

## Character, feelings and emotions

- 1 When meeting someone for the first time, what cues do you use to decide what sort of person they are?
- 2 Read the texts. Match headings a–c with paragraphs 1–3.
- a Deceptive appearances      b Waltzing out of isolation      c Old dog ... new tricks

## DISCOVER THE UNEXPECTED ...



1 My great-uncle Frederic is in his nineties, so a lot of people assume he's an **irascible** old man, impatient with change, and **out of touch with** modern life.

Actually, he's a devotee of the latest tech devices, but one thing that he had a real aversion to was social media. As he put it, 'Why do I want a lot of strangers **meddling in my private business**?' But one day, I was **taken aback** when he asked me to help him set up a social media account. I did that and he was just **blown away** to see so many contacts there! Now he's glued to the site all the time. I really hope I'm as open-minded and adaptable at his age.

2 Adele came to my school as an exchange student from Australia this year. At first, people found her a bit intimidating and hard to approach due to Adele's reserved, slightly **off-putting** manner. To some, she seemed **stuck-up**, but I could see that she **felt out of place** in her new surroundings, so I struck up a conversation with her. It turned out she's a fantastic, **quick-witted** and affectionate girl. She has an amazing ability to mimic others that keeps us in stitches.



3 My brother has always been a genius with numbers, but his social skills were not really **up to the mark**.

To strangers, he came across as well-behaved but not exactly **affable**. For years, even I assumed he was a self-reliant person who didn't need the company of others. Then one day, he came with me to my dance class and took to it immediately. He's the best dancer now, and a much more **high-spirited** and self-confident boy as well. I'm sorry I misread him for so long but am so glad to see him **come out of his shell**.

- 3 Read the texts again and answer the questions.

Which of the writers

- a interpreted a person's behaviour differently to others?  
b looks to the person they have described as an example?  
c feels some regret after witnessing a change?

- 4 Match the words and phrases in bold from the texts in exercise 2 with the definitions below.

- 1 unattractive or repellent  
2 clever and amusing  
3 having an air of superiority  
4 friendly and easy to talk to  
5 cheerful and fun-loving  
6 easily becoming impatient or angry  
7 not keeping up with current events or trends

## ! Watch out

As a rule, we hyphenate compound adjectives, e.g. **up-to-date** tastes. When a compound adjective follows a noun, a hyphen is usually not necessary, e.g. *His tastes are surprisingly **up to date**.*

Some established compound adjectives, however, are always hyphenated, e.g. **good-looking**, **fair-haired**, **bad-tempered**.

- 5 Complete the email with the correct form of the highlighted phrases from the texts in exercise 2.

Hi Kayla,

Since you're new, I just wanted to see how you're getting on. I don't like to **1**, but I noticed that you were a bit uncomfortable at the last school committee meeting and I wondered if you **2** or unwelcome for some reason. I know some people are **3** by the amount of information and everyone is not really **4** at first until they've had time to catch up. It took me ages to **5** and speak up in the meetings. Anyway, don't worry about not fitting in. We've already been **6** by your knowledge! Glad to have you on the committee.

Josh

- 6 **CD 1.01** Listen to three young people. Match questions a–c with speakers 1–3.

Which speaker explains

- a how an older person's actions affect their own personality?  
b why it is easier to get on with one generation than another?  
c why someone is different to how they appear?

- 7 **CD 1.01** Listen again and answer the questions.

- 1 Why does speaker 1 consider herself lucky?  
2 Why does speaker 2 feel a special bond with Ms Warner?  
3 What does speaker 3 admire about her mother? How does she explain the tension between them?

## VOCABULARY CHALLENGE!

- 8 Complete the sentences with the word pairs below.

mates / peers    uninterested / disinterested  
reserved / timid    confident / pushy    critical / outspoken  
deceptive / deceitful

- 1 Jim is very **1** in large groups of strangers, but once he gets to know you he's not at all **2**.
- 2 Teenagers feel their parents are **3** in their personal issues, telling them to work it out themselves. I believe they are only trying to remain **4**.
- 3 I'm considered very **5** as I always state my opinions for all to hear, but I try not to be **6** of others' ideas.
- 4 Greg is a **7** person who knows what he wants, but people see him as a bit **8** too – always pressuring others.
- 5 We're all **9** in my class, but we're not all best **10**.
- 6 Appearances can be **11**. I thought she was honest, but she was **12** and cheated on me.

9 Complete the sentences with the correct form of the words given.

- I'm sick of Dan's ! He's throwing his weight around, but when it comes to acting, he's plain lazy. (**push**)
- Diana's natural becomes evident among strangers, but with peers her comes to the fore. (**timid, confident**)
- Ted's may cause him trouble. He just stood up in class and was of our teacher. (**outspoken, criticise**)

10 Work in pairs. Take turns to describe the person you both know without giving their name for your partner to guess.

## Ethical problems in relationships

1 Explain in your own words what DNA means. What purposes can DNA testing and analysis be used for?

2 **CD 1.02** Listen to four speakers talking about their interest in DNA testing. Match statements a–e with speakers 1–4. There is one extra statement.

This speaker	
a	wanted to improve their personal life.
b	was curious about their background.
c	was concerned about future health problems.
d	had a desire to help others.
e	was diagnosed with life-threatening illness.

3 **CD 1.02** Listen again. Are the statements true or false?

- Speaker 1 already knew where her ancestors were from.
- Speaker 2 had little interest in finding a partner.
- The difficult situation of a friend made speaker 3 act.
- Their poor health prompted speaker 4 to get tested.
- Speaker 4 was doubtful about getting tested.

4 Work in pairs and discuss the questions.

- What do you know about your predecessors?
- Is there a predisposition in your family to any particular health problems?

5 Read the texts 1 and 2 and answer the questions.

- What does the writer of Text 1 think about gene testing for dating purposes?
- What is the aim of Text 2? What arguments are used?

### Text 1

A number of companies have come along recently which offer genetic testing to determine how **compatible** possible romantic partners are. They use genetic information to facilitate biological matches. Doubters claim this is just another way to separate lonely people from their hard-earned cash, and it is true that human relationships are so **complex** that it seems unlikely that scientists will come up with all the answers to your dating problems. Up to this point, the data on genetic attraction have been so **inconsistent** that it is almost impossible to draw any **definitive** conclusions yet. Still, if you've tried other types of matching services and have come up empty, the genetic approach may be a **plausible** path to follow.

6 Complete the text with the adjectives in bold from the texts in exercise 5.

We are so , with many needs and influences, that deciding what makes two people is very difficult. There are many websites which aim at getting a fairly clear and picture of who you are, yet attractions between people are often with their personality traits. Up to now, dating websites have created a somewhat way to meet others, but they don't offer the answer to what makes relationships , irrespective of the flow of time.

7 Complete the sentences with the opposites of some of the words in bold from the texts in exercise 5.

- We were totally . We had nothing at all in common!
- This theory of human attraction is pretty . Is it really based entirely on genetics?
- The conclusions of your research are as it takes a larger group to form an exact picture of a trend.
- Our research results are with our theory. In fact, data confirms our gut feeling.

8 Rewrite the underlined parts of the sentences, using the phrasal verbs below. Make any necessary changes.

come along   come up with   come up empty  
come forward   come together with   come down with  
come down on   come round

- We knew she'd become convinced in the end.
- Every year, new cancer treatments become available.
- We need people to offer help as volunteers.
- Every winter I become ill with flu.
- I've tried to find a friend, but so far I've found none.
- I wonder how he invented this excuse.
- Young people meet and mix with their peers here.
- She strongly criticised me for the mess.

9 **RESEARCH AND REPORT** Find out how most Polish couples meet. What percentage have used a dating website, been set up on a blind date, or met in the course of daily life? Do the people you know reflect these statistics?

### Text 2

The need for donations of blood, stem cells and bone marrow is increasing. More and more cutting-edge treatments rely on these. Here are some facts if you are considering coming forward as a donor.

- GENETIC TESTING** This is a simple and painless procedure and will ensure the match to a recipient is **accurate**.
- STEM CELL COLLECTION** Blood stem cells are harvested by circulating your blood through **specialised** equipment. It takes four to six hours and is relatively painless.
- BONE MARROW COLLECTION** A surgical process which lasts one to two hours, performed under general anaesthesia. Only needed in about 10% of cases.

Consider being a donor! You may never come together with the person whose life you saved, but you will always feel a **durable** connection with them.





1



2



3

1 Describe the pictures (1–3). Do any of them reflect your own experiences?

2 Work in pairs and answer the questions.

- 1 How do you feel about online friendships?
- 2 Do you think phones interfere with your social life?
- 3 How do your parents feel about your phone use?

3 **CD 1.03** Listen to six speakers. What aspects of phone and Internet use each one of them is talking about? Which speaker do you agree with?

4 Read the statistics. Do any of them surprise you? Why? / Why not?

Nearly 60% of teenagers have met a new friend online.

Nearly 70% of teens have experienced drama amongst friends on social media. More than half have been hurt by not being invited to an event that other friends went to.

About one in four teens have had a row with a friend over something that was said or shown on social media.

5 **CD 1.04** Read the text below and answer the questions.

- 1 Does the writer try to justify using phones in social situations?
- 2 How does she deal with online bullies?
- 3 What does her phone represent to her?

6 Match the paragraphs (1–6) in the text in exercise 5 with the questions below. In one part of the text there are answers to two questions.

In which paragraph does the author

- a suggest more than one possible solution to the problem?
- b show that a type of disagreement has always existed?
- c admit that online friendship is possible?
- d point to the usefulness of devices to maturing teens?
- e express her purpose in writing the piece?
- f give advice on how to shield oneself from possible harm?
- g point out a fundamental difference in habits between the generations?



## IN MY OPINION

by Rayna Nowak

### 1 PARENTS AND CHILDREN

Parents always fear for their children's safety and well-being, and they often focus their fears on things that, to a teenager, seem perfectly **benign**. Which, in turn, makes these fears seem totally unfounded to the teenager. In the 1920s, parents warned their children about the **evils** of flapper dresses and jazz music. In the 1950s, it was fast cars and rock'n'roll, whereas in the 1960s long hair and torn clothes became the main topic of controversy in many households. Nowadays, one of the main **bones of contention** is digital connectedness. According to many parents, we are wasting our time, ruining our eyes, **alienating** our families, destroying our friendships, and putting our identities at risk by spending so much time on our phones.

### 2 FOR OR AGAINST

Let me say up front that I do see where the parents' concerns are coming from, and that I don't entirely disagree with some of the arguments. But there are facts to speak in favour of our device-centric lives too. After **boning up** on the statistics and talking to many of my school mates, I'd like to hear what you think as well.

### 3 FACE-TO-FACE TIME

When I pick up my phone at the family dinner table, my parents go ballistic. When they see me with my friends and we're all focused on our phones, they wonder out loud why we even bother to get together. I don't really have a **coherent** argument to defend this kind of behaviour. My peers and I have all grown up multitasking, and our screens are where a good **portion** of our lives takes place. We still feel close, and we still enjoy each other's company,

even when the phones pop up in the midst of our exchanges. I admit that I can get annoyed when I'm trying to have a conversation with a friend and she keeps checking her phone. On the other hand, I feel closer to my real friends because our online connections let us share our favourite things.

### 4 BULLYING AND FEELING INFERIOR

All right, bullying can be worse in the virtual space than in real life. Social media is **rife with** unhappy, aggressive people who only have negative things to say about others, and who **make no bones** about expressing their least worthy opinions for all to see. Yes, it's a problem, and I'm not sure what the solution is. My personal approach is to block or unfriend those who bully me or my friends. If the insults are really serious, I'll talk to an adult about it








## 7 Complete the summary of the text in exercise 5 using appropriate words.

Rayna believes that parents and children have always **1** about what presents a **2** to the children's safety, and she does **3** with the parents' fears to a certain extent. But after doing some **4** into the matter, she presents her arguments in **5** of devices. First of all, she says that she can't really **6** the use of devices in social settings, but that it's a matter of being in the **7** of using them all the time for young people, and that it doesn't really **8** with their social lives. About bullying, she says that it can be **9** online than in person, and that if it seems threatening, she will **10** an adult about it. She also recommends that you not **11** yourself to others because everyone's life is unique.

## 8 Work in pairs and discuss what you think about Rayna's article. Write a short response which could be posted on her site.

## Vocabulary development

### 9 Match the words in bold from the text in exercise 5 with the definitions below.

- 1 part or section of a whole 
- 2 logical, based on reason 
- 3 not harmful 
- 4 negative or destructive things 
- 5 causing someone to feel isolated or alone 
- 6 easily hurt or harmed 
- 7 full of, a lot of 


because I don't think we should just shrug and let it happen. Another risk with social media is feeling inferior because your life isn't as exciting, busy or glamorous as your friends'. I say, don't fret. There's no point comparing our lives. Also, take what you see on social media with a pinch of salt.

### 5 SAFETY

This is an area which shows how **vulnerable** we are to people with bad intentions. Remember to choose your friends carefully, don't post pictures you wouldn't want your parents to see, and do not ever meet someone in real life unless you're absolutely sure they are who they claim to be. I have a few friends I've never met face-to-face, but I always make sure someone I do know has actually met them. (And I never text while driving, but that goes without saying.)

### 6 PRIVACY

We need a safe and private place to be, and that's what our screens represent. As people who are nearing adulthood, we need a feeling of autonomy and selfhood that is apart from our families. We crave for a space where we are recognised as the individuals we are becoming. So I will try my best to be considerate, sensible and safe, but I will continue to spend time in the place where I feel myself.

What are your thoughts? Post your reactions here.  3

## 10 Read the sentences below and explain the highlighted expressions. Then translate the expressions into Polish.

- 1 If I have strong feelings about a person, I **say it up front**.
- 2 When Kyle is upset, he tends to **go ballistic**, shouting and even throwing things around the room.
- 3 Whatever Kelly tells you, **take it with a pinch of salt**.
- 4 If you have a blazing row with a friend, **don't fret**. Thinking about it endlessly won't get you anywhere.
- 5 **It goes without saying** that all relationships have their ups and downs.








## 11 The parts of the collocations in the sentences below have been mismatched. Match up the correct parts of the phrases in bold.

- 1 We tend to think our parents have many **bad fears**.
- 2 Some teenagers feel that their **personal connectedness** is more important than meeting friends in real life.
- 3 There's no **online argument** for smoking!
- 4 Their **cogent connections**, such as social media friends, are very important to young people.
- 5 My **digital approach** is to put my phone away when I'm with people who are bothered by my looking at it.
- 6 How to steer clear of people with **unfounded intentions**?

### VOCABULARY CHALLENGE!

## 12 Complete the sentences with the phrases below. Three of them have been used and underlined in the text in exercise 5.

**be a bone of contention**   **bone up on sth**   **be bone idle**  
**feel sth in your bones**   **cut to the bone**  
**make no bones about sth**   **have a bone to pick with sb**

- 1 I just know there's going to be trouble at the party this evening. I can .
- 2 Carla  her opinion of our plans. She says she thinks we need to start all over from the beginning.
- 3 Ben is , he never lifts a finger to help!
- 4 I need to  on facts before the debate.
- 5 I  with Lydia. She's been criticising me to my friends.
- 6 It  when Stella called me a liar. I still feel hurt.
- 7 Texting during meals is a real  between us. I say it's impolite, and my friends say I'm ridiculous.



## 13 WHAT DO YOU THINK? Work in pairs and discuss the questions.

What sorts of things do you and your parents disagree on? Can you understand their point of view? Are there any topics which are simply not worth arguing about?



1



2



3



4

1 Look at the pictures. What assumptions would you make about these people based on their appearance?

2 **LANGUAGE IN CONTEXT** Read the posts. In what ways are these teens different to their images 1–2 in exercise 1?

1 When people see me, they assume I'm a typical science nerd or computer geek. It's true that I've always been fascinated by science, but I resent being dismissed as someone who has poor social skills and isn't any good at sports. When I started at a new school, it was obvious that many students had decided what I was like before they had even spoken to me. I had been struggling with this at my previous school, so I was determined to make it clear that I wasn't 'only' what I appeared to be. I'm good at football, martial arts and acting, so I've found something in common with almost everyone. I'll have been playing on the school football team for a year next month, and I'll be directing a play in December. It took some effort, but I'm not just 'Joey the nerd' any longer.

2 People have always made assumptions about me because of the way I choose to look. I enjoy wearing feminine clothes, and I've never considered changing my style because it doesn't fit in with what's 'cool'. I assume that some people see me as a cute girl, but that's far from the truth, so now I'm making an effort to prove it. I've been getting a lot of friends through the debate club, the track team and the choir. I'll be representing the school in the regional track and field meet in the spring, and I'll have taken part in five city-wide debates by the end of the year. I'm glad people are beginning to see me as a valuable part of the school, and not just as the silly blonde girl. But I still won't be changing my style any time soon as it expresses a big part of who I am!

3 **ANALYSE** Read the texts in exercise 2 again. Find examples of each of the aspects listed below and write them down.

1 We use **continuous aspect** for actions that continue over a period of time or are in progress at a point in time. The tenses used are: present continuous, past continuous and future continuous.

2 We use **perfect aspect** to indicate a connection between two periods of time. The tenses used are: present perfect, past perfect and future perfect.

3 We use **perfect continuous aspect** to indicate an action that has been, was or will be in progress by or before a point in time. The tenses used are: present perfect continuous, past perfect continuous and future perfect continuous.

**! Watch out**

**Stative verbs** which describe feelings, senses, abstract thinking, communication and states are not normally used in continuous aspects. However, some of them may be used in the continuous aspect to change the meaning, e.g. *Carlos is in his room. He **is being** very stubborn and won't come out.* (= behaving in an uncharacteristic way)

4 **PRACTISE** Choose the correct option to complete the text.

Teddy lives in New York and comes from a well-to-do family. He is now in his last year of high school, and he <sup>1</sup>**has been thinking / has thought** hard about where to go to university for some time now. His parents <sup>2</sup>**had attended / have been attending** a prestigious Ivy League university before continuing with their professional studies, and they <sup>3</sup>**will have assumed / are assuming** that he will follow the same path. Teddy <sup>4</sup>**will have applied / will be applying** to most of the Ivy League schools by the time he finishes his applications, but what he <sup>5</sup>**is being / has been** reluctant to tell his parents up to now is that he would prefer to go to a public university. He <sup>6</sup>**will be sitting / will have sat** down with his parents at the end of the week, and he still <sup>7</sup>**isn't deciding / hasn't decided** exactly how to convince them that his choice is the right one. He knows that they will probably understand him, but right now he almost wishes he <sup>8</sup>**hasn't decided / hadn't decided** to go against the family tradition.

5 **NOW YOU DO IT** Work in pairs. Look at the picture and tell the story. Think about: what had happened prior to the scene, what has happened up to now, and what will happen later.



# LISTENING AND VOCABULARY

listening for gist and detail • friends

1



1 Work in pairs and describe the pictures (1–4). Have you had similar experiences? How did you feel?

2 **CD 1.05** Before you listen to five speakers discussing friendships, predict what you might hear about each of the topics below. Then listen to the recording and match the topics (a–e) with speakers (1–5).

- a being dishonestly treated by a friend
- b explaining differences between male and female friendships
- c being concerned about a friend
- d trying to be part of the crowd
- e dealing with family demands

3 **CD 1.05** Listen again. Match statements (a–f) with speakers (1–5). There is one extra statement.

This speaker	
a explains the reason for ending a friendship.	<input type="checkbox"/>
b has realised their behaviour was misguided.	<input type="checkbox"/>
c wishes they hung out with their friends more.	<input type="checkbox"/>
d felt upset in the face of a serious problem.	<input type="checkbox"/>
e attributes a special intimacy to the length of a relationship.	<input type="checkbox"/>
f expresses feelings about a situation.	<input type="checkbox"/>

4 Read the expressions below. What are their informal equivalents? Go to the transcript on pages 146–147 and find them in the text.

- 1 annoy someone
- 2 become extremely concerned
- 3 end a relationship (2 expressions)
- 4 someone you expect sympathy from
- 5 immediately and without reason
- 6 an arrangement with equal benefits
- 7 freely discuss intimate concerns
- 8 scold someone about something
- 9 fulfill a duty
- 10 realise that something is not as previously believed
- 11 help someone succeed

5 **CD 1.06** Copy and complete the table with the missing parts of speech. Leave a blank where a form doesn't exist. Listen and check your answers.

	verb	noun / personal noun	adjective
1	<input type="checkbox"/>	addiction / addict	<input type="checkbox"/>
2	collect	<input type="checkbox"/>	<input type="checkbox"/>
3	counsel	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	confrontational
5	dismiss	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	different
7	occupy	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	compliment	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	popular

6 Complete the paragraph below, using the correct forms of some of the words from exercise 5.

When we talk about addictions, many people are quite 1 , saying that it could never happen to them, as they don't have an 2  sort of personality. But take a look at your phone use before 3  out of hand the possibility of your getting hooked on something. In a casual experiment, a group of friends were deprived of their phones for several days. This not only led to angry 4  between them, some of them even showed symptoms of extreme anxiety and inability to sleep that led them to look for psychological 5 . You may not have an irrational fondness for sweets or a 6  of shoes, but that doesn't mean you aren't addicted to something!

7 Think of a relationship issue that is taking place between celebrities. Describe the problem and give advice that might lead to a resolution. Compare and discuss your ideas in class.

8 **CD 1.07** Listen to four people talking about the role of friendships in their lives. Match statements (a–e) with speakers (1–4). There is one extra statement.

This speaker	
a feels that separation changes a friendship.	<input type="checkbox"/>
b is optimistic that a close friendship will not change.	<input type="checkbox"/>
c made a deliberate effort to make more friends.	<input type="checkbox"/>
d feels that distance has ended several friendships.	<input type="checkbox"/>
e explains how a living situation limited their friendships.	<input type="checkbox"/>

9 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Who do you normally hang out with? Do you make friends easily, or do you have to make an effort?
- 2 Who is your longest-standing friend? How did you meet? Do you think that changing circumstances could affect the friendship?

1 Think of someone you knew in the past but have lost touch with. Why might you want to see them again? How would you go about tracking them down?

2 **CD 1.08 LANGUAGE IN CONTEXT** Read the story. Choose the correct option to complete it. Then listen and check your answers.

Encounters between enemies during battle do not often end in friendship, but an encounter between two pilots – one German and one American – is a notable exception.



Lieutenant Charlie Brown was a bomber pilot during World War II, and at the time of this incident, **1 had been working / was working** as a pilot for only a short time. He had no idea that this flight **2 was to become / was becoming** an unforgettable part of his life. His plane **3 was / was being** severely damaged during a mission, and because he wasn't able to keep up with the rest of the formation, the lone plane was repeatedly hit by German fire. The engines **4 had sustained / had been sustaining** a lot of damage, and the crew **5 were flying / flew** almost literally 'on a wing and a prayer'. Franz Stigler, a more experienced German pilot, **6 was spotting / spotted** the plane from the ground and flew up to try to get the pilot to surrender. When they saw Stigler gesturing, Brown and his crew couldn't understand what Stigler **7 was trying / tried** to communicate, so they flew on. Stigler, who felt it would be unfair to shoot down such a severely disabled plane, actually **8 escorted / had escorted** it to open water. Inexplicably, a German fighter pilot **9 has made / had made** it possible for an American plane to return to the British coast. Evidently, both men **10 would continue / will continue** to think about this encounter, and in 1986 – after he **11 had described / described** the event to a group of military veterans – Brown **12 made / was making** a decision. He **13 was going to track down / was tracking down** the mysterious German pilot. Four years and many public appeals later, he received a letter from a man named Stigler from Canada. 'I was the one,' it said. The men met and became close friends until their deaths.

3 Work in pairs. Think of alternative ways in which the encounter in the air could have ended. How might this have altered the course of the two men's lives?

4 **ANALYSE** Find examples of the following in the text in exercise 2. What tense is used in each case?

- 1 a one-time action in the past:
- 2 an ongoing action at a point in the past:
- 3 an action/situation before another past action/situation:
- 4 an ongoing action/situation before another past action/situation:
- 5 a future action/situation in the past:

5 Complete the dialogue with the correct form of the words in brackets.

Kate How **1**  (you and Mei / become) friends?

Julian Well, we **2**  (both / stay) at a summer science camp in Oxford. She **3**  (never / be) to a residential camp before, and I **4**  (can see) that she **5**  (feel) pretty out of place. She **6**  (struggle) a bit because her English **7**  (not be) that good, so one evening, I **8**  (strike up) a conversation with her.

Kate **9**  (she / ever be) to the UK before?

Julian No, she **10**  (never / be) outside of China before. She **11**  (save up) for a couple of years in order to pay for the trip. She knew beforehand that it **12**  (not be) easy for her to adjust, but she also knew she **13**  (be able) to challenge herself if she came here.

Kate I can understand that. You know, last year I **14**  (plan) to go to a camp in Paris, and I knew it **15**  (be) a great experience, but in the end I **16**  (not be) brave enough to go on my own! I admire her coming all the way from China.

Julian Yes, me too. Before she came here, she **17**  (plan) to go to university in Shanghai, but now, well, maybe we'll end up at the same university!

6 Translate the Polish parts of the sentences into English.

- 1 Miriam  (od lat próbowała odnaleźć swojego dawnego przyjaciela) when she received an email from him.
- 2 When they arrived at the cabin, it  (mocno padał śnieg i wiało).
- 3 James  (wyłączył światło, zamknął drzwi na klucz) and left his old life behind forever.
- 4 Lisa and Candice  (zamierzały podróżować) all over Europe before going to university, but then something happened to prevent it.
- 5 Laura  (od tygodni słyszała pogłoski) about the strange boy before she finally met him.
- 6 Clement knew he  (miał być pierwszym w rodzinie) to study abroad, and he was very proud of this.

7 **WHAT'S RIGHT?** Choose the correct sentence.

- 1 Though she was worrying about it for ages, on the day she had met Paul, she felt strangely calm.
- 2 Though she worried about it for ages, on the day she was meeting Paul, she felt strangely calm.
- 3 Though she had been worrying about it for ages, on the day she was to meet Paul, she felt strangely calm.

8 **NOW YOU DO IT** In pairs, discuss the following topics. Then write a short narrative based on one of them.

- 1 The story of an act of bravery or a sacrifice by a family member or someone else you know.
- 2 The story of an act of mercy or forgiveness which is as praiseworthy as any act of physical bravery.



- 1 Read the definitions. Work in pairs and paraphrase the definitions, using your own words. In what situations may the two types of intelligence be useful?

**Emotional intelligence** is the ability to identify and manage your own emotions and apply them appropriately to different situations in life.

**Social intelligence** refers to the ability to read other people's feelings and to navigate social situations and foster relationships with others.

- 2 Read the list of the so-called 'people skills' often associated with the emotional and social intelligence. Work in pairs and use them to make questions, using the expressions in the Phrase Bank. Use the questions to interview another person in your class.

concern for others    knowing how you come across  
ability to read body language    effective listening skills  
adaptability in social situations    non-judgmental attitude

### PHRASE BANK

#### Discussing your strengths and weaknesses

Do you consider yourself ...? | Do you tend to ...?  
How capable / aware of ... are you?  
Is ... your strong point? | Do you come across as ...?  
Would you call yourself ...?

- 3 Work in pairs. Decide why social and emotional intelligence may be important in the contexts given below. Use the expressions from the Phrase Bank below.

Relationship between:

- classmates
- teachers and students
- business people
- doctors and patients
- parents and children
- politicians and voters

### PHRASE BANK

#### Expressing importance

Social intelligence is a key factor / of paramount importance when it comes to ...  
It seems essential/crucial/indispensable/fundamental in the case of ...  
It comes in handy / is of great use when we deal with ...  
It decides on / determines the way people ...  
It turns out to be central / particularly relevant to ...

- 4 Look at the quotes and headlines below. Work in pairs and answer the questions, using the sentence beginnings given.

“ Emotional intelligence accounts for 80% of career success.  
Daniel Goleman, psychologist ”

“ There is something I call social intelligence. You can do a lot in life on your own and you can do all kinds of stuff, but if you're really aggressive and push people away ... You're not going to get anywhere.

Robert Greene, author ”

### STEER CLEAR OF PEOPLE WITH LOW SI. DETOXIFY YOUR RELATIONSHIPS.

#### Companies in pursuit of more than just high IQ

*A new study has found that women outperform men on almost all emotional intelligence measures. Who's better suited for top management positions?*

- 1 What aspects of social and emotional intelligence are presented in the material above?  
The material draws our attention to ...
- 2 Do you know someone who is particularly strong on social or emotional intelligence? How does this manifest?  
A person who springs to mind is ...
- 3 Can these two types of intelligence be taught or are you born with them? What makes you say that?  
As far as I'm concerned, ...  
By way of illustration, let me tell you about ...

- 5 Use the Internet to find out about people with low levels of social intelligence who we often call 'toxic'. In pairs, prepare a short presentation about them. Include the information below.

- types of toxic people
- ways to deal with people of low social intelligence
- ways of helping them overcome their problems

- 6 Deliver your presentation. Use the phrases below to connect with your audience.

As I'm sure many of you already know, ...  
I'd imagine I'm not alone in thinking that ...  
I'm more than certain that all of you in this room ...  
I bet some of you must have had a similar experience ...  
Hands up if you're also of the opinion that ...

### ! TIP

- begin in a buzzworthy way (a joke, a short story, a cartoon connected to the topic of your presentation)
- avoid putting too much text or too many bullet points (three are enough) on one slide
- make your presentation more attractive by using visuals (not too many on one slide)
- find an interesting quotation related to the topic of your presentation and ask the audience if they agree
- illustrate the topic with examples from your own life



1 Work in pairs and discuss the questions.

- 1 What sort of people do you get drawn to? Why?
- 2 What sort of people do you stay away from? What puts you off people? Why?
- 3 What do you make of the quotations on the right? How far do you agree/disagree with them? Why?

2 Complete the excerpt from a blog. Choose the correct option from each pair. The expressions are not given in the same order as they appear in the text.

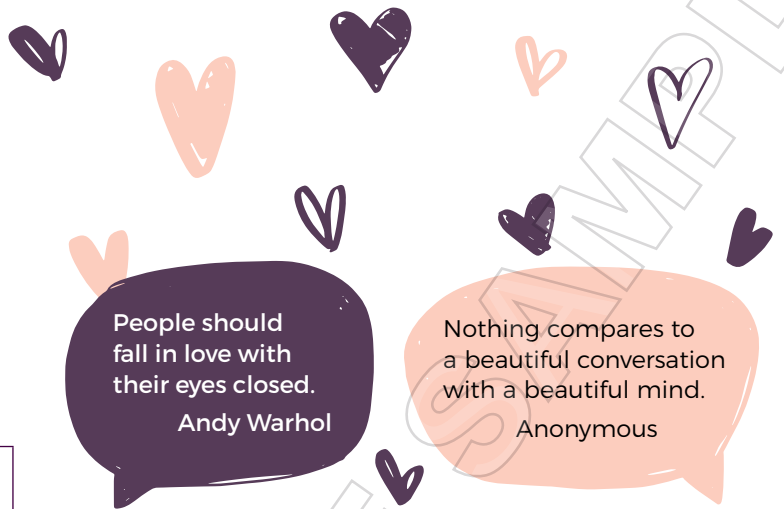
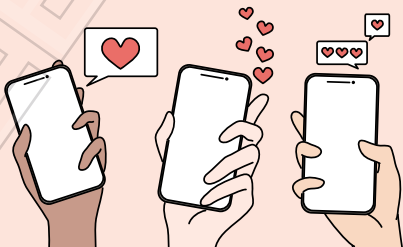
mine / my means / is meant pursuing / pursuit  
 had been bubbling / were bubbling desiring / desirable  
 dependable / dependent had overheard / overheard  
 have arranged / had arranged

The other day, I <sup>1</sup> a fascinating conversation. I was sitting in a bistro when two young women walked in and sat at a table next to <sup>2</sup>. They <sup>3</sup> over with excitement, talking about a new dating app. It <sup>4</sup> to help you find a true match based on what you represent intellectually rather than just on mutual physical attraction or being <sup>5</sup> on character. I didn't get to hear the rest as I <sup>6</sup> to see a friend and had to rush. However, once I got home, I went in <sup>7</sup> of my own answers to see if we do fall in love with other people's brains. It turned out that some of us, indeed, find intelligence the most <sup>8</sup> trait in the opposite sex, more appealing than anything else. Interested? Read on ...

3 Read the remaining part of the blog entry and complete the text with the correct form of the words below. There are two extra words.

know wise connect regard discuss skill resist

Well, there are people who consider intelligence to be the most <sup>1</sup> quality in the opposite sex. Research has confirmed that we get drawn to those who have an inquisitive mind and are capable of holding animated philosophical <sup>2</sup>. These individuals are stimulated by someone else's vast <sup>3</sup> as well as by the mere fact that such relationships allow them to develop intellectually. Psychologists call such personal <sup>4</sup> between people the intellectual synergy. By way of illustration, let me remind you of Socrates, the ancient Greek philosopher, who <sup>5</sup> of his poverty, lack of high social status and good looks, had a huge following. Perhaps in your life you have fallen in love with someone's mind ... Let me know. Already looking forward to reading your comments.



4 Read the verbs. Decide which of them can be used in continuous tenses, and how it changes their meaning.

believe belong appreciate own appear desire  
 suit dislike doubt envy know fear owe realise  
 consist suppose understand hate seem love  
 mind hear matter prefer trust wish want sound  
 recognise contain resemble cost possess fit  
 include involve

! Watch out

- Remember that some stative verbs may be used in continuous tenses, but then they change their meaning:  
*I expect that there will be some problems with the new student.* (have an opinion)  
*I'm expecting Ann any time now.* (wait for)  
*Helen is expecting a baby.* (be pregnant)
- Note that in spoken English people use verbs such as *like, love, hate, want, hear* in continuous tenses.

5 Read the sentence pairs below. Work in pairs and say how the meaning of the verbs differs depending on whether they are used in simple or in continuous tenses.

- 1 I see now why you cut him off.  
I'm seeing my boyfriend tonight.
- 2 My mood depends on the weather.  
I'm depending on you for help in this project.
- 3 Tom appears to be a well-behaved boy.  
Rita is appearing in a new play at the Grand Theatre tonight.
- 4 What do you mean by that?  
I've been meaning to text you, but I forgot.
- 5 This soup smells divine.  
Why are you smelling this blouse?
- 6 We consider Karen to be truly high-spirited.  
We were considering leaving the party earlier, but we stayed on.
- 7 What does this dish taste of?  
I'm tasting the soup to see if it's spicy enough.
- 8 I think that relationships should be built on trust.  
They are thinking of getting married.
- 9 What type of people appeal to you?  
The police are appealing for witnesses.
- 10 I weigh 60 kg and measure 1.65 m.  
Why are you weighing and measuring yourself?

- 6** Translate the Polish parts of the sentences into English. Use the verbs from exercise 4.
- Right now, (*czuję*) that the task is too demanding for us and that we should ask someone else for help.
  - We (*należymy do*) this club for at least six years, and we intend to renew our membership.
  - Why (*wąchasz*) this cheese? Has it gone off?
  - Now our team (*składa się z*) five members.
  - I (*widzę się z*) my doctor tomorrow.
  - I (*rozważałem\**) leaving the country when I was at university but decided against it.
  - When I look at you now, (*przypominasz*) your sister, especially when it comes to your gestures.
  - I (*miałem zamiar*) to ring my grandfather for ages, so when he called me himself, I was embarrassed.

- 7** Complete the sentences using the correct form of the verbs in brackets. Then say what these sentences express or where they come from, and what tense we usually use in such situations.

- First you (*cook*) some pasta, then you (*make*) the sauce.
- Why (*constantly / borrow*) my bag without asking?!
- Young woman (*get*) injured in head-on collision.
- What time (*plane / take*) off?
- Keith (*become*) more and more upset, so I decided to end our conversation in order not to make things worse.
- I (*think*) of going to Spain, but I haven't made up my mind yet.
- We (*wonder*) if you could help us solve this conflict.
- Wendy (*always / dream*) of meeting her Prince Charming. Maybe one day her dream will come true.
- When I read this article, it was the first time I (*come*) across the term 'social intelligence'.

- 8** Complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

- We are going to celebrate our third anniversary at the end of this year. **WILL**  
By the end of this year, I out with Tim for three years.
- Christina has always wanted to tell you the truth, but she's been afraid to do so. **MEANING**  
Christina you the truth, but she's been afraid to do so.
- When was the last time you heard from Joanna? **SINCE**  
How you heard from Joanna?
- No one likes it when people use them. **TAKEN**  
No one likes by other people.
- We were not getting on any more, so I stopped seeing her. **BROKE**  
We were not getting on any more, so I .
- I feel I'm not up-to-date with dating apps. **TOUCH**  
I dating apps.
- When we saw Amanda and Ken together again, we couldn't believe our eyes. **ABACK**  
We when we saw Amanda and Ken together again.
- This psychologist was the first one to invent the name for this trend. **COME**  
This psychologist the name for this trend before everyone else.

- 9** Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- Ted's behaviour (*get*) my nerves for ages before I eventually told him to stop being so stuck-up.
- We (*think / split*) up, but we've decided to work on our relationship.
- If you want to see this actress in action, she (*appear*) a play at the Odeon theatre next week.
- At the moment, I (*consider / her / be*) my best friend.
- At this very moment in time, I (*depend*) you, so please don't let me down.

### VOCABULARY CHALLENGE!


- 10** Rewrite the sentences, using the idiomatic expressions with the word **bone**.

- All the shops reduce their prices during the January sales.
- I tried to learn as much as possible about genetics before my biology test.
- Money ~~was~~ what we mainly disagreed on.
- Tom said he wanted to talk to me about something annoying I'd done.
- My aunt is never ashamed to express her views freely.
- It's high time you stopped being so lazy!

- 11** Complete each set of sentences with the same word.

- If you don't have a lighter, you can ... a match instead.
  - Workers are planning to ... in protest to wage cuts.
  - Do you know how to ... up a conversation at a party?
- Are the results of the experiment ... with our predictions?
  - My team are usually ..., so we can rely on them to play well tomorrow.
  - Teachers have to be ... in dealing with children in class.
- Engineers ... the conclusion that further safety tests were necessary.
  - Monika ... me aside to talk about a private matter.
  - The report ... a positive picture of last month's performance.
- We can put you in ... with some financial advisors.
  - This artist has a light ... when painting details.
  - I'm out of ... with the latest developments in laser technology.
- I ... the same news story on different internet sites to get a balanced picture.
  - My daughter intends to ... her own path in life.
  - Please read and ... all the regulations for your own safety.

\* W całej serii *New 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.

**1**  Work in pairs. Look at the pictures. Who are the people? What story do you think is behind each situation?

**2** Read the story and answer the questions.


As the child of a military family, Steven had always had a hard time forming lasting friendships. As soon as he had really got to know his peers, it was time to move on. By the time he was in high school he had attended seven different schools in five countries and had just about given up on the idea of ever making any real friends.

But while he was in his first week of school in Hawaii, he got to talking to one of his classmates during lunch break. It seemed to be a case of 'opposites attract', since Steven was quiet, studious and not much into sports, while Kellen was tall, extremely athletic and one of the most popular boys in the school. For reasons neither of them could explain, they really hit it off. Kellen, who had lived in the same house his entire life, was fascinated by the idea of travel and adventure. Steven was intrigued to meet someone so outwardly successful who was really a deep thinker.



They became close friends, and they managed to stay in touch when Steven's family moved to Italy. Even before Hawaii, they had decided that they were going to attend the same university, and they kept their word. Their friendship seemed unbreakable.

After taking their degrees, they decided to spend six months travelling the world together. They saved up enough cash to pay for their trip, and set off for India. But something changed. They had been on the road for only three weeks when they had a terrible disagreement and decided to go their separate ways. Nine years of total silence followed. But that was not the end of the story.

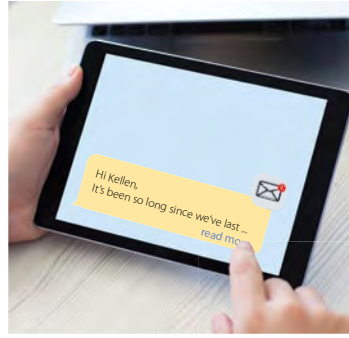
- 1 What had Steven's social life been like before meeting Kellen? Why?
- 2 In what ways were Steven and Kellen different?
- 3 What plan had they made before Steven left Hawaii? What became of the plan?
- 4 What happened during their trip?
- 5 How do you think the story might continue?


**3**  Look back at the story. Find time words or phrases which express the following. Note the tenses or forms which go with them.

- 1 something continuing unchanged in the past
- 2 immediately or shortly after
- 3 from the past up to a stated time
- 4 in the midst of a period of time
- 5 including an entire period of time
- 6 following a certain point in time

**4**  **CD 1.09**  Listen to the next part of Steven's story and answer the questions below.

- 1 How had Steven felt about reconnecting with Kellen?
- 2 What prompted Steven to try and contact his friend?
- 3 What did Steven say in his email to Kellen?
- 4 When and how did Kellen eventually get in touch with Steven?




**5**  Read the first part of the story in exercise 2 and the transcript of its second part on page 147. Find six time expressions and complete the Phrase Bank below.

#### PHRASE BANK


##### Time expressions for cohesion and coherence in a narrative

As soon as ... | By the time ... | While ... | Immediately  
Several weeks passed ... | On the Sunday of the third week

1    2    3    4    5    6

**6**  The following sentences are too simple for a good story. Rewrite the sentences using the prompts in brackets.

- 1 Evan entered the room where there was a party with a lot of people. (How did he feel? What was the room like? What were the people like?)
- 2 He almost left, but he looked around and decided to stay. (What was his first reaction? What changed his mind? What feeling led to his decision?)
- 3 He went to the buffet and got a drink, crossed the dance floor and met Janis. (How did he move? What drink did he choose? Who is Janis and how did he react to seeing her?)
- 4 Janis looked at him and said that she didn't want to talk to him. (How did Janis look? What exactly did she say? How did Evan react or respond?)
- 5 Janis turned and walked away. He felt bad. He decided to leave, but someone stopped him. (What was Janis' action like? How exactly did he feel? Who stopped him and what was his reaction?)

**7**  Read the ending to Steven and Kellen's story. It is lacking some elements of good writing. Rewrite it using connecting phrases, time phrases, vivid verbs and adjectives and direct speech.

*Steven ordered a latte because they were meeting in a coffee shop. Steven was nervous. Kellen wasn't there yet. It made Steven nervous, so he didn't drink his coffee. He saw Kellen after that. Kellen looked the same. It was nice that he wasn't different. Then they shook hands. Kellen said it was nice to see Steven, and Steven said it was too. They were nervous. It was pretty uncomfortable. So Steven said, wasn't their argument about money? He said that was probably right. They were like old friends again.*



Complete all the exercises from this section in your notebook.

## 1 Answer the questions.

When someone ..., what do they do?

- 1 keeps you in stitches
- 2 goes ballistic
- 3 freaks out
- 4 gives someone a leg up

## 2 Rewrite the sentences, using the words given.

- 1 Rita is behind the times with technology. **TOUCH**
- 2 He has rather too poor social skills to run a business. **MARK**
- 3 There are a lot of frustrated people on social media. **RIFE**
- 4 When I'm sad, I need someone to show me sympathy. **SHOULDER**
- 5 It's obvious that trust is crucial to friendship. **GOES**
- 6 Our search has shown no results. **EMPTY**
- 7 By the time you suggested counselling, we had already considered that option. **COME**

## 3 Complete the sentences with the correct form of the word in brackets.

- 1 I thought you were unsociable, but in fact you are just a bit reserved. I'm sorry I  (read) you for so long.
- 2 I always try to avoid people who come across as  (confront) and  (dismiss).
- 3 Parents worry a lot about their children, but their fears are often  (found). This can be very irritating, though they usually have good  (intend).
- 4 Our boss was very  (compliment) about Tom's work and wanted to  (popular) his ideas among the staff.
- 5 It's hard to believe your story. It sounds  (plausible) and  (consistent) when it comes to the details.

### VOCABULARY CHALLENGE!

## 4 Choose the correct option.

- 1 Mark isn't really my good friend. He's just **a mate** / **an acquaintance**, but from what I know, he's appreciated for being **pushy** / **confident**.
- 2 Judges should be **disinterested** / **uninterested** at work.
- 3 She's **an outspoken** / **a critical** lady who **makes** / **does** no bones about expressing her views.
- 4 My psychology test was coming up, so I had to bone **down** / **up** on some theories.
- 5 Jerry is **cut to the bone** / **bone idle** as he never seems to lift a finger to help his parents.
- 6 I have **a bone** / **bones** to pick with you. Why did you call me **timid** / **reserved** and lacking in courage?

## 5 Choose the correct option. Sometimes both options are correct.

- 1 I hope that people **will have been talking** / **will still be talking** face-to-face in the future.
- 2 My brother **had been using** / **had used** this app around the clock till he realised his every move was being tracked.
- 3 This actor **is appearing** / **appears** in a new play this weekend at the Grand Theatre.

- 4 Mary realised she **had forgotten** / **forgot** her umbrella when it **began** / **had begun** to rain.
- 5 Hello, **do you recognise** / **are you recognising** me? We **went** / **were going** to the same school.
- 6 When I was young, I **would** / **used to** prefer playing with boys rather than girls.

## 6 Correct ten verb forms in the text.

It was the summer of 2015. It was the first time I have been abroad and have been looking forward to visiting new places. They were forecasting good weather, so I was really hoping to make the most of my time off. Every day I would get up early to go for a walk round the town where I stayed, then I used to hop on a bus and travel to another town to explore as much as possible. I had been having a whale of a time! I had met lots of new people, ate wonderful food and got to know local customs, which I was appreciating a great deal. I'm supposing this was my best holiday so far!

## 7 Read the story and make all the necessary changes to make it more interesting and cohesive. Replace the simple vocabulary and past simple tense with more varied vocabulary and tenses.

*I was lonely. I wanted to find a soulmate. I had enough of spending the weekends on my own. I saw a notice on the school notice board. It said 'Come to my party if you are a lonely heart.' I felt that going there would be good for me. I got to the place. The house looked dark. I waited before I rang the bell. The person who opened was a boy from my school. I ignored him all the time. We got talking. Our relationship started there and then.*

## 8 Complete the sentences with appropriate words. Put one word in each space.

- 1 First impressions often decide  the way people view each other and turn out to be central  determining who we want to befriend.
- 2 Kindness goes a long  in relationships and it seems indispensable when it  to making new friends.
- 3 Social skills come in  in all kinds of situations. For example, they are  great use when we deal with vulnerable people.
- 4 Emotional intelligence is of paramount  for a number of professions. It  out to be particularly relevant to jobs like a teacher or a doctor.

## 9 Work in pairs and test each other.

- Student A: go to page XXX.  
Student B: go to page XXX.

## Vocabulary

absent-minded	/ˌæbs(ə)ntˈmaɪndɪd/	roztargniony
accurate	/ˈækjʊrət/	pasujący, właściwy
adaptable	/əˈdæptəb(ə)l/	elastyczny, łatwo się przystosowujący
affable	/ˈæfəb(ə)l/	życzliwy, przyjazny
affectionate	/əˈfekʃ(ə)nət/	serdeczny, miły
be a devotee of sth	/bi ə ˈdevəʊˈtiː əv ˌsʌmθɪŋ/	być miłośnikiem czegoś
be a genius with (numbers)	/bi ə ˈdʒiːniəs wɪθ ˈnʌmbə(r)z/	mieć niebywały talent do (obliczeń)
be as sharp as a tack	/bi əz ˈʃɑː(r)ɪp əz ə ˈtæk/	być bardzo inteligentnym
be blown away	/bi ˈbləʊn ə ˈweɪ/	być pod ogromnym wrażeniem
be glued to sth	/bi ˈgluːd tə ˌsʌmθɪŋ/	być czymś mocno pochłoniętym, nie móc się od czegoś oderwać
be not up to the mark	/bi ˌnɒt ˌʌp tə ðə ˈmɑː(r)k/	być niewystarczająco dobrym
be preoccupied with sth / doing sth	/bi ˌpriːˈɒkjʊpaɪd wɪð ˌsʌmθɪŋ ˌduːɪŋ ˌsʌmθɪŋ/	zaprzętać sobie głowę czymś, robieniem czegoś
be taken aback	/bi ˌteɪkən ə ˈbæk/	być zaskoczonym
be with it	/bi ˈwɪð ɪt/	być na czasie
be wrapped up in sth	/bi ˌræpt ˈʌp ɪn ˌsʌmθɪŋ/	być czymś bez reszty pochłoniętym
bone marrow transplant	/ˌbəʊn məerəʊ ˈtrænsˌplɑːnt/	przeszczep szpiku kostnego
come along	/kʌm ə ˈlɒŋ/	pojawiać się
come down on sb	/kʌm ˈdaʊn ɒn ˌsʌmbədi/	rugać kogoś, bardzo kogoś krytykować
come down with sth	/kʌm ˈdaʊn wɪð ˌsʌmθɪŋ/	zachorować na coś
come forward as a donor	/kʌm ˌfɔː(r)wəd(r)ɪd əz ə ˈdɒnə(r)/	zgłosić się do bycia dawcą
come out of one's shell	/kʌm ˌaʊt əv wʌnz ˈʃel/	otwierać się
come round	/kʌm ˈraʊnd/	zmienić zdanie, przekonać się do czegoś
come together with sb	/kʌm tə ˈɡeðə(r) wɪð ˌsʌmbədi/	spotykać się z kimś
come up empty	/kʌm ˌʌp ˈempti/	nic nie znaleźć, zostać z pustymi rękami
come up with sth	/kʌm ˌʌp wɪð ˌsʌmθɪŋ/	wymyślić coś
compatible with sth	/kəmˈpætəb(ə)l wɪð ˌsʌmθɪŋ/	pasujący do czegoś
complex	/ˈkɒmpleks/	złożony, skomplikowany
consistent with sth	/kənˈsɪstənt wɪð ˌsʌmθɪŋ/	spójny z czymś
count oneself lucky	/kaʊnt wʌn ˈself ˈlʌki/	uważać się za szczęściarza
cutting-edge	/ˌkʌtɪŋ ˈedʒ/	najnowocześniejszy
definitive	/dɪˈfɪnətɪv/	ostateczny
donor	/ˈdɒnə(r)/	dawca
draw conclusions	/draʊː kənˈkluːz(ə)nz/	wyciągać wnioski
durable	/ˈdjʊərəb(ə)l/	trwały
encouraging	/ɪnˈkʌrɪdʒɪŋ/	wspierający
facilitate	/fəˈsɪləteɪt/	ułatwiać
feel out of place	/ˌfiːl aʊt əv ˈpleɪs/	czuć się nie na miejscu, obco
general anaesthesia	/ˌdʒen(ə)rəl ˌænəsˈθiːziə/	znieczulenie ogólne, narkoza
give sth a go	/ˌɡɪv ˌsʌmθɪŋ ə ˈɡəʊ/	spróbować czegoś
harvest blood cells	/ˌhɑː(r)vɪst ˈblʌd selz/	pobierać krwinki
have too much on one's plate	/hæv tuː ˌmʌʃ ɒn wʌnz ˈpleɪt/	mieć za dużo rzeczy na głowie
high-spirited	/ˌhaɪ ˈspɪrɪtɪd/	pełen życia, przepełniony energią
implausible	/ɪmˈpləʊzəb(ə)l/	nieprawdopodobny
inaccurate	/ɪnˈækjʊrət/	niepasujący, niewłaściwy
incompatible with sth	/ɪnkəmˈpætəb(ə)l wɪð ˌsʌmθɪŋ/	niepasujący do czegoś
inconsistent with sth	/ɪnkənˈsɪstənt wɪð ˌsʌmθɪŋ/	nieśpójny z czymś
intimidating	/ɪnˈtɪmɪdeɪtɪŋ/	oniemiający, przerażający
irascible	/ɪˈræsəb(ə)l/	drażliwy
keep sb in stitches	/kiːp ˌsʌmbədi ɪn ˈstɪtʃz/	rozmieszać, powodować / sprawiać, że ktoś pęka ze śmiechu
leukaemia	ˈluːkiːmiə/	białaczka
meddle in sb's private business	/ˌmed(ə)l ɪn ˌsʌmbədɪz ˌpraɪvət ˈbɪznəs/	wtrącać się w nie swoje sprawy
off-putting	/ɒfˈpʊtɪŋ/	odpychający
out of touch with sth	/aʊt əv ˈtʌʃ wɪð ˌsʌmθɪŋ/	zupełnie oderwany od czegoś, nieorientujący się w czymś
plausible	/ˈpləʊzəb(ə)l/	prawdopodobny
precede	/priːˈsiːd/	poprzedzać
predecessor	/priːˈdiːsesə(r)/	przodek
predicament	/priːˈdɪkəmənt/	kłopotliwe położenie, trudna sytuacja
predisposition	/ˌpriːdɪspəˈzɪʃ(ə)n/	skłonność, predyspozycja
preliminary	/priːˈlɪmɪn(ə)ri/	wstępny
quick-witted	/ˌkwɪk ˈwɪtɪd/	błyskotliwy
relationship compatibility	/riːˈleɪʃ(ə)nʃɪp kəmˈpæɪtə ˈbɪləti/	dopasowanie w związku
rigid	/ˈrɪdʒɪd/	sztwywny, skostniały
see eye to eye with sb about sth	/siː ˈaɪ tə ˈaɪ wɪð ˌsʌmbədi ə ˈbaʊt ˌsʌmθɪŋ/	zgadzać się z kimś w jakiejś kwestii
self-reliant	/ˌselfrɪˈlaɪənt/	samowystarczalny

soul-searching	/ˈsəʊlˌsɜː(r)tʃɪŋ/	głęboki namysł, staranne rozważenie
specialised	/ˈspeʃ(ə)laɪzd/	specjalistyczny
stem cells	/ˈstem selz/	komórki macierzyste
stuck-up	/ˈstʌk ˈʌp/	zarozumiąły
tense	/tens/	nerwowy, spięty

## Reading and vocabulary

alienate	/ˈeɪliəneɪt/	wyobcować
bad intentions	/ˌbæd ɪnˈtenʃ(ə)nz/	złe intencje
be rife with sth	/bi ˈraɪf wɪð ˌsʌmθɪŋ/	epatować, być pełnym czegoś
be up front	/bi ʌp ˈfrʌnt/	być szczerym, bezpośrednim
benign	/bəˈnaɪn/	łagodny, niegroźny
cogent argument	/ˌkəʊdʒ(ə)nt ˈɑː(r)ɡjʊmənt/	przekonujący argument
considerate	/kənˈsɪd(ə)rət/	taktowny, uprzejmy
digital connectedness	/ˌdɪdʒɪt(ə)l kəˈnektɪdʒnəs/	łączność cyfrowa
drive sb crazy/mad	/draɪv ˌsʌmbədi ˈkreɪzi ˈmæd/	doprowadzać kogoś do szału
evils	/ˈiːv(ə)lz/	złubne skutki
fall for sth	/fɔːl ˈfɔː(r) ˌsʌmθɪŋ/	nabrać się na coś
feel inferior	/ˌfiːl ɪnˈfɪəriə(r)/	czuć się gorszym
flapper dress	/ˈflæpə(r) ˈdres/	krótka sukienka z lat 20., często z frędzlami; uważana za odważną
go ballistic	/ˌɡəʊ bəˈlɪstɪk/	dostawać szału
go without saying	/ɡəʊ wɪð aʊt ˈseɪŋ/	być oczywistym
meet sb in person	/miːt ˌsʌmbədi ɪn ˈpɜː(r)s(ə)n/	spotkać, poznać kogoś osobiście
not fret	/ˌnɒt ˈfret/	nie martwić się, nie gryźć się czymś
online connections	/ˌɒnlaɪn kəˈnektʃ(ə)nz/	kontakty online
personal approach	/ˌpɜː(r)s(ə)n(ə)l ə ˈprəʊtʃ/	indywidualne podejście
portion of sth	/ˈpɔː(r)ʃ(ə)n əv ˌsʌmθɪŋ/	część czegoś
say sth up front	/ˌseɪ ˌsʌmθɪŋ ʌp ˈfrʌnt/	powiedzieć coś wprost, bez ogródek
scam	/skæm/	oszustwo, przekręt
shrug and let sth happen	/ʃrʌɡ ən ˈlet ˌsʌmθɪŋ ˈhæpən/	rozwolić, aby coś się wydarzyło
take sth with a pinch of salt	/teɪk ˌsʌmθɪŋ wɪθ ə ˌpɪnʃ əv ˈsɔːlt/	odnosić się do czegoś z rezerwą
unfounded fears	/ʌnˌfaʊndɪd ˈfiə(r)z/	bezzasadne obawy
vulnerable	/ˈvʌln(ə)rəb(ə)l/	bezzbrojny, wrażliwy

## Grammar 1

follow the same path	/ˌfɒləʊ ðə seɪm ˈpɑːθ/	iść tą samą drogą
geek	/ɡiːk/	pasjonat, maniak (np. komputerowy)
nerd	/nɜː(r)d/	maniak (np. komputerowy), osoba nieprzystosowana społecznie
reluctant	/rɪˈlʌktənt/	niechętny, nieskory
resent	/rɪˈzent/	żyć urazę, mieć pretensje
track and field	/ˌtræk ən ˈfiːld/	lekkoatletyka
well-to-do	/welˈtə ˈduː/	dobrze sytuowany

## Listening and vocabulary

addict	/ˈædɪkt/	osoba uzależniona
addicted	/əˈdɪktɪd/	uzależniony
addiction	/əˈdɪkʃ(ə)n/	uzależnienie
addictive	/əˈdɪktɪv/	uzależniający
be a shoulder to cry on	/bi ə ˈʃəʊldə(r) tə ˈkraɪ ɒn/	stanowić dla kogoś oparcie
be crushed	/bi ˈkræʃt/	być zdruzgotanym
break it off	/breɪk ɪt ˈɒf/	zerwać z kimś kontakt
chum	/tʃʌm/	kumpel
collect	/kəˈlekt/	zbierać, kolekcjonować
collection	/kəˈlektʃ(ə)n/	kolekcja
collective	/kəˈlektɪv/	zbiorowy
collector	/kəˈlektə(r)/	kolekcjoner
compliment	/ˈkɒmplɪmənt/	komplement; prawik komplementy
complimentary	/ˌkɒmplɪˈment(ə)ri/	pochlebny; bezpłatny
confront	/kənˈfrʌnt/	konfrontować
confrontation	/ˌkɒnfrʌnˈteɪʃ(ə)n/	konfrontacja
confrontational	/ˌkɒnfrʌnˈteɪʃ(ə)nəl/	zaczepny, konfrontacyjny
counsel	/ˈkaʊns(ə)l/	(po)rada, radzić
counselling	/ˈkaʊns(ə)lɪŋ/	doradztwo, poradnictwo
counsellor	/ˈkaʊns(ə)lə(r)/	doradca
cut sb off	/kʌt ˌsʌmbədi ˈɒf/	zerwać z kimś kontakt
devastated	/ˈdevəˌsteɪtɪd/	zdruzgotany
differ	/ˈdɪfə(r)/	różnić się
difference	/ˈdɪfrəns/	różnica
different	/ˈdɪfrənt/	inny, różniący się
dismiss	/dɪsˈmɪs/	odrzucać, zwalniać, lekceważyć
dismiss out of hand	/dɪsˈmɪs aʊt əv ˈhænd/	odrzuć natychmiast

dismissal  
 dismissive  
 do one's bit  
 get freaked out  
 get on sb's case  
 get on sb's nerves  
 give sb a leg up  
 lame  
 leave off  
 occupation  
 occupational  
 occupier  
 occupy  
 popular  
 popularise  
 popularity  
 preconception  
 predict  
 preoccupation  
 spill one's guts  
 two-way street  
 wake up to the fact

/dɪs'mɪs(ə)l/  
 /dɪs'mɪsɪv/  
 /,duː wʌnz 'bɪt/  
 /get ,friːkt 'aʊt/  
 /,get ɒn ,sʌmbədɪz 'keɪs/  
 /,get ɒn ,sʌmbədɪz 'nɜː(r)vz/  
 /,gɪv ,sʌmbədi ə 'leg ʌp/  
 /leɪm/  
 /liːv 'ɒf/  
 /,ɒkjʊ'peɪʃ(ə)n/  
 /,ɒkjʊ'peɪʃ(ə)nəl/  
 /'ɒkjʊpeɪə(r)/  
 /'ɒkjʊpaɪ/  
 /'pɒpjələ(r)/  
 /'pɒpjələraɪz/  
 /,pɒpjə'lærəti/  
 /,pri:kən'sepʃ(ə)n/  
 /'prɪ'dɪkt/  
 /'priː,ɒkjʊ'peɪʃ(ə)n/  
 /,spɪl wʌnz 'gʌts/  
 /,tuːweɪ 'striːt/  
 /'weɪk ʌp tə ðə 'fækt/

zwolnienie, zlekceważenie  
 lekceważący  
 robić swoje  
 przestraszyć się, spanikować  
 czepiać się kogoś  
 działać komuś na nerwy  
 wspierać kogoś  
 słaby, kiepski  
 odstawić, odpuszczać  
 zajęcie, zawód  
 zawodowy  
 lokator  
 zajmować  
 popularny, lubiany  
 popularyzować  
 popularność  
 z góry przyjęty osąd  
 przewidzieć  
 troska, zainteresowanie  
 zalić się, wywnętrzać  
 działanie w dwie strony  
 uświadomić sobie

## Grammar 2

encounter	/ɪn'kaʊntə(r)/	spotkanie
inexplicably	/,ɪnɪk'splɪkəbli/	niewytłumaczalnie, z niewiadomych powodów
lieutenant	/leɪ'tenənt/	porucznik
notable exception	/,nəʊtəblɪk ɪk'sepʃ(ə)n/	wyjątek godny uwagi, istotny
praiseworthy	/'preɪz wɜːði/	godny pochwały
strike up a conversation	/'straɪk ʌp ə ,kɒnvə(r)'seɪʃ(ə)n/	rozpocząć konwersację, zagaić rozmowę

## Speaking

buzzworthy	/'bʌz,wɜː(r)ði/	wart uwagi, zwracający uwagę
come in handy	/'kʌm ɪn 'hændi/	być przydatnym
outperform	/'aʊtpə(r)'fɔː(r)m/	osiągać lepsze wyniki od kogoś, pozostawiać innych w tyle
paramount importance	/'pærəmaʊnt ɪm'pɔː(r)təns/	kluczowe znaczenie
steer clear of sb	/'stiə(r)'kliə(r) əv ,sʌmbədi/	trzymać się z dala od kogoś

## English in Use

bubble with excitement	/'bʌb(ə)l wɪθ ɪk'saɪtmənt/	tryskać entuzjazmem
inquisitive	/'ɪn'kwɪzətɪv/	dociekliwy



## Challenge!

acquaintance	/ə'kweɪntəns/	znajomy	make no bones about sth	/'meɪk nəʊ 'bəʊnz ə,bəʊt ,sʌmθɪŋ/	nie ukrywać czegoś, stawiać sprawę jasno
be a bone of contention	/'bi ə ,bəʊn əv kən'tenʃ(ə)n/	być kością niezgody	mate	/meɪt/	kumpel
be bone idle	/'bi ,bəʊn 'aɪd(ə)l/	być śmierzącym leniem	outspoken	/'aʊt'spəʊk(ə)n/	bezpośredni, mówiący bez ogródek
be critical of sth	/'bi 'krɪtɪk(ə)l əv ,sʌmθɪŋ/	krytykować coś	outspokenness	/'aʊt'spəʊkənəs/	bezpośredniość
bone up on sth	/'bəʊn ʌp ɒn ,sʌmθɪŋ/	zakuwać, intensywnie się uczyć	peer	/'piə(r)/	rówieśnik
confidence	/'kɒnfɪd(ə)ns/	pewność siebie	pushiness	/'pʊʃɪnəs/	nachalność
confident	/'kɒnfɪdənt/	pewny siebie	pushy	/'pʊʃi/	nachalny
criticise	/'krɪtɪsaɪz/	krytykować	reserved	/'riːzɜː(r)vɪd/	powściągliwy, zdystansowany
cut to the bone	/'kʌt tə ðə 'bəʊn/	ugodzić do żywego	timid	/'tɪmɪd/	nieśmiały
deceitful	/'diːsɪtʃ(ə)l/	kłamliwy, oszukańczy	timidity	/'tɪmɪdəti/	nieśmiałość
deceptive	/'diːseptɪv/	zwodniczy, mylący	uninterested	/'ʌn'ɪntrəstɪd/	niezainteresowany
disinterested	/'dɪs ɪn'trəstɪd/	bezstronny			
feel sth in your bones	/'fiːl ,sʌmθɪŋ ɪn jə(r) 'bəʊnz/	czuć (coś) w kościach			
have a bone to pick with sb	/'hæv ə ,bəʊn tə 'pɪk wɪθ ,sʌmbədi/	mieć z kimś na pierku			

# 2

# A HEALTHY GOAL

## VOCABULARY

competing and achieving success in sports  
 • body parts, injuries and illnesses



### Competing and achieving success in sports

1 Work in pairs and describe the pictures. What aspects of sport, success and fame do they show?

2 Read the three texts and summarise each of them briefly.

#### ① SUCCEEDING AT SUCCESS

Reaching the **pinnacle** in any sport is a challenge. Yet coping with a life of **unrelenting** expectations, extreme physical demands, and career **brevity** takes an almost superhuman strength of character. Millions of teens grow up dreaming that they will be a star, but the **sobering** fact is that only about 1% of the population actually **make the cut** in the sporting world. More discouraging still is the number of those who reach success and then **drop the ball** in one way or another: getting into trouble with the law or suffering injuries which delay progress. Being talented is no guarantee of **staying ahead of the game** in the long run. If only coaches could **gauge** a young athlete's character before exposing them to the professional sports world!

#### ② THE RISE AND FALL OF A STAR

Tonya Harding is one of those athletes whose **meteoric** rise to fame was followed by **subsequent** fall into notoriety. Her public fall from grace did not happen on the ice – where she was an uncompromising technical wonder – but in her life and career. In 1994, at the Olympic figure skating trials, Tonya's ex-husband attacked and injured Nancy Kerrigan, Tonya's opponent. This was truly **hitting below the belt**. Tonya had grown up poor and **felt like the underdog** amongst the more privileged competitors, and it was assumed that she had encouraged her ex to act as he did. The incident led to her being banned from competition for life.

#### ③ READY FOR EVERY EVENTUALITY

Ava Lee is a 9-year-old tennis **prodigy** whose parents are well aware of the **overwhelming** risks involved in pursuing a professional sports career. 'With her skills, she is already ahead of the pack,' her mother says. 'But we **go the extra mile** to remind her that her talent isn't the only thing that matters. We don't want her to **jump the gun** and feel already like a great tennis star.' They also keep a close eye on her health. Tennis is particularly **punishing** physically, and we don't want her dealing with injuries **right out of the gate**,' her father adds. 'We encourage a variety of activities to balance her physical development. She's crazy about martial arts too, so maybe she'll **change tack** entirely and leave tennis behind. **The ball is in her court**.'

3 Match the words in bold from the texts in exercise 2 with the definitions below.

- 1 shortness in time or extent
- 2 sudden and spectacular
- 3 the most successful level
- 4 to judge, usually in comparison to a standard
- 5 making one think about something in a serious way
- 6 coming next in order
- 7 powerful and difficult to deal with
- 8 someone who shows talent at an early age
- 9 not becoming less in strength or severity
- 10 extremely difficult, tiring or damaging

4 Complete the text with the words from exercise 3.

It may not be an advantage to be a <sup>1</sup> in any field. It often leads to careers which stand out for their <sup>2</sup> , ending before the 'star' is even an adult. Freddy Adu is a case in point. His <sup>3</sup> rise to fame led him to try-outs with pro football teams at the age of 14, but his <sup>4</sup> development did not match the promise. His early teen years were the <sup>5</sup> of his career. It is a <sup>6</sup> truth that it is almost impossible to <sup>7</sup> how well any young star will do as they grow. Will they cope with the <sup>8</sup> demands of practice which can be <sup>9</sup> both physically and mentally, or will that prove to be too <sup>10</sup> ?

5 Complete the sentences with the highlighted idioms from the texts in exercise 2. Explain their meanings and origin. One of them is not sport-related.

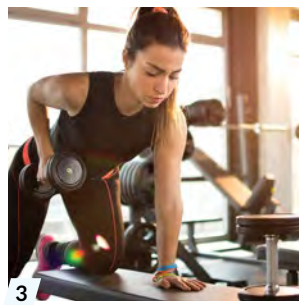
- 1 Because Tim was short, he in a basketball team, but he soon proved to be a star on the court.
- 2 As a fresher, Ben didn't for the school track team.
- 3 The singer became popular , with his first album.
- 4 The remark about your opponent's looks was really !
- 5 My coach told me not to . He said I'm a good player, but that I should wait a year before I compete.
- 6 I meant to invite Kelly to your tennis match, but I and completely forgot to text her!
- 7 I was concentrating entirely on golf, but now I've decided to and focus on tennis instead.
- 8 I've done my bit. It's not my choice now – .
- 9 The only way to in any sport is to gauge your opponents' strengths and try to outdo them.
- 10 I'm ready to to break a record – nothing will stop me.



1



2



3



4

## Body parts, injuries and illnesses

1 Look at the pictures (1–4). What problems could arise from these kinds of activities? What body parts are particularly affected?

2 **CD 1.10** Look at the picture below. Name as many parts of the body as you can see. Then listen to the four speakers and add any new words to your list.



3 **CD 1.10** Listen again and decide if the statements are true, false, or if no information is given.

- 1 Speaker 1 knew right away she wanted to be a dancer.
- 2 Speaker's 1 biggest problem is with one leg.
- 3 Speaker's 2 mother had never done much exercise.
- 4 The yoga teacher plans to advise Speaker's 2 mother.
- 5 Speaker's 3 injury was caused by an impact with the ball.
- 6 Brain injuries are common amongst athletes.
- 7 Speaker 4 became unable to control her need to exercise and restrict her diet.
- 8 Speaker's 4 goal was to become a professional model.

4 Match the physical problems below with the body parts they affect (1–6). There may be more than one match.

sprain	bruise	fracture	spasm	TBI	(repetitive) strain
burn	scrape	cut	cramp	concussion	

- |          |        |               |
|----------|--------|---------------|
| 1 muscle | 3 skin | 5 wrist/ankle |
| 2 bone   | 4 head | 6 back        |

5 Find the word or phrase which does **not** collocate with the word(s) in bold. Then translate the phrases into Polish.

- 1 have get catch suffer from a **headache**
- 2 feel be get have **nauseous**
- 3 develop have get come down with **stiff muscles**
- 4 get experience suffer from complain of **dizziness**
- 5 suffer from have catch get a **sprain/strain**
- 6 have get suffer from come down with a **fracture**
- 7 come down with catch feel get a **cold**

### VOCABULARY CHALLENGE!

6 Which of the speakers from exercise 2 could make the statements below? Translate the phrases in bold into Polish.

- 1 'I was **eating like a bird** and **exercising like a fiend**.'
- 2 'I am **dead set on** becoming a professional, and I won't let this injury **hold me back**.'
- 3 'No matter what the activity, she **jumps in with both feet**, but this approach can **come back and bite you**.'
- 4 'I **couldn't tell up from down** for a while, and I definitely thought I was going to **go out like a light**.'
- 5 'I **felt as if I'd been run over by a lorry** when I woke up, but I just **kept going back for more**.'
- 6 'The doctor **opened my eyes** to the problem and I've **done an about-turn** as far as my ambitions go.'
- 7 'I thought the pain was just **par for the course**, but I soon woke up to the fact I was wrong.'

7 Complete the sentences with some of the idioms from exercise 6. Use the emojis to help you.

- 1 I 😊 🐣 and 💪 🐉 so I can lose some weight.
- 2 I felt as if I'd been 🤪 🚚 after studying all night.
- 3 I know you're nervous about 🥋 starting karate, but I think you should 😊 🦶 !

8 Choose the option that does not correctly complete the sentences.

- 1 Tamara has a **bad / heavy / small / nasty** cold.
- 2 I have a **heavy / blinding / splitting / bad** headache.
- 3 I've been so tired lately! I hope I don't **catch / take / come down with / contract** the flu.
- 4 When I broke my leg, I was in **agonising / excruciating / acute / thorough** pain.
- 5 I hope to **drop / shed / throw / lose** 15 kilos on this diet.
- 6 I think I have a **slight / mild / low / minor** fever.
- 7 People with **severe / serious / massive / acute** food allergies should carry an emergency injection.
- 8 I can no longer **endure / accept / take / tolerate** the pain.
- 9 I'm in **excellent / total / perfect / blooming** health.

9 **WHAT DO YOU THINK?** Work in pairs and discuss the quotes. Which do you agree or disagree with?

“ Hard work beats talent when talent doesn't work hard.

1 Tim Notke – a high school coach ”

“ Your goals should be out of reach, but never out of sight.

Anita DeFrantz – an American Olympic athlete (rowing)

2 ”





1



2



3

1 Look at the pictures. What aspects of sports do they show?

2 **CD 1.11** Read the article. Match the paragraphs (1-5) with the headings (A-F). There is one extra heading.

A Loving Our Team ... Not Yours

B All Well and Good ... But Who's in Charge?

C For Your Own Good

D To Sport or Not to Sport?

E What You Gain from Losing

F When the Bar Is Set Too High

1

As the saying goes, there are always two sides to every coin. Teen participation in sports is frequently touted as the panacea for all sorts of problems, from **lagging** academic achievement to **subpar** social skills. On the flip side, teens taking part in sports are often held up as an example of enforced uniformity and a distraction from the 'real' business of school. Extreme arguments even portray team participation as a prelude to a life of aggression and out-of-control competitiveness. Yes, there are definitely two sides, and it seems worthwhile looking at them in some detail.

2

There is a lot to be said for representing your school or local team. Team spirit **knits** communities **together around a common goal**, whether it's winning a match or carrying off the trophy in a regional championship. It also brings cohesiveness and a shared sense of purpose to groups which otherwise might not mesh. Neighbours support school teams, and college towns **root for** their college teams because proximity brings them together. On the other hand,

there have been incidences of high school and college rivalries turning into dangerous confrontations. In fact, it may be true that the major downside of team spirit is that it can lead to a divisive us-versus-them attitude which can bring about problems in our social and political lives.

3

There is no underestimating the benefits physical exercise brings to both young and older people, but as with nearly all activities, the benefits apply only up to a point. That point is often crossed when young people, their coaches or their parents set their sights on a career in pro sports. This is when the unrelenting pressure to succeed often leads to physical injury, unnecessary stress, poor marks and even the abuse of illegal substances. It can also happen that people who start out exercising on a regular basis become dependent on the positive feeling exercise provides. They may neglect friends, give up other activities and end up with multiple injuries, all because they have lost control of what should be a healthy pursuit.

4

To my mind, the most praiseworthy aspect of sports is that of teamwork and cooperation. Participants learn the give-and-take of group endeavours, an ability which can be carried into the workplace and the tussles of everyday life. Rather than kicking against the pricks, team players learn how to follow reasonable guidance whilst contributing their own ideas

towards the ultimate goal of success. Of course, this is ideal on the face of it, up to the point when cooperation turns into **blind adherence** to the word of the coach or other leader – which, to my mind, is an almost **inevitable outcome**. When it comes to political organisations or cut-throat businesses, whose operating principles are often sports-based, a winner-takes-all attitude can lead to the oppression of those who oppose the **guiding impulse** of the leader.

5

It has been demonstrated that students who are good at sports, are better equipped for success in school and in their working and family lives. Ideally, they learn to manage their time effectively and they can develop skills for **handling both internal and external pressure**. Their concentration and long-term focus improve, they gain the ability to take responsibility for their own actions, and they have improved problem-solving capabilities. So it's all positive, right? Well, not always. Extremes in anything can produce unwelcome results. Take part in a sport because you like it, because it makes you feel good and because it boosts your physical health. Don't obsess over grandiose ambitions. So what if you don't make it onto the national team or take a medal at the Olympic Games? Just enjoy the benefits and leave the obsessing to someone else.










### 3 Read the article again and choose the correct answers.

- In the first paragraph, the author of the text
  - makes it clear they are in favour of sports.
  - suggests that they dislike sports.
  - tries to introduce different viewpoints.
  - implies that the topic has been over-discussed.
- Which of the following does the author NOT say?
  - Sports can bring a community together.
  - Sports can trigger conflicts between communities.
  - Sports can bring locals closer to institutions in their communities.
  - Communities support teams mainly when they win.
- The author states that sports have a negative effect when
  - they are done only to improve one's appearance.
  - an overly serious emphasis is placed on winning.
  - they take too much time from students' studies.
  - they involve unnecessary risk.
- The author implies that the skills developed by sports
  - do not translate into a business environment.
  - can be applied to other areas of life.
  - tend to make people less cooperative.
  - can give people an unrealistic view of life.
- Which of the following is mentioned in the text as a fact, not an opinion?
  - Sports are more beneficial when pursued for pleasure, not ambition.
  - Sports always encourage unquestioning compliance to a leader.
  - Sports help develop positive habits in other pursuits.
  - The primary value demonstrated through sport is working together for a common goal.






## Vocabulary development





### 4 In the text in exercise 2, find the expressions defined below. Then write your own sentences using the expressions.

- praise as the best solution to a problem 
- the negative aspect of something 
- there are numerous benefits 
- focus on, usually a specific goal 
- shared compromise for a common goal 
- resist or resent outside control 
- all-or-nothing approach in business or sports 

### 5 Complete the sentences with the words below. Check your answers with the highlighted phrases in exercise 2.






common lagging subpar knit root blind inevitable  
guiding handle

- We're not particularly keen on sport, but we still meet every Friday and  for our school football team.
- James used to find it difficult to  pressure, but taking up karate has made him much calmer and self-confident.
- My parents are devastated by my  academic results.
- The  impulse behind our charity is to improve kids' self-esteem through sports and other activities.
- Very often, the  outcome of very early success is disappointment later in life.

-  social skills may be improved by group activities.
- Communities can  people together around a  goal.
-  adherence to traditional values may slow progress.





















### 6 Complete the text with the correct forms of the words below. There are two extra words.

relent oppress win compete rival adhere improve

Some people extol the benefits of highly <sup>1</sup>  sports. They say that a healthy <sup>2</sup>  gives people a positive push to succeed. I believe that the unique personality should be taken into account before pushing anyone into an atmosphere of <sup>3</sup>  pressure and competition. We respond to situations in different ways, and while some don't mind constant tension, others will feel a sense of <sup>4</sup>  faced with the expectation to win. Blind <sup>5</sup>  to a coach is also not a choice for everyone.

### VOCABULARY CHALLENGE!

### 7 Complete the sentences with appropriate prepositions.

- Lydia is a whiz  competitive sports, but her parents are not sure that it's beneficial  her to spend too much time practising them. She's a bit aggressive  nature, and she's not always good  other children when it comes to playing  a cooperative way.
- I'm a bit of a worrier. I tend to obsess  upcoming games, thinking about them constantly. I also get obsessed  little details, like the quirks and habits  my competitors, when it would be better to hone in  the bigger picture.
- Sam always looks  his older brother for support. When he was looking  the possibility of joining a local football team, he asked his brother to look  some team statistics and see what he thought. 'It looks  a great team,' his brother said. 'And if I was on the look-out  a player, I'd certainly want you on my team, so go for it!'
- Our chess team meets  a regular basis, and one rule we adhere  strictly is that everyone is entitled  equal playing time. We time our matches carefully, but once  a blue moon we give the players free rein, and then the matches go on for ages. It is  of the question for us to do this more often, but it's fun to do it  occasion.

### 8 Choose the correct option to complete the sentences.

- Alex is really great **at / for / with** solving puzzles, but she isn't competitive **from / by / in** nature, so she often struggles when it comes **to / with / from** adversarial games.
- Our coach often seems to be mad **for / about / at** us, but in fact he is obsessed **in / with / about** our improvement, and wants us to be the best **at / for / about** what we do.
- I might focus too much **in / at / on** becoming a pro footballer when I should hone **in / about / on / with** maths in case a sports career isn't **at / on / with** the cards for me.
- Practising a sport **in / on / for** a regular basis is not enough. You must adhere **with / in / to** certain standards, though you can learn a lot by experimenting **in / for / on** occasion.

**1** CD 1.12 **LANGUAGE IN CONTEXT** Listen to three recordings. Then answer the questions.

- 1 What has led Speaker 1 to forego a healthy diet?
- 2 What changes does she plan to make?
- 3 What has Speaker 2 not done for several years?
- 4 What is he planning, and who will be involved?
- 5 What has caused Speaker 3 to neglect his health?
- 6 What is he determined to do when the situation has changed?


**2** **ANALYSE** Copy and complete the table with the correct example sentences from the transcript on page 148. There is one example of tense use missing from the recording. Complete the appropriate line of the table with your own example sentence and the corresponding tense use.

tense/expression	example	use
present simple		a timetable scheduled action
present continuous		a prearranged, mutually agreed action
future simple 1		
future simple 2		
future simple 3		
going to		a definite plan
future continuous		
future perfect		
future perfect continuous		an activity which will have continued up to a stated time in the future
be to, be on the of, be on the of, be to, be to, be to		actions in the near future, personal decision or circumstance

**3** **PRACTISE** Choose the correct option to complete the sentences. Explain what the meaning of each tense is in the context given.

- 1 The Pilates class **will start / starts** at seven sharp. We should leave now, or we **will be / are going to be** late.
- 2 **A** Your friend Mark is an excellent footballer. Do you think he **is going to go / will go** professional?  
**B** Actually, he **is on the verge of accepting / will have accepted** a spot on a national team. He **will have been / is soon to be** one of the great names in sport.
- 3 I **will have been dieting / will be dieting** for a month at the end of the week. I **weigh / am planning to weigh** myself then. I hope it **is not going to be / won't be** disappointing.
- 4 **A** **Are you going / Will you go** to the show today?  
**B** I can't. I **am going to fly / will be flying** to London then. Can you take photos for me?  
**A** Sure, I **am going to take / will take** plenty of photos.
- 5 Tammy says she **will have practised / will be practising** this a thousand times by the time the trials **are starting / start**, and she **is determined to get / will be getting** it right.

**4** Complete the text with the future forms of the verbs in brackets.



Young people often assume that the elderly don't really make plans for the future. I just have to say that they haven't met my grandmother, Luisa, who <sup>1</sup> (be) 76 years old at the end of May and is busy planning all of the things she <sup>2</sup> (do) before she turns 80. She <sup>3</sup> (be) a widow for five years this coming January, and she <sup>4</sup> (live) in the same house for thirty years by the end of this month, and she has had enough of sitting around. 'I'm on the <sup>5</sup> (verge / start) a new life,' she says. 'And no one <sup>6</sup> (stop) me!' First off, she <sup>7</sup> (sell) her house. In fact, it is on the <sup>8</sup> (point / put) on the market, and she hopes it <sup>9</sup> (sell) quickly so she can buy a camper van. Then she <sup>10</sup> (drive) all over Britain. 'I imagine I <sup>11</sup> (settle down) again at some point,' she explains. 'I <sup>12</sup> (look) at nice pieces of land everywhere I go, and when I find the perfect place, I <sup>13</sup> (buy) it and build a small house.' You have to admit my grandma is an amazing woman.

**5** Work in pairs. Explain the differences between a and b.

- 1 What are you planning to do this weekend?  
**a** I'm getting together with my friends to play hockey.  
**b** I'll play hockey with my friends if nothing else comes up.
- 2 You should really have that sprain checked out.  
**a** I swear I'll go to the doctor's tomorrow.  
**b** I'm seeing the doctor tomorrow.
- 3 What time is the tennis tournament tomorrow?  
**a** It starts at 11 in the morning.  
**b** It's due to start at 11 in the morning.
- 4 Ow! I've just scraped my knee!  
**a** That's going to hurt for a while!  
**b** It will likely take a while to heal.

**GRAMMAR CHALLENGE!**

**6** Look at the sentences. Which may or may not have happened? Which definitely did not happen? How do you know?

- 1 **a** Kelly was to compete in the 200 metre sprint.  
**b** Kelly was to have competed in the 200 metre sprint.
- 2 **a** They were supposed to leave an hour ago.  
**b** They were supposed to have left an hour ago.

**7** Rewrite the sentences using past-future forms.

- 1 Bo planned on taking part in the game, but he dropped out.
- 2 The race was meant to start at 5 p.m., but there may have been a delay.
- 3 Shouldn't you have left already? You'll miss your flight!
- 4 The plan was to hand out the medals last night, but they hadn't been delivered yet.
- 5 The new coach was scheduled to start work today. Do you know if she's arrived yet?

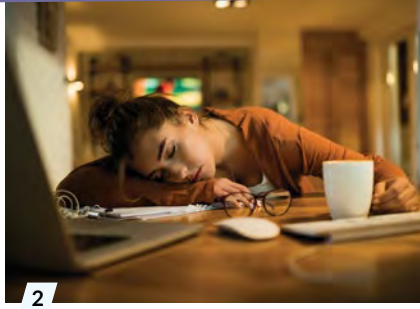
# LISTENING AND VOCABULARY

2

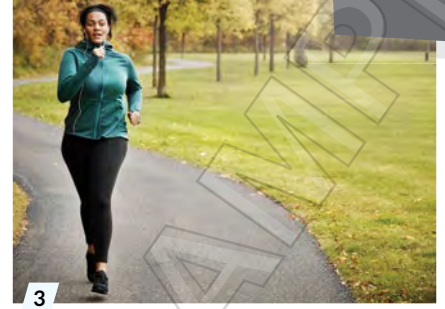
listening for detail • healthy habits



1



2



3

1 Work in pairs. Look at the pictures and discuss the health-related habits. Which of these are present in your life? Do any other routines affect your health in a positive or negative way?

2 Do you think you get enough sleep? If not, does lack of sleep influence your mood and performance? What would be a healthy sleep-life balance for you?

3 **CD 1.13** Listen to the interview with a doctor and answer the questions below.

- 1 What is Dr Weston's field of expertise?
- 2 How many hours of sleep a night should teenagers get?
- 3 What happens to teenagers who don't get enough sleep?

4 **CD 1.13** Listen again and choose the correct answers.

- 1 Kelly Weston is the author of several books about
  - a healthy living for teenagers.
  - the health effects of how we choose to live.
  - how the human consciousness works.
  - the influence of being a parent on health.
- 2 Dr Weston decided to write the book because she realised
  - young people were being misinformed by the media.
  - her own lifestyle needed improvement.
  - her son's friends were becoming a bad influence.
  - habits adopted early have a lasting effect.
- 3 According to Dr Weston,
  - sufficient sleep is vital to good health.
  - most people can remain healthy with insufficient sleep.
  - many people are overly concerned about lack of sleep.
  - experts overestimate the amount of sleep we need.
- 4 What does Dr Weston suggest is illogical?
  - The amount of work expected of teenagers.
  - The time at which teenagers have to start school.
  - The amount of sleep teenagers think they need.
  - The comparison of teenagers to elderly people.
- 5 Which of these statements Dr Weston would agree with?
  - Sleep is more important than exams.
  - Texting shortly before bedtime helps you fall asleep.
  - Good sleep makes for good studying.
  - Studying just before bedtime is the most effective way to learn.

5 Complete the phrases 1-9 with the words below.

off as   short of sth   the rub   haywire   years   diseases  
contrast   by on   in stone

- |                                      |                                     |                                       |
|--------------------------------------|-------------------------------------|---------------------------------------|
| 1 set <input type="checkbox"/>       | 5 in stark <input type="checkbox"/> | 8 contagious <input type="checkbox"/> |
| 2 be <input type="checkbox"/>        | 6 get <input type="checkbox"/>      | <input type="checkbox"/>              |
| 3 formative <input type="checkbox"/> | 7 there's <input type="checkbox"/>  | 9 pass sth <input type="checkbox"/>   |
| 4 go <input type="checkbox"/>        |                                     |                                       |

6 Complete the text with the phrases from exercise 5.

Many of the choices made during your <sup>1</sup> years can decide how healthy you'll be in the future. Sadly, many teenagers <sup>2</sup> off as ridiculous the notion that they really can't <sup>3</sup> by on a few hours of sleep per night and still avoid <sup>4</sup> colds and the flu, not to mention future chronic illnesses such as diabetes and obesity. Well, you can't be constantly <sup>5</sup> of proper sleep and stay healthy, and <sup>6</sup> the rub! In <sup>7</sup> contrast to the belief that a young body can recover from any amount of abuse, certain problems can become <sup>8</sup> in stone in your early years. So, if you don't want your bodily systems to <sup>9</sup> haywire later in life, it's a good idea to pay attention to what your body needs right now.

7 **CD 1.14** Listen to a video blog post. Complete the sentences so that they are true according to what you hear. Write one to five words in each gap.

- 1 Casey posts her video blog on a  basis.
- 2 Today's post deals with a health issue,  her usual posts.
- 3 On average, she gets  hours of sleep per night.
- 4 She says she is  of constantly lacking energy.
- 5 She claims napping during lessons is a  experience.
- 6 Casey has decided to go to bed at  and get up at 6.30, but only on weekdays.
- 7 The expected advantages of her new routine are going to be more  as well as improved memory.

## VOCABULARY CHALLENGE!

8 Find and correct the mistakes in the sentences. Then read the transcript on pages 148-149 to check your answers.

- 1 If you are really relaxed, you should fall asleep as soon as your head feels the pillow.
- 2 I'm so sleepy all the time that I keep nodding out in classes!
- 3 Staying up late to study is everything but ideal, but I'm so busy that I have no choice.
- 4 I've decided on a stable bedtime of eleven o'clock.
- 5 You think I should sleep more? Give me another one!
- 6 Can you help me with this task? I can't seem to find it out.
- 7 My French is a bit shaking, but I hope to improve it soon.

9 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 According to the information given, do you get enough sleep?
- 2 Have you ever fallen asleep in a public place? If so, how did it feel?

- 1** Think of three things you do to be healthy. Order them by importance. What evidence can support your ideas?
- 2 LANGUAGE IN CONTEXT** Read the article. Do you share any of these beliefs? Are you convinced by the article?

It's far more common for people to think they know the truth about exercise and fitness than is actually the case. This is because they are a lot more likely to base their opinions on hearsay or advertising than on scientific fact, and the truth is nothing like as obvious as it may seem. These are some of the most common misconceptions.



#### Walking isn't real exercise

Actually, it is one of the oldest forms of exercise, and it is among the most effective at maintaining general health. It helps with all kinds of physical problems, is way easier on the joints than running and undoubtedly better than doing nothing! The more active you are, the healthier you'll be, no matter how strenuous the activity is.

#### If I'm not sweating, I'm not benefitting

It's true that nothing gives so bad an impression as the gym member who never sweats. The sweatier you get, the better the workout, as they say. Yet sweating is by far the least reliable measure of exercise effectiveness due to several factors: ambient temperature, body hydration and personal sweat factor. Some of us are slightly sweatier than others, and others are much more prone to dripping with perspiration. Heart rate is a far better indication of hard work.

#### Good exercise is expensive

No, trendy exercise is expensive. Exercising in your sitting room is every bit as good as joining a fancy fitness studio. It may even be a bit better in the sense that it's nowhere near as stressful and infinitely less costly. Also, home exercise videos are getting better and better with time.

#### Sports drinks are better than water after exercise

This may be true if you work out longer than an hour at a time. However, sports drinks are popular not so much for doing good as for tasting good. So, unless you run in a marathon, water is every bit as effective as specialised beverages.

- 3 ANALYSE** Copy and complete the table with examples from the text in exercise 2.

form	example
comparatives with modifiers (slightly, a lot, a bit, far, etc.)	▬
superlatives with modifiers (by far, easily, possibly, etc.)	▬
(not) so/as ... as ... with modifiers (just, (not) nearly, almost, barely, every bit, etc.)	▬
the ... the ... comparisons	▬
comparative + comparative	▬

- 4 PRACTISE** Complete the sentences with the correct form of the words in brackets and suitable modifiers.

- This is  (good) post I've ever read about warm-up!
- Level 1 yoga class is  (nothing ... challenging) as level 2. There is a huge difference between the two.
- I feel  (sore) than I used to now that I warm up properly before class. In fact, my muscles barely hurt at all.
- She is  (inspiring) Zumba instructor I've ever encountered. Her classes are a real bore.
- For that kind of muscle strain, putting ice on it is  (effective) as massage. I find they have the same result.
- I can run  (fast) now, but there isn't a big progress.
- I think  (silly) sports is cheese rolling, but it's not the only one I find ridiculous.
- Danny is respected not  for his football skills  (much) for his positive attitude and team spirit.
- This sports drink is  (palatable) than the other one, but I don't really like either.
- He is  (just / thorough) a coach as Mourinho.

- 5 WHAT'S RIGHT?** Choose the correct sentence.

- This energy bar has far less calories than the ones you eat.
- This energy bar has far fewer calories than the ones you eat.

- 6** Complete the text with the correct form of the adjectives in brackets and the modifiers given.

I'm not a person with a lot of fears, but <sup>1</sup>  (far / challenging) experience of my life was the climbing course I attended last summer. I went with Kevin, <sup>2</sup>  (one / good) friends, who convinced me that it would be <sup>3</sup>  (absolutely / fulfilling) experience of my life. I'm <sup>4</sup>  (slightly / athletic) than the average person, but I'm <sup>5</sup>  (nothing like / strong) as the star athletes in my school! Still, I'm <sup>6</sup>  (definitely / fit) as a lot of people my age, and I thought I was <sup>7</sup>  (just / brave) as the next person ... until I started my first climb. It was <sup>8</sup>  (undoubtedly / terrifying) thing, mostly because of my unexpected fear of heights. The trainers promised to help me, but eventually they admitted I was <sup>9</sup>  (far / treatable) case they had ever had. I know now phobias are <sup>10</sup>  (certainly / rational) part of the human psyche, but I'm sure that <sup>11</sup>  (dedicated) I am to facing my fears, <sup>12</sup>  (confident) I will become.



- 7** Rewrite the sentences, using the words given.

- My karate skills are improving every day. **AND**
- My diet and the one you're on are equally effective. **BIT**
- With yoga, when you show more patience, you get better results. **THE**
- I have never worked with such an encouraging coach as Jack Smith. **DEFINITELY**
- Katie and Tom are equally good dance instructors. **JUST**
- Climbing is much more demanding than skiing. **NEARLY**
- In sprint, other runners can't compete with Usain Bolt's speed. **NOWHERE**

- 8** Work in pairs. Discuss your attitude to exercise and sports.

# SPEAKING a stimulus-based discussion •

# 2

expressing preference • giving arguments •  
comparing • showing cause and effect



**TAKE NOTICE:** remember the simple things that give you joy  
**CONNECT:** talk & listen, be there, feel connected  
**GIVE:** your time, your presence, your words  
**BE ACTIVE:** do what you can, enjoy what you do  
**KEEP LEARNING:** embrace new experiences, surprise yourself

**1** Work in pairs. Look at the pictures above and answer the questions below.

- 1 What do these pictures have in common? What sides of the same problem do they depict?
- 2 Which of the stress factors in picture 1 are the most common among people your age? Which are the most and the least serious in your opinion? How do they affect mental and physical health?
- 3 What is the advice in picture 2 for? How do you understand each piece of advice?

**2** Complete the Phrase Bank below with the correct form of the words from the box.

convey leave look submit spring command  
epitomise speak

### PHRASE BANK

#### Describing a photo

This image **depicts** / **portrays** / **1** / **showcases** ...  
When I look at it, **what 2** / **comes to mind** is the idea of ...  
This visual **communicates** / **3** / **puts across** the concept of ...

#### Expressing preference, giving arguments and comparing

This one **seems** / **appears** / **4** to be the most convincing of all.  
It **appeals to me** / **5** to me / **catches the eye** because ...  
The one which may **do the job** / **6** people's attention is ...  
This image, by contrast, **doesn't grab me at all** / **7** me cold.  
The visual I'd like to **put forward** / **8** would be ...

**3** Work in pairs. Take turns to do the speaking task.

Popatrz na zdjęcia 1–3. W mediach społecznościowych właśnie jest organizowana kampania dotycząca zdrowia psychicznego *Be Good to Your Mind*.

- Wybierz zdjęcie, które będzie Twoim zdaniem najbardziej odpowiednie do promowania tej kampanii, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

**4** Study and complete the Phrase Bank below. Put one word in each space.

### PHRASE BANK

#### Showing cause and effect

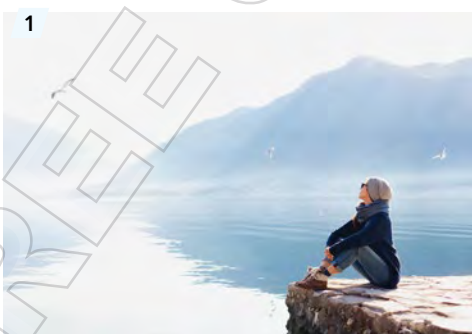
The situation may **stem** / **result** / **arise 1** the fact that ...  
It may **2** a natural consequence / a knock-on effect of ...  
Doubtless, it has been **brought 3** / **triggered by** ...  
What **has led 4** / **has given rise to** / **has engendered** such a situation is the way ...  
It **has a significant bearing** / **a profound influence** / **a major impact on 5** people feel and see themselves.  
It is an issue that could **affect** / **influence** / **impact on** the ...  
**6** underlying reason / **feasible justification** for the choice could easily be ...  
This is what may **prompt** / **push** people **7** bite off more than they can chew.

**5** Work in pairs and answer the questions, using the expressions from the Phrase Bank above and the prompts given.

- 1 Why do more and more young people complain of living under stress and feeling depressed?  
taking on too much • too much time online • can't tackle stress
- 2 People are becoming aware of the importance of their mental well-being. What may cause such a trend?  
social campaigns • media and celebrities • self-centered approach to life

**6** Read the tips for fostering your mental well-being and rank them. Then work in groups of three and compare your ideas. Justify your answers.

- meditate
- squash negativity and amp up positivity
- don't dwell on mistakes
- stop moaning
- set realistic goals
- wolf down lots of chocolate
- give yourself pep talks
- be fiercely proud of who you are
- feel free to do silly things
- eliminate all 'What if ...?' thoughts



- 1 Work in pairs. Look at the pictures and discuss the quotes. What do they mean to you? What arguments could you make to disagree with or refute them?

“Success isn't about how much money you make, it's about the difference you make in people's lives. Michelle Obama”

“The true measure of success is how many times you can bounce back from failure. Stephen Richards”

“Never let success get to your head. Never let failure get to your heart. Anonymous”

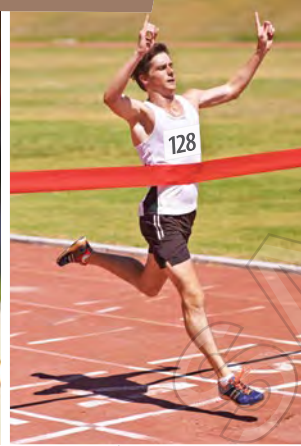
Anonymous

- 2 Read the statements about for and against (discursive) and opinion essays. Which of the statements are true? Correct the false ones.

- 1 The introduction to a for and against essay should include the writer's opinion on the topic.
- 2 Both for and against and opinion essays should include a restatement of the topic in the introduction.
- 3 In an opinion essay, you should never mention the opinions which oppose your own.
- 4 The main paragraphs of a for and against essay should be of a similar length.
- 5 The arguments presented in the main paragraphs of an opinion essay should not be justified using examples.
- 6 The conclusion of a for and against essay can mention, but not focus on, your own opinion.
- 7 The conclusion of an opinion essay should summarise your opinion and the reasons behind it.
- 8 An opinion essay can be less formal than a for and against essay because it is a more personal statement.

- 3 Read the two introductory paragraphs below. Which is a part of an opinion essay? Which is a part of a for and against essay? What helped you decide?

- 1 Athletes are the kings and queens of modern society, along with actors and pop stars. We cheer them on in competition, but we also admire their enormous houses, gossip about their relationships and listen to their opinions. The question remains as to how much this has to do with the spirit of fair play and the pursuit of excellence for its own sake. In my view, very little. In fact, I believe the true competitive spirit is being lost in today's professional sports, and this affects competitors and spectators alike.
- 2 There are definitely two schools of thought concerning the astronomical pay and obvious sense of entitlement on display in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. In contrast, others suggest that the extreme focus on fame and money is damaging the spirit of fair play and the pursuit of excellence for its own sake. Both viewpoints are worth considering.



- 4 Note down three points you would make to support the introductory paragraph in the first essay.
- 5 Note down three points you could make to oppose the argument that professional athletes deserve huge pay, fame and privileges.
- 6 Read the two complete essays and answer the questions.

#### Essay 1

- ① As a society, we admire athletes' accomplishments, but we also envy their enormous wealth and success. The question remains as to how far today's professional sports reflect the spirit of fair play and the pursuit of excellence. I am of the belief that the true competitive spirit is being lost, which affects competitors and spectators alike.
- ② From the competitors' side, the focus on fame and fortune can distract athletes from the true purpose of their pursuit. They may become so obsessed with winning that they resort to risky training methods or even doping. It is also true that the temptations of fame and fortune can lead them to neglect the hard work and rigorous training needed to maintain their success.
- ③ From the spectators' standpoint, successful athletes embody faultless role models. Upon witnessing their heroes' scandalous behaviour, vanity or greed, fans may feel let down. This disappointment in individual sports icons may extend to professional sports as a whole when it comes to game-fixing or promotion of dishonest practices on an international scale. Alternatively, it can be argued that some athletes really do represent fair play and dedication to excellence and they remind us of the true purpose of competition. It seems to me, however, that sports are heading generally in a less idealistic direction.
- ④ In conclusion, I believe that professional sports have moved far away from the spirit of fair play and true competitiveness which they should represent, and I hope something can be done to remedy this.

## Essay 2


- ① There are definitely two schools of thought concerning the astronomical pay and sense of entitlement in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. Others say the focus on fame and money is destroying the pursuit of excellence and fair play. Both viewpoints are worth considering.
- ② There are several points in favour of high pay and fame. Firstly, it takes years of dedication to become a professional, yet most athletes' careers last only about ten years. Large salaries give them a chance to build a secure future. Furthermore, athletes' fame and influence may be justified because they personify tireless effort and focus, providing inspiration to all of us. In addition, fame and fortune give athletes the opportunity to act as mentors and volunteers for worthwhile charities.
- ③ However, there are strong arguments to support the opposing point of view. One point is that young athletes are often unable to deal with the consequences of wealth. They may spend unwisely and end up doing things which damage their careers. The same can be said of the pressures of fame, which can break the spirit of the toughest. Moreover, making money can become the central focus, leading athletes to compete unfairly.
- ④ In conclusion, while sportspeople certainly deserve decent pay for working tirelessly on their skills and the hardships of being perfect role models, they should not exemplify a lifestyle which puts money and fame above all else. As in all aspects of life, balance is everything.

In essay 1,

- 1 where does the writer state their opinion?
- 2 how does the writer make clear what the second paragraph covers? How many points do they make?
- 3 how does the writer introduce the content of the third paragraph? How many points are included?
- 4 how does the writer reiterate their point of view in the third paragraph? Are you convinced by their argument?


In essay 2,

- 5 what aspect of the topic does the writer cover in the second paragraph? How many points are made? Could you add any other points?
- 6 what aspect of the topic is being covered in the third paragraph? How many points are made? Do you think these are the most persuasive points to include?
- 7 does the writer state a clear opinion in the fourth paragraph? What conclusions do they come to?

- 7  Look back at the two essays. List the phrases which do the following. Add two more phrases to each category.



- 1 introduce an opinion
- 2 introduce an idea or topic
- 3 introduce additional points or more information
- 4 introduce contrasting points or information



- 8  Read the poorly written essay below. First, decide where the paragraph divisions should go. Then, rewrite the essay using words and phrases to introduce, connect, expand and summarise the ideas.

Involvement in sports is a vital part of a young person's upbringing. Write your opinion regarding this statement, focusing on the physical health and social development aspects of the issue.

*Being involved in sports can be an important part of a young person's upbringing. I don't agree that it's a vital part, either for physical health or social development. It depends on the personality and goals of the individual. Sports are good for maintaining physical health. Sports can demand too much time and energy from participants. They can lead to temporary or chronic injuries. They might exhaust participants to the point that they neglect their studies. They can lead to stress and anxiety from the pressure to succeed. From a social standpoint, sports do promote cooperation and teamwork. They lead to rivalries and conflicts. They divide larger groups into warring camps instead of promoting understanding. They can give young people unrealistic expectations for the future. Young people might think they will succeed in professional sports and not focus on their education. Too much focus is placed on sports for young people. There are other forms of exercise which maintain good health and promote social skills without the damaging effects. These should be emphasised more than competitive sports.*

- 9   Read the topics below. Note down what points you might make, what your own opinion is and what facts or examples would support your ideas. Then compare and contrast your ideas with a partner. Finally, choose one of the topics and write an essay of 200–250 words. Use some of the language and organising ideas from the lesson.

- 1 Wiele osób uważa, że zajęcia szkolne dla dzieci i młodzieży nie powinny zaczynać się przed godziną 10 rano. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając aspekty zdrowia i efektywności uczenia się.
- 2 Ustanawianie rekordów i nieustanne podnoszenie poprzeczki w zakresie osiągania lepszych wyników to główne oblicza wielu współczesnych dziedzin sportu. Napisz **rozprawkę**, w której przedstawisz wady i zalety tego zjawiska.



- 1 Complete the expressions to make a list of symptoms digital addicts may suffer from. Then work in pairs and answer the questions below.

neck stiff\_ \_ \_ mood sw\_ \_ \_ s extreme fat\_ \_ \_ e  
dep\_ \_ \_ \_ \_ n increased anx\_ \_ \_ y and irri\_ \_ \_ \_ \_ y  
bloods\_ \_ t eyes lack of conc\_ \_ \_ \_ \_ \_  
b\_ \_ s under your eyes weight l\_ \_ \_ or g\_ \_ \_ inso\_ \_ \_ a

- How might the above symptoms affect a young person's daily life?
  - Do you consider yourself to be a digital addict? Why? / Why not? Do you know someone who is?
  - What do you think digital detox / fasting camps are about?
- 2 Read the first part of the text below and find the place where a word is missing in each line. Then insert the correct word.

The statistics are nothing short frightening: teenagers are hopelessly hooked online activity and often need medical help reconnect with reality. A recent survey of more than 500 adolescents revealed that those, 29% are in habit of using their phone for more than six hours a day, and 36% admitted to nodding with their device bed.

- 3 Complete the rest of the text with appropriate words. Put one word in each gap.

Digital detox initiatives have been around for some time now, treating 'nomophobia' (the fear of being without your phone) or FOMO (the fear of missing out). So far, they have mainly catered <sup>1</sup> overworked and technology-dependent adults; however, currently there are more and more holiday camps designed to allow school students to combat the addiction. Interestingly <sup>2</sup> , it is often teenagers themselves who solicit help. I spoke to 17-year-old Natalie, <sup>3</sup> addiction had got the better of her. She was struggling to get anything done for school, and would <sup>4</sup> down with colds all the time. When we met, she was on the <sup>5</sup> of signing up for a digital detox camp. After being forewarned that she <sup>6</sup> have to last without any access to technology for three days running, she felt it might be by <sup>7</sup> her toughest experience. Fingers crossed, Natalie!

**! Watch out**

- We do not use **will** after certain expressions of time and condition, e.g. *when, as soon as, the moment, the minute, till, once, if, provided, providing, unless, as long as, on condition* etc.
- However, we may use **will** after **if** when we want to express a warning or sound polite.

*If you will stare at your phone all day, you'll lose your sight.*

*If you will wait a moment, sir, the manager will be with you shortly.*

- 4 Translate the Polish parts of the sentences into English. Use no more than five words.

- The younger we are, (*tym bardziej podatni na uzależnienia*) we seem to be.
- By the end of 2028, I (*będę używał*) Twitter for ten years.
- The moment you (*wymyślisz*) a plan, will you text me, please?
- Recently, there (*jest wyraźnie więcej*) young people staring at their mobile screens than ever before.
- The woman complained that (*kręciło się jej w głowie*).
- (*Czy właśnie miałeś*) to leave? If so, I can call you later.
- I'll be free to talk to you, Miss Jones, (*jeżeli będzie pani*) so kind as to wait a few minutes.

- 5 Rewrite the sentences, using the words given. Write no more than five words.

- I have made up my mind to become a coach. **SIGHTS**  
I have a coach.
- I signed up for a digital detox weekend after I realised I was almost addicted to my smartphone. **VERGE**  
I signed up for a digital detox weekend after I realised I getting addicted to my smartphone.
- When are you taking your driving licence exam? **DUE**  
When your driving licence exam?
- I have had the intention of dealing with my TV addiction for ages, but I don't know who to turn to. **MEANING**  
I deal with my TV addiction for ages, but I don't know who to turn to.
- There is no one more knowledgeable about technology than George. **EASILY**  
George about technology.
- It's hard to survive the day if you've only had a few hours' sleep. **GET**  
It's hard to a few hours' sleep.

**CHALLENGE!**

- 6 Correct two mistakes in each sentence. They can be grammatical, lexical or spelling mistakes.

- Greg is pretty self-centred from nature and an awfully uncompromising perfectionist, so it's hardly surprising we don't get on.
- Staring at the screen gives me heavy headaches, so I'm deadly set on cutting down on the amount of time I spend in front of my tablet.
- Sebastian was on the point to turn off his computer when he had heard another ping.
- I have been studying all day. I was so exhausted that I went off like a light.
- My father uses his tablet once in the blue moon while I use mine by a regular basis.
- I don't think a career as an IT manager is on cards for me although I dream of it ever since I remember.
- My parents tend to obsess with my diet and are constantly unsatisfied with what I eat.

- 7 Work in pairs and answer the questions.

- What do you think of the idea of digital detox?
- What other addictions can you name? Why do people become addicts? Is everyone prone to becoming addicted?

 Complete all the exercises from this section in your notebook.

**1** Match the phrase parts from two groups. Then complete the sentences with the correct form of the phrases.

- A** handle go develop change fall into come down with  
**B** notoriety the extra mile pressure a cold stiff muscles tack

- If something doesn't work,  and do it differently.
- Athletes must be able to  if they want to be ahead of the game. Stress levels are pretty high in this job.
- Unfortunately for the history of sport, many athletes  mainly because of illegal substance abuse.
- To beat your opponents, you have to , do more than the others. Only the most dedicated succeed.
- If you want to avoid , exercise on a regular basis.
- I think I . I feel feverish.

**2** Complete the sentences with appropriate verbs.

- Have you  your sights on any particular career yet?
- Chris  the pinnacle of his career at the age of just 29!
- We are a weaker team, so we  like the underdogs.
- The young player did not  the cut and was unable to join the team that year.
- Are these dates  in stone, or can we change them?
- My phone is acting up. It has  completely haywire.

**3** Complete the sentences with the correct form of the words in brackets.

- Your self-worth develops during your  (**form**) years.
- Blind  (**adhere**) to anyone may be dangerous.
- People suffer from stress because of the  (**relent**) expectations which they try to meet.
- The  (**brief**) of a sporting career is a fact of life.
- Runners often experience  (**repeat**) muscle strain.
- Following a  (**concuss**), you may feel  (**nausea**).

**VOCABULARY CHALLENGE!**

**4** Rewrite the sentences, using the words in bold.

- Alex knows how to handle children. **WITH**
- Can students get a discount at this gym? **ENTITLED**
- I won't stop competing because of my injury. **HOLD**
- I went to bed and I fell asleep immediately. **HIT**
- I was told to focus on improving my social skills. **HONE**
- We need to find a new player for our team. **LOOK-OUT**

**5** Add a word to make a correct collocation.

- to contract
- a blinding
- excruciating
- to endure

**6** Complete the gaps with the correct words. The first letters have been given.

- Skiing is **w** more spectacular to watch than handball.
- Yoga at home is not **n** as good as a gym workout.
- Joining a yoga class is **i** less costly than playing tennis.
- Music is by **f** the best pick-me-up for Nathaniel.
- Greg looks **n** slimmer than he did last month.

**7** Complete the text with the correct form of the verbs in brackets.

Who would believe it! This time next week I <sup>1</sup>  (**watch**) Barça play at Camp Nou. It <sup>2</sup>  (**be**) my second time this year, but I <sup>3</sup>  (**look**) forward to it as if it was my first! My dad <sup>4</sup>  (**come**) too, and we <sup>5</sup>  (**fly**) out on Monday morning. The match <sup>6</sup>  (**kick off**) at 7 p.m., and as, according to the regulations, the fans <sup>7</sup>  (**not enter**) the stadium until 6 p.m., I assume we <sup>8</sup>  (**do**) some sightseeing first. I can already tell you that it <sup>9</sup>  (**be**) another great day in my life. The minute we <sup>10</sup>  (**take**) our seats at Camp Nou, I <sup>11</sup>  (**feel**) over the moon. I <sup>12</sup>  (**play**) football for five years myself, and it's my dream to turn professional one day.



**GRAMMAR CHALLENGE!**

**8** Complete the sentences, using the prompts in brackets. Use no more than five words.

- Running is  (**every / profitable**) cycling when it comes to keeping fit.
- We  (**due / catch**) the 6:30 plane, but we missed it.
- How  (**it / come**) you lost the match? You're the best!
- It was the first time my coach  (**make / bones**) criticising players who wouldn't pull their weight.
- These days professional sports  (**appear / rife**) doping and corruption scandals.
- Harry said that badminton seems to be  (**near / demanding**) squash.

**9** Answer the question. Use the prompts given to justify your opinion.

have a bearing triggered by stem from arise  
 a strong motive natural consequence

Why are more and more children in developed countries becoming overweight?

**10** Complete the text, using the prompts in brackets.

There should be more PE classes at school. I <sup>1</sup>  (**be / opinion**) that the more young people exercise, the better. <sup>2</sup>  (**points / favour**) this idea. First of all, <sup>3</sup>  (**students' / standpoint**), extra PE classes would mean they don't have to spend money to keep fit. <sup>4</sup>  (**same / say**) about parents who would appreciate the fact that schools look after their children's physical well-being. However, <sup>5</sup>  (**question / remain**): who would pay for all those hours?

**11** Work in pairs and test each other.

- Student A: go to page 127.  
 Student B: go to page 133.

## Vocabulary

A&E	/,ei ən 'ti:/	szpitalny oddział ratunkowy (SOR)
abdomen	/'æbdəmən/	brzuch
ankle	/'æŋk(ə)l/	kostka
arch	/ɑ:(r)tʃ/	podbicie
arm	/ɑ:(r)m/	ręka
back	/'bæk/	plecy
be ahead of the pack	/'bi ə, 'hed əv ðə 'pæk/	być na czele
be banned from sth for life	/'bi, 'bænd frəm ,sʌmθɪŋ fə(r) 'laɪf/	zostać dożywotnio zdyskwalifikowanym
be bitten by the ... bug	/'bi, 'bit(ə)n baɪ ðə ... 'bʌg/	połknąć bakcylię
be/feel/get nauseous	/'bi, fi:l, get 'nɔ:ziəs/	mieć nudności
brain	/'breɪn/	mózg
brevity	/'breɪvəti/	krótkotrwałość
bruise	/'bru:z/	siniak
burn	/'bɜ:(r)n/	oparzenie
calf	/'kɑ:f/	łydka
catch / come down with / get a cold	/'kætʃ, kʌm ,daʊn wɪθ, get ə 'kəʊld/	przeziębienie się, być przeziębionym
change tack	/'tʃeɪndʒ 'tæk/	zmieniać podejście
concussion	/'kɒŋ'kʌʃ(ə)n/	wstrząs mózgu
cramp	/'kræmp/	skurcz
cranium	/'kreɪniəm/	mózgoczaszka
cut	/'kʌt/	skaleczenie
cut down	/'kʌt 'daʊn/	zmniejszyć, ograniczyć
develop/get/have stiff muscles	/'di,veləp, get, hæv, ,stɪf 'mʌs(ə)lz/	mieć sztywne mięśnie, nabawić się napięciem mięśniowym
dizziness	/'dɪzɪnəs/	zawroty głowy
drop the ball	/'drɒp ðə 'bɔ:l/	popęlić błąd, szczególnie przez nieuwagę, bezmyślność
elbow	/'elbɔ:/	łokieć
experience / get / suffer from dizziness	/'ɪk,speriəns, get, ,sʌfə(r) frəm 'dɪzɪnəs/	mieć zawroty głowy
eyes	/'aɪz/	oczy
fall from grace	/'fɔ:l frəm 'greɪs/	popadnięcie w nieszczęście
fall into notoriety	/'fɔ:l ,ɪntə ,nɔ:tə'reɪəti/	upadek, odkrycie się złą sławą
feel like the underdog	/'fi:l laɪk ðə 'ʌndə(r)dɒg/	czuć się jak stabeusz
fracture	/'fræktʃə(r)/	złamanie, pęknięcie
gauge	/'geɪdʒ/	mierzyć, oceniać
get / have / suffer from a fracture	/'get, hæv, ,sʌfə(r) frəm ə 'fræktʃə(r)/	doznać złamania, pęknięcia
get / have / suffer from a headache	/'get, hæv, ,sʌfə(r) frəm ə 'hedɪk/	cierpieć na ból głowy
get / have / suffer from a sprain	/'get, hæv, ,sʌfə(r) frəm ə 'spreɪn/	skręcić (np. nogę w kostce)
get / have / suffer from a strain	/'get, hæv, ,sʌfə(r) frəm ə 'streɪn/	naciągnąć, nadwyrężyć (np. mięśnie karku)
go the extra mile	/'gəʊ ðə ,ekstrə 'maɪl/	dokładać wszelkich starań
hit below the belt	/'hɪt bi,ləʊ ðə 'belt/	zadać cios poniżej pasa
hitch	/'hɪtʃ/	szkopuł
jump the gun	/'dʒʌmp ðə 'ɡʌn/	zbyttno się pospieszyć, zrobić fałszywy start
keep a close eye on sth	/'ki:p ə ,kleɪs 'aɪ ɒn ,sʌmθɪŋ/	bacznie się czemuś przyglądać
knee	/'ni:/	kolan
make the cut	/'meɪk ðə 'kʌt/	odnieść sukces
meteoric	/'mi:tə'ri:k/	błyskawiczny
nasty headache	/'nɑ:sti 'hedɪk/	okropny ból głowy
overwhelming	/'əʊvə(r)'welmɪŋ/	ogromny, przytłaczający
personality	/'pɜ:(r)sə'neɪləti/	osobowość
physical demands	/'fɪzɪk(ə)l dɪ'mɑ:ndz/	obciążenie fizyczne
pinnacle	/'pɪnəkl(ə)l/	szczyt
prodigy	/'prɒdɪdʒɪ/	geniusz, osoba wyjątkowo utalentowana
pubgy	/'pʌdʒɪ/	pyzaty, pulchny
punishing	/'pʌnɪʃɪŋ/	morderczy, wyczerpujący
pursue a career	/'pʊə(r),sju: ə ,kə'riə(r)/	podążać ścieżką zawodową, rozwijać karierę
rib	/'rɪb/	żebro
right out of the gate	/'raɪt aʊt əv ðə 'geɪt/	od samego początku
scrape	/'skreɪp/	otarcie
shin	/'ʃɪn/	piszczel
shoot headers	/'ʃu:t 'hedə(r)z/	strzelać z główki
shoulder	/'ʃəʊldə(r)/	bark
skull	/'skʌl/	czaszka
sobering	/'səʊbərɪŋ/	otrzeźwiający
spasm	/'spæz(ə)m/	skurcz
spine	/'spəɪn/	skurcz kregostup
sprain	/'spreɪn/	skręcenie
stay ahead of the game	/'steɪ ə, 'hed əv ðə 'geɪm/	utrzymywać się na czele
stiff muscles	/'stɪf 'mʌs(ə)lz/	napięte, zeszywniałe mięśnie
(repetitive) strain	/'ri,petətɪv 'streɪn/	(nawykowe, nawracające) naciągnięcie, nadwyrężenie

subsequent	/'sʌbsɪkwənt/	późniejszy
TBI	/'ti: bi: 'aɪ/	urazowe uszkodzenie mózgu
the ball is in sb's court	/'ðə, 'bɔ:l ɪz ɪn ,sʌmbədʒ 'kɔ:(r)t/	kolejny ruch należy do kogoś
thigh	/'θaɪ/	udo
tutu	/'tu:tu:/	tutu, sztywna spódnica
ulna	/'ʌlnə/	kość łokciowa
unrelenting	/'ʌnri:'lentɪŋ/	bezlitosny
waist	/'weɪst/	talia
wrist	/'rɪst/	nadgarstek

## Reading and vocabulary

blind adherence	/'blaɪnd əd'hiərəns/	ślepe posłuszeństwo
common goal	/'kɒmən 'ɡəʊl/	wspólny cel
competitive sport	/'kɒmpetətɪv 'spɔ:t(r)t/	sport oparty na rywalizacji
external/internal pressure	/'ɪk'stɜ:(r)nl(ə)l, ɪn'tɜ:(r)nl(ə)l 'preʃə(r)/	zewnątrzna, wewnętrzna presja
feel a sense of oppression	/'fi:l ə ,sens əv ə 'pref(ə)n/	czuć nacisk, presję
give-and-take	/'gɪv ənd 'teɪk/	kompromis, wzajemne ustępstwa
grandiose ambitions	/'grændɪəs əm'biʃ(ə)nz/	przesadne ambicje
guiding impulse	/'gaɪdɪŋ 'ɪmpʌls/	impuls kierujący jakimś działaniem, decyzją
handle pressure	/'hændl(ə)l 'preʃə(r)/	radzić sobie z presją
healthy rivalry	/'helθɪ 'raɪv(ə)lɪ/	zdrowa rywalizacja
inevitable outcome	/'ɪn,evɪtəb(ə)l 'aʊtkʌm/	nieuchronna konsekwencja
kick against the pricks	/'kɪk ə,ɡenst ðə 'prɪkz/	walić głową w mur
knit sb together around sth	/'nɪt ,sʌmbədi tə 'ɡedə(r) ə ,raʊnd ,sʌmθɪŋ/	zjednoczyć kogoś w jakimś celu
lagging academic achievement / results	/'læɡɪŋ əkədemɪk ə 'tʃi:vmənt, rɪ'zʌltz/	słabe osiągnięcia, wyniki
mesh	/'meʃ/	wzajemne zgracenie
panacea for sth	/'pænə'si:ə fə(r) ,sʌmθɪŋ/	panaceum na coś
problem-solving capabilities	/'prɒbləm ,sɒlvɪŋ keɪpə'bɪlɪtɪz/	zdolności do rozwiązywania problemów
relentless/unrelenting pressure	/'ri:'lentləs, ʌnri:'lentɪŋ 'preʃə(r)/	bezlitosna, niestłabna presja
root for sb	/'ru:t fə(r) ,sʌmbədi/	kibicować komuś
set sb's sights on sth	/'set ,sʌmbədʒɪz 'saɪt ɒn ,sʌmθɪŋ/	postawić sobie coś za cel, nastawić się na coś
subpar social skills	/'sʌb,pɑ:(r) ,səʊʃ(ə)l 'skɪlz/	kompetencje społeczne poniżej przeciętnej
the flip side	/'ðə 'flɪp ,saɪd/	druga strona medalu
there's a lot to be said for sth	/'ðeə(r)z ə ,lət tə bi 'sed fə(r) ,sʌmθɪŋ/	zachwalać coś jako coś niepożądanego rezultatu
tout sth as sth	/'taʊt 'sʌmθɪŋ əz 'sʌmθɪŋ/	postawa oparta na przekonaniu, że zwycięzca bierze wszystko
unwelcome results	/'ʌn,welkəm rɪ'zʌltz/	
winner-takes-all attitude	/'wɪnə(r)'teɪks,ɔ:l 'ætɪtju:d/	

## Grammar 1

be on the point of sth	/'bi ɒn ðə 'pɔɪnt əv ,sʌmθɪŋ/	mieć właśnie coś zrobić
forgo a healthy diet	/'fɔ:(r)'ɡəʊ ə 'helθɪ 'daɪət/	zrezygnować ze zdrowej diety

## Listening and vocabulary

badger somebody	/'bædʒə(r) ,sʌmbədi/	zadreczać kogoś
be short of sth	/'bi 'ʃɔ:(r)t əv ,sʌmθɪŋ/	posiadać coś w niewystarczającej ilości
be sick and tired of sth	/'bi ,sɪk ənd 'taɪə(r)d əv ,sʌmθɪŋ/	mieć czegoś dość
contagious diseases	/'kɒŋ'teɪdʒəs dɪ'zi:zɪz/	choroby zakaźne
cornerstone of sth	/'kɔ:(r)'nɜ:(r)stəʊn əv ,sʌmθɪŋ/	kamień węgielny, podstawa czegoś
diabetes	/'daɪə'bi:tɪ:z/	cukrzyca
errand	/'erənd/	sprawa do załatwienia
formative years	/'fɔ:(r)'mætv 'jɪə(r)z/	okres kształtowania, formowania (osobowości)
get by on sth	/'get 'baɪ ɒn ,sʌmθɪŋ/	radzić sobie
go haywire	/'gəʊ 'heɪwaɪə(r)/	oszaleć
grumble	/'grʌmb(ə)l/	narzekać, marudzić
guilty as charged	/'ɡɪltɪ əz 'tʃɑ:(r)dʒd/	przyznać się bez bicia
in stark contrast	/'ɪn ,stɔ:(r)k 'kɒntrɑ:st/	w jaskrawej sprzeczności
keep track	/'ki:p 'træk/	prowadzić zapis, rejestr
obesity	/'əʊ'bi:səti/	otyłość
pass sth off as sth	/'pɑ:s ,sʌmθɪŋ 'ɒf əz ,sʌmθɪŋ/	podawać coś za coś innego
pull an all-nighter	/'pʊl ən ,ɔ:l 'naɪtə(r)/	zarwać noc
set in stone	/'set ɪn 'stəʊn/	utrwalony (o nawykach, przyzwyczajeniach)
snooze time	/'snu:z ,taɪm/	czas drzemki
struck by sth	/'strʌk baɪ ,sʌmθɪŋ/	być czymś zaskoczonym
there's the rub	/'ðeə(r)z ðə 'rʌb/	tu leży pies pogrzebany

## Grammar 2

ambient	/ˈæmbiənt/	nastrojowy
beverage	/ˈbev(ə)rɪdʒ/	napój
drip with perspiration	/ˌdri:p wɪð ˌpɜː(r)spəˈreɪʃ(ə)n/	ociekać potem
fear of heights	/ˌfiə(r) əv ˈhaɪts/	lęk wysokości
hearsay	/ˈhiə(r),seɪ/	pogłoski
heart rate	/ˈhɑːt ˌreɪt/	tętno
joint	/dʒɔɪnt/	staw
strenuous	/ˈstrenjuəs/	forsowny, wyczerpujący
sweat	/swet/	pocić się

## Speaking

amp up sth	/æmp ˈʌp ˌsʌmθɪŋ/	wzmocniać, wzbudzać (o uczuciu, przekonaniu)
dwel on sth	/ˈdweɪl ɒn ˌsʌmθɪŋ/	rozmyślać nad czymś, rozpamiętywać coś
meditate	/ˈmedɪteɪt/	medytować
moan	/məʊn/	jęczeć, narzekać, biadolić
pep talk	/ˈpep ˌtɔːk/	motywująca pogadanka
set realistic goals	/set riːəlɪstɪk ˈgəʊlz/	wyznaczać realistyczne cele
squash sth	/ˈskwɒʃ ˌsʌmθɪŋ/	stłumić coś
wolf down sth	/wɒlf ˈdaʊn ˌsʌmθɪŋ/	pożreć coś, pochłonąć

## English in Use

bags under one's eyes	/ˌbægz ʌndə(r) wʌnz ˈaɪz/	worki pod oczami
bloodshot eyes	/ˌblʌdʃɒt ˈaɪz/	przekrwione oczy
depression	/dɪˈpreʃ(ə)n/	depresja
discontented with sth	/ˌdɪskənˈtentɪd wɪθ ˌsʌmθɪŋ/	niepocieszony z powodu czegoś
dissatisfied with sth	/dɪsˈsætɪsfɑɪd wɪθ ˌsʌmθɪŋ/	niezadowolony z czegoś
dream of sth	/ˈdri:m əv ˌsʌmθɪŋ/	marzyć o czymś
extreme fatigue	/ɪk ˈstri:m fəˈtiːɡ/	skrajne wycieńczenie

increased anxiety and irritability  
insomnia  
lack of concentration  
neck stiffness  
solicit help  
stare at sth  
weight loss/gain

/ɪnˈkriːst ˌæŋˈzaɪəti ənd ˌɪrɪtəˈbɪləti/  
/ɪnˈsɒmniə/  
/læk əv ˌkɒns(ə)nˈtreɪʃ(ə)n/  
/ˈnek ˌstɪfnəs/  
/səˈlɪsɪt ˈhelp/  
/ˈsteə(r) ət ˌsʌmθɪŋ/  
/ˈweɪt ˌlɒs ˌgeɪn/

zwiększony lęk i drażliwość  
bezsenność  
brak koncentracji  
zesztywnienie karku  
prosić o pomoc  
gapić się na coś  
spadek, wzrost wagi



## Challenge!

acute/agonising/excruciating pain	/əˈkjuːt ˌæɡənaɪzɪŋ ɪkˌskruːʃɪeɪtɪŋ ˈpeɪn/	nieznośny, potworny, przeszywający ból	fixed bedtime	/ˈfɪkst ˈbedˌtaɪm/	ustalona pora snu
acute/serious/severe food allergies	/əˈkjuːt ˌsɪəriəs ˌsiːvə(r) ˈfuːd ˌælə(r)dʒɪz/	przeważające, poważne alergie pokarmowe	focus on sth	/ˈfəʊkəs ɒn ˌsʌmθɪŋ/	skupić się na czymś
adhere to sth	/ədˈhiə(r) tə ˌsʌmθɪŋ/	przestrzegać czegoś, stosować się do czegoś	get on	/get ˈɒn/	utrzymywać przyjacielskie stosunki
adversarial games	/ədˈvɜː(r)ˌseəriəl ˈgeɪmz/	przeciwnikiem	give somebody free rein	/ˌɡɪv ˌsʌmbədi ˈfriː ˈreɪn/	zezwolić komuś na nieograniczoną swobodę
bad/heavy/nasty cold	/bæd ˌhevi ˌnɑːsti ˈkəʊld/	przekładające rywalizację z przeciwnikiem	go out like a light	/ɡəʊt ˌaʊt laɪk ə ˈlaɪt/	natychmiast zasnąć
bad/blinding/splitting headache	/bæd ˌblaɪndɪŋ ˌsplɪtɪŋ ˈheɪdeɪk/	maskudne, poważne	hold sb back	/həʊld ˌsʌmbədi ˈbæk/	powstrzymać, spowalniać kogoś
be a whiz at sth	/bi ə ˈwɪz ət ˌsʌmθɪŋ/	przeziębienie	hone in on sth	/həʊn ˈɪn ɒn ˌsʌmθɪŋ/	skupić całą swoją uwagę na czymś
be anything but ideal	/bi ˈeniθɪŋ bʌt aɪˈdɪəl/	nieznośny ból głowy	in a ... way	/ɪn ə ... ˈweɪ/	w (np. przyjazny, nieprzyjemny) sposób
be beneficial for sb to do sth	/bi ˈbenɪfɪʃ(ə)l fə(r) ˌsʌmbədi tə duː ˌsʌmθɪŋ/	być specem od czegoś	jump in with both feet	/dʒʌmp ˌɪn wɪθ ˌbəʊθ ˈfiːt/	w pełni się (w coś) zaangażować
be entitled to sth	/bi ɪnˈtaɪt(ə)ld tə ˌsʌmθɪŋ/	być dalekim od ideału	keep going back for more	/ˌkiːp ɡəʊɪŋ ˈbæk fə(r) ˌmɔː(r)/	uporczywie, nieustannie do czegoś wracać
be good with sb	/bi ˈɡʊd wɪθ ˌsʌmbədi/	korzystnie na kogoś wpływać	look at the possibility of sth	/lʊk ət ðə ˌpɒsəˈbɪləti əv ˌsʌmθɪŋ/	liczyć się z czymś, rozważać możliwość czegoś
be great / best at sth	/bi ˈɡreɪt ˌbest ət ˌsʌmθɪŋ/	mieć do czegoś prawo	look like sth	/lʊk laɪk ˌsʌmθɪŋ/	wyglądać na coś, zdawać się czymś
be in blooming/excellent/perfect health	/bi ɪn ˌbluːmɪŋ ˌeks(ə)l(ə)nt ˌpɜː(r)fekt ˈhelθ/	mieć z kimś dobry kontakt, dobre podejście do kogoś	look sth up	/lʊk ˌsʌmθɪŋ ˈʌp/	sprawdzać coś (np. w słowniku)
be mad at sb	/bi ˈmæd ət ˌsʌmbədi/	być świetnym, najlepszym w czymś	look to sb for sth	/lʊk tə ˌsʌmbədi fə(r) ˌsʌmθɪŋ/	liczyć na kogoś w czymś
be on the cards	/bi ɒn ðə ˈkɑː(r)dz/	być w pełni zdrowym, w doskonałej kondycji	mild/low/slight fever	/ˈmɪld ˌləʊ ˌslaɪt ˈfiːvə(r)/	lekka gorączka
be on the lookout for sb	/bi ɒn ðə ˈlʊkəʊt fə(r) ˌsʌmbədi/	być wściekłym na kogoś	nod off	/nɒd ˈɒf/	przysnąć
be out of the question by nature	/bi ˌaʊt əv ðə ˈkwɛstʃ(ə)n/ ˌbaɪ ˈneɪtʃ(ə)r/	być możliwym	obsess about/with sth	/əbˈses əˈbaʊt ˌwɪθ ˌsʌmθɪŋ/	mieć obsesję na punkcie czegoś
can't tell up from down	/kɑːnt tel ˌʌp frəm ˈdaʊn/	poszukiwać kogoś	obsess over sth	/əbˈses əʊvə(r) ˌsʌmθɪŋ/	zamartwiać się czymś
catch / come down with / contract the flu	/kætʃ ˌkʌm ˌdaʊn wɪθ ˌkɒnˌtrækt ðə ˈfluː/	nie wchodzić w grę z natury	on a regular basis	/ɒn ə ˌregjələ(r) ˈbeɪsɪs/	regularnie
come back and bite sb	/kʌm ˈbæk ən ˈbaɪt ˌsʌmbədi/	być dezorientowanym, skotowanym	on occasion	/ɒn ə ˈkeɪʒ(ə)n/	od czasu do czasu, przy okazji
dead set on sth	/ded ˈset ɒn ˌsʌmθɪŋ/	zachorować na grype, złapać grypę	once in a blue moon	/wʌnz ɪn ə ˌbluː ˈmuːn/	bardzo rzadko, od wielkiego dzwonu
do an about-turn	/duː ən əˈbaʊtˈtɜː(r)n/	wracać do kogoś (o karze lub zemście)	open sb's eyes to sth	/əʊpən ˌsʌmbədɪz ˈaɪz tə ˌsʌmθɪŋ/	otworzyć komuś oczy na coś
drop/lose/shed weight	/drɒp ˌluːz ˌʃed ˈweɪt/	zdeteminowany, aby coś osiągnąć, zrobić	par for the course	/ˌpɑː(r) fə(r) ðə ˈkɔː(r)s/	do przewidzenia
eat like a bird	/iːt laɪk ə ˈbɜː(r)d/	wykonać obrót o 180 stopni	shaky	/ˈʃeɪki/	mierny, słaby (o wiedzy, umiejętnościach)
endure/take/tolerate the pain	/ɪnˌdʒʊə(r), teɪk ˌtɒləreɪt ðə ˈpeɪn/	zrzucić zbędne kilogramy	Tell me another one!	/tel mi əˈnʌðə(r) wʌn/	Niemożliwe!
exercise like a fiend	/ɪksəˈrɪsaɪz laɪk ə ˈfiːnd/	jeść jak ptaszek	uncompromising perfectionist	/ʌnˌkɒmprəmaɪzɪŋ pə(r)ˈfektʃənɪst/	bezkompromisowy perfekcjonista
fall asleep as soon as one's head hits the pillow	/fɔːl əˈsliːp əz suːn əz wʌnz ˌhed ˈhɪts ðə ˈpɪləʊ/	wytrzymywać, znosić ból	when it comes to sth	/wen ɪt ˈkʌmz tə ˌsʌmθɪŋ/	jeśli chodzi o coś
feel as if one were run over by a lorry	/fiːl əz ɪf wʌn wɜː(r) ˌrʌn əˈəʊvə(r) baɪ ə ˈlɒri/	czuć się jakby kogoś walec przejechał	work sth out	/wɜː(r)k ˌsʌmθɪŋ ˈaʊt/	rozgrzyźć coś, rozpracować