music/food here?

It's ⁸ great/awesome/OK!

Reacting to what people say

Really? Wow! | That's great! | That's cool!

What about you? / And you? | Why not? | Me too.

4 Work in pairs. Practise reading the dialogue, changing the words in red.

5 CD 1.08 Listen to two dialogues at a party. Are the sentences true or false?

Dialogue 1

- Mark is enjoying the party.
- Claire knows a lot of people at the party.
- All three speakers are keen on dancing.

Dialogue 2

- Charlie and the boy are neighbours.
- The girl is in the same class as Charlie.
- The girl is not very happy in her new class.

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

- here / I / know / people / many / don't / .
- you / do / Charlie / so / how / know / ?
- of / they / great bunch / are / people / a / .
- you / how / know / him / come / ?
- you / party / a / good time / having / are / at / the / ?

7 Work in pairs. Role-play the dialogues, using the prompts below.

- A Zapytaj kolegę/koleżankę*, czy dobrze się bawi na przyjęciu.
B Odpowiedz.
- A Zapytaj kolegę/koleżankę, co sądzi na temat potraw/jedzenia podanego na przyjęciu.
B Powiedz, że jest świetne.
- A Powiedz, że uwielbiasz grać w siatkówkę.
B Odpowiedz, że nie interesujesz się sportem.

* W całej serii *Password* kolejność form męska/żeńską dostosowano do Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

8 CD 1.09 Listen to the recordings (1–5) and choose the correct replies (a–c).

- a I really enjoy our school discos.
b My boyfriend loves discos.
c Discos are so boring!
- a Why not?
b I'm not really sure.
c Really? Me too.
- a Why not?
b Don't worry about it.
c Not really, sorry.
- a Mark is really nice.
b Nice to meet you, Jane.
c Good luck!
- a She's funny and confident.
b She's busy now, I'm afraid.
c She goes to school with me.

9 Work in pairs. Read the instructions and role-play the dialogue. Use the expressions from the Phrase Bank.

Jesteś na grillu (*barbecue*) zorganizowanym przez Twojego przyjaciela Alana. Rozpocznij rozmowę z osobą, której nie znasz. W rozmowie:

- przedstawcie się sobie nawzajem,
- opiszcie swoje hobby,
- powiedzcie, co sądzicie na temat spotkania,
- powiedzcie, skąd znacie Alana.

- 1** Read the description of PenPal Schools, a popular online site for students. Work in pairs and answer the questions below.

PenPal Schools is one of the most popular sites for students who want to find friends all over the world and cooperate with them on various international projects. Members from over 150 countries join 'online classrooms' and share their opinions and ideas in writing to learn from each other about the world, different cultures and values. It's a truly international experience!

- 1** What do you think of this site? What similar sites do you know?
- 2** Imagine you joined PenPal Schools. What information about yourself would you like to share with the other members?
- 3** How important is it to have an interesting photo on your personal profile? Do you upload selfies or photos of you taken by other people?
- 2** Read a personal profile from PenPalSchools.com. Match headings a–e with the paragraphs. There is one extra heading.

- a personal information and hobbies
- b family and friends
- c appearance and personality
- d why you are writing
- e who you are looking for



Hi from Jessica and Josh.

- 1** We want to have one profile for the two of us because it's something different. We are interested in the same things and want to meet friends who are like us.
- 2** We are 17 years old and we both come from Boston, USA. We are students at a local high school. We dream of becoming musicians. I'm into rock music, but Josh prefers metal music. I'm learning to play the guitar and Josh is taking drum lessons.
- 3** We are both tall, have dark hair and almost look like twins, but we are very different people. I'm quite confident, very easygoing and extremely talkative. Josh can be rather shy, pretty serious and a bit quiet, but he's a great friend!
- 4** We're looking for friends who share our passion for music. Please write soon and tell us about yourself and your life.

- 3** Complete the Phrase Bank, using words and expressions from the profile.

PHRASE BANK

Giving personal information

I'm 17 years old and I ¹ the USA.
 I dream ² a good photographer. | I'm ³ sports.
 I'm very easygoing and I ⁴ be pretty lazy sometimes.
 I want to meet people ⁵ me.
 I'm ⁶ friends who share my passions.

! Watch out

Aby określić stopień natężenia jakiejś cechy, przed niektórymi przymiotnikami możemy zastosować przysłówki:

a little / a bit funny
 quite/rather/pretty funny
 very/really/extremely/terribly funny

- 4** Read the **Watch out!** tip and choose the words which describe you best. Give examples.

I'm quite confident because I am not afraid to speak in front of the class.

- 1** I'm **very** / **quite** confident.
 - 2** I can be **a bit** / **terribly** bossy sometimes.
 - 3** People say I'm a **rather** / **pretty** serious person.
 - 4** I'm a **little** / **really** interested in history.
 - 5** I think I tend to be **extremely** / **pretty** talkative.
- 5** Complete the profile with appropriate words. Then number the paragraphs in the correct order.

Hi,

a I'm ¹ ambitious and really want to achieve a lot in my life. Sometimes I can be a ² shy, but I'm learning to be more self-confident. I'll need that when I become a dancer!

b I'd love to meet people who are ³ me and who have similar interests.

c I'm Lucy. I ⁴ from Canada. I'm a seventeen-year-old high school student. I'm pretty tall and I have dark hair and brown eyes.

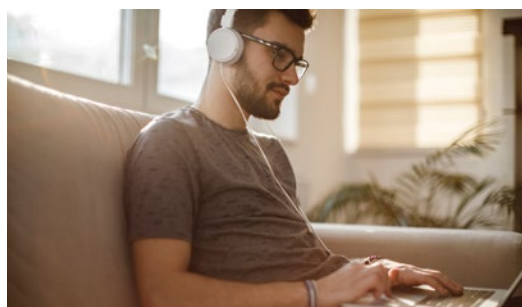
d I've got a few hobbies. I'm ⁵ in music and dancing. I really would ⁶ to become a professional dancer when I finish school. I'm also ⁷ on sports. My favourite sports are ice hockey and cycling. In my ⁸ time I often read books and I also ⁹ a blog.

Please write to me!

Lucy

- 6** Write a personal profile (100–150 words) about yourself for a social networking site. Include the following points:

- your name, age, nationality;
- your personality;
- your hobbies and interests;
- your pet hates.





- 1 Work in pairs. What are your favourite colours when it comes to clothes and interior design? Which colours are the most popular to wear in your class? What colours are in and out of fashion at the moment?

- 2 Read the text and translate the Polish parts of the sentences into English.

We prefer ¹ (nosić) certain colours simply because we like them. We probably very often ² (nie wiemy) why we tend to go for, for example, blue but avoid green. Businesses, however, take a more serious approach to colours and ³ (są dobrzy w) using them to influence their customers. Marketing specialists realise that almost 85% of customers decide ⁴ (kupić) something mainly on the basis of the colour of the product. As a result, companies spend their time ⁵ (analizując) what we call the psychology of colour.

So, restaurants regularly ⁶ (używają) red to stimulate appetite, while yellow ⁷ (pojawia się) in shop windows to attract attention. Purple, on the other hand, is often the colour of beauty products, because it makes us think of relaxation.

- 3 Match the questions with the answers. Then translate them into Polish.

- 1 What's he like?
 - 2 What would he like to do?
 - 3 What does he look like?
 - 4 What does he like doing?
- a He'd like to go to the cinema.
 - b He's tall and very handsome.
 - c He loves swimming and cycling.
 - d He's a bit shy but very friendly.

- 4 Choose the answer a, b or c which means the same as the Polish part of the sentence in brackets.

- 1 I really (lubię) wearing blue clothes. This colour suits me.
a mind b enjoy c prefer
- 2 My mum (nigdy nie nosi) black clothes because it makes her feel depressed.
a doesn't often wear
b hardly ever wears
c never wears
- 3 Mark suggested (pójść) to the cinema on Saturday night.
a going b to go c go
- 4 Anna (szykuje się) for a party at the moment. We're leaving in about 15 minutes.
a gets ready b get ready c is getting ready
- 5 I have no idea (jaka ona jest). I hope she's nice.
a what she likes b what she's like
c what she looks like

- 5 Read the text and choose the correct answer: a, b or c.

Psychologists say that your favourite colour really matters. It ¹ other people about your personality and feelings. People who love red and ² wear clothes in this colour are very active individuals. They are keen ³ sports and action movies. People who prefer yellow and blue like peace and quiet while those who like orange enjoy meeting people because they are very ⁴ by nature. Individuals who prefer black would like ⁵ in control of others while those who like white are independent. As you can see, colours show more than you think.

- 1 a is telling b tells c tell
- 2 a now b rarely c often
- 3 a of b on c at
- 4 a sensitive b sensible c sociable
- 5 a to be b being c be forward

- 6 Complete the second sentence so that it means the same as the first, using the word given. Use no more than four words. Do not change the word given.

- 1 I'd like to start a course in photography – it sounds really interesting. **UP**
I'm thinking about photography – it sounds really interesting.
- 2 I always choose light colours over dark ones. **PREFER**
I dark ones.
- 3 She's a keen reader of crime stories. **FOND**
She crime stories.
- 4 I lose interest in things very quickly. **BORED**
I very quickly.
- 5 Why don't you add more salt? The dish will taste better. **TRY**
You could more salt. The dish will taste better.
- 6 We are very tired, so we need a break from work. **STOP**
We need to because we are very tired.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What do you think makes this woman's job rewarding and hard at the same time?
- 2 Would you like to work as a volunteer at a place like this one? Why? / Why not?
- 3 Is it a good idea to try to turn your hobby into a job?

WORDLIST

1

Vocabulary MP3 01

admit	/əd'mɪt/	przyznawać (że coś jest prawdą)
advice	/əd'vaɪs/	rada
ambitious	/æm'biʃəs/	ambitny
bossy	/'bɒsi/	apodyktyczny, władczy
clever	/'klevə(r)/	mądry, sprytny
confident	/'kɒnfɪd(ə)nt/	pewny siebie
dishonest	/'dɪs'ɒnɪst/	nieuczciwy, nieszczery
friendly	/'frendli/	przyjazny, życzliwy
funny	/'fʌni/	zabawny
generous	/'dʒen(ə)rəs/	hojny
get top marks	/'get ,tɒp 'mɑ:(r)ks/	dostawać najlepsze oceny
give advice	/'gɪv əd'vaɪs/	udzielać rad
go red	/'gəʊ 'red/	czerwienić się
hard-working	/'hɑ:d'wɜ:(r)kɪŋ/	pracowity
helpful	/'helpf(ə)l/	pomocny
honest	/'ɒnɪst/	uczciwy, szczery
kind	/'kaɪnd/	miły
lazy	/'leɪzi/	leniwy
make people laugh	/'meɪk ,pi:p(ə)l 'lɑ:f/	rozbawiać ludzi
mean	/mi:n/	skąpy
modest	/'mɒdɪst/	skromny
nasty	/'nɑ:sti/	okropny, niemiły
nice	/'naɪs/	miły
patient	/'peɪʃ(ə)nt/	cierpliwy
polite	/'pə'laɪt/	uprzejmy
quiet	/'kwaɪət/	cichy
reliable	/'rɪ'laɪəb(ə)l/	godny zaufania, niezawodny
rude	/'ru:d/	nieuprzejmy
sensitive	/'sensɪtv/	wrażliwy
serious	/'sɪəriəs/	poważny
shy	/'ʃaɪ/	nieśmiały
silly	/'sɪli/	niemądry, głupawy
sociable	/'səʊʃəb(ə)l/	towarzyski
speak in public	/'spi:k ɪn 'pʌblɪk/	przemawiać publicznie
stay up late	/'steɪ ,ʌp 'leɪt/	kłaść się późno spać
talkative	/'tɔ:kətɪv/	gadatliwy, rozmowny
tell jokes	/'tel 'dʒɔ:ks/	opowiadać dowcipy
tend to do sth	/'tend tə ,du: ,sʌmθɪŋ/	robić coś zwykle; mieć tendencję do czegoś
tired	/'taɪə(r)d/	zmęczony
What a character!	/'wɒt ə 'kærɪktə(r)/	Ależ charakterek!

Grammar 1 MP3 02

friendship	/'frendʃɪp/	przyjaźń
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Listening and vocabulary MP3 03

audition for a part	/'ɔ: 'dɪʃ(ə)n fə(r) ə ,pɑ:(r)t/	brać udział w przesłuchaniu do roli (aktorskiej)
be the centre of attention	/'bi ðə 'sentə(r) əv ə ,tɛnʃ(ə)n/	być w centrum uwagi
embarrassed	/'ɪm'bærəst/	zażenowany
get into trouble	/'get ɪn'tʌ 'trʌbl(ə)l/	wpadać w tarapaty, kłopoty
keep quiet	/'ki:p 'kwaɪət/	milczeć, zachowywać w sekrecie

Challenge! MP3 08

adore	/ə'dɔ:(r)/	uwielać
broad-minded	/'brɔ:d'maɪndɪd/	tolerancyjny
chill out	/'tʃɪl 'aʊt/	relaksować się
computer geek	/'kəm'pjʊ:tə(r) ,gi:k/	maniak komputerowy
enjoy	/'ɪn'dʒɔɪ/	lubić
enthusiast	/'ɪn'θju:zɪəst/	entuzjasta, miłośnik

keep secrets	/'ki:p 'si:kri:ts/	dochować tajemnicy
let sb down	/'let ,sʌmbədi ,daʊn/	zawieść kogoś, sprawić zawód
loyal	/'lɔɪəl/	lojalny
nervous	/'nɜ:(r)vəs/	zdenerwowany, nerwowy
proud of sth	/'praʊd əv ,sʌmθɪŋ/	dumny z czegoś
stressed	/'strest/	zestresowany
tell lies	/'tel 'leɪz/	kłamać
trust sb	/'trʌst ,sʌmbədi/	ufać komuś
upset	/'ʌp'set/	zmartwiony, poruszony
waste time	/'weɪst 'taɪm/	tracić czas
worried	/'wʌrɪd/	zaniepokojony, zmartwiony

Grammar 2 MP3 04

decide	/'di'saɪd/	decydować
look forward to	/'lʊk 'fɔ:(r)wəd tə/	niecierpliwie czekać na coś, oczekiwać czegoś
refuse	/'ri:fju:z/	odmawiać
your good/bad points	/'jəʊ(r) 'gʊd, 'bæd ,pɔɪnts/	twoje mocne/słabe strony

Reading and vocabulary MP3 05

be a fan of	/'bi ə 'fæn əv/	być fanem czegoś
be fond of	/'bi 'fɒnd əv/	bardzo coś lubić
be interested in	/'bi ɪn'terɪstɪd ɪn/	interesować się czymś
be into	/'bi ɪn'tə/	interesować się czymś
be keen on	/'bi 'ki:n ɒn/	przepadać za czymś
be mad about	/'bi 'mæd ə ,bɑ:ʊt/	szaleć na punkcie czegoś
biking	/'baɪkɪŋ/	jazda na rowerze
blogging	/'blɒɡɪŋ/	prowadzenie bloga
collecting things	/'kɒlɪk'tɪŋ ,θɪŋz/	kolekcjonowanie, zbieranie rzeczy
cooking	/'kʊkɪŋ/	gotowanie
do crosswords	/'du: ,krɒs ,wɜ:(r)ds/	rozwiązywać krzyżówki
do sports / yoga	/'du: ,spɔ:(r)ts, 'jəʊgə/	uprawiać sport / praktykować jogę
don't mind sth	/'dɒnt 'maɪnd ,sʌmθɪŋ/	nie mieć nic przeciwko czemuś
drawing	/'drou:ŋ/	rysowanie
dreamer	/'dri:mə(r)/	marzyciel / marzycielka
easygoing	/'i:zɪ'gəʊɪŋ/	wyluzowany, spokojny
family tree	/'fæm(ə)li ,tri:/	drzewo genealogiczne
find sth boring / interesting	/'faɪnd ,sʌmθɪŋ 'bɔ:ɪŋ, ɪn'trɪstɪŋ/	uważać coś za nudne/ciekawe
find sth so-so	/'faɪnd ,sʌmθɪŋ ,səʊ ,səʊ/	uważać, że coś jest średnie, takie sobie
fishing	/'fɪʃɪŋ/	wędkarstwo
gardening	/'gɑ:(r)d(ə)nɪŋ/	ogrodnictwo, prace w ogrodzie
get bored with an activity	/'get 'bɔ:(r)d wɪð ən æk,tɪvəti/	znudzić się jakimś zajęciem
get involved in an activity	/'get ɪn'vɒlvɪd ɪn ən æk,tɪvəti/	zaangażować się w jakieś zajęcie
go clubbing	/'gəʊ 'klʌbɪŋ/	chodzić do klubów

go running / swimming	/'gəʊ 'rʌnɪŋ, 'swɪmɪŋ/	ić biegać / popływać
goal-oriented	/'gəʊl,ɔ:ri:ntɪd/	nastawiony na cel
have a passion for	/'hæv ə 'pæʃ(ə)n fə(r)/	pasjonować się czymś, mieć zamiłowanie do czegoś
hiking	/'haɪkɪŋ/	chodzenie na piesze wycieczki
jogging	/'dʒɔ:ɡɪŋ/	jogging, bieganie
keep a blog	/'ki:p ə ,blɒɡ/	prowadzić bloga
listening to music	/'lɪs(ə)nɪŋ tə ,mjuzɪk/	stuchanie muzyki
mix with others	/'mɪks wɪð ,ʌðə(r)z/	udzielać się towarzystwo
not be your cup of tea	/'nɒt ,bi ,jəʊ(r) ,kʌp əv 'ti:/	nie przepadać za czymś
on your own	/'ɒn ,jɔ:(r) 'əʊn/	sam/sama, samodzielnie
organising	/'ɔ:g(ə)nɪzɪŋ/	organizowanie, porządkowanie
partygoer	/'pɑ:(r)tɪ ,gəʊə(r)/	impreszowicz / impreszowiczka
photography	/'fə'tɒɡrəfi/	fotografowanie
play card and board games	/'pleɪ 'kɑ:(r)d ənd 'bɔ:(r)d ,ɡeɪmz/	grać w gry karciane i planszowe
play computer games	/'pleɪ kəm'pjʊ:tə(r) ,ɡeɪmz/	grać w gry komputerowe
prefer sth to sth	/'pri:fə:(r) ,sʌmθɪŋ tə ,sʌmθɪŋ/	woleć coś od czegoś
rollerblading	/'rɔ:lə(r) ,bleɪdɪŋ/	jazda na rolkach
skateboarding	/'skeɪt ,bɔ:(r)dɪŋ/	jazda na deskorolce
social networking	/'səʊʃəl ,netwɜ:(r)kɪŋ/	media społecznościowe
take up a hobby	/'teɪk ,ʌp ə 'hɒbi/	zająć się jakimś hobby
taking photos	/'teɪkɪŋ 'fəʊtəʊz/	fotografowanie
text your friends	/'tekst ,jəʊ(r) ,frendz/	wysłać wiadomości tekstowe do znajomych

Speaking MP3 06

bunch of people	/'bʌntʃ əv 'pi:p(ə)l/	grupa ludzi, paczka
classmate	/'klɑ:s ,meɪt/	kolega/koleżanka z klasy
how come ...?	/'haʊ 'kʌm/	jak to się stało, że...?

Writing MP3 07

achieve a lot	/'ə:tʃɪv ə ,lɒt/	osiągnąć wiele
dream of sth	/'dri:m əv ,sʌmθɪŋ/	marzyć o czymś
extremely	/'ɪk'stri:mli/	niezwykle, wyjątkowo
play the guitar	/'pleɪ ðə ,ɡɪ'tɑ:(r)/	grać na gitarze
quite / pretty	/'kwaɪt, 'prɪti/	dość
rather	/'rɑ:ðə(r)/	raczej, niż/aniżeli
share your passion	/'ʃeə(r) ,jəʊ(r) 'pæʃ(ə)n/	dzielić się swoją pasją
take drum lessons	/'teɪk 'drʌm ,les(ə)nz/	brać lekcje gry na perkusji
terribly	/'terəblɪ/	okropnie
your personal profile	/'jəʊ(r) ,pɜ:(r)s(ə)nəl 'praʊfaɪl/	własny profil, własne konto



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Write the adjectives with the opposite meaning. Then suggest three other pairs of adjectives with opposite meanings.

- 1 lazy h - w g
 2 serious f y
 3 mean g s
 4 silly c r
 5 rude p e
 6 talkative q t

- 2 Complete the text with appropriate words.



Hobbies in the stars

When you know the personality of a person, you can guess what they are ¹ in. It is usually not true, but some people of the same star sign often ² up the same hobbies. For example, Aries (21 March – 19 April) and Gemini (21 May – 20 June) individuals ³ active to passive pastimes and they easily get ⁴ with activities such as reading or watching TV. Taurus (2 April – 20 May) and Pisces (19 February – 20 March) individuals, on the other hand, choose artistic hobbies. They are ⁵ painting, music, singing or dancing. Virgos (23 August – 22 September) and Capricorns (22 December – 19 January) are ⁶ of more intellectual activities, so they tend to read a lot.

GRAMMAR

- 3 Complete the mini-dialogues with the correct forms of the verbs in brackets. Use the present continuous or present simple.

- A Why ¹ (*Veronica / cry*)? She usually ² (*smile*) all the time.
 B She's upset because she ³ (*have*) a lot of problems at school at the moment.

- A What ⁴ (*Josh / like*)?
 B He's quite shy, so he ⁵ (*not / be keen on*) group or team activities. He often ⁶ (*go*) cycling on his own.

- A Where ⁷ (*you / go*) this summer?
 B I ⁸ (*not know*) yet. I usually ⁹ (*go*) to the seaside, but this year may be different. Most of my friends ¹⁰ (*plan*) a holiday in the mountains, so I'll probably go with them.

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

- 1 I avoid (*spend*) time with people I don't know. So, if you don't mind, I'd like (*stay*) at home.
 2 I can't stand (*listen*) to metal music, but I'm quite keen on (*listen*) to punk music.
 3 I always hope (*make*) new friends wherever I go and I never refuse (*talk*) to strangers.
 4 When I decide (*do*) something, I always do it. When I promise (*help*) someone, I never forget to do it.
 5 I hate (*do*) team sports, so I'm not planning (*take*) part in the basketball tournament.

- 5 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

- 6 **TRANSFORMACJE ZDAŃ** Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i form podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 1 Grace enjoys playing board games with her friends. **KEEN**
 Grace board games with her friends.
 2 I'm not fond of gardening – I get bored easily. **CUP**
 Gardening isn't – I get bored easily.
 3 Jess would like to take up a new hobby. **OF**
 Jess up a new hobby.
 4 I tend to get stressed when I have to speak in public. **USUALLY**
 I when I have to speak in public.
 5 How long does it take you to learn to play a new song on a guitar? **SPEND**
 How much time to play a new song on a guitar?
 6 Ken can't wait to go to his friend's birthday party – he's such a party animal! **FORWARD**
 Ken to his friend's birthday party – he's such a party animal!

- 7 **MINIDIALOGI (ZADANIE ZAMKNIĘTE)** Uzupełnij poniższe minialogi (1–3). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 1 X ?
 Y I'm a huge fan of hiking.
 X Wow, that's so cool!
 A What are you up to?
 B What are you into?
 C What are you doing?
- 2 X I'm taking part in a swimming race this weekend.
 Y !
 X Thanks, I'll need it.
 A Good idea!
 B Good luck!
 C Goodbye!
- 3 X Hi, How are you?
 Y .
 A Yes, I'm sure.
 B Sorry, I'm late.
 C I'm fine, thanks.



LISTENING

8 CD 1.10 ZDANIA Z LUKAMI Usłyszysz dwukrotnie wykład na temat osobowości. Na podstawie informacji zawartych w nagraniu uzupełnij zdania tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Personality lecture – notes

- 1 In the past, psychologists believed that personality traits were stable, so you wouldn't be able to them.
- 2 Nowadays, research shows that it is possible, although it's not .
- 3 First of all, you need to define to achieve – which personality trait you'd like to change.
- 4 The most important thing is that if you really want to change, you have to your plan and never give up – even if you feel nervous at the beginning.
- 5 You have to yourself because science shows that change is possible.



SPEAKING

9 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Rozpoczynasz zajęcia na wakacyjnym kursie językowym za granicą. Rozmawiasz z nowo poznaną osobą, która będzie z tobą w grupie. W rozmowie z uczniem B omów poniższe cztery kwestie.

podstawowe informacje (wiek, kraj pochodzenia)

hobby i zainteresowania

powody wyboru kursu za granicą

ulubione sposoby spędzania czasu na wakacjach

Uczeń B

Rozpoczynasz zajęcia na wakacyjnym kursie językowym za granicą. Właśnie poznałeś/poznałaś osobę, która będzie z Tobą w grupie. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- powiedz, że lubisz udzielać się towarzystwo / lubisz poznawać nowych ludzi,
- powiedz, że niezbyt odpowiada Ci sposób spędzania czasu wolnego, który lubi uczeń A,
- zaproponuj uczniowi A wspólne spędzenie popołudnia.

WRITING

10 WPIS NA BLOGU Przeczytaj polecenie i wypowiedz się na poniższy temat.

Chciałbyś/Chciałabyś podzielić się na międzynarodowym blogu opinią na temat osoby, którą podziwiasz. Zredaguj wpis (100–150 wyrazów), w którym:

- wyjaśnisz, kim jest ta osoba i czym się zajmuje,
- opisziesz, jakie cechy charakteru ma ta osoba,
- wyjaśnisz, dlaczego podziwiasz tę osobę i w jaki sposób bierzesz z niej przykład,
- zachęcisz innych uczestników forum do podzielenia się informacją o tym, kogo podziwiają.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznaną polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

*Hi Everybody,
Today, I'd like to write about somebody who I really admire.*

...

2

A GOOD SPORT

VOCABULARY

sports

- 1 Read the web forum entries below. Which person do you agree with? Why?

Leocool I'm really into sports. I love playing football, swimming and doing a bit of everything really!

Anna I don't do much sport. I prefer watching it on TV – especially big events like the Olympics.

FrodoB I'm a bit lazy, but I'd like to do some sports, maybe start swimming or learn to play tennis.

Becky17 I HATE sports!

Jasper I have loads of sports apps on my phone and I play them all the time.

- 2 Match the sports below with the sports apps 1–16. Do you do any of these sports, or do you know someone who does? Discuss in pairs.

boxing basketball football swimming ice hockey
gymnastics weightlifting motor racing rowing
karate cycling surfing skating table tennis
snowboarding volleyball



- 3 **CD 1.11** Listen and repeat the words from exercise 2.
- 4 Work in pairs. Which of the sports in exercise 2 are
- team sports?
 - individual sports?
 - both?

- 5 Copy and complete the table with the sports below. Then add the sports from exercise 2 to each column.

handball tennis judo rugby badminton sailing athletics canoeing skating golf long jump skiing	play (team sports, games)	go (most sports ending in -ing)	do (other sports)
	■	■	■

- 6 Complete the sentences with the correct verb + sport from exercises 2 and 5. Use the correct form of the verbs.
- I often at the weekends at my local pool or in the sea if it's not too cold.
 - My best friend regularly. She likes going down rivers where bigger boats can't go.
 - I with about six of my friends quite often. It's just for fun. I love moving on the ice.
 - My uncle . He trains every day. He's got really strong muscles now.
 - My family every winter in the mountains. I learned when I was quite young, and now I can go quite fast.
 - When you , you need to be energetic to jump up and hit the ball over the net.

- 7 **CD 1.12** Listen to four people talking about different sports. Write down the names of the sports. Give reasons for your answers.

Speaker 1: Speaker 3:
Speaker 2: Speaker 4:

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 1

- 8 Think about a sport and write down some information about it, but do not give its name. Use the prompts below. Read out your information for the class to guess the sport.

This is an individual sport / a team sport.
You usually play it outdoors/indoors.
In this sport you need to fight / throw a ball / jump / run.
You wear / don't wear special clothes.

- 9 **WHAT DO YOU THINK?** Work in pairs and discuss the question, using the prompts below. Give reasons for your opinion.

Which sports do you think are good for children to do at school? Why?

I think swimming/basketball is good for children because ...

- it can save lives.
- children learn how to swim / keep fit / work in a team.

- 1 Tell your partner about a sport or a hobby that you did when you were younger but don't do now.
- 2 **LANGUAGE IN CONTEXT** Read the text. Write down three things that have changed about tennis.

Some interesting things you might NOT know about sports!

Tennis is a very popular sport today and people play it all over the world. I **learned** to play ten years ago, when I was five years old. I **didn't belong** to a club – my dad **taught** me, and I **won** lots of competitions at school. But ... **did you know** that tennis today is very different from the original game? When it **started**, people didn't use to play it outdoors. This was because in the game they used to hit the ball against the walls of a room! The balls used to be smaller and heavier and the racket used to be smaller too. The rules also used to be very different! Players could hit the balls into openings in the walls – like goals! It **was** a hard, fast game!



- 3 **ANALYSE** Look at the underlined past simple forms in the text. Then copy and complete the table with the correct words.

PAST SIMPLE

Affirmative	I ¹ <u>learned</u> to play tennis 10 years ago.
Negative	He ² <u>didn't belong</u> to play tennis 10 years ago.
Yes/No question	³ <u>Did you know</u> you learn to play tennis 10 years ago?
Wh- question	When ⁴ <u>did you start</u> you learn to play tennis?

- 4 Which of the highlighted verbs in the text in exercise 2 are regular and which are irregular?
- 5 Copy and complete the table with the past simple forms of the verbs below. When do we need to double the consonant when adding the -ed ending?

hear run cry kick live carry hope catch
try see write hurry watch walk close play
have plan

verb + -ed	verb + -d	verb ending in -y → -i + -ed	irregular verbs
opened, stopped	loved	worried	went

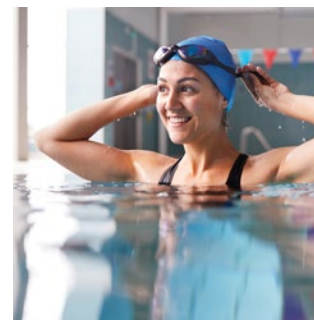
- 6 Find sentences with *used to* in the text in exercise 2. Then copy and complete the table with the correct words.

USED TO

Affirmative	They ¹ <u>used to</u> play tennis indoors.
Negative	They ² <u>didn't use to</u> play tennis outside.
Yes/No question	³ <u>Did they</u> play tennis with a hard ball?
Wh- question	Where ⁴ <u>did they</u> play tennis?

- 7 Complete the rules with *used to* or the past simple. Sometimes more than one answer is correct. Then match the rules with sentences a–c below.
 - 1 We use used to to talk about past actions and past states.
 - 2 We use used to to stress that things which were true in the past are different now.
 - 3 We use used to for actions that happened only once.
 - a I went to a sports club every Friday when I was younger.
 - b I won a swimming competition when I was eight.
 - c We used to live near the town centre but now we don't.
- 8 **PRACTISE** Complete the sentences with the correct form of *used to* and the verbs in brackets.
 - 1 I used to (go) swimming with my friend every Friday after school. It was fun.
 - 2 My brother and I used to (not like) PE lessons at primary school, but now we love playing football.
 - 3 Where did you go (you go) canoeing when you were younger? I'd like to try it.
 - 4 Who was (Mr Banks / be) your football coach? He's our coach now and he's brilliant.
 - 5 We used to (not do) gymnastics at school. Now we've got some new equipment and we can join an after-school club.
- 9 Complete the text with the correct form of the verbs in brackets. Use *used to* where possible.

Jenna ¹ started (start) swimming when she was eight and she ² joined (join) the local swimming club a year later. She ³ trains (train) twice a week after school, but then she ⁴ became (become) really fast, and they asked her to train early mornings as well. She ⁵ got up (get up) at 5.30 and swim for an hour and a half before school! Jenna ⁶ swam (swim) for the UK in the last Olympics, but she ⁷ didn't win (not win) a medal. The following year she ⁸ gives up (give up) competitive swimming, so now she only swims a couple of times a week.



- 10 **NOW YOU DO IT** Write questions from the prompts. Use the past simple (questions 1–2) and *used to* (questions 3–4).

- 1 What TV programmes / watch / last week / ?
- 2 What / hate / eat / when you were younger / ?
- 3 What subjects / enjoy at school / when you were a child / ?
- 4 What music / listen to / when you were small / ?

- 11 Work in pairs. Ask and answer the questions in exercise 10. Include at least two sentences in your answer.

2

LISTENING AND VOCABULARY

listening for gist and detail • extreme and dangerous sports • professional sports

1 Work in pairs and discuss the questions.

- 1 What dangerous or extreme sports do you know?
- 2 Would you like to take up an extreme sport? Why? / Why not?
- 3 Do you like films about famous sportspeople? Why? / Why not?

2 Match pictures A-E with five of the dangerous sports below. What do the other sports involve?

parachuting snowboarding boxing bungee jumping
canyoneering free running mountain climbing
BMXing motor racing



3 **CD 1.13** Listen to five people talking about films connected with sport. Match the pictures from exercise 2 with the film titles 1-5.

- | | | |
|------------------|-------------|---------|
| 1 Rush | 3 127 Hours | 5 Creed |
| 2 The Crash Reel | 4 The Ride | |

4 **CD 1.13** Listen again. Match the statements A-F with the speakers 1-5. There is one extra statement.

This speaker's film

- A suggests that doing sport can help you with your problems.
- B talks about rivals and their relationship in private life.
- C does not talk about the typical aspects of sport.
- D tells the story of a great sporting champion.
- E talks about a person who has to give up his favourite sport.
- F describes the story of a person who has to escape from somewhere.

5 What films about dangerous sports can you remember? Did you enjoy them? Discuss with your partner.

6 Complete the sentences with the correct form of the words below.

injured support coach compete spectator
champion train

- 1 The were very happy when their team won the match.
- 2 Mr Briars is a boxing , and he regularly several young boxers after school.
- 3 I always go to swimming competitions to my sister, who is very fast.
- 4 Jack got last week in a basketball game, so he can't play at the moment.
- 5 Our school volleyball team will for an important prize this month.
- 6 My dream is to become a tennis and win the big, gold cup at Wimbledon!

7 **CD 1.14** Listen to Gail and Mark talking about dangerous sports. Write down two positive and two negative points about the dangerous sports they mention.

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 2

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What can you do to practise an extreme sport, such as climbing, as safely as possible?
- 2 How can weather affect doing a sport?
- 3 Why do people decide to take up climbing or any of its forms?

1 What are you doing now? What were you doing at this exact time yesterday?

2 **CD 1.15 LANGUAGE IN CONTEXT** Read and listen to the dialogue. How did Lola get hurt?



Andy Hi Lola! I called you half an hour ago, at 6.30.
 Lola I'm sorry, Andy. I left my phone in the bedroom. I was watching the women's football final downstairs. England won! Was it important?
 Andy No, not really. I'm going swimming later. Do you want to come?
 Lola I'd love to, but I can't. I hurt my back while I was playing volleyball yesterday. I've got to rest.
 Andy Oh no! How did it happen?
 Lola It was so silly, really. The sun was shining and it was a great afternoon for a match. I jumped for a ball but the sun was in my eyes. I didn't see Dani. She was jumping for it too. She crashed into me and I fell on my back.
 Andy Oh, poor you!

3 ANALYSE Find the past continuous forms in the dialogue. Then copy and complete the table with the correct words.

PAST CONTINUOUS	
Affirmative	I ¹ _____ volleyball yesterday. They ² _____ volleyball yesterday.
Negative	I ³ _____ volleyball yesterday. They ⁴ _____ volleyball yesterday.
Yes/No question	⁵ _____ you _____ volleyball yesterday? ⁶ _____ she _____ volleyball yesterday?
Wh- question	Where ⁷ _____ you / _____ he _____ volleyball yesterday?

4 Match sentences from the dialogue a-d with the correct rules 1-4.

- We use the past continuous to talk about an action that was in progress at a particular moment in the past.
- We often use the past simple and past continuous together. We use past simple for actions in the past that happened when another action was in progress (past continuous).
- We use the past simple to talk about completed actions in the past that happened one after another.

4 We use the past continuous to describe the background situation of a story.

- She crashed into me and I fell on my back.
- The sun was shining.
- I hurt my back while I was playing volleyball yesterday.
- I was watching the women's football final at 6.30.

5 PRACTISE Choose the correct option to complete the sentences.

- I **was walking** / **walked** home when I **was seeing** / **saw** Terry and I **was waving** / **waved** at him.
- The bell **was ringing** / **rang** while the teacher **was explaining** / **explained** the rules of the game.
- When we **were arriving** / **arrived** at the football match, it **was raining** / **rained** really hard.
- At lunchtime Dave **was coming** / **came** over and **was asking** / **asked** me to play in the tennis match.
- While dad **was driving** / **drove** my sister to the leisure centre, a cat **was running** / **ran** across the road and they **were nearly crashing** / **nearly crashed**.

6 WHAT'S RIGHT? Choose the correct sentence.

- I was waiting for the bus when I met Karen.
- While I was waiting for the bus, I met Karen.
- I was waiting for the bus while I met Karen.

7 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

A few years ago the Tour de France ¹ _____ (start) in Yorkshire, in the UK. The sun ² _____ (shine) and people all over the world ³ _____ (watch) the first stage of the race on TV. Thousands ⁴ _____ (wait) for the competitors at the finish line. They ⁵ _____ (want) the famous British rider Mark Cavendish to win. Mark was nearly there! But then a disaster happened! When he ⁶ _____ (cycle) past the leaders, he ⁷ _____ (hit) another rider and they ⁸ _____ (fall) to the ground. Mark ⁹ _____ (not win), but when he ¹⁰ _____ (look) up, all the people ¹¹ _____ (cheer). Unfortunately, he couldn't continue the race because of his fall.

GRAMMAR CHALLENGE! Unit 2, page 109, exercises 1 and 2

8 Complete the sentences in your own words.

- I was getting breakfast when _____.
- My friends and I found a gold necklace while _____.
- After the last lesson, I hurried home and _____.
- While the teacher was explaining the grammar, _____.

9 NOW YOU DO IT Work in pairs. Ask and answer questions about what you were doing at the times below.

- What were you doing at 8.30 this morning?
- I was sitting on the bus to school.

- at 8.30 this morning
- this time yesterday
- fifteen minutes ago
- at lunchtime on Sunday

- 1 Work in pairs. Write down at least two sports disciplines in which the following pieces of equipment are used.

ball gloves helmet net skates racket skis
goal goggles bat wetsuit

- 2 Work in pairs. Match sentences 1–5 with pictures A–E. Then do the quiz. Check your answers on page 119.

A



B



C



D



E



Sports trivia quiz

- 1 People did not use swimming goggles before the 20th century. T / F
- 2 Modern wetsuits are an American invention. T / F
- 3 King of England Henry VIII (1491–1547) had a pair of football boots. T / F
- 4 Table tennis players use rackets. T / F
- 5 The highest speed you can reach on skis is 120 km/h. T / F

- 3 **CD 1.16** Read texts 1–3. Choose the correct answer.

What are the three texts about?

- a famous inventors in the world of sports
- b the use of technology in sport
- c products which made a change
- d competition in sport

- 4 Read the texts again. Choose the correct answers.

Text 1

DO YOU WANT TO LEARN SOME FASCINATING FACTS ABOUT YOUR FAVOURITE SPORTS? THEN COME AND VISIT OUR MUSEUM.

Don't miss the exhibition about the history of the tennis ball. Learn some fascinating facts about it.

- The tennis ball was the idea of Charles Goodyear, who spent 20 years trying to construct a rubber ball that did not smell bad or break easily.
- Goodyear's invention helped other sports, like football, develop because players could now bounce and hit the ball with no problem.
- The original colour of tennis balls was white or black. They became yellow only in 1972 to be more visible for TV viewers.

Come and play a game of tennis using old-type balls and have fun!

Lots of interactive displays waiting for you!

- 1 What is the writer's purpose in writing the text?
 - a To inform about interesting sports.
 - b To advertise the museum.
 - c To show the importance of sports inventions.
 - d To interest readers in tennis.

Text 2

SPORTS AND TECHNOLOGY made friends some time ago. The world of sport became terribly **competitive** because more and more **athletes** wanted to break world records. Technological inventions allow those who compete in sporting events to run or swim faster, and score or save more goals. IT also helps sports **referees** to make right decisions quickly. One such example is Hawk-Eye. This computer system uses a camera that takes photos along the lines on the football pitch. The computer analyses the information and sends it to the referee. In this way, it's easier to make sure the final result is fair and that both the **competitors** and the **supporters** are happy!

- 2 The technology in sport helps
 - a mainly the athletes.
 - b both the athletes and the referees.
 - c football fans see what's going on.
 - d mainly the referees.

Text 3

Hi,

I love skateboarding and I can't imagine doing this sport without my sneakers. I take part in different skateboarding competitions. I believe that my favourite sneakers bring me luck. I learned not long ago that these shoes were also lucky for their designer, Paul Van Doren.

Can you believe that Van Doren left school at the age of 14? He took a boring job at a shoe factory, and that's how his career began. He started to make shoes according to people's individual needs. A client could come in the morning to order the trainers and then collect them in the afternoon. What a cool idea – don't you think? The business did very well and now the shoes break records of popularity among young people.



- 3 Why did Paul Van Doren become successful?
- His first job was very interesting.
 - He made standard types of shoes.
 - He took an innovative approach to designing shoes.
 - He made shoes that brought luck to people.

5 Read the texts again. Answer the questions a–d. There is one question which has no answer in any of the texts.

In which text does the author

- talk about somebody who became famous all over the world?
- talk about something which helps more than one group of people?
- say it is possible to try out something?
- suggest that he/she is surprised by something?

- People who are fans of a particular sports team are called .
- People who make sure that the sportspeople follow the rules are called (e.g. in football).
- Professional sportspeople are usually very – they always try to win and be better than others.

VOCABULARY CHALLENGE! Unit 2, page 109, exercise 3

9 Work in pairs. Imagine you are famous sportspeople. Take turns to ask and answer the questions below to interview each other. Use as many words and phrases from the exercises in this lesson as possible.

- What is your greatest success?
- Why do you think you are so successful?
- How often do you train?
- What equipment do you usually use?
- What's your dream in your sporting career?
- What sporting events do you watch on TV?

Vocabulary development

6 Match the nouns below with one or two verbs to make collocations. Then find the phrases in the texts in exercise 4 and check your answers.

a ball a record a sporting event a goal

- hit
- break
- compete in
- score
- save
- bounce
- take part in

7 Complete the sentences with the phrases from exercise 6. Use the correct form of the verbs.

- In sports like tennis or squash you must the ball really hard, while in basketball you must be good at it.
- The team played very well. They three and their goalkeeper a lot of .
- Thirty two teams in the FIFA World Cup every four years.
- All athletes want to records because the best sportspeople are rich and famous.

8 Complete the definitions with the highlighted words from Text 2.

- Sportspeople who take part in sporting events are called .
- Another name for 'sportspeople' is .

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What makes people go for challenges like this one?
- How did he feel when he finished his journey?
- What do you think his next challenge could be?

1 Look at the cartoons. What do you think is happening?



2 CD 1.17 Read and listen to the dialogue. Make a list of all the bad things which happened to Tim.

- Anna Hi Tim. How's life? How was your long weekend?
 Tim Don't even ask! It was the worst time of my life!
 Anna You must be joking. You went to **the seaside on a sports camp**, didn't you? What went wrong?
 Tim Well, the first day went OK. We **went swimming and played different games**, but after that it was a total disaster. While I was **playing a basketball match**, I **fell and banged my head really badly**. I couldn't do any sports anymore!
 Anna Oh, I'm so sorry to hear that.
 Tim But that was just the beginning! The next day I **ate something bad and I felt sick all day long**. The day after that I **lost my wallet**. Can you believe it?
 Anna Oh no! You really had bad luck. That sounds horrible!
 Tim Yes, it does. It was just awful. Anyway, what did you do?
 Anna My weekend was really great. I didn't go away, but I had a great time with my friends. We **went to the cinema and to the skate park**. We **met some new friends as well**.
 Tim That sounds really cool. What a shame I didn't stay here!

3 Read the dialogue again and complete the Phrase Bank.

PHRASE BANK

Talking and asking about a past event

1 was your long weekend? | What went 2 ?
 The first day 3 OK. | But that was just the 4 !
 The 5 day, I ...

Describing feelings and emotions

It was the worst/best time of my 6 !
 It was a total 7 .
 It was really awful/great.

Reacting to what people say

Don't even 8 ! | You must be 9 !
 I'm so 10 to hear that.
 That 11 pretty horrible/cool!

4 Work in pairs. Practise reading the dialogue in exercise 2, changing the words in colour. Use the prompts below and your own ideas.

- I fell off a chair in a café.
 I got on the wrong train.
 I broke my friend's tablet.
 I put on someone else's trainers.

5 CD 1.18 Listen to questions 1–4 and match them with the correct replies a–e below. There is one extra reply. Then work in pairs and ask and answer the questions from the transcript on page 140.

1 2 3 4

- a Plenty. We would stay outdoors for most of the day.
 b It didn't happen until I was 10 years old.
 c It was a week ago. Do you honestly think I remember?
 d You must be joking!
 e It was the worst time of my life!

6 CD 1.19 Listen to Liam's story. Write the numbers of the questions you can answer based on his story. Then listen again and answer these questions.

- 1 Where did Liam stay during last year's camp?
 2 What happened on the first day of the camp?
 3 What did the trainer decide to do one night?
 4 Why was Liam afraid of insects?

7 CD 1.20 Listen to the sentences from the story and complete them with the correct words and phrases.

- 1 , everything was fine, but our trainer woke us up.
 2 I was scared like .
 3 , I pretended to be brave and finished the walk.
 4 , we went back to sleep.
 5 , I woke up and screamed, 'A spider!'
 6 I couldn't .

8 Work in pairs. Role-play the dialogues, using the prompts below.

- 1 A Zapytaj kolegę/koleżankę, jak minął mu/jej pierwszy tydzień na obozie sportowym.
 B Powiedz, że nie był udany, ponieważ zgubiłeś/zgubiłaś jakiś sprzęt sportowy i nie mogłeś/mogłaś trenować.
 2 A Zapytaj, co się nie udało podczas wycieczki.
 B Powiedz, że zgubiłeś/zgubiłaś portfel, a następnego dnia czymś się zatruteś/zatrutaś.
 3 A Powiedz, że na obozie sportowym trenowałeś/trenowałaś z Leo Messim.
 B Wyraż niedowierzenie.

9 Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank.

Opowiedz koledze/koleżance z Irlandii o jakimś ciekawym wydarzeniu, które miało miejsce podczas wakacji. W rozmowie:

- powiedz, gdzie i z kim spędziłeś/spędziłaś wakacje,
- opisz wakacyjne wydarzenie,
- powiedz, jak się wtedy czułeś/czułaś,
- zapytaj kolegę/koleżankę o jego/jej wakacje.



an email



A



B



C



D

1 Match the pictures with the names of famous sporting events below. Do you find these events interesting? Why? / Why not?

- 1 The Wimbledon Championships
- 2 A Champions League game
- 3 The Tour de France
- 4 A Super Bowl game in the USA

2 Read the email about a sporting event and say what each paragraph is about. Complete gaps 1–4 with sentences a–d.

- a The match and the concert were absolutely fantastic!
- b It's the most exciting sporting event here in the USA.
- c It was really entertaining.
- d What a wonderful result!

Dear Piotr,
 Thanks for your email. Here is my news.
 Last weekend I went to watch the Sunday Super Bowl match in New Jersey. ¹ It's almost like a national holiday!
 The atmosphere was just amazing. Everybody was chanting and cheering for their team. I was supporting the Seattle Seahawks and they won 43:8 in the end. ²
 I also enjoyed the music show during the break. The concert is always one of the greatest music performances in the USA. This year it was Bruno Mars and the Red Hot Chili Peppers. ³ I had lots of fun. ☺
 All in all, it was the best Super Bowl ever. ⁴ So, the day was just incredible!
 Have you got similar sporting events in Poland? Let me know.
 Bye for now,
 Jimmy

3 Read the email again and find the adjectives used to describe the things below.

sporting event result atmosphere concert match day

! Watch out

Kiedy piśiesz e-mail, unikaj stosowania pospolitych przymiotników, takich jak: **good, nice, interesting**. Zastąp je rzadszymi synonimami, np.: **exciting, fascinating, amazing**.

4 Replace the underlined words with the adjectives from the Watch out! box. Use was if necessary.

- 1 The match was good.
- 2 The atmosphere during the tournament was great.

- 3 The goalkeeper played well.
- 4 The competition was interesting.
- 5 The tournament was really nice.
- 6 The race was nice to watch.

5 Read the email. Write sentences to develop each paragraph, using the prompts in brackets.

Hi Julia,
 I've got something to tell you. I went to see a volleyball match yesterday. It took place at ¹ (Napisz, gdzie odbył się mecz i kto brał w nim udział). The atmosphere was ² (Napisz, jaka była atmosfera i komu kibicowałeś/kibicowałaś). Guess what! I met a famous sports person at the game. ³ (Napisz, kogo spotkałeś/spotkałaś, i opisz swoje wrażenia). I had a chance to talk to him about ⁴ (Napisz, o czym rozmawiałeś/rozmawiałaś z tą osobą). And then, to my surprise, I realised that one of the players was my childhood friend. ⁵ (Opisz jego grę i zachowanie na boisku). All in all, I think the match was a fantastic experience.
 How are you? Please write and tell me your news.
 All the best,
 Jacek

6 Read the instructions and do the writing task.

Napisz do kolegi/koleżanki ze Szkocji e-mail (100–150 słów) i opisz w nim jakąś ciekawą imprezę sportową, którą oglądałeś/oglądałaś w telewizji lub w której uczestniczyłeś/uczestniczyłaś. W e-mailu:

- napisz, jaka to była impreza oraz gdzie i kiedy się ona odbyła,
- opisz atmosferę panującą podczas tej imprezy,
- zrelacjonuj jakieś ciekawe wydarzenie, które się tam odbyło,
- wyraż swoją opinię o tej imprezie.

- 1 Put the sentences in the correct order to make a logical dialogue.
- It was really great!
 - The fact that he talked about how to become a good footballer.
 - So, what did he say about that?
 - How was the meeting with Robert Lewandowski?
 - He gave a lot of useful tips about tactics in football.
 - What did you like the most about it?
 - Well, I suppose it sounds interesting if you're into football.

- 2 Choose the correct answers a, b or c to complete the mini-dialogues.

- 1 X Did you enjoy the match?
Y It was pretty boring.
X
- Sounds great.
 - What a shame!
 - Never again!
- 2 X How was your weekend?
Y It was a total disaster.
X
- What went wrong?
 - What made it so good?
 - Don't even ask!
- 3 X Let's go bungee jumping.
Y
X I'm surprised. I thought you liked them.
- Great. I'm really into that!
 - I can't. I don't feel very well.
 - I'm sorry, but extreme sports aren't my cup of tea.
- 4 X You were probably quite shocked when you saw him with a gold medal around his neck.
Y
X Just like me! I think it was just good luck.
- You must be joking!
 - I couldn't believe my eyes.
 - He can be ambitious, you know.

- 3 Complete each pair of sentences with one word.

- 1
- He ... to swim regularly when he was younger.
 - I ... my new wetsuit and it felt very comfortable.
- 2
- Does she still ... yoga?
 - They didn't ... any sports while they were on holiday.
- 3
- It isn't easy to ... world records these days.
 - How did he manage to ... his arm again?
- 4
- The team just couldn't ... a goal for the whole match.
 - How many points did you ... in this competition?
- 5
- Mary is a quite careful person and she doesn't usually ... any risks.
 - Last year I ... part in a marathon, but I didn't do very well.

- 4 Match the sentences with the Polish translations. Compare your answers with other students.

- I used to train for six hours every day.
 - I was used to training for six hours every day.
- Byłem/Byłam przyzwyczajona do trenowania po sześć godzin dziennie.
 - Kiedyś trenowałem/trenowałam po sześć godzin dziennie.

! Watch out

used to + infinitive
be used to + -ing form

- 5 Translate the sentences, using *used to* or *be used to*.

- Byli przyzwyczajeni do pływania w zimnej wodzie.
- Kiedy byłem młodszy, pływałem w zimnej wodzie.
- Czy w szkole podstawowej graliście w różne gry?
- Czy byłeś przyzwyczajony do wczesnego wstawania?
- Nie chodziłam z moim tatą na mecze piłki nożnej.
- Nie byliśmy przyzwyczajeni do chodzenia na tak długie spacerzy.

- 6 Complete the text with appropriate words. Put one word in each gap.



When Kamil Stoch won another gold medal at the Winter Olympic Games in 2018 in South Korea, the whole of Poland went crazy again. People ¹ the competition on TV, supporting the ski jumper. A new generation of his fans wanted to learn as ² as possible about their idol. Many were surprised that Stoch took up ski jumping when he

was only four! His first coach says that as a child Kamil was always determined to compete ³ the Olympic Games. He was used to ⁴ very hard because his dream was to win a medal at this prestigious competition. His dream ⁵ true when he beat his rivals in Sochi in 2014! More success followed. Between 2014 and 2021 he stood up on the podium to collect either the bronze, silver or gold medal for his individual jumps or for the Polish ski jumping team. No wonder many people consider him to be one of the greatest Polish athletes.

- 7 **WHAT DO YOU THINK?** Work in pairs. Ask and answer the questions, using the prompts below.

- Which sportsperson do you admire most? Why?
I really admire ... because he/she ...
- How do young people keep fit?
Young people often go ... or play ...
Some of them do ...
- Is sport an important part of your life?
I could / couldn't imagine my life without sport because ...
- Tell us about a situation when you or a friend got injured while doing a sport.

Vocabulary MP3 09

a good sport	/ə ˈɡʊd ˈspɔː(r)t/	osoba, która zachowuje się wspaniałomyślnie w trudnych sytuacjach; dobry kolega / dobra koleżanka
athletics	/æθ ˈletɪks/	lekkoatletyka
badminton	/ˈbædmɪntən/	badminton
basketball	/ˈbɑːskɪt ˈbɔːl/	koszykówka
boxing	/ˈbɒksɪŋ/	boks
canoeing	/kəˈnuːɪŋ/	kajakarstwo
cycling	/ˈsaɪk(ə)lɪŋ/	jazda na rowerze, kolarstwo
do judo / karate / weightlifting	/ˈdʊː ˈdʒuːdʌʊ, kəˈrɑːti, ˈweɪtˌlɪftɪŋ/	uprawiać judo/karate/ podnoszenie ciężarów
energetic	/ˌenəˈdʒetɪk/	energiczny
fight	/faɪt/	walczyć
football	/ˈfʊt ˈbɔːl/	piłka nożna
go skiing / swimming	/ˌɡəʊ ˈskiːɪŋ, ˈswɪmɪŋ/	uprawiać narciarstwo/ pływanie
golf	/ɡɒlf/	golf
gymnastics	/dʒɪm ˈnæstɪks/	gimnastyka
handball	/ˈhænd ˈbɔːl/	piłka ręczna
ice hockey	/ˈaɪs ˌhɒki/	hokej na lodzie
individual / team sports	/ˌɪndɪˈvɪdʒuəl, ˈtiːm ˈspɔː(r)t/	sporty indywidualne/ zespołowe
judo	/ˈdʒuːdʌʊ/	judo
karate	/kəˈrɑːti/	karate
keep fit	/ˌkiːp ˈfɪt/	być w dobrej formie
long jump	/ˈlɒŋ ˌdʒʌmp/	skok w dal
motor racing	/ˈməʊtər ˌreɪsɪŋ/	wyścigi samochodowe
muscles	/ˈmʌs(ə)lz/	mięśnie
play sth outdoors / indoors	/ˌpleɪ ˌsʌmbəʊt(r)z, ˌɪn ˈdɔː(r)z/	uprawiać sport na powietrzu / w hali
play rugby / tennis	/ˌpleɪ ˈrʌɡbi, ˈtenɪs/	grać w rugby/ tenisa
pool	/puːl/	basen
rowing	/ˈrəʊɪŋ/	wioślarstwo
rugby	/ˈrʌɡbi/	rugby
sailing	/ˈseɪlɪŋ/	żeglarsstwo
skating	/ˈskeɪtɪŋ/	łyżwiarstwo
skiing	/ˈskiːɪŋ/	narciarstwo
snowboarding	/ˈsnəʊ ˌbɔː(r)dɪŋ/	jazda na snowboardzie
surfing	/ˈsɜː(r)fɪŋ/	surfing
swimming	/ˈswɪmɪŋ/	pływanie
table tennis	/ˈteɪb(ə)l ˈtenɪs/	tenis stołowy
tennis	/ˈtenɪs/	tenis
volleyball	/ˈvɒli ˈbɔːl/	siatkówka
waves	/weɪvz/	fale
weightlifting	/ˈweɪtˌlɪftɪŋ/	podnoszenie ciężarów

Grammar 1 MP3 10

join a swimming club	/ˌdʒɔɪn ə ˈswɪmɪŋ ˌklʌb/	wstąpić do klubu pływackiego
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Listening and vocabulary MP3 11

achievement	/ə ˈtʃiːvm(ə)nt/	osiągnięcie
BMXing	/ˌbiː em ˈeksɪŋ/	jazda na rowerze typu BMX
bungee jumping	/ˈbʌndʒiː ˌdʒʌmpɪŋ/	skoki na bungee
canyoneering	/ˌkænjə ˈnɔɪnɪŋ/	eksploracja kanionów, jaskiń
champion	/ˈtʃæmpjən/	mistrz/mistrzyni
climb	/klaɪm/	wspinać się
coach	/kəʊtʃ/	trener/trenerka
compete for sth	/kəmˈpiːt fə(r) ˌsʌmθɪŋ/	walczyć, konkurować o coś
competition	/ˌkɒmpə ˈtɪʃ(ə)n/	zawody, konkurencja
fall down	/fɔːl ˈdaʊn/	upadnąć, przewrócić się
free running	/ˌfriː ˈrʌnɪŋ/	bieg miejski z elementami widowiskowych akrobacji
get injured	/get ˈɪndʒəd(r)l/	doznać kontuzji, zranić się
hole	/həʊl/	dziura
motor racing	/ˈməʊtə ˈreɪsɪŋ/	wyścigi samochodowe i motocyklowe
mountain climbing	/ˈmaʊntɪn ˌklaɪmɪŋ/	wspinaczka wysokogórska
parachuting	/ˈpærə ˌʃuːtɪŋ/	spadochroniarstwo
spectator	/spek ˈteɪtə(r)l/	widz, kibic
support	/sə ˈpɔː(r)t/	kibicować komuś
train	/treɪn/	trenować
trainer	/ˈtreɪnə(r)l/	trener/trenerka

Grammar 2 MP3 12

hurt your back	/ˌhɜː(r)t ɹə ˈbæk/	doznać urazu pleców
leisure centre	/ˈleɪʒə(r) ˌsentə(r)l/	centrum rekreacyjne, ośrodek sportowy

Reading and vocabulary MP3 13

athlete	/ˈæθliːt/	sportowiec
ball	/bɔːl/	piłka
bat	/bæt/	rakiетка (do tenisa stołowego), kij (do baseballu)
board	/bɔː(r)d/	deska (do surfingu, do snowboardu)
bounce / hit / throw a ball	/ˌbaʊns, ˈhɪt, θrəʊ ə ˈbɔːl/	odbijać/uderzać/ rzucać piłkę
break a record	/ˌbreɪk ə ˈrekɔː(r)d/	zrobić rekord
bring sb luck	/ˌbrɪŋ ˌsʌmbədɪ ˈlʌk/	przynosić komuś szczęście
compete in / take part in a sporting event	/kəmˈpiːt ɪn, ˌteɪk ˈpɑː(r)t ɪn ə ˈspɔː(r)tɪŋ ɪˈvent/	startować / brać udział w zawodach sportowych
competitive	/kəmˈpetɪtɪv/	ambitny, lubiący współzawodnicstwo

competitor	/ˌkəmˈpetɪtə(r)l/	zawodnik/ zawodniczka
demanding	/dɪˈmɑːndɪŋ/	wymagający
do exercise	/ˌduː ˈeksə(r)saɪz/	wykonywać ćwiczenie, ćwiczyć
football boot	/ˈfʊt ˈbɔːl ˌbuːt/	but piłkarski, korek
football pitch	/ˈfʊt ˈbɔːl ˌpɪtʃ/	boisko do piłki nożnej
game	/ɡeɪm/	gra, rozgrywka
gloves	/ˈɡlɒvz/	rękawice
goal	/ɡəʊl/	bramka
goggles	/ˈɡɒɡ(ə)lz/	gogle narciarskie, okulary pływackie
helmet	/ˈhelmt/	kask
match	/mætʃ/	mecz
net	/net/	siatka
race	/reɪs/	wyścig
racket	/ˈræktɪ/	rakieta (do tenisa, badmintonu)
referee	/ˌrefəˈriː/	sędzia sportowy
result	/rɪˈzʌlt/	wynik
save / score	/seɪv, ˈskɔː(r) ə ˈɡəʊl/	bronić/strzelać gola
a goal		gola
skates	/skeɪts/	łyżwy
ski	/skiː/	narta
sporting career	/ˈspɔː(r)tɪŋ kəˈrɪə(r)l/	kariera sportowa
supporter	/sə ˈpɔː(r)tə(r)l/	kibic sportowy
tournament	/ˈtɔʊə(r)nəmənt/	turniej, zawody
trainers	/ˈtreɪnə(r)z/	buty sportowe
wetsuit	/ˈwetˌsuːt/	strój, kombinizon do nurkowania, surfowania

Speaking MP3 14

be afraid of insects	/bi ə ˈfreɪd əv ˈɪnsekts/	bać się owadów
break somebody's tablet	/breɪk ˌsʌmbədɪz ˈteɪblət/	uszkodzić czyjś tablet
fall off a chair	/fɔːl ˌɒf ə ˈtʃeə(r)/	spaść z krzesła
feel sick	/fiːl ˈsɪk/	czuć się niedobrze, mieć mdłości
frightened	/ˈfraɪt(ə)nd/	przestraszony
get on a wrong train	/get ɒn ə ˈrɒŋ ˈtreɪn/	wsiąść do niewłaściwego pociągu
go to a sports camp	/ɡəʊ tə ə ˈspɔː(r)t ˌkæmp/	jechać na obóz sportowy
have bad luck	/hæv ˈbæd ˌlʌk/	mieć pecha
scream	/skriːm/	krzyczeć, wrzeszczeć
skate park	/ˈskeɪt ˌpɑː(r)k/	plac z przeszkodami do jazdy na deskorolce
What a shame!	/ˌwɒt ə ˈʃeɪm/	Jaka szkoda!

Writing MP3 15

incredible	/ɪn ˈkredəb(ə)l/	niesamowity, niewiarygodny
wonderful	/ˈwʌndə(r)f(ə)l/	wspaniały, cudowny

Challenge! MP3 16

athlete	/ˈæθliːt/	lekkoatleta/ lekkoatletka
bang your head	/bæŋ ɹə(r) ˈhed/	uderzyć się w głowę
beat another team / your rival	/biːt ənə ˈðə(r) ˈtiːm, ɹə(r) ˈraɪv(ə)l/	pokonać inną drużynę / swojego rywala
beat the world record / the champion	/biːt ðə ˈwɜːl(r)d ˈrekɔː(r)d, ðə ˈtʃæmpjən/	pobić rekord świata / pokonać mistrza
break your leg	/breɪk ɹə(r) ˈleg/	złamać nogę
canoeist	/kəˈnuːɪst/	kajakarz/ kajakarka
check your equipment	/tʃek ɹə(r) ˈkwɪpmənt/	sprawdzać swój sprzęt
climber	/ˈklaɪmə(r)l/	alpinista/ alpinistka
climbing	/ˈklaɪmɪŋ/	wspinaczka

cyclist	/ˈsaɪklɪst/	rowerzysta/ rowerzystka
footballer	/ˈfʊt ˈbɔːlə(r)l/	piłkarz/piłkarka
go climbing	/ˌɡəʊ ˈklaɪmɪŋ/	wspinać się
golfer	/ˈɡɒlfə(r)l/	golfista/golfistka
gymnast	/ˈdʒɪmnæst/	gimnastyk/ gimnastyczka
horse racing	/ˈhɔːs ˌreɪsɪŋ/	wyścigi konne
jockey	/ˈdʒɒki/	dżokej/dżokejka
make a decision	/ˌmeɪk ə dɪ ˈsɪʒ(ə)n/	podejmować decyzję
put your life in danger	/ˌpʊt ɹə(r) ˈlaɪf ɪn ˈdeɪndʒə(r)l/	narażać życie
rugby player	/ˈrʌɡbi ˌpleɪə(r)l/	rugbysta/ rugbystka
sailor	/ˈseɪlə(r)l/	żeglarz/żeglarka
skier	/ˈskiːə(r)l/	narciarz/narciarka

ski jumper	/ˈskiː ˌdʒʌmpə(r)l/	skoczek narciarski
ski jumping	/ˈskiː ˌdʒʌmpɪŋ/	skoki narciarskie
take risks	/ˌteɪk ˈrɪzks/	podjąć ryzyko
take up a sport	/teɪk ˌʌp ə ˈspɔː(r)t/	rozpocząć uprawianie jakiegoś sportu
tennis player	/ˈtenɪs ˌpleɪə(r)l/	tenisista/ tenisistka
win a gold medal / by two points	/wɪn ə ˌɡəʊld ˌmed(ə)l, bɪ tuː ˌpɔɪnts/	zdożyć złoty medal, wygrać dwoma punktami
win the world cup	/wɪn ðə ˈwɜːl(r)d ˌkʌp/	wygrać puchar świata
wrestler	/ˈreslə(r)l/	zapaśnik/ zapaśniczka
wrestling	/ˈres(ə)lɪŋ/	zapas



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Complete the sentences with the appropriate words.
- 1 People use in table tennis to hit the ball.
 - 2 In drivers wear helmets on their heads.
 - 3 To go skating you need a pair of .
 - 4 Skiers wear to protect their eyes.
 - 5 Boxers use boxing to fight.
 - 6 Windsurfers put on before they go into the sea.
 - 7 In players use their hands to hit the ball over the net.
 - 8 You need a boat to go .

- 2 Complete the sentences with the missing words.
Use the correct form of the verbs.

- 1 When I was at school, I used to take in many sporting .
- 2 The footballer a goal, but the referee said it was offside.
- 3 Jill goes in the country every Friday. She has a really nice, modern mountain bike.
- 4 More than 300 million watched the finals on TV.
- 5 Usain Bolt won the gold medal at the Olympic Games and became the world .

GRAMMAR

- 3 Make sentences, using the prompts and the past simple or past continuous.

- 1 While / I / swim in the sea, I see / a shark.
- 2 you / go / to the gym yesterday?
- 3 We / not win / the match because the other team / be / much better.
- 4 My brother / fall off his bike while he / cycle.
- 5 When / I / finish my training / I / go home straightaway.
- 6 What / your sister / do at five o'clock yesterday?

- 4 Find and correct a mistake in each sentence.

- 1 Did Peter used to do much exercise when he was younger?
- 2 I used to running a lot when I was at university.
- 3 He not used to like football when he was a boy.
- 4 What sports she used to play 10 years ago?

- 5 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.



ENGLISH IN USE

- 6 **UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM** Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

I don't usually remember exactly what I was doing on a given day a few months or years ¹ . However, I do remember that on Saturday afternoon, 10 October 2020, I was ² TV, hoping that Iga Świątek would become the first Polish champion at a Grand Slam tournament – and she did! It was a great achievement, as Iga was only 19 when she ³ the Roland-Garros in Paris, her first major tournament. Another of Iga's impressive victories was winning the tournament in Rome in May 2021, in which she ⁴ the former champion Karolina Plíšková 6-0 6-0 in just 46 minutes! However, tennis was not the first sport that Iga and her sister Agata did regularly: when they were children ⁵ to practise swimming. However, when her sister started to ⁶ tennis, Iga switched into tennis too – luckily for Polish fans.

READING

- 7 **WYBÓR WIELOKROTNY** Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

It is the winter of 1891–1892 in Springfield, USA. A group of students are waiting for their PE lesson to start in the college gym. It's too cold to train outside, and the young men would like to burn off energy with some exciting new game. They have already tried doing lots of different types of exercise, but none of them work. As a result, the boys become bored and start behaving badly. It seems that nothing can replace the outdoor sports, such as football or lacrosse, in which they could exercise their muscles by running, fighting with each other or hitting and throwing a ball.

James Naismith, a PE teacher and a great fan of team sports enters the story at this point. Springfield college gives him two weeks to create a new game. Two other teachers tried this before, but they couldn't invent anything. Mr Naismith has to think quickly because the bored students are noisy and start getting into trouble with the other teachers. He has to remember the following things. The new game should be fast and exciting, but also demanding, so the students stay interested. There should be two teams which play against each other. There shouldn't be a lot of physical contact between players so they don't get injured or hurt themselves. Finally, it should be a game which you can play indoors, in limited space.

James Naismith writes 13 rules which describe how to bounce and throw the ball, what the players and the referee can and cannot do and how long the game



should take. On 21 December 1891, he plays it with his students for the first time. They use a football and two fruit baskets hanging from opposite sides of the gym. This is how basketball was born, out of the creative mind of a 31-year-old teacher and elements of different team sports such as rugby, American football and European football, known as soccer in the United States.

Everybody liked the game and it quickly became really popular. In 1936, after only 45 years, it was played at the Olympic Games for the first time. Luckily, James Naismith was alive to see this great success of his invention.

Nowadays, basketball is one of the most popular sports around the world. It has got many fans, and some of its best players, such as Michael Jordan, Kobe Bryant or LeBron James, have become legends – even people who are not interested in the sport know their names.

1 According to the article,

- A** people played basketball outdoors at first.
- B** you can't play basketball very fast.
- C** it is easy to get injured playing basketball.
- D** people enjoyed playing basketball from the beginning.

2 From the first paragraph we can conclude that the students

- A** were not very energetic.
- B** did not enjoy doing indoor exercise.
- C** trained too hard.
- D** felt it was too cold to do exercise.

3 James Naismith was asked to invent a game which would

- A** be exciting but not very fast.
- B** involve lots of physical contact.
- C** be demanding but quite safe for the players.
- D** be a fast outdoor sport.

4 James Naismith

- A** did not live long enough to see basketball in the Olympic Games.
- B** was under 30 when he invented basketball.
- C** invented the game of basketball in 1892.
- D** was asked to come up with a new game after others failed.

5 Which is the best title for the article?

- A** How The History of Basketball Was Made
- B** What Makes Basketball Incredible
- C** Basketball – the American Dream
- D** The Real Legends of Basketball

SPEAKING

8 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.**Uczeń A**

Weźmiesz wkrótce udział w zawodach sportowych, w których będziesz reprezentować swoją szkołę. Rozmawiasz z kolegą/koleżanką z zagranicy, którego/którą chcesz zaprosić na te zawody. W rozmowie z uczniem B omów poniższe cztery kwestie.

czas i miejsce zawodów

rola kibiców i atmosfera na trybunach

powody, dla których trenujesz ten sport

Twoje sportowe sukcesy i porażki

Uczeń B

Przebywasz na wymianie międzynarodowej w szkole w Polsce. Rozmawiasz z kolegą/koleżanką z klasy o zbliżających się szkolnych zawodach sportowych. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj ucznia A, jak popularne są szkolne zawody sportowe w Polsce,
- wyraż wątpliwość, czy będziesz rozumieć, co się dzieje na zawodach, nie znając języka polskiego,
- opowiedz o swojej ulubionej dyscyplinie sportu.

WRITING

9 E-MAIL Przeczytaj polecenie i wypowiedz się na poniższy temat.

Napisz do kolegi/koleżanki z Anglii **e-mail** (100–150 wyrazów) i opisz w nim zawody sportowe, w których uczestniczyłeś/uczestniczyłaś, reprezentując swoją szkołę. W e-mailu:

- napisz, jakie to były zawody oraz gdzie i kiedy się odbyły,
- opisz, od jak dawna reprezentujesz szkołę w zawodach sportowych i jak często trenujesz,
- poinformuj, jaki Ty i/lub Twoja drużyna osiągnąłeś/osiągnęłaś/osiągnęła/osiągnęliście wynik,
- wyraż swoją opinię na temat zawodów i opisz, jak się na nich czułeś/czułaś.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznaną polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Hi Peter,

Thanks for your email. Here is my news.

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