



Student's Book

#Password



PODRĘCZNIK
DO JĘZYKA ANGIELSKIEGO



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Password



1

Fun and games

VOCABULARY socialising

- 1> How often do you socialise with a) your friends from school b) your friends outside school c) members of your family? What's your favourite place for socialising? Why?
- 2> Read the messages and match them with the pictures. Which of these events would you most enjoy? Why?

A Hi Lucy – I haven't seen you or the other guys around for ages. Let's **organise a get-together** soon – maybe meet up at a cafe or something so we can **catch up**? What do you think? I'd love to know what everyone's been up to recently! Drop me a quick line and I'll put together a plan. **Kerry x**

B To all McIntyre Family Members: We are in the first stages of organising a family reunion for next summer and we need volunteers to help. We'll need people to **put together a guest list**, find and **book a venue**, **send out invitations**, and **set it up as an event** on social media. Reply to this email or contact me through my Facebook page. **Jenny (McIntyre-Palmer)**

C Hey guys! It's Julie's birthday on Saturday and her mum's **throwing a big do**, but it's meant to be a surprise so please don't say a word to him or anyone not in on this message. Her mum wants everyone to turn up at 'Deano's' at 7.30. Julia's expecting a quiet little family gathering so she'll really be surprised when she sees all of us! We're having a meal first, and then we can **make a night of it**. **Marty**

- 3> In your notebook, match the phrases in bold from the texts in exercise 2 with the definitions below.

- 1 reserve a place for an event
- 2 find out what friends have been doing
- 3 extend a celebration to a late hour
- 4 formally let people know about an event
- 5 organise a large party
- 6 plan a friendly meeting
- 7 decide who should attend an event
- 8 post a planned event on a social media website

- 4> In your notebook, complete the sentences with the correct verbs.

- 1 I'd like to a get-together with some of our old classmates.
- 2 If I make a guest list, could you the invitations for the party?
- 3 June is planning to a big do for her parents' anniversary.
- 4 It's too early to go home – let's a night of it!
- 5 They need to a venue for the party soon or nothing will be available.
- 6 I haven't seen Denny for ages. I'd love for us all to get together and .



- 5> **CD 1.01** Listen to three voice mail messages. They are responses to the texts in exercise 2. In your notebook, match each speaker with two of the statements below.

This speaker

- | | |
|---|--|
| a | has been doing something which may help with a plan. |
| b | suspects that a plan has already gone wrong. |
| c | has had a lot to do recently. |
| d | is definitely accepting an invitation. |
| e | expresses admiration for the sender of the message. |
| f | promises to try to attend a get-together. |

Vocabulary challenge!

- 6> In your notebook, complete the comments with appropriate words or phrases below.

life of the party good sport wet blanket gregarious
centre of attention scream approachable loner

- 1 Kate is always coming out with the funniest statements. She really is a .
- 2 Josh will do almost anything to get people to notice him. He always wants to be the .
- 3 Kelly has a personality. She'll start up conversations with perfect strangers, and she makes friends wherever she goes.
- 4 My best mate is really a . She doesn't mind at all if you make jokes about her or laugh at the things she does.
- 5 Everyone wants Tracy to come to their gatherings because she is always the .
- 6 Tim can think of reasons NOT to do almost anything. He is such a .
- 7 I don't enjoy socialising much. I suppose I'm a bit of a .
- 8 Everyone finds it easy to talk to Michael because he is so friendly and .

- 7> **Work in pairs and role-play the dialogue. Use some language and ideas from the lesson.**

You are organising your ideal eighteenth birthday party. Discuss your ideas with a friend. Cover these four points:

- the venue
- how to tell your friends about the event
- the guest list
- entertainment



LISTENING AND VOCABULARY

listening for gist and detail • holidays and celebrations

1



1) Work in pairs and answer the questions.

- Which celebrations from the list below are shown in the photographs? What exactly are the people celebrating? What are they saying to one another? How do you think they feel?
- Which of these events are celebrated in Poland? What other personal milestones do you celebrate?

baby shower	graduation celebration
wedding reception	anniversary celebration
birthday party	retirement party

2) In your notebook, match 1–6 with a–e to make expressions of good wishes. On which occasion could you use them?

- | | |
|----------------------|----------------------|
| 1 Happy | 4 Here's to |
| 2 Merry | 5 Best wishes |
| 3 Congratulations on | 6 Congratulations to |

- the newlyweds!
- Christmas
- your achievement. Here's to your future!
- for a happy, healthy baby!
- another twenty years of a happy marriage!
- birthday

3) CD 1.02 Listen to four recordings and answer the questions in your notebook.

- What did speaker 1 do that she was slightly ashamed of?
- What does speaker 2 regret?
- What two things is speaker 3 particularly proud of?
- What surprised speaker 4?
- What are all four of the speakers describing?

4) CD 1.02 Listen again and match statements a–e with speakers 1–4 in your notebook. There is one extra statement.

This speaker

- has accomplished something unique in his/her family?
- was not looking forward to a celebration?
- was not expecting a celebration?
- had a good time in spite of circumstances?
- enjoyed experiencing feelings from the past?

5) In your notebook, replace the underlined words with one of the words below.

packed relatives mistaken booking occasion
outstanding reception thrilled

- Tom forgot to make a reservation at the restaurant, so they didn't have a table for us.
- The dance floor was so crowded with young people that we could hardly move.
- I've invited nearly all of my family members to my graduation party.
- We wanted to make our parents' anniversary party a truly memorable event.
- I thought the hotel would be great for a wedding reception, but I was wrong.
- Some people don't enjoy surprise parties, but I was extremely pleased with mine.
- The graduation party wasn't just OK – it was amazing!
- Carol and Steve hosted a large formal party for 75 guests to celebrate their 10th wedding anniversary.

6) CD 1.03 Listen to someone talking about the history of the greetings card. Answer the questions in your notebook.

- How profitable is the greetings card industry?
- What prevented everyday people from using greetings cards in the early days?
- In what country did greetings cards first become a big business?

Listening challenge!

7) CD 1.03 Listen again and complete the sentences below in your notebook. Write one or two words in each gap.

- Greetings cards in some form have existed for .
- People in Europe didn't see greetings cards until the .
- In 1840, the was introduced, and this made sending cards easier and more popular.
- Copying famous pictures was an important step in the business, first taken in .
- The message on a greetings card is often in the form of a .
- A type of card that is increasingly popular today is not connected with a .
- The types of cards we send now are changing because of .

8) WHAT DO YOU THINK? Work in pairs and discuss the questions.

- Do you ever send greetings cards? Why?/Why not? Do you think it's better to receive a greetings card via snail mail or online? Why?
- Describe some customs that you practise in your family. Do you think it's important to keep up the customs and traditions we have for certain special occasions? Why?/Why not?
- Talk about planning the ideal school-leaving party. How would you try to make it enjoyable and memorable for everyone?

Tense contrast: present perfect simple, present perfect continuous, past simple

1> Think of a family holiday tradition that has been going on for a long time. When did it start? How long have you been taking part in it?

2>  **CD 1.04 LANGUAGE IN CONTEXT** Listen to a dialogue between two friends and answer the questions below.









- 1 What has Karl been doing recently?
- 2 What has he accomplished and not accomplished up to now?
- 3 What did he do the day before?

3> **ANALYSE** Read the dialogue and find examples of present perfect simple, present perfect continuous, past simple.



- Maria** Hey Karl! I haven't seen you lately. What have you been up to?
- Karl** Oh, hi Maria! I've been helping my mother get ready for our family's new year celebration all week. We celebrated at my grandparents' house until they moved into a small flat, but we've hosted the celebration at our place since then.
- Maria** That sounds like a lot of work! Have you finished everything yet?
- Karl** Well, I've been helping all week. Yesterday I sent out the invitations. All morning I've been putting up the decorations – I've decorated three rooms so far. But I haven't shopped for the food yet.
- Maria** I'm sure it will be fantastic! I've always loved celebrating the New Year's Eve, but I don't have anywhere to go this year.
- Karl** Well, why not come to our place? You've already met my family, and they'd love to have you!

4> In your notebook, complete the rules with the names of the correct tenses from exercise 3. Then match an example from the dialogue in exercise 3 to each rule.

- 1 We use the  for actions happening during a period of time which is not finished or unstated, and the  for actions which have finished or occurred at a stated time.
- 2 We use the  for situations up to now which can happen again, and the  for situations which can't happen again because of a change in circumstances.
- 3 We use both  and  to talk about situations that started in the past and continue into the present. We use  to stress the duration of an action, and  to stress the result of an action.















5> Which of the time expressions below are usually used with the past simple? Which are usually used with the perfect tenses?

*lately so far When ...? last night ever / never
yesterday just for the past two months this week
How long ...? in 2000 already since November*

? **What's right?**

- 1 We've been working on a new project recently.
- 2 We've worked on a new project recently.
- 3 So far we've been preparing three presentations.

6> **PRACTISE** In your notebook, complete the dialogues with the correct forms of the verbs in brackets. Use the past simple, present perfect simple or continuous.

- 1 A I  (address) holiday cards for hours! It feels like I'll never finish!
B I  (not start) mine yet. Actually, I  (buy) them only yesterday.
- 2 A  (you / see) the New Year celebrations in Taipei?
B I  (watch) them on the computer for years, but I  (not see) them in person.
A My family and I  (travel) there two years ago and it  (be) amazing! I  (never / see) such amazing fireworks!
- 3 A Hi, Kelly! I  (not see) you for a while. What  (you / do)?
B I  (prepare) for my engagement party. Mark  (ask) me to marry him last month, and we  (be) busy ever since!

7> In your notebook, find and correct a mistake in each sentence.

- 1 I have been knowing Sarah for many years.
- 2 A Do you know this book?
B Yes, I do. I read it.
- 3 I've been sending him three emails but I haven't had a reply yet!
- 4 Gillian has lived in Bristol for three years and then moved to London.
- 5 My dad wrote several articles for this magazine, and he's planning some more.

8> In your notebook, translate the sentences into English.

- 1 Janna i Louis od kilku miesięcy planują ślub.
- 2 Moi przyjaciele mieszkają w swoim nowym mieszkaniu od niedawna.
- 3 Od jak dawna znasz Marka?
- 4 Mój nauczyciel historii napisał dwie książki o starożytnych uroczystościach.
- 5 Długo na mnie czekasz?
- 6 Markus i Lydia nie rozmawiają ze sobą od tygodni.
- 7 Czytałem te książki, kiedy byłem w szkole. Bardzo mi się podobały.
- 8 Nie mogę teraz wyjść, bo nie skończyłam eseju.

9> **NOW YOU DO IT** Work in pairs. Tell your partner about the topics below.

- something you've been trying to learn for some time
- a celebration you have recently taken part in
- the last time you threw a party
- a hobby you had when you were in primary school
- how long you have been doing something, e.g. a sport or hobby
- when you started doing something that you are still doing

Speculating about the present and past: *may / might / could / can't / must*

1> Think of a friend you haven't heard from for a while. What do you think they might be doing now?

2>  **CD 1.05 LANGUAGE IN CONTEXT** Read and listen to a dialogue between two friends. Answer the questions.

- Why are the two friends talking about Cynthia?
- What possible explanations are suggested?
- What actually happened to Cynthia?

Laurie I wonder what happened to Cynthia. She said she'd meet us at three and it's already quarter past!

Sam She must have forgotten about our appointment. She may not have made a note of it in her phone. She can't have stood us up on purpose! That isn't like her at all.






Laurie No, it isn't. She must be doing something else, and our meeting just slipped her mind.

Sam She could be at the dance school. I remember she said they needed to work on some costumes. Or she might be shopping with her mum.







Laurie Yes, that must be the case. It's strange that she hasn't answered any of my texts, though. I'm afraid that something bad might have happened.

Sam No, I'm sure everything's fine. Oh, look! She's just sent me a text. She missed the bus, that's all!








3> **ANALYSE** Find examples in the dialogue in exercise 2 to illustrate each pattern in the table below. Write the answers in your notebook.

	Certain	Less certain
Present/Future • modal verb + infinitive • modal verb + <i>be</i> + -ing form	1 	3  <i>could be</i>
Past modal verb + <i>have</i> + past participle	<i>must have forgotten</i> 2 	4  5 

4> In your notebook, complete the dialogues with the correct forms of the words in brackets.

- A** Why isn't Debra here yet?
B She  (*work*). They're very busy this week.
- A** David looked a bit sad after the graduation ceremony.
B He  (*feel*) disappointed that they didn't have time for his speech.
- A** Do you know Mark Teller?
B I'm not sure. I  (*meet*) him once, but I don't really remember him.
- A** I've just got a text from Karen. She's already at the cinema.
B Really? She  (*leave*) work early.
- A** Poor Tim! He's been in bed for nearly a week with the flu.
B Let's do something to cheer him up. He  (*be*) really bored.
- A** Did you hear that Sean has turned down our invitation?
B He  (*do*) that! He told me just yesterday how much he wanted to come to.

5> In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- Sam  (*not invite / Gina*) to the prom – he had already invited Susan.
- This voice message  (*not be / Gerald*). It doesn't really sound like him.
- I'm not sure, but Sarah  (*feel / hurt*) because you didn't invite her to your party.
- John  (*do / something important*) because he's not answering his phone.
- It  (*rain / tomorrow*) during the picnic – there's a 60% chance of showers.
- My phone is gone and there's only one explanation. I  (*drop / it*) on the bus.
- I'm not sure, but James  (*not receive / invitation*) to our reception. I haven't heard a word from him.

Grammar challenge!

To talk about general possibilities, we use **can**. To talk about specific possibilities we use **may** and **might**. **Could** is used in both cases.

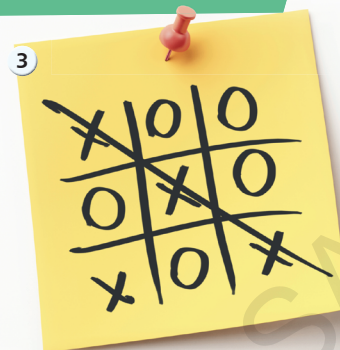
- Organising large parties **can** be very stressful.
(NOT ... *may be very stressful*)
- Mark's party **may** prove to be a big success because he has put so much effort into organising it. (NOT ... *can prove to be* ...)

6> Choose two correct answers in each sentence and write them in your notebook

- Don't stand so close to the pool. You **can / may / might** fall in!
- Turn on your GPS or you **could / may / can** get lost on the way to the party.
- People who don't socialise often **may / could / can** become increasingly shy.
- Large dogs **might / can / could** be dangerous to small children.
- Don't drink so much coffee. You **might not / cannot / may not** be able to sleep!
- Write down the date of the get-together or you **could / may / can** forget it.
- People who seldom exercise **might / could / can** have health problems later in life.

7> **NOW YOU DO IT** Work in pairs. Speculate about the situations below, using modal verbs.

- Two of your friends are sitting at the same table in a café, but they are not looking at or speaking to each other.
They may have had a disagreement, or ...
- Someone has sent you an invitation to a party. You don't know who sent it.
- You arrive to your class and can't find your completed homework assignment. Your teacher asks what happened.
- You leave your friend's flat and see that your motorbike is gone. Think of several possible explanations. Include your own and others' actions.



- 1> Work in pairs. Organise the names of the games into the categories below. Which games are shown in the pictures? Can you add any other games to each category? Which games are shown in the pictures (1–3)?

shooter games hopscotch hide and seek scavenger hunt
hangman tug-of-war battleships Scrabble draughts
noughts and crosses role-playing games (RPG) Ludo

- a board games d outdoor games
b word games e computer games
c pencil-and-paper games

- 2> Work in pairs and discuss the questions.

- Which of the games above did you use to play as a child? Do you play any of these games now?
- Can you give examples of popular games young people play these days? What do you think of them? Which one could you recommend to your partner? Why?

- 3> Read the two texts and choose the correct answers.

Text 1

Last Friday I had hoped **to have a quiet night in**. Just me and my book – a new spy story I had wanted to read all week long. Just as I was making myself comfortable on the sofa, the phone rang. It was my friend Tim. He sounded very excited about some Escape Room in the city centre and he invited me to go with him and his mates to try it out. 'Come on! It's Friday night. You can't **be stuck indoors**. I've booked a spy room, especially for you.' Frankly, if he hadn't mentioned that last piece of information, I might have turned the offer down, but the idea of 'playing spies' in real life appealed to me. I got ready in no time and we left. I really didn't know what to expect on my way there. I was both curious and a bit nervous as I am actually not **big on** group activities, like many other people I know.

On our arrival, the game master explained the rules to us. 'You are a team of spies who have just broken into the office of your colleague. He is suspected of leaking some classified information to your worst enemy,' he said. 'He's planning to drop the information off in a secret location and your mission is to find out where. However, when you enter the room, you activate the security system and the door locks behind you. You have 60 minutes to find both the location and escape route before being caught,' he added. And our adventure began.

We split up to look for the clues and it soon turned out that each clue was connected to another, so we had to share the bits of the information if we wanted to succeed. Eventually, by working together, we figured out the secret location. Hurray! We had only 10 minutes left and I was beginning to have serious doubts. Racing against time, we searched the room for more hints. I looked up in desperation and there it was. The secret code was written back to front on the lamp shade above our heads. We finished right on time! A second later and we would have been caught.

Leaving the building, I really felt like I had just saved humanity from an evil traitor. In all honesty, I **had a real laugh**. It also made me discover that working with others was not such a bad thing after all. Without a doubt, I had a very exciting night out!



Text 2

ESCAPE ROOM games were first invented in Japan, and were originally online video games in which a player had to solve some puzzles to find a way out of a mysterious or scary place. Over a decade ago, their real-life version was introduced and the **fad** for this kind of entertainment began. Escape rooms are growing in popularity and now most big towns in the world boast at least one. So what makes these games so tremendously attractive?

For a start, escape room games are a novelty – they draw crowds of people who want to **have a go at** a new, stimulating activity. Secondly, games like these answer our brain's need to look for patterns and meaning and to solve riddles and mysteries. When we engage in a detective-like game in which we have to do a puzzle, we give our brain what it desires the most – a challenge. Escaping by cracking the code within the given time limit works like a reward for us. Then comes the human need to socialise with others and get involved in group activities in order to achieve a common goal. Unlike

computer games, escape room games are not solitary **leisure** activities. The success in the game mainly depends on effective cooperation and communication among the team members who discover different clues,

- The author of the text
 - was prepared to refuse the invitation.
 - did not need any persuasion to go out.
 - had no alternative plans for that Friday.
 - was enthusiastic about taking part in the game.
- Which of these sentences is **false** according to paragraph 3?
 - The members of the team looked for hints individually.
 - In the end, the final clue was discovered by one team member.
 - The author of the text was unsure of the final result at some point.
 - The team finished the game with a few minutes to spare.
- Which of the following is mentioned in the text as **an opinion**, not a fact?
 - The game has a set time limit.
 - The game was more enjoyable than expected.
 - The game had a story line.
 - The game had two main objectives.



which they must share with other participants. The amount of physical activity also adds to their appeal. There is a good deal of action, and just the right amount of excitement and tension to satisfy most people.

Escape rooms have proved popular with co-workers who use this form of entertainment as a team building activity, as well as among friends and families as an alternative way of spending the weekend or celebrating someone's birthday. It looks like escape rooms have caught on and are here to stay.

- 4 Which of these statements is **not** given as a reason for the popularity of escape room games?
- They help people relax.
 - They help employees get on better.
 - They combine a number of activities people like.
 - They require mental effort.
- 5 From **both** texts we learn that escape room games
- allow people to pretend to be spies.
 - count on the participants' cooperation for a successful outcome.
 - have become a new fashion.
 - may appeal to both the young and old.

4> Work in pairs and discuss the questions.

- What do you think of this form of entertainment? Which aspects of escape room games appeal to you the most/least? Why?
- Do you prefer individual or group activities? Why?

Vocabulary development

5> Study the highlighted words and phrases in the two texts and choose the correct meaning of each expression.

- have a quiet night in** a go to sleep earlier than usual
b have an evening when you stay at home and relax
- be stuck indoors** a be unable to leave the house
b stay at home because you fancy it
- big on sth** a good at something
b enjoy something a lot
- have a real laugh** a have a good time
b laugh sincerely
- fad** a a problem you find hard to solve
b something fashionable for a short time
- have a go at sth** a try to do something
b go to a new place
- leisure** a hobby b free time

6> In your notebook, complete the sentences with the correct form of the words and phrases from exercise 5. Which of the statements are true for you? Why?

- I think that escape rooms are just a **fad** that will last a year or two
- Generally speaking, if I have the choice, I prefer to **be stuck indoors** than to go out.
- I often **have a real laugh** at new activities because I like challenges.
- I hate **being stuck indoors** on a sunny day, especially when I have to study a lot.
- I love playing games with my family. We always **have a go at sth**!

Vocabulary challenge!

7> Find the word which does **not** collocate with the noun in bold. Then translate the phrases into Polish.

- engage in / make / take part in / do **an activity**
- achieve / reach / do / pursue **a goal**
- draw / attract / pull (in) / turn **crowds of people**
- keen / leisure / free time / stimulating **activity**
- solve / invent / perform / do **a puzzle**
- hang out / socialise / mess about / join **with your friends**

8> In your notebook, translate the Polish parts of the sentences in brackets, using the collocations from exercise 8.

- This escape room **always attracts** (zawsze przyciągał tłumy ludzi) so you have to book in advance.
- I **was never involved in** (nigdy nie angażowałam się w zadania grupowe) when I was at school. I was a bit of a loner.
- Horse-riding is not **an example of** (przykładem rozrywki dla każdego).
- Most young people simply **would rather** (wolą spędzać czas z przyjaciółmi niż) being on their own.
- I love games in which you **have to achieve** (musisz osiągnąć cel) within a certain time limit.
- I **am trying to solve** (próbuję rozwiązać tę łamigłówkę od) half an hour.

9> Imagine you work for an escape room company as part of your summer break. You have been asked to prepare a video clip advertising the room to young people. Work in pairs and prepare a short presentation for the clip. Include the information below.

- the location, price, opening hours
- the themes of the rooms (e.g. any historical periods, different types of game plots – spy, detective, horror theme)
- the reasons why it's worth visiting

Why don't you visit ...?

We are located in ...

We stay open from ... to ...

We offer great entertainment for less than you imagine.

We offer discounts to ...

Our escape room is a perfect occasion to ...

You will have a chance to ...

- 1> Work in pairs. In your notebook, write down some words and phrases to describe the picture. Consider the people, the setting, and the people's actions. How might the people in the photograph be feeling?



- 2> **CD 1.06** Listen to a student describing the picture in exercise 1 and answer the questions.

- How does the student interpret the situation?
- What verb forms does she use to speculate about what is happening in the photo?
- What two phrasal verbs does she use to talk about someone not coming when expected?

- 3> **CD 1.06** Listen again and complete the sentences with the correct words. Check your answers with the audioscript on page 155.

Phrase Bank

► Speculating about a picture

- It looks if the photo was taken in a cafe.
- The place/location/café to be very light and clean-looking.
- from their appearance, I say that the young people are in their early twenties.
- I would that they are students.
- He is looking at his watch as he is checking the time, and he fairly calm.
- ... I she's calling someone who is not answering ...

- 4> In your notebook, divide the adverbs into four groups according to how strong they are. Then use them to complete the statements about yourself.

a bit extremely quite very rather really fairly
terribly slightly

- I am reliable when it comes to meeting with friends.
- I get upset when friends stand me up.
- I become worried when I don't hear from people I care about.
- I tend to feel annoyed when my friends can't agree on what to do.
- I am relaxed when it comes to changing plans at the last minute.



- 5> Speculate about the situations below. Use expressions from the phrase bank and those listed below.

I'm pretty sure ... I suppose ...

I've never been in that situation, but ... Chances are ...
It's highly probable that ... She/He is bound to feel ...

- A young woman is about to open her university examination results.
- Young parents are bringing their new-born baby home for the first time.
- A college graduate has received a car as a gift from his grandparents.
- Some teenagers see a young child about to step into a busy street.
- A young man has just proposed to his girlfriend and been refused.
- A homeless woman has learned that she has won the lottery.

- 6> **CD 1.07** Listen to another student answering three questions about the photograph in exercise 1. In your notebook, write down the main points the student makes.

- Why do you think the young woman is worried?
- How do you feel when friends are late or don't show up?
- Describe a situation when a friend didn't show up when you planned to meet.

- 7> **CD 1.07** Listen again. Which of the phrases with *seem* below does the student use?

- seem* + adjective
- ..., or so it *seems*.
- I don't *seem* to ...
- It *seems* to me that ...
- It *seems* unlikely/possible/certain that ...
- It doesn't *seem* like + noun
- Seemingly* ...
- ... or that's how it *seemed* ... to me.

- 8> Work in pairs. Ask and answer the questions in exercise 6. Use the phrases from exercise 7 and your own ideas.

- 9> Work in pairs. Go to page 133. Take turns doing the speaking task and answering the three questions.



WRITING

a letter to the editor

1

3> Which of the following is true about formal letters? In your notebook, complete the sentences with *use* or *don't use*.

In formal letters

- 1 we use contractions.
- 2 we use more complex sentences.
- 3 we use formal vocabulary and linking expressions.
- 4 we use phrasal verbs.
- 5 we use formal opening and closing phrases.

4> In your notebook, match the phrases below with their more formal equivalents highlighted in the letter in exercise 2.

- | | |
|-------------------------------|----------------------|
| 1 say that something is true | 5 good for someone |
| 2 wrong idea | 6 what's more |
| 3 make somebody happy | 7 point out |
| 4 a way of spending free time | 8 free time activity |

5> In your notebook, match the underlined fragments of the sentences with two of the expressions below.

nevertheless it is commonly believed from my point of view
however since be close to it appears to me
as have a good relationship with it is often thought

- 1 People often think that teenagers do not like spending their free time with their parents.
- 2 Most young people get on with their parents.
- 3 Young people spend a lot of time online, but they have time to meet their friends as well.
- 4 The way I see it parents and their teenage children have often similar hobbies such as skiing or swimming.
- 5 Young people often seek a closer relationship with their parents because it gives them a sense of security.

6> In your notebook, rewrite the underlined parts of the sentences, using more formal language from exercises 4 and 5, as well as your own ideas.

- 1 People are completely wrong when they say teenagers are not happy about spending free time with their parents.
- 2 Travelling with people from their families is something many of my classmates enjoy doing most in their free time.
- 3 I'd like to point out that parents and teenagers often spend their holidays together. While on holiday they also play games and talk to each other.
- 4 I think that parents can learn what problems their teenage children have if they hang out with them more often.
- 5 Doing things together with our parents is good for you because that is how we build lasting relationships.

7> Read the instructions and do the writing task in your notebook.

Niedawno w lokalnej gazecie przeczytałeś/przeczytałaś artykuł sugerujący, że młodzi ludzie wolą spędzać wolny czas z rówieśnikami, a nie z najbliższą rodziną. Autor zakończył go słowami: *Young people would never spend their free time with their family if they had the choice*. Nie zgadzasz się z tym punktem widzenia. Napisz **list do redakcji** tej gazety, w którym opiszesz, w jaki sposób młodzi ludzie spędzają czas ze swoją rodziną i podasz przyczyny, dla których warto spędzać czas w gronie rodzinnym.

✓ Remember to:

- cover the two elements of the task in the letter
- use formal English

1> Work in pairs. Look at pictures 1-2 and answer the questions.

- 1 What might these people find appealing about the activity they are doing?
- 2 Do you think that everybody should have a creative hobby? Why?/Why not?

2> Read the writing task and the example letter below. Does the author state the aim of the letter? Does the letter include the two underlined elements of the task? Give reasons to support your answer.

Niedawno przeczytałeś/przeczytałaś artykuł, którego autor uważa, że młodzież nie potrafi spędzać wolnego czasu w twórczy sposób i woli posiedzieć przed komputerem. Napisz **list do redakcji**, w którym nie zgodzisz się z autorem tego artykułu. ¹Opisz ulubiony sposób spędzania wolnego czasu i ²wyjaśnij, jakie korzyści płyną z posiadania tego typu hobby.

Dear Sir/Madam,

I am writing in response to the article which **claims** that young people do not spend their free time in a creative way, but instead stay in front of their computers all day. I believe this is a common **misconception** and I would like to offer my point of view on the matter.

I have been blogging about fashion and jewellery-making for the last two years. My blog entries include articles about current fashions as well as photographs of outfits for various occasions, which I take myself. Moreover, I design my own necklaces, and record tutorials on YouTube to help others create their own accessories. Although I spend most of my free time in front of the computer, I consider this activity a creative **form of recreation**.

It goes without saying that having a hobby like this is **beneficial** for more than one reason. Firstly, it helps stimulate my imagination and creativity. **Furthermore**, I am really interested in technology as it allows me to keep in touch with my friends. I often post links to my blog articles so that everybody can stay up-to-date with my publications. Most of my friends enjoy reading my articles, which **gives me great pleasure**.

In conclusion, let me **emphasise** the fact that teenagers often spend their free time in a creative way even if they sit at a computer. These activities may include anything from blogging to creating websites. As far as I am concerned, these **leisure activities** are as creative as painting or taking photographs.

Yours faithfully,
XYZ

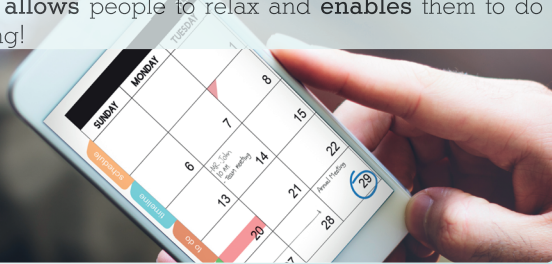
1> Work in pairs and answer the questions.

- 1 How much free time do you actually have? Is it enough? How do you spend it?
- 2 Do you ever feel bored? When? Why?

2> LANGUAGE IN CONTEXT Read the text. Why is boredom essential in our lives?



No one **enjoys** being bored and most of us **want** to fill our every waking moment with activity. We believe that the more we do with our time, the more we will **manage** to achieve. However, contrary to popular belief, what **causes** us to develop to our full potential is, quite surprisingly, boredom. When we **continue** to pack our calendars busy, we **fail** to find the time we need to think more creatively and we **miss** having an opportunity to reflect on what we are doing. This constant busyness and lack of time **makes** us perform less effectively because we are more easily distracted. So the best piece of advice for you may actually be to **practise** doing less and **continue** choosing activities to say 'no' to. Having quality leisure time **allows** people to relax and **enables** them to do some thinking!



3> ANALYSE Find sentences in the text in exercise 2 which match the patterns in the table below.

1 verb + -ing		4 verb + object + infinitive	
2 verb + infinitive		5 verb + infinitive or -ing (little or no change in meaning)	
3 verb + object + bare infinitive			

4> In your notebook, match the verbs below with one of the patterns above. Sometimes more than one answer is correct.

help feel like persuade spend your time volunteer
begin arrange start motivate remind intend
bother prefer ask let offer encourage fancy
happen avoid seem can't stand keep invite
tend hope can't help risk aim

5> PRACTISE Choose the correct option to complete the sentences. Sometimes both options are correct. Then ask and answer the questions in pairs.

- 1 What do you fancy *doing* / *to do* after school today?
- 2 What makes you *to feel* / *feel* the most tired during the week? How do you cope with it?
- 3 Do you tend to *take* / *taking* too much on or do you avoid *to do* / *doing* extra things? Why?
- 4 What motivates you *to work* / *work* harder at school?
- 5 Do you miss *having* / *to have* more time to see your friends? Why?/Why not?
- 6 What do you intend *to do* / *doing* at the weekend?

6> In your notebook, translate the Polish parts of the sentences in brackets into English.

- 1 Most parents (*zachęcają własne dzieci do uczęszczania na*) various courses.
- 2 Doing nothing (*pozwala się nam zatrzymać*) and think more creatively.
- 3 We (*umówiliśmy się, że pójdziemy pływać*) the following day.
- 4 My friends (*namówili mnie na zorganizowanie*) a party.
- 5 Most young people (*spędzają wolny czas, siedząc*) in front of their computers.
- 6 I (*zgłosiłem się na ochotnika do uczestnictwa w*) this board game contest.

7> Write sentences from the prompts in your notebook.

- 1 You should try to (*avoid* / *do*) too much in your free time if you (*want* / *rest*) properly.
- 2 My father (*offer* / *give* / *I*) a lift to the cinema, but I (*decide* / *go*) by bus instead.
- 3 Listening to music (*always* / *enable* / *me* / *relax*).
- 4 Luke (*practise* / *play*) the piano every day because he (*aim* / *become*) a professional musician in the future.
- 5 I (*keep* / *wave*) to my friend, but she (*seem* / *not* / *notice*) me.
- 6 My best friend (*ask* / *me* / *go*) running with him. He said it would (*make* / *me* / *feel*) more energetic.

Challenge!

With verbs of perception (eg. *see, watch, hear, overhear, listen*) two patterns are possible:

verb + object + infinitive or **verb + object + -ing**.

- 1 I saw Steve and Fiona playing tennis, but I don't know who won. (You saw only part of the action.)
- 2 I saw Steve and Fiona play tennis. Both of them were brilliant. (You saw the whole match.)

8> In your notebook, complete the sentences with the correct form of the verbs in brackets. Give reasons to support your answers.

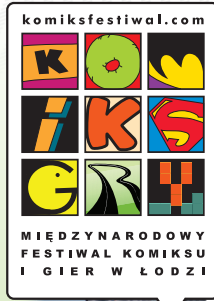
- 1 When I was leaving the house, I could hear my sister (*argue*) with our parents.
- 2 At the party, I heard Fiona (*whisper*) to Tom: 'I love you.'
- 3 I watched the local hip-hop dance group (*perform*) on stage at my school yesterday. It was an awesome show.
- 4 As I was going home, I saw some teenagers (*dance*) in the street, but I didn't take much notice.

9> NOW YOU DO IT Work in pairs. Imagine you work as leisure time consultants. What advice would you give to the people below? Use the phrases given and role-play a dialogue.

- 1 a bored teenager who doesn't have much money to spend
 - 2 a teenage girl who is shy but wants to make friends
- You should aim ... • Why don't you practise ...? • It'd be a good idea if you arranged ... • I'd encourage you ... • Try to avoid ... • If you fancy ..., you could ... • Why not spend your free time ...?

1> Read the text and choose the correct answer A, B, C or D.

Łódź is, no doubt, a city of festivals. Among many other events, every year it hosts the International Festival of Comics and Games. The city ¹ has been this festival since 1991, and now it has become the biggest event of its kind in Eastern Europe. In 2015, the festival organisers were proud to entertain 20,000 participants. So what exactly makes people ² come to this event in such great numbers? For a start the festival ³ lets comics and interactive media game creators and fans to meet in one place, so they can share their experience and expertise in this field. ⁴ Moreover, the festival's programme features a great deal of events such as meetings with famous artists, game tournaments, exhibitions, and various workshops. The festival venue is always packed ⁵ with people, both young and old, looking for new comics, games, and a good time. So, next time you ⁶ visit to be in Łódź when the festival is on, don't hesitate to see it for yourself.



- | | | | |
|------------------------|----------------|--------------|-----------------------|
| 1 A has been organised | B organised | C organises | D has been organising |
| 2 A to come | B come | C coming | D came |
| 3 A lets | B keeps | C enables | D offers |
| 4 A Moreover | B Nevertheless | C Apart from | D So far |
| 5 A of | B to | C with | D on |
| 6 A happen | B attend | C tend | D enjoy |

! Watch out!

Verbs such as **forget**, **remember**, **try**, **stop**, **regret**, **mean**, **go on** may be followed by either the *-ing* form or an infinitive.

- Don't **forget to invite** Robert to the party. (forget a duty/a task)
- I'll **never forget asking** Ann to marry me. (forget an experience from the past)
- Patrick **went on dancing** despite his serious leg injury. (continue)
- Patrick **told everyone about his dancing career**, and then he **went on to talk** about his plans for the future. (do another thing, change the subject)

- Please try find (find) some time this year to celebrate your parents' 30th wedding anniversary.
 - You could try get (get) her some jewellery if you have no other ideas for a birthday present.
- We stopped say (say) hello to our friend.
 - I'd like you to stop gossip (gossip) about me behind my back.
- My sister regrets not complete (not complete) her English course.
 - We regret inform (inform) you that the painting workshop will be cancelled tonight.
- I meant ask (ask) you for some advice, but I forgot.
 - Going on this trip means get up (get up) early in the morning.
- Jo says she won't go on play (play) the piano next year.
 - Jim tried karate, but then he went on practise (practise) judo.

3> In your notebook, 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.

- I suppose you were delighted to see your aunt after such a long time. **MUST**
You must to see your aunt after such a long time.
- It is possible that Jessica and her mum are doing the shopping together now. **BE**
Jessica and her mum are together now.
- I suggest you buy Joanna a book for her birthday. It's always a safe option.
It's a book for her birthday. It's always a safe option. **TRY**
- We took up karate about three years ago.
We have been about three years. **BEEN**
- The last time Paula saw Tom was last week.
Paula saw last week. **SEEN**
- I have a good memory of the time I met my best friend.
I met for the first time. **REMEMBER**
- When did you start playing basketball?
I started playing basketball? **LONG**

Challenge!

4> In your notebook, translate the Polish parts of the sentences in brackets into English.

- If Jill isn't here, she isn't (na pewno ćwiczy granie) the piano.
- This event always attracts (zawsze przyciągał) crowds of people.
- I can't hold back (nie mogę się powstrzymać od śmiechu) at this joke.
- My grandparents were married (byli małżeństwem przez 40 years). Wasn't it great?
- Alan can't tell (nie mógł powiedzieć) all this. We are friends and he never talks behind my back.
- Family gatherings can be very tiring (mogą być bardzo męczące).
- You can achieve (możliwe, że osiągniesz) your goal if you work a bit harder.
- I saw when Tony left (gdy Tony wyszedł) his office, but I don't know where he's gone.

5> Work in pairs and answer the questions.

- Why may people find comics appealing? Which comics are the most popular in Poland?
- Have you been to a cultural festival? If so, what was the event like? If not, what festival would you like to visit?

☆ Challenge! task

Complete all the exercises on this page in your notebook.

1> Choose the correct option to complete the sentences.

- We just wanted to meet and catch up / on, but in the end we made / did a night of it.
- I have just booked / set a venue for a do I'm putting / organising for my birthday.
- We've put / made together a guest list for the party, but we haven't set / made it up as an event on facebook yet.
- I've been dreaming of having / taking a quiet night in, but my friends have organised / made a get-together.

—/8

2> Complete the sentences with appropriate prepositions.

- The club is always packed with people on Saturday night.
- Let's set our party as an event on Facebook.
- We sent out invitations this morning.
- Helen is not really big in group activities.
- My congratulations on your achievement!

—/5

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

- We couldn't have this venue because it was booked for a man (retire) party.
- I was in (mistake) when I said that you couldn't make a reservation (book) at this restaurant.
- Jim has invited all his friends (relate) to his birthday party.
- Our graduation (graduate) party was stand out (stand out).
- You don't want to be stuck in (door) on such a beautiful day, do you?

- 6> I like Sue because she's approaching (approach), and never wants to be in the centre of attention (attend).

—/9

Vocabulary challenge!

4> Rewrite the sentences (1–6), using the phrases below. Make any necessary changes.

be a scream pursue goals draw crowds wet blanket
be a loner spend time messing about

- Jack prefers spending his free time on his own.
- Julia is so funny.
- This film made many people visit the cinemas.
- I've been hanging out with my friends all day.
- Lucy never joins in and spoils everyone else's fun.
- Young people should have some aims in their lives.

—/6

5> Complete the sentences with the correct form of the verbs in brackets. Use the past simple, the present perfect simple or continuous.

- A man (you / phone) me last night? My battery died (die), so I didn't receive (not receive) any calls.
- Yes, I did. Actually, I texted (text) you all morning too! My sister asked (ask) me to invite you to her graduation party.
- My dad collected (collect) Halloween decorations since he was a child. He collected (collect) hundreds of cool things.
- Toyo Shibata published (publish) her poetry collections during the last years of her life. The first of these, *Don't Lose Heart*, has sold (sell) more than 1.6 million copies in her native Japan since its publication in 2009.
- People hold (hold) celebrations to greet the coming of spring for thousands of years.

—/10

6> Complete the sentences using the prompts in brackets.

- I'm not sure what Agnes is up to at the moment. She may / get ready (may / get ready) for the party.
- I must / ring you (must / ring you) a hundred times! Why didn't you answer?
- Olaf cannot / enjoy / he (cannot / enjoy / he) at the party because he came back home an hour after it started.
- We have no idea why Jemma came so late to the party. She may / forget (may / forget) it.
- The DJ at our wedding keep / encourage / guests / dance (keep / encourage / guests / dance) all the time.
- Nothing would make / I / take part (make / I / take part) an escape room game.
- Tom stop / help / old lady / get (stop / help / old lady / get) on the bus.
- I not remember / invite / Tom / party (not remember / invite / Tom / party), so when he came, I was surprised.

—/8

Grammar challenge!

7> Translate the sentences into English.

- Podszuchalam, jak Tina umawiala sie na spotkanie z Tomem.
- Widzieliśmy, jak Ann i Matt weszli razem do restauracji.
- Niektóre gry komputerowe mogą kosztować ponad 300 złotych.
- Może spodobać Ci się ta gra.
- Nigdy nie słyszałam kogoś śpiewającego tak pięknie.

—/5

8> Rewrite the underlined parts of the letter so that they sound more formal.

Dear Sir,
I'm writing in response to the article which says that youth don't enjoy playing board games. I think this is a completely wrong idea. I think that playing board games is popular among young people. Also, this way of spending free time enables youth to socialise. People often think that teenagers spend their free time in front of their computers, but let me point out that this is not always the case.
Best wishes,
XYZ

—/9

9> Complete the text with appropriate words.

I 1 assume that this photograph was taken at a restaurant, and it 2 was to show a family party. They 3 are be celebrating one of the family member's birthday. Judging 4 from the people's faces, they are very happy. They look as 5 if they are enjoying the party a lot. I 6 guess that they are a close family.

—/6



10> Work in pairs and test each other.

Student A: go to page 141.
Student B: go to page 146.

Socialising / Spotkania

book a venue /ˈbʊk ə ˈvenjuː/ zarezerwować lokal
catch up /ˈkætʃ ʌp/ porozmawiać; nadrobić zaległości
family gathering /ˈfæm(ə)li ˈɡæðərɪŋ/ spotkanie rodzinne
make a night of it /ˈmeɪk ə ˈnaɪt əv ɪt/ imprezować do późna
organise a get-together /ˌɔː(r)ɡənaɪz ə ˈɡetəˌgeðə(r)/ organizować spotkanie
put together a guest list /pʊt təˌgeðə(r) ə ˈɡest lɪst/ sporządzić listę gości
send out invitations /send ˌaʊt ɪnviˈteɪʃ(ə)nz/ wysłać zaproszenia
set it up as an event /set ɪt ʌp əz ən ˈiːvnt/ utworzyć wydarzenie (np. na Facebooku)
throw a big do /ˌθrəʊ ə bɪɡ ˈduː/ zorganizować dużą imprezę

Challenge!

approachable /əˈprəʊtʃəb(ə)l/ przyjazny, przystępny
(be) a scream /bi ə ˈskriːm/ (być) przeabawnym
good sport /ˈɡʊd spɔː(r)t/ równy gość (pot.) (osoba pogodna, z dystansem do siebie, chętna do pomocy innym)
gregarious /ɡnˈɡeəriəs/ rozmowny, towarzyski
loner /ˈlɒnə(r)/ samotnik/samotniczka
the centre of attention /ðə ˌsentə(r) əv əˈtenʃ(ə)n/ (być w) centrum uwagi
the life of the party /ðə ˌlaɪf əv ðə ˈpɑː(r)ti/ dusza towarzystwa
wet blanket /wet ˈblæŋkɪt/ smutas (pot.) (osoba psująca innym nastrój)

Holidays and celebrations / Święta i uroczystości

anniversary celebration /ˌæniˈvɜː(r)s(ə)ri sələˌbreɪʃ(ə)n/ jubileusz
baby shower /ˈbeɪbi ʃaʊə(r)/ przyjęcie organizowane przed narodzinami dziecka
birthday party /ˈbɜː(r)ðeɪ ˌpɑː(r)ti/ przyjęcie urodzinowe
booking /ˈbʊkɪŋ/ rezerwacja
graduation party /ˌɡrædʒuˈeɪʃ(ə)n ˌpɑː(r)ti/ przyjęcie z okazji ukończenia szkoły
mistaken /miˈsteɪkən/ (być) w błędzie
occasion /əˈkeɪʒ(ə)n/ okazja, powód świętowania
outstanding /aʊtˈstændɪŋ/ wyjątkowy, niezwykły
packed /pækt/ tłoczny, przeludniony
reception /rɪˌsepʃ(ə)n/ przyjęcie
relative /ˈrelatɪv/ krewny/krewna
retirement party /rɪˈtaɪə(r)mənt ˌpɑː(r)ti/ przyjęcie z okazji przejścia na emeryturę
thrilled /θrɪld/ zachwycony
wedding reception /ˈwedɪŋ rɪˌsepʃ(ə)n/ przyjęcie weselne

Congratulations and wishes / Gratulacje i życzenia

Best wishes for a happy, healthy baby!
 Najlepsze życzenia z okazji narodzin dziecka!
Congratulations on your achievement.
 Here's to your future! Gratulacje z okazji dotychczasowych sukcesów! Powodzenia w przyszłości!
Congratulations to another twenty years of a happy marriage! Za kolejne szczęśliwe dwadzieścia lat małżeństwa!
Here's to the newlyweds! Wszystkiego dobrego dla nowożeńców!

Fun activities and games / Gry i zabawy

be big on sth /bi ˈbɪɡ ɒn ˌsʌmθɪŋ/ mieć bzika na punkcie czegoś
be stuck indoors /bi ˈstʌk ɪnˌdɔː(r)z/ siedzieć w domu
fad /fæd/ chwilowa moda
have a go at sth /həv ə ˈɡəʊ ət ˌsʌmθɪŋ/ spróbować czegoś
have a quiet night in /həv ə ˌkwaɪət ˈnaɪt ɪn/ spędzać spokojnie wieczór w domu
have a real laugh /həv ə ˌriːl ˈlɑːf/ świetnie się bawić
leisure activity /ˌleɪʒə(r) ækˈtɪvəti/ zajęcia w wolnym czasie

Games / Gry

battleships /ˈbæt(ə)lɪps/ gra w statki
board games /ˈbɔː(r)d ˌɡeɪmz/ gry planszowe
computer games /kəmˈpjʊːtə(r) ˌɡeɪmz/ gry komputerowe
draughts /ˈdrɔːfts/ warcaby
hangman /ˈhæŋmən/ wisielec
hide and seek /haɪd ənd ˈsiːk/ zabawa w chowanego
hopscotch /ˈhɒpˌskɒtʃ/ gra w klasy
Ludo /ˈluːdəʊ/ Chińczyk
noughts and crosses /ˌnɔːts ənd ˈkrɒsɪz/ kółko i krzyżyk
outdoor games /aʊtˈdɔː(r) ˌɡeɪmz/ zabawy na świeżym powietrzu
pencil-and-paper games /ˌpens(ə)l ənd ˈpeɪpə(r) ˌɡeɪmz/ gry z wykorzystaniem papieru i ołówka
role-playing (RPG) /ˈrɒlˌpleɪɪŋ ˌɑː(r) piː ˈdʒiː/ gry fabularne, RPG
scavenger hunt /ˈskævɪndʒə(r) ˌhʌnt/ gra, w której uczestnicy muszą zebrać zestaw różnych przedmiotów
Scrabble /ˈskræb(ə)l/ gra Scrabble
shooter games /ˈʃuːtə(r) ˌɡeɪmz/ gry komputerowe polegające na strzelaniu
tug-of-war /ˈtʌɡ əv ˌwɔː(r)/ przeciąganie liny
word games /ˈwɜː(r)d ˌɡeɪmz/ gry słowne

Challenge!

achieve / reach a goal /əˈtʃiːv ˌriːtʃ ə ˈɡəʊl/ osiągać cel
do an activity /duː ən ækˈtɪvəti/ wykonywać jakąś czynność
draw / attract / pull (in) crowds of people /ˌdrɔː ˌəˈtrækt ˌpʊl ɪn ˈkraʊdz əv ˌpiːp(ə)l/ przyciągać tłumy ludzi
engage in / take part in an activity /ɪnˌɡeɪdʒ ɪn ˌteɪk ˌpɑː(r)t ɪn ən ækˈtɪvəti/ brać udział w jakimś zajęciu
hang out / socialise / mess about with your friends /hæŋ ˈaʊt ˌsəʊʃəlaɪz ˌmes əˈbaʊt wɪθ jə(r) ˌfrendz/ spędzać czas z kolegami/koleżankami
leisure / free time activity /ˌleɪʒə(r) ˌfriː ˌtaɪm ækˈtɪvəti/ hobby / rozrywka
pursue a goal /pə(r)ˌsjuː ə ˈɡəʊl/ dążyć do celu
solve / do a puzzle /sɒlv ˌduː ə ˈpʌz(ə)l/ rozwiązywać łamigłówkę, zagadkę
stimulating activity /ˌstɪmjəleɪtɪŋ ækˈtɪvəti/ stymulujące zajęcie
invent a puzzle /ɪnˌvent ˌə ˈpʌz(ə)l/ wymyśleć łamigłówkę

Formal language / Język formalny

beneficial /ˌbenɪˈfɪʃ(ə)l/ korzystny, pożyteczny
emphasise /ˈemfəsaɪz/ podkreślać, uwypuklać
face problems /feɪs ˈprɒbləmz/ stawiać czoło problemom

form of recreation /ˌfɔː(r)m əv ˌrekriˈeɪʃ(ə)n/ forma rozrywki, rekreacji
furthermore /ˈfɜː(r)ðə(r)ˌmɔː(r)/ ponadto
give sb pleasure /ɡɪv ˌsʌmbədi ˈpleɪʒə(r)/ sprawiać komuś przyjemność
have a good relationship with sb /həv ə ˈɡʊd rɪˈleɪʃ(ə)nʃɪp wɪθ ˌsʌmbədi/ pozostawać z kimś w dobrych relacjach
misconception /ˌmɪskənˈsepʃ(ə)n/ błędne przekonanie
nevertheless /ˌnevə(r)ðəˈles/ niemniej, jednakże

Other words / Inne wyrazy

absent-minded /ˌæbs(ə)nt ˈmaɪndɪd/ roztargniony, nieuważny
be up to sth /bi ʌp tə ˌsʌmθɪŋ/ robić coś, porabiać
boast sth /ˈbəʊst ˌsʌmθɪŋ/ szczycić się, chlubić się czymś
burst into tears /ˌbɜː(r)st ɪntə ˈtiə(r)z/ wybuchnąć płaczem
catch on /kætʃ ˈɒn/ przyjąć się, zyskać popularność
ceremony /ˈserəməni/ uroczystość, ceremonia
cheer sb up /tʃiə(r) ˌsʌmbədi ʌp/ pocieszać kogoś
classified information /ˌklæsɪfaɪd ɪnfə(r)ˈmeɪʃ(ə)n/ informacja poufna
clue /kluː/ wskazówka, odpowiedź
contrary to sth /ˈkɒntrəri tə ˌsʌmθɪŋ/ wbrew czemuś
crack a code /kræk ə ˈkəʊd/ złamać kod
custom /ˈkʌstəm/ zwyczaj
distracted /dɪˈstræktɪd/ zdekoncentrowany, rozproszony
disturbing /dɪˈstɜː(r)bɪŋ/ niepokojący
drop sb a line /drɒp ˌsʌmbədi ə ˈlaɪn/ napisać do kogoś
extended family /ɪkˈstendɪd ˈfæm(ə)li/ dalsza rodzina
greetings card /ˈɡriːtɪŋz ˌkɑː(r)d/ kartka z życzeniami
grow in popularity /ˌɡrəʊ ɪn ˌpɒpjəˈlærəti/ zyskiwać popularność
hazard a guess /ˌhæzəd ə ˈɡes/ zaryzykować przypuszczenie
host sth /həʊst ˌsʌmθɪŋ/ być gospodarzem, organizować
keep an appointment /kiːp ən əˈpɔɪntmənt/ dotrzymać terminu umówionej wizyty
leak /liːk/ ujawniać (informacje)
make it /ˈmeɪk ɪt/ dotrwać, dać radę, dojechać
memorable /ˈmem(ə)rəb(ə)l/ pamiętny
nappy /ˈnæpi/ pielucha
observant /əbˈzɜː(r)v(ə)nt/ spostrzegawczy
on purpose /ɒn ˈpɜː(r)pəs/ celowo, umyślnie
overhear /əʊvə(r)ˈhiə(r)/ podsłuchiwać
pregnancy /ˈpregnənsi/ ciąża
profitable /ˈprɒfɪtəb(ə)l/ dochodowy, zyskowny
publicise /ˈpʌblɪsaɪz/ podać do szerszej wiadomości, opublikować
reunion /riːˈjuːniən/ zjazd (rodzinny)
setting /ˈsetɪŋ/ otoczenie, miejsce
show up for an appointment /ʃəʊ ʌp fə(r) ən əˈpɔɪntmənt/ przyjść na spotkanie
slip your mind /slɪp jə(r) ˈmaɪnd/ umknąć z pamięci
solitary /ˈsɒlət(ə)ri/ samotny, w pojedynkę
stand sb up /stænd ˌsʌmbədi ʌp/ wystawić kogoś (pot.), nie przyjść na spotkanie
turn down an offer /tɜː(r)n ˌdaʊn ən ˈɒfə(r)/ odrzucić ofertę
turn up /tɜː(r)n ʌp/ pojawić się, przyjść

2

Success and failure

VOCABULARY describing levels of performance

1> Read the three texts below. Which of the three sports would you be interested in seeing?

- 1 And that is ... point and match! Maria Lara is the winner! Maria was **in great form** again today against Kelly Tims. She **was in the lead** from start to finish, and there was no doubt that the **victory** would be hers. She has **been on** an amazing **winning streak**. In fact she's almost **undefeated** this season with twelve **wins** in a row. She is definitely a future **champion**.



2> Read texts 1–3 again and answer the questions.

- How clear was it that Maria Lara would win the tennis match? Why?
- How is Jason Lee doing this season? How does the commentator feel about his performance?
- What does the commentator say about the abilities of the two teams?

3> In your notebook, match the words or phrases in bold in exercise 2 with the definitions below.

- to be ahead in a competition
- to finish a competition with the same score on both sides
- a long period of being successful in competition
- having lost no competitions
- to lose a competition
- to move into a lower position in a competition
- to reach a position equal to someone who was ahead
- to continue competing hard to the end
- to be close or tied to a competitor during a competition
- to be at the same level of skill as another competitor

4> In your notebook, complete the text with the words and phrases below.

lead victories winning undefeated loss fall
second neck and neck match



Generally, athletes have very short careers. They can be ¹ at the age of 25, never losing a contest – then they suddenly suffer a big ² , or just come in ³ in a type of contest where they are normally first, and it looks like the beginning of the end. Some athletes want to keep trying. Maybe they were in the ⁴ for so long that they can't accept that their ⁵

streak might be at an end. 'When you were an equal ⁶ with a competitor, and then suddenly you ⁷ behind, it's hard to accept,' one athlete says. Another retired athlete says: 'We all have to stop at some point. Just remember your ⁸ and high points, and remind yourself that you were once ⁹ with the greatest athletes in your sport. It's not failure – it's just retirement!'

- 2 Well, that was quite a race! Unfortunately, Jason Lee **suffered a loss** today in the free style. He started out strong, but **fell behind** in the third lap and never managed to **catch up**. Sadly, Jason has **been on a losing streak** this month. In fact, **coming in second** in the race in Brighton was the best he has done in a long while.



- 3 This match between the Standers and the Rakers looks like a **fight to the finish**! With three goals on each side, it could easily **end in a draw** if neither team scores. Now the ball is in centre field and with the teams **neck and neck** the fans are going crazy! Johnson shoots ... and, no goal! It looks like the Standers and the Rakers are an **equal match**, since this is their third **tie game** this season.



5> CD 1.08 Listen to a retiring sportsman talking about his career. Are the statements true or false? Write the answers in your notebook.

- Jeremy won every match during his first year competing.
- His period of good luck continued for several years.
- Later, Jeremy failed to win any big competitions.
- Jeremy now sees how fortunate he has been.
- Jeremy has plans to become an instructor.

Vocabulary challenge!

6> In your notebook, match the words and phrases to the sports they refer to. Can you add any other words to each group?

backboard racquet flip-turn lane slope penalty net
poles backstroke defender slalom slam dunk dive
dribble downhill serve pitch shoot header backhand

swimming	basketball	tennis	football	skiing

7> **WHAT DO YOU THINK?** Work in pairs and discuss the questions below.

- Are you a sports spectator and fan? How do you react when your team scores a big victory? How do you react when they are on a losing streak?
- How important is it to fight to the finish? Is it ever OK to give up? In what circumstances?
- Describe a situation in which you failed at something. How did you cope? How do you feel about it now?

Stop competing with others.
Start competing with yourself.

SOPHIA AMORUSO



I can accept failure. Everyone fails at something. But I can't accept not trying again.

MICHAEL JORDAN

1> Explain in your own words what the quotes above mean. Do they apply to your own life? How?

2> Look at the picture. What sport is being played? What do you think the rules might be? What other unusual sports can you name?



3> **CD 1.09** Listen to the interview and complete the sentences in your notebook.

- The sport they are discussing is popular in .
- Lucy first moved to Singapore when she was years old.
- Lucy first saw sepak takraw in a and she was by it.
- Sepak takraw is similar to .
- It is easy to get when playing the game.

4> **CD 1.09** Now listen again and choose the correct answers. Write them in your notebook.

- Before taking up sepak takraw, Lucy
 - knew a little about the sport.
 - had not participated much in sports.
 - had played a similar sport.
 - had seen it played on television.
- Which sentence is true regarding the rules of sepak takraw?
 - Players must be replaced regularly during the game.
 - Players may only touch the ball with their lower limbs.
 - The ball must never touch the floor.
 - A match can end in a draw.
- What does Lucy say about getting ready for a match?
 - It needs no preparation at all.
 - You can do a quick warm-up and stretch.
 - You should practise jumping and kicking.
 - You must take time to prepare your muscles.
- What does Lucy say about sepak takraw in the UK?
 - It is already very well-known.
 - It is becoming increasingly popular.
 - It interests football fans.
 - It is more or less unknown.

5> In your notebook, rewrite the sentences, using the phrasal verbs from the recording below.

get into take up put together drop out of take part in
give up warm up catch on

- Sue decided to start playing polo after watching a friend play.
- Do you think sepak takraw will become popular in Poland?
- Tim had to stop running the race after he hurt his foot.
- I became interested in dance after going to see my sister perform.
- Our school doesn't have a track team, so we are going to organise one.
- Because of my injury, I had to stop doing sports for a while.
- It's important to prepare your body slowly before doing strenuous exercise.
- Sue is going to participate in her first swimming competition tomorrow.

Listening challenge!

6> **CD 1.10** Listen to someone talking about how we measure success. Answer the questions in your notebook.

- Is the speaker very interested in sports?
- What activities does he currently take part in?
- What does he say is true of those activities?
- Why does he mention exam scores?

7> **CD 1.10** Listen again and complete the sentences with the correct words in your notebook. Write one word in each gap.

- Devin believes that most people who follow sports mainly focus on and losing.
- He does not consider himself a very young man.
- Devin prefers activities in which you compete against .
- He is not sure that athletes are being when they say they focus mainly on improving themselves.
- He feels that athletes must be influenced by the attitudes of the .
- Devin would prefer to gauge athletes by how much they want to .
- Devin believes that is an important stage in becoming successful.

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

- Do you agree or disagree with Devin's opinions about competing/competitions? Why or why not?
- What do you think most success is based on – good luck, hard work or talent? Why?
- Do you think successful people should try to influence public opinion in fields other than their own; for example, should famous athletes talk about politics? Why?/Why not?
- Do you think that failure can be a useful part of life? Why?/Why not?

Past tenses

- 1> Have you ever taken part in a sporting event or other type of competition? Did you have to prepare before the competition took place? What was the result?

- 2> **LANGUAGE IN CONTEXT** Read the text in exercise 3 below and answer the questions.

- 1 What recently happened to Kristen?
- 2 Why didn't her teachers want her to compete at the age of thirteen?
- 3 What happened in her first competition? How does she explain it?

- 3> **CD 1.11** In your notebook, complete the article with the correct past tense forms of the verbs in brackets. Then listen and check.

Figure skater Kristen Lane ¹ (practise) as usual early yesterday morning when she ² (hear) the news that the national Skating Committee ³ (choose) her to be on the national team. 'I **hadn't been expecting** to hear anything for days,' the 16-year-old skater said. 'So I ⁴ (be) totally surprised. I actually ⁵ (stop) skating for a while and ⁶ (sit) down to take in the news.'

Kristen was a late starter by the standards of the figure skating world. 'I ⁷ (never skate)

at all before I turned ten years old,' she explains. 'Then my mum ⁸ (take) some friends and me to an ice rink for a birthday treat, and I was instantly hooked! I worked really hard to catch up with the other students. But when I ⁹ (want) to compete at the age of thirteen, my teachers told me I **hadn't been skating** long enough. They thought I would be too nervous and have problems.'

After Kristen convinced her teachers to let her enter one competition, she ¹⁰ (work) harder than ever. And to everyone's surprise, she ¹¹ (win) a medal. 'I **had been practising** every day for about five hours, morning and evening, just because I ¹² (not want) to embarrass myself or my teachers. I knew I was good, but it hadn't occurred to me that I might win anything!'

- 4> **ANALYSE** Find examples of the following structures in the article in exercise 3.

- 1 past simple to describe a series of events that happened one after another (and finished) in the past:
- 2 past continuous to describe an event that was interrupted by another past event:
- 3 past simple to describe the event which interrupted another event in the past:
- 4 past perfect to describe an event which happened before another past event:

- 5> Look at the highlighted examples of past perfect continuous in the article. Complete the rules in your notebook.

- 1 The past perfect continuous is formed with + + the form of the verb.
- 2 Which is true? The past perfect continuous emphasises the
a result of the action or the
b duration/length of the action.

? What's right?

Did Susan win the swimming competition?

- 1 Yes, she had been practising for months.
- 2 Yes, she has been practising for months.
- 3 Yes, she was practising for months.

- 6> **PRACTISE** In your notebook, complete the sentences with the correct past tense forms of the verbs in brackets.

- 1 (Colin / decide) which team he (want) to play for before he was drafted?
- 2 Jamie (go) to the rink, (put) on his skates and (start) his warm-up routine.
- 3 Dennis (try) to join the team three times before he was accepted.
- 4 Strangely, I (think) about Casey when she (call) me with her news.
- 5 (Mia / ski) for a long time before she decided to compete?
- 6 The fans (cheer) as the players came onto the pitch.
- 7 Judy (swim) all morning so she was very tired when she came to class.
- 8 (you / watch) a match when the phone (ring)?
- 9 I (never / hear) of any famous cricket players until Sachin Tendulkar visited the US.

- 7> In your notebook, translate the sentences into English.

- 1 Oni nigdy przed wizytą w Anglii nie widzieli meczu krykieta.
- 2 Lara biegła tylko rok, zanim wygrała swój pierwszy wyścig.
- 3 Tina przyjechała do Szwajcarii, pojechała samochodem do ośrodka narciarskiego i od razu rozpoczęła trening.
- 4 Oglądaliśmy mecz piłki nożnej w TV, kiedy zabrakło (go out) prądu.
- 5 Całe życie podziwiałem Usainę Boltę, toteż spotkanie z nim było zaskoczonym.
- 6 Ted się przewrócił, kiedy biegł szybko, ale i tak dobiegł do mety jako drugi.
- 7 Jak długo trenowałaś, zanim nauczyłaś się tej sztuczki?

- 8> **NOW YOU DO IT** Work in pairs. Discuss the following photographs. What had been happening before? What happened? What was the result? Use the vocabulary to help.

They had been playing football when one of the players knocked another player down. The referee decided ...



Talking about present and past habits

1> Talk about a habit you currently have that involves sport or exercise. How often do you do it? Are there any activities you did in the past that you no longer keep up?

2> **CD 1.12 LANGUAGE IN CONTEXT** Listen to two people talking about their exercise routines. Answer the questions.

- How often did David use to run? How often does he run now?
- What was Kim's opinion of exercise before?
- What offer does David make?

3> **ANALYSE** Go to the transcript on page 156. Copy and complete the table with the correct example sentences for each structure.

1	used to + verb
2	would + verb
3	present simple with always, every day, often etc.
4	be + always + -ing form (past and present)

- Which structures do we use to talk about present habits?
- Which structures do we use to talk about past habits?
- Which structures do we use to talk about annoying habits?



Tip

- We use **would** to talk about habitual past actions, but not states.
I would go to the gym every morning. NOT
I would feel tired when I didn't exercise regularly.
- We don't normally use **would** in negatives and questions with this meaning.
I wouldn't go to the gym every morning.
(= I don't think it's a good idea.)

4> **PRACTISE** In your notebook, complete the blog entry with the correct forms of the words in brackets. Use the correct structures to talk about habits. There may be more than one possible answer.

When I was a young child, I ¹ (*get*) plenty of exercise every day without even trying. I ² (*always run around*) with my friends, and we ³ (*play*) football or basketball in the street. But as a teenager, I have much less free time, so I have to make an effort to keep in shape. With this in mind, I ⁴ (*exercise*) at the local gym every morning, and I ⁵ (*play*) tennis with friends two evenings a week. I ⁶ (*not worry*) about what I ate as a child either. Now I ⁷ (*choose*) the healthiest foods I can find, and I ⁸ (*never eat*) more than I need to just feel full. I admit that I ⁹ (*believe*) that I would stay healthy forever without any effort, but the reason that I ¹⁰ (*exercise*) daily nowadays is that I realise that I was wrong. Good habits are the key to remaining strong and healthy – it doesn't happen by itself!

5> In your notebook, rewrite the underlined parts of the sentences. Use the structures for habits.

- Sam once believed he could be a professional footballer, but later he realised he wasn't skilled enough.
- Sarah is in the habit of doing yoga every day before school.
- In the past, Kevin lost his temper when things didn't go his way, and it got on everyone's nerves.
- Some professional tennis players have the annoying habit of shouting when they hit the ball.
- When I was a child, I ran around for hours, but now I get tired.
- Jerzy constantly criticises the way I play tennis and it drives me crazy!
- I don't enjoy exercising, but I make a habit of going to the gym every day.

Grammar challenge!

- I **used to swim** for an hour every day. (I no longer do it.)*
*I **am used to swimming** for an hour every day. (It is normal behaviour for me.)*
*I **have got used to swimming** for an hour every day. (It wasn't easy before, but now I am in the habit of doing it.)*

6> In your notebook, complete the sentences, using the correct forms of the words in brackets.

- It took me a while, but I eventually (*used / eat*) whole grains instead of refined foods.
- Maria (*used / practise*) golf every day, but lately it's only once or twice a week.
- I (*used / run*) in all sorts of weather – even snow doesn't bother me!
- I will never (*used / cool down*) after I exercise! I'd rather just jump into the shower.
- 'Don't you get upset when the coach shouts at you?'
'No, I (*used / hear*) him lose his temper.'
- Dana (*used / eat*) lots of junk food, but now she follows a healthy diet.
- I can't (*used / wake up*) at 5 a.m. for skating practice! I'm just not a morning person.

7> **NOW YOU DO IT** Work in pairs. Talk about the following situations. Use the structures for habits.

- Talk about an activity which you didn't want to try in the past but which you enjoy on a regular basis now.
- Describe three things which a sibling or close friend does that really get on your nerves.
- Imagine you are a professional sports star. Describe the things you do on a daily basis.
- Talk about a dream or ambition you had when you were younger which no longer seems possible.
- Describe an activity or habit which was challenging for you in the past but seems natural now.





fouling



match fixing



doping

1> Work in pairs and describe the pictures. Answer the questions below.

- 1 What do you think makes athletes or sports officials behave in a dishonest way?
- 2 Can you give an example of an athlete or a team who have been found guilty of such dishonesty? What happened? Were they punished? If so, how?

2> Read the three texts. In your notebook, match them with the correct headlines below. There are two extra headlines.

1 PAYING THE HIGHEST PRICE

2 Exposing a cheat by accident

3 GIVING THE DRUGS UP

4 BUYING SUCCESS

5 COMPETING AGAINST THE BEST

A

In July 2003 Taylor Hooton, a promising baseball player, committed suicide. He had just turned seventeen and had a bright future ahead of him. His parents were proud of their son's hard training regime and his achievements. However, what they did not suspect was that Taylor had turned to performance-enhancing drugs to improve his muscle strength and self-esteem. Unfortunately, the drugs made Taylor suffer from terrible mood swings. When he was unable to cope with his moods, he decided to quit taking them, and that's what probably killed him. Taylor did not realize that when you give up drugs suddenly you may become severely depressed. This case may be extreme, but it discloses a worrying trend: the use of steroids among young people who take muscle-building pills not only to boost their athletic performance but also to gain more self-confidence and more sculpted bodies.



B

When Liliya Shobukhova, the second fastest female marathon runner in history, admitted to doping and bribery, it shocked the world of athletics. The disbelief was even greater when the investigation into this scandal showed that the athlete had been blackmailed by three top Russian IAAF officials who, in exchange for the money, covered up the irregularities in her biological passport (an electronic record in which the results of doping tests are compared to detect illegal substances). When, in 2014, she refused to pay, she was banned from competitive events for life. This is what made her come clean. Consequently, she was stripped of all her medals and titles. However, there was a positive outcome: the scandal exposed the enormous scale of doping and corruption in Russian athletics and made the World Anti-Doping Agency take tough action against it.



C

In 2016 Belgian cyclist Femke Van den Driessche became famous for all the wrong reasons. She was competing in a top-level, under-23 race when she was forced to withdraw from the competition because of a mechanical problem. Her bike was examined and it turned out that it had been fitted with a hidden motor. The 19-year-old claimed she had no idea about it and that the bikes must have been mistakenly swapped by her team mechanic before the competition. The anti-doping authorities admitted they had speculated mechanical doping was on the increase and that this discovery would prompt them to run more checks on bikes. As for the cyclist herself, she has been found guilty, suspended from further races and fined, but will this bring back faith in the sport of cycling, which is already damaged by cheating scandals?



Reading challenge!

4> Decide if the following statements refer to one, two or all three athletes described in texts A–C. In your notebook, match each statements with one, two or all three texts.

- 1 This person was a successful competitor in his / her discipline.
- 2 This person cheated to feel more self-confident.
- 3 This person suffered the consequences of their dishonest behaviour.
- 4 This person's actions provoked a strong reaction from the sports officials.
- 5 This person blamed someone else for what had happened.
- 6 This person's case confirmed what had already been suspected.
- 7 This person wanted to change the situation they were in.
- 8 This person's case shows a wider tendency to cheat.

5> Work in pairs and answer the questions.

- 1 Based on the texts, what are the techniques athletes use to cheat in sports competitions?
- 2 What punishment should dishonest sportspeople receive?
- 3 Does it matter whether or not athletes cheat as long as they provide us with good entertainment? Why? / Why not?
- 4 Some people say that 'it's winning, not taking part, that matters in sport'. To what extent do you agree with this statement?

Vocabulary development

6> In your notebook, match 1–8 with a–h to create phrases. Then translate the expressions into Polish.

- | | |
|----------------|----------------------------------|
| 1 turn | a to bribery |
| 2 quit | b of all the medals |
| 3 boost | c checks on something |
| 4 admit | d to performance-enhancing drugs |
| 5 be banned | e from further races |
| 6 be stripped | f taking drugs |
| 7 run | g for life |
| 8 be suspended | h one's athletic performance |

7> In your notebook, complete the sentences with the expressions from exercise 6.

- 1 The athlete . She said she had been forced to make the payments.
- 2 Some athletes because they believe the substances will help them and in this way beat their opponents.
- 3 All the athletes who are found guilty of cheating should . They should lose them all.
- 4 The runner was only during this season, but I think he should have been and never allowed to compete again.
- 5 The officials had been suspecting mechanical doping for a while, so they decided to more frequently to catch any dishonest cyclists.
- 6 When athletes decide to suddenly, they often begin to feel severely depressed.

Vocabulary challenge!

8> Divide the following affixes into negative prefixes and suffixes.

ir ant able un ing il ed im dis ful
ous ive in al able

Negative prefixes	Suffixes
-------------------	----------

9> In your notebook, form adjectives from the words below using the suffixes from exercise 8.

compete succeed comfort logic expense respect
satisfy person tolerate replace prepare
law prepare adventure

10> In your notebook, add the correct negative prefix to each of the adjectives in exercise 9.

11> In your notebook, rewrite the underlined parts of the sentences, using some of the adjectives from exercises 9 and 10. Make any other necessary changes.

- 1 The swimmer felt no satisfaction after the competition as he came in fourth in the race.
- 2 She did not prepare for the race.
- 3 My favourite team did not succeed in the finals.
- 4 Using steroids is against the law.
- 5 The coach's decision to change the team's captain had no logic to it.
- 6 John is such a brilliant footballer that he simply cannot be replaced by anyone else.
- 7 We bought these rackets because they did not cost too much.

12> Read the information about steroid abuse among teens below. In your notebook, write an message for a social campaign billboard to alert young people to the dangers of steroid abuse. Include the information below.

- explain how dangerous the problem is
- say what makes young people turn to performance-enhancing drugs
- warn peers about the consequences of taking such drugs
- suggest where to turn to for help

STEROID ABUSE AMONG TEENS / YOUTH (12–19 years old)

Number of teens who use steroids:
over 1.5 million

It takes **00:01** seconds to find steroids for sale online!

Reasons:
to look more attractive, to have better results in sports competitions, to boost self-esteem

Consequences:
mood swings, aggression, hair loss, depression, paranoia, hyperactivity

1> Work in pairs and describe the pictures. Which activities would you choose for a school sports day? Why?



- 2> **CD 1.13** Listen to students doing the task below. Which points do they agree on? Which points do they disagree on? What conclusions do they reach for each of the four issues?

Jesteś członkiem samorządu szkolnego, który organizuje w szkole Dzień Sportu. W rozmowie z innym członkiem samorządu omów poniższe cztery kwestie:

- umiejętności, jakie organizatorzy pragną promować podczas Dnia Sportu, (1)
- osoby, które zaangażujecie w organizację tej imprezy, (2)
- nie/przyznawanie nagrody, (3)
- sposób, w jaki będziecie promować to wydarzenie. (4)

- 3> **CD 1.13** Listen again. Answer the questions.

- 1 What does the girl suggest including in the activities in the end? What reasons does she give?
- 2 What activities could the students do?
- 3 What does the boy suggest giving as prizes? Why?
- 4 In what two ways do the pair want to promote the event?

- 4> In your notebook, complete the sentences with the correct words or phrases. Check your answers with the script.

Phrase Bank

Raising a point

So we're ¹ *to discuss ideas for ...*

What ² *organising ...?*

We need to ³ *how to promote the event.*

Agreeing and disagreeing

I'm not ⁴ *I agree, because ...*

That's an ⁵ *idea!*

OK, we're in ⁶ *about that.*

Oh no, I can't go ⁷ *with that.*

I'm ⁸ *you, though, if you mean ...*

That would be ⁹ *!*

That ¹⁰ *work.*

- 5> Work in pairs. You are organising an arts day at your school and discussing the organisation with a friend. Which of the ideas would you use to discuss each of the three points below? Can you think of any alternative ideas for each topic? Give reasons to support your answers.

- **Date of the event:** end of the school year / second week of winter term
- **Location:** gymnasium / art classrooms
- **What to do to promote the event:** flyers / school website / school newspaper / local radio

- 6> In pairs, role-play dialogues to discuss the plans for the event as in exercise 3. Use the ideas you have chosen in exercise 5.

- 7> **CD 1.14** Listen to two students discussing the arts festival at school. Did they reach the same solutions you did? If not, how did your ideas differ? What factors influenced your choices?

- 8> **CD 1.14** Listen again. Choose the correct words to complete the phrases with **WOULD** that the students use and write them in your notebook.

- 1 I **would** think / say that the end of the term ...
- 2 I'd picture / imagine that everyone will be less busy ...
- 3 **Wouldn't** it be / go better to do it as far from exam ...
- 4 What **would** you think / imagine of doing it during the second week ...?
- 5 I'd have / been thought that it would be pretty booked up ...
- 6 How **would** you predict / prefer to let parents ...
- 7 OK, if you **wouldn't** matter / mind typing up our ideas, ...

- 9> Work in pairs and role-play the speaking task below. Then swap roles and do the task again. Use the language from the lesson.

Twoją szkołę odwiedziła drużyna koszykówki ze szkoły w Anglii. Rozmawiasz z kolegą/koleżanką z klasy na temat zorganizowania gościom atrakcji w czasie wolnym. W rozmowie omówcie poniższe kwestie:

- jakie zajęcia zorganizujecie,
- kogo możecie zaprosić,
- ile pieniędzy możecie wydać,
- jak istotne jest zapoznanie gości z zagranicy z polską kulturą.

1> Decide which word is the odd one out in each group because it takes a different negative prefix.

- 1 legal logical expensive
- 2 personal defeated mature
- 3 regular respectful replaceable
- 4 tolerant qualified accurate
- 5 patient able successful

2> Decide which word is the odd one out because it takes a different adjective suffix.

- 1 comfort compete enjoy
- 2 help beauty attract
- 3 disaster danger amaze
- 4 talk invent satisfy
- 5 hope believe use

3> In your notebook, complete the text with the correct forms of the words below. There are two extra words.

fit enable devote protest differ health let impress

Not everybody is into sports, and not everybody is a ¹ sports fan.

There are millions of people in this world for whom sports competitions mean next to nothing, and who remain ² to what's going on in the world of sport. Some of these *anti-fans* are part of a community called *Sports Suck* and run their own website by the same name. They call themselves reasonable people who believe in ³, but explain that they disapprove of competitive sport. They ⁴ against sports mania for some time now, and claim to have gained plenty of supporters. Indeed, their website is full of letters and articles from individuals who criticise ⁵ competition in professional sport as well as badly-behaved sports fans. The website also ⁶ the visitors to access a variety of interesting articles supporting their cause. They may exaggerate a bit, but they certainly offer a fresh perspective on sport.



- 3 It's my first time in the gym.
- 4 It was Jack's third foul in the match.
- 5 It's Helen's first victory in a national championship ever!
- 6 We had already beaten the other team once before.

Challenge!

5> In your notebook, complete the sentences with the correct forms of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 Kirstin won the race because she ¹ (*practise / months*) before the competition.
- 2 ² (*you / use / play*) outside a lot when you were younger?
- 3 My brother ³ (*always / borrow*) my tennis racket without asking! How annoying!
- 4 I ⁴ (*get into / swim*) long before I joined this club. It has always been my passion.
- 5 It was the second time this athlete ⁵ (*drop*) of the marathon because of an injury.
- 6 W ⁶ (*not / use / walk*) long distances, so we get tired easily.
- 7 Luke ⁷ (*be / lead*) since the race began. It looks like he may win it.
- 8 The cyclist ⁸ (*strip / medals*) after the doping scandal.
- 9 When I was young, I was ⁹ (*habit / do*) a lot of physical exercise, but I have no time for this now.

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

- 1 Going out for a swim in the morning has now become part of my routine. **GOT**
I ¹ out for a bike ride in the morning now.
- 2 Cycling to school or work is popular in Poland. **CAUGHT**
Cycling ² in Poland.
- 3 Diana has won a number of times recently. **STREAK**
Diana has been ³ recently.
- 4 The match was two hours long by the time it finished. We were absolutely exhausted. **PLAYING**
We ⁴ two hours before the match finished. We were absolutely exhausted.
- 5 We spent our weekends playing outdoors when we were children. **SPEND**
We ⁵ outdoors when we were children.
- 6 John was slower than the other runners and did not win anything. **FELL**
John ⁶ and did not win anything.
- 7 It is impossible that Katie forgot about her training session. **CAN'T**
Katie ⁷ about her training session.
- 8 'I am sure you are now fully ready to take part in the competition', said my coach. **ENCOURAGED**
My coach ⁸ in the competition.

Watch out!

- We use the present perfect to talk about the first, second, third etc. time something has occurred: **It is the first / second / third time**, e.g.
It's the first time I've played cricket.
(= I've never played cricket before.)
- Similarly, when the sentence begins with **It was the first / second / third time**, we use the past perfect.
It was the second time I had come second in a race at school. (= I had come second twice beforehand.)

4> In your notebook, rewrite the sentences below using **It is / was the first time ...**

It's Natasha's first time at such a big stadium.
It's the first time Natasha has been to such a big stadium.

- 1 Jo has never taken part in a sports competition before.
- 2 It was our second time skiing in the Alps.

7> **WHAT DO YOU THINK?** Work in pairs and answer the questions.

- 1 Do you support the ideas expressed by the group *Sports Suck*? Why?/Why not?
- 2 Should children and teenagers be encouraged to play competitive sports? Why?/Why not?

- 1> Look at the images connected to a well-known competitive triathlon event called Ironman. Work in pairs and answer the questions below.

3.86 km swim
180.25 km bicycle ride
42.2 km marathon without a break

THREE RACES
ONE GOAL

IRONMAN
TOUR SERIES



- 1 What information about an Ironman triathlon can you gather from the pictures above? What aspects of this event make it so challenging?
- 2 What may motivate people to participate in such an event?
- 3 What preparation does this competitive sport event involve?

- 2> Read the writing task and the example article below. Find two elements of the task and answer the questions (1–2).

Niedawno obejrzałeś/obejrzałaś film dokumentalny na temat wyczynowego uprawiania sportu. Napisz do gazety młodzieżowej artykuł i podaj przykład sportowca, na życie którego sport wyczynowy wywarł negatywny wpływ, oraz doradź czytelnikom, w jaki sposób sport wyczynowy można uprawiać bezpiecznie.

- 1 Who does the writer describe in the first part of the task? What happened to this person?
- 2 What advice does the author give to people practising competitive sport?

Have you ever thought a situation in which being utterly determined to accomplish something, no matter the cost, may not be a positive thing? How about competitive sports? Shouldn't they be viewed in terms of the danger they pose to one's health? This is what my brother's case demonstrates. Julian had never been into sports until the day he announced that he had decided to enter an Ironman competition. He explained that he craved challenge. **Initially**, he seemed sensible about it, but **in no time**, he did nothing but train. **The moment** he finished in the pool, he would go for a run and a bike ride. **By the time** anyone realised it, he had become totally obsessed. **Eventually**, his body could not cope with so many demanding activities and one day he collapsed in the gym. It turned

out that he was suffering from a serious heart condition. What happened to Julian should act as a warning to others who try to push their bodies to the limits at the expense of their health. First and foremost, if you are interested in a competitive sport, you should undergo medical tests to ensure that your body can handle such a demanding exercise regime. Apart from this, it is recommended that you train under professional supervision and consult a dietician to advise you on a healthy diet to support your body while you are training so hard. Moreover, you ought to take frequent breaks to let your body rest. **All in all**, my brother's story shows that overdoing exercise may do more harm than good, and it seems vital to consider its negative effects before it is too late.



- 3> Read the the article in exercise 2 and decide where each of the following paragraphs should start and end.

- | | |
|----------------|---------------|
| 1 Introduction | 3 Paragraph 2 |
| 2 Paragraph 1 | 4 Conclusion |

- 4> In your notebook, match the possible article titles below with the techniques which have been used to create them. Which two of the titles could go with the article in exercise 2? Why are the other answers wrong?

- | | |
|-------------------------|----------------------------|
| a Be sensible about it! | d No Pain, No Gain |
| b Ready to risk it all? | e To train or not to train |
| c Iron Man Feels Ironed | |

- 1 strong warning or a piece of advice
- 2 question directed at the readers
- 3 idiomatic expression
- 4 play on words
- 5 paraphrase of famous words / quotations

- 5> Work in pairs. Imagine you are going to write articles about the following topics. What titles would you suggest for each article? Use some of the ideas from exercise 4.

- 1 An article about the attraction of extreme sports and reasons why people take them up
- 2 An article about a famous sportsperson's achievements and his/her influence on young people

- 6> Find the following items in the article in exercise 2 and answer the questions.

- 1 examples of three different past tenses and a structure to describe past habits
- 2 the phrases the writer uses to give advice
- 3 words and phrases which mean:
 - a be dangerous to someone
 - b want something very much
 - c hard
 - d practise with the help of a professional
 - e do too much of sth
 - f lead to more bad than good things

Why do you think the author of the article has used such a wide range of vocabulary and grammar?

- 7> Look at the three main stages in a typical narrative sequence below. Identify which sentences in the article in exercise 2 correspond with each of the parts of this sequence.

Set the scene (What led to the main events? What made the main character act in a particular way?)

Describe the main events (What happened? How did the main character feel?)

Comment on what happened at the end of the story (What happened at the end?)

- 8> In your notebook, match the highlighted expressions from the article in exercise 2 with the expressions in the Phrase Bank which have a similar meaning.

Phrase Bank

► Narrating

In the beginning, Originally, One day, ¹

within days, ² , soon afterwards

when, as soon as, it wasn't long before, ³

In the end, Finally, ⁴

by then, until that moment, till the time when, ⁵

- 9> In your notebook, put the sentences below in the most likely order. Then use some of the expressions from exercise 8 to create a logical story. Start with the beginning provided below.

Josh had always been a sporty type, but never too self-confident. Then one day he watched an interview with a famous runner who was like him: loved sport, but had no faith in himself.

He started to devote every single minute of his free time to it.

His physical condition improved, and he gained more self-confidence.

He decided to take up competitive running too.

He came in second.

He finished swimming.

He would go to the gym to work out.

He had never felt so proud of himself before.

Josh found the courage to enter his first competition.

- 10> Find more examples of ordering linking devices in the article to complete the Phrase Bank below. Write the answers in your notebook.

Phrase Bank

► Ordering your points

- first of all, in the first place, primarily, to begin with, ¹
- furthermore, additionally, besides this, ²
- in conclusion, to conclude, to sum up, to recap, ³

- 11> In your notebook, write a paragraph of an article using the prompts below as well as the phrases from exercise 10.

Sport / may have / positive influence / one's mind and body. It / help / keep fit / lose weight. Sports activities / be said / build your character / teach you / overcome obstacles. People / play team sports / chance / make new friends. Doing sport / certainly / benefit / individual / more ways than one.

- 12> Choose the correct option to complete the text. Write the answers in your notebook.

My sister ¹*was feeling / had been feeling* low for some time and no-one had any idea of how to help her. I knew she *wanted* a change in her life, so I *said* she should *take up* a sport. ²*Initially / Eventually*, she regarded the idea as 'suitable' only for people with *great* motivation. However, after a few days, she *said* that she would try. She signed up for a karate course and ³*it was not long before / as soon as* she became fascinated by this sport. She did not mind all the *hard* training she ⁴*must do / had to do*. She ⁵*would spend / was spending* a few hours in the karate club every day, and never complain. Actually, ⁶*the moment / soon afterwards* she *took up* karate, she grew more self-confident and became a more optimistic person. Her case proved that sport can have a *great* effect on a person. ⁷*What is more / Primarily*, it can help people make a difference to their lives. All you need to do is to *want* a change! Then, even hard exercise is not a problem.

- 13> In your notebook, replace some of the highlighted words and expressions in the text in exercise 12 which have been repeated. Use the words below in the correct form.

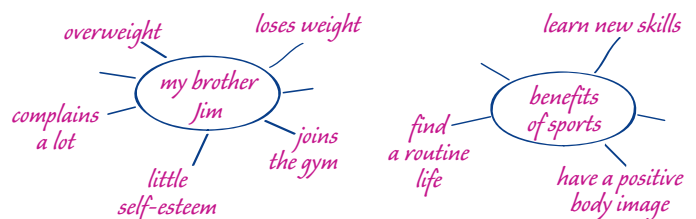
suggest incredible crave start practising announce extraordinary demanding

! Watch out!

Rozpoczynając pracę nad zadaniem pisemnym, warto poświęcić chwilę na wypisanie wszystkich pomysłów łączących się z treścią zadania, jakie przychodzą Ci do głowy (tzw. metoda burzy mózgów), a następnie na wybranie najlepszych tzn. najciekawszych dla czytelnika pomysłów. Zastanów się również, które z pomysłów potrafisz w pracy rozwijać, tzn. opisać bardziej szczegółowo.

- 14> Read the writing task and a student's notes below. Add your own ideas to each diagram. Then decide which ideas you could develop in your article.

Czasopismo młodzieżowe ogłosiło konkurs na artykuł o roli sportu w życiu młodych ludzi. Napisz do gazety młodzieżowej artykuł i opisz przypadek osoby, której życie pod wpływem sportu zmieniło się na lepsze, oraz wyjaśnij, jakie korzyści przynosi uprawianie sportu.



- 15> Use the ideas in exercise 14 or your own ideas to write the article.

✓ Remember to:

- divide your article into paragraphs
- create an engaging title
- use different phrases for narrating and ordering your arguments – avoid repetition

Complete all the exercises on this page in your notebook.

1> Complete the sentences with the correct prepositions only where necessary.

- Unfortunately, more and more sportspeople turn to performance-enhancing drugs to boost their athletic performance.
- The match ended in a draw, but it looked like a fight to finish till the last minute.
- The swimmer is in great form, and that's why he is in the lead in this race.
- The runner was stripped of all his medals and banned from life after the doping scandal.
- Mark had been on a winning streak for months, so when he suffered a loss it shocked everyone.
- The athlete was suspended from further races after she admitted to bribery and doping. /12

2> Translate the Polish parts of the sentences in brackets into English, using the correct forms of the phrasal verbs below. There are two extra verbs.

get into drop out give up warm up catch on
fall behind catch up

- Running is (ostatnio stało się popularne) in Poland.
- I wasn't able to compete with the others, so I dropped out (zrezygnowałam).
- The athlete dropped out (odpadł) the marathon long before the race finished.
- Charlie warmed up (rozgrzewał się) for an hour when it started to rain.
- When Jessica realised that she wasn't catching on (zostaje w tyle), she sped up and overtook the runner in front. /5

Vocabulary challenge!

3> Choose the odd one out in each group of words related to sports. Which sport does the extra word or phrase refer to?

skiing: slope header downhill

tennis: net poles serve

football: defender penalty slum dunk

swimming: flip-turn backboard
back stroke /4

4> Complete the adjectives with the correct prefixes and suffixes.

- The referee's decision was illogical in my opinion.
- The tennis player was successful in the final match and looked very satisfied with his performance.
- I feel unprepared for the race.
- This tracksuit was expensive, but it's comfortable to wear.
- The sports authorities are totally intolerant of doping practices. /7

5> Complete the text with the correct form of the verbs in brackets. Use past tenses.

When Eric Moussambani Malonga went to the Olympics in Australia in 2000, he ¹ didn't take part (never/take part) in a competition. In fact, he ² wasn't there (be) only because the International Olympic Committee ³ had set up (set up) a lottery system beforehand to allow athletes from developing countries to compete on an international stage. Moussambani, who is from Equatorial Guinea in Africa, ⁴ swam (swim) in the ocean regularly since he was twelve, but he ⁵ didn't train (not train) to compete in any sport. By the time he arrived in Sydney, he ⁶ hadn't trained (train) for less than three months, and he ⁷ didn't see (still never/see) an Olympic-sized swimming pool. Obviously, he ⁸ failed (fail) to qualify to compete in the main events, but some members of the public ⁹ felt (feel) inspired by his fighting spirit. /9

Grammar challenge!

6> Translate the sentences into English.

- Kiedy się jest sportowcem, trzeba się przyzwyczaić do bycia na diecie.
- Sportowcy są przyzwyczajeni do ćwiczenia przez kilka godzin dziennie.
- Martha ciągle spóźnia się na treningi tenisa.
- Gdy Jenny miała 12 lata, w każdy weekend szła na siłownię, aby trenować.
- Czy twój brat dużo pływał, kiedy był młodszy? /5

7> Choose the correct option to complete the dialogue. In one case both answers are correct.

- A What would you ¹ think / imagine of organising a sports day the school's gym? It is big enough.
- B I'm not sure I could ² go along / agree with you. ³ Couldn't / Wouldn't it be better to hold it outside in the school yard?
- A I'm ⁴ For / with you, but what ⁵ about / how if it rains? The gym would be a safer option.
- B I heard that the weather will be fine next week, so it ⁶ should / can work.
- A Fine, we are ⁷ in / at agreement. /7

8> Complete the text with the correct phrases using the prompts in brackets. Then replace some of the words and phrases in italics to avoid repetition.

I *took up* squash when I was 15. ¹ At the beginning (beginning), I found it rather difficult because it's very hard to practise this sport professionally and ² Then (then) I hadn't done much *hard* exercise. However, ³ Soon (soon) I got used to it, it became easier. In fact, it was not ⁴ Long (long) I learned most of the tricks of this *sport*, and enjoyed it a lot. Squash is a *great* sport. ⁵ With (with), it keeps you fit. ⁶ From (from) this, it improves your concentration, and helps you feel *great*. ⁷ All (all), it's a *great sport*. I believe it's really worth taking up as long as you *don't practise too much*. /13

9> Work in pairs and test each other.

Student A: go to page 141.

Student B: go to page 146.

Describing levels of performance / Opis osiągnięć sportowych

be an/no equal match (for sb) /bi ən, ,nəʊ ˌiːkwəl ˈmætʃ fə(r) ,sʌmbədi/ być/nie być godnym przeciwnikiem (dla kogoś)
be in great form /bi in ˌɡreɪt ˈfɔː(r)m/ być w świetnej formie
be in the lead /bi in ðə ˈliːd/ być na prowadzeniu
be on a winning/losing streak /bi ɒn ə ˌwɪnɪŋ, ˌluːzɪŋ ˈstriːk/ mieć dobrą/złą passę
catch up (with sb) /kætʃ ˈʌp wɪθ ,sʌmbədi/ nadrobić stratę, nadgonić
end in a draw ˌend in ə ˈdɹɔː/ zakończyć się remisem
fall behind /fɔːl bi ˈhaɪnd/ pozostawać w tyle
fight to the finish ˌfaɪt tə ðə ˈfɪnɪʃ/ walczyć do końca
neck and neck (with sb/sth) ˈnek ən ˈnek wɪθ ,sʌmbədi, ,sʌmθɪŋ/ łeb w łeb (z kimś/czymś)
suffer a loss ˌsʌfə(r) ə ˈlɒs/ ponieść porażkę
undefeated ˌʌndɪˈfiːtɪd/ niepokonany
victory ˈvɪkt(ə)rɪ/ zwycięstwo

Challenge!

backboard ˈbækˌbɔː(r)d/ tablica (w koszykówce)
backhand ˈbækˌhænd/ bekhend
backstroke ˈbækˌstrəʊk/ styl grzbietowy
defender ˈdiːfendə(r)/ obrońca
dive /daɪv/ nurkować
downhill ˌdaʊnˈhɪl/ zjazd, narciarstwo zjazdowe
dribble ˈdɪnb(ə)l/ koźlować (w koszykówce); dryblować (w piłce nożnej)
flip-turn ˈfliptɜː(r)n/ nawrót (w pływanii)
header ˈhedə(r)/ główka (w piłce nożnej)
lane /leɪn/ tor (np. na basenie)
net /net/ siatka
penalty ˈpen(ə)lti/ (rzut) karny
pitch /pɪtʃ/ boisko
poles /pəʊlz/ kijki (narciarskie)
racket ˈrækt/ rakietka (tenisowa)
serve /sɜː(r)v/ serwis; serwować
shoot /ʃuːt/ strzelać
slalom ˈslɑːləm/ slalom
slam dunk ˈslæm ɒŋk/ wsad (w koszykówce)
slope /sləʊp/ stok (narciarski)

Competitive sports / Sporty wyczynowe

Phrasal verbs Czasowniki złożone

catch on /kætʃ ˈɒn/ przyjąć się, zyskać popularność
drop out /drɒp ˈaʊt/ odpadać, wycofać się
get into /get ˈɪnto/ zacząć coś, zainteresować się czymś
give up /ɡɪv ˈʌp/ zarzucić, przestać
put together /pʊt tə ˈɡeðə(r)/ zebrać, utworzyć (drużynę)
take part in /teɪk ˈpɑː(r)t ɪn/ brać udział w
take up /teɪk ˈʌp/ zacząć (uprawiać), zainteresować się
warm up /wɔː(r)m ˈʌp/ rozgrzewać się, robić rozgrzewkę

Dishonesty in sports / Nieuczciwość w sporcie

admit to bribery /ədˌmɪt tə ˈbraɪb(ə)rɪ/ przyznać się do łapówkarstwa
be banned for life /bi ˌbænd fə(r) ˈlaɪf/ mieć dożywotni zakaz
be stripped of all the medals /bi ˌstript əv ɔːl ðə ˈmed(ə)lz/ odebrać komuś wszystkie medale
be suspended from further races /bi səˈspendɪd frəm ˌfɜː(r)ðə(r) ˈreɪsɪz/ zostać czasowo zawieszonym w zawodach
boost your athletic performance ˌbuːst jə(r) æθˌletɪk pə(r)ˈfɔː(r)məns/ poprawić swoje wyniki sportowe
quit taking drugs ˌkwɪt teɪkɪŋ ˈdrʌgz/ przestać brać doping

run checks on sth /rʌn ˈtʃeks ɒn ,sʌmθɪŋ/ przeprowadzać kontrole (czegoś)
turn to performance-enhancing drugs ˌtɜː(r)n tə pə(r)ˈfɔː(r)məns ɪnˌhɑːnsɪŋ ˈdrʌgz/ zacząć brać środki dopingowe

Challenge!

adventurous / unadventurous ˌədˌventʃ(ə)rəs, ˌʌnədˌventʃərəs/ żądny przygód / banalny, konwencjonalny
comfortable / uncomfortable ˈkʌmfətb(ə)l, ˌʌnˈkʌmfətb(ə)l/ wygodny / niewygodny
competitive / uncompetitive ˌkəmˈpetɪtɪv, ˌʌnkəmˈpetɪtɪv/ wyczynowy, konkurencyjny / niekonkurencyjny
expensive / inexpensive ˌɪkˈspensɪv, ˌɪnɪkˈspensɪv/ drogi / niedrogi
legal / illegal ˈliːɡ(ə)l, ˌɪlɪːɡ(ə)l/ legalny / nielegalny
logical / illogical ˈlɒdʒɪk(ə)l, ˌɪlɒdʒɪk(ə)l/ logiczny / nielogiczny
patient / impatient ˈpeɪʃ(ə)nt, ɪmˈpeɪʃ(ə)nt/ cierpliwy / niecierpliwy
personal / impersonal ˈpɜː(r)s(ə)nəl, ɪmˈpɜː(r)s(ə)nəl/ osobisty / bezosobowy
prepared / unprepared ˌpriˈpeəd(r)d, ˌʌnˌpriˈpeəd(r)d/ przygotowany / nieprzygotowany
replaceable / irreplaceable ˌriːpleɪsəb(ə)l, ˌɪrɪˈpleɪsəb(ə)l/ zastępowalny / niezastąpiony
respected / disrespected ˌriːspektɪd, ˌdɪsɪˈspektɪd/ szanowany, uznany / ignorowany, nieszanowany
respectful / disrespectful ˌriːspektf(ə)l, ˌdɪsɪˈspektf(ə)l/ pełen szacunku / lekceważący, obraźliwy
satisfactory / unsatisfactory ˌsætɪsˈfækt(ə)rɪ, ˌʌnsætɪsˈfækt(ə)rɪ/ satysfakcjonujący / niezadowolający
satisfied / dissatisfied / unsatisfied ˌsætɪsfaɪd, ˌdɪsˈsætɪsfaɪd, ˌʌnˈsætɪsfaɪd/ usatysfakcjonowany / niezadowolony / niezaspokojony
successful / unsuccessful ˌsəkˈsesf(ə)l, ˌʌnsəkˈsesf(ə)l/ odnoszący sukcesy / nieudany, przegrany
tolerant / intolerant ˈtɒlərənt, ɪnˈtɒlərənt/ tolerancyjny / nietolerancyjny

Other words / Inne wyrazy

assign ˈəˌsaɪn/ przydzielić, wyznaczyć
at the expense of sth /ət ðɪ ɪkˈspens əv ,sʌmθɪŋ/ kosztem czegoś
athletic /æθˈletɪk/ sportowy, wysportowany
be on the increase ˌbi ɒn ðə ˈɪŋkriːs/ wzrastać, rosnać
birthday treat ˈbɜː(r)θdeɪ ˌtriːt/ prezent urodzinowy, niespodzianka urodzinowa
blackmail ˈblækˌmeɪl/ szantażować
booked up ˈbʊkt ˈʌp/ całkowicie zarezerwowany
cheer /tʃɪə(r)/ dopingować, kibicować
collapse /kəˈlæps/ zasłabnąć, zemdleć
come clean /kʌm ˈkliːn/ przyznać się, wyznać prawdę
competitor ˌkəmˈpetɪtə(r)/ uczestnik, zawodnik
cool down /kuːl ˈdaʊn/ uspokoić się, ochłoniąć
cover up ˌkʌvə(r) ˈʌp/ tuszować (fakty), ukrywać
crave /kreɪv/ pragnąć, łaknąć
demanding ˌdiːməˈndɪŋ/ wymagający
dietitian ˌdaɪəˈtɪʃ(ə)n/ dietetyk
do more harm than good /dʊ ˌmɔː(r) ˈhɑː(r)m ðən ˈɡʊd/ przynosić więcej szkody niż pożytku
exercise regime ˌeksə(r)sɪz ˌreɪʒɪːm/ program ćwiczeń fizycznych
expose ˌɪkˈspəʊz/ ujawniać, demaskować
extraordinary ˌɪkˈstrɔː(r)d(ə)n(ə)rɪ/ niezwykle, zadziwiający
faculty ˈfæk(ə)lti/ wydział (na uczelni)
failure ˈfeɪljə(r)/ porażka
fighting spirit ˈfaɪtɪŋ ˌspɪrɪt/ duch walki
flier ˈflaɪə(r)/ ulotka

from start to finish /frəm ˌstɑː(r)t tə ˈfɪnɪʃ/ od początku do końca
heart condition ˌhɑː(r)t kənˈdɪʃ(ə)n/ choroba serca
ice rink ˈaɪs ɪŋk/ lodowisko
in a row ɪn ə ˈrəʊ/ kolejno, pod rząd
incredible ˌɪnˈkredəb(ə)l/ niewiarygodny, niezwykły
irregularity ˌɪˌregjəˈlærəti/ nieregularność
jump in /dʒʌmp ɪn/ wkroczyć, rzucić się w wir
keep in shape ˌkiːp ɪn ˈʃeɪp/ utrzymywać w formie
lap /ləp/ okrażenie
mood swings ˈmuːd swɪŋz/ wahania nastroju
no pain, no gain ˌnəʊ ˈpeɪn, nəʊ ˈgeɪn/ bez pracy nie ma kołaczy
overcome obstacles ˌəʊvə(r)ˌkʌm ˈɒbstəkl(ə)lz/ pokonywać przeszkody
overdo ˌəʊvə(r)ˈduː/ przesadzić (z czymś)
pose a danger ˌpəʊz ə ˈdeɪndʒə(r)/ stanowić zagrożenie
pursuit ˌpɜː(r)sjuːt/ zajęcie, hobby
put on an event ˌpʊt ɒn ən ɪˈvent/ zorganizować imprezę
score /skoː(r)/ wynik, punkt; zdobyć punkt
self-esteem ˌself ɪˈstiːm/ poczucie własnej wartości
show off your skills ˌʃəʊ ɒf jə(r) ˈskɪlz/ popisywać się umiejętnościami
stretch out muscles ˌstretʃ aʊt ˈmʌs(ə)lz/ rozciągać mięśnie
test your body to the limits ˌtest jə(r) ˈbɒdi tə ðə ˈlɪmɪts/ doprowadzać ciało do kresu wytrzymałości
tie game ˈtaɪ geɪm/ gra zakończona remisem
train under professional supervision ˌtreɪn ʌndə(r) prəˌfeʃ(ə)nəl ˌsuːpə(r)ˈvɪʒ(ə)n/ trenować pod okiem profesjonalisty
undergo medical tests ˌʌndə(r)ˌɡəʊ ˈmedɪk(ə)l ˌtests/ przechodzić badania lekarskie
upside-down ˌʌpsaɪd ˈdaʊn/ do góry nogami
wing /wɪŋ/ skrzydło (budynku)
withdraw from sth ˌwɪðˈdɹɔː frəm ,sʌmθɪŋ/ wycofywać (się) z czegoś

Rozumienie ze słuchu

Wielokrotny wybór

- 1) **CD 1.15** Usłyszysz dwukrotnie trzy nagrania. Z podanych odpowiedzi wybierz właściwą, zgodną z ich treścią. Zapisz numery pytań w zeszyście, i obok nich dopisz litery A, B lub C.

Tekst 1.

- 1 In the advertisement, the speaker
 A gives reasons for celebrating family events.
 B explains how the company works.
 C explains who would benefit from their services.
 D gives tips on how to plan your own event.

Tekst 2.

- 2 What is the purpose of Cal's call?
 A to receive some news about the state competition
 B to get some reassurance about his skills
 C to ask the woman a favour
 D to ask advice about changing his coach

Tekst 3.

- 3 The speaker
 A criticises her listeners.
 B encourages a change of behaviour.
 C describes a specific experience.
 D expresses her disappointment.

Rozumienie pisanego tekstu Dobieranie zdań do luk w tekście

- 2) Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone literami (A-E) w luki (1-4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszyście.

Znajomość środków językowych

Test luk (dobieranie)

- 3) Przeczytaj poniższy tekst. Wpisz w każdą lukę jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszyście.

active difficult hope nature invite
 extreme believe

Not everyone discovers which sports or other ¹ they are good at early in life. Normally, when you hear the stories of great sports stars, it seems that they were stars on the soccer field or the basketball court at an ² young age. But there are some notable exceptions to this rule. An outstanding example of a late start leading to a great career is Misty Copeland, a ballerina with the American Ballet Theatre. It is ³ in the ballet world that if you haven't started training by the age of five or six you will never be able to dance, or at least not at a professional level. But Misty, who came from a poor background, had never even tried ballet until she was thirteen years old. She showed so much ⁴ talent during her first classes that her teacher offered to train her for free, and gave an open ⁵ for Misty to live with her family so that she could concentrate on her dance training. Against all the odds, it paid off, and she is now a principal dancer with one of the greatest dance companies in the world.



- A Of course there are some people who manage to very successful and maintain unusual sleep habits.
 B But it's also a fact that those people who are on an endless winning streak do have certain things in common.
 C Many studies have shown that people who get less than 7 hours of sleep per night are less effective than those who get more sleep.
 D Then they choose five of those goals and put them in order of importance.
 E Could it simply be a matter of personality differences, or is there more to it than that?

HABITS FOR SUCCESS

Many people ask themselves what it takes to be a highly successful person. Especially in the working world, it is often difficult to understand why one person advances steadily to the top of their profession while others fall behind. ¹ Those who have not been very successful seem to believe that if they could unlock the secrets of the 'winners', they might be able to find the keys to success themselves. However, people succeed in their careers in different ways and for different reasons. ² Learning to avoid distractions is one of the main habits that successful people share. During their most productive times of the day they shut off their phones, close their office doors and concentrate. This both reduces stress and makes it easier to focus. Another common factor is getting enough rest. ³ This also ties in with taking care of your physical health in general. Make time for exercise, good meals and fun activities and you'll be much more effective in your work. But the most important habit that successful people share is the ability to prioritise. Many 'winners' start the day by deciding exactly what they need to accomplish. ⁴ A sense of accomplishment comes from crossing those tasks off as they are fulfilled, and you avoid the stress that comes with having an endless 'to-do' list. So, try following these simple tips and you may become successful yourself!

Znajomość środków językowych

Układanie fragmentów zdań

4> Uzupełnij luki, wstawiając podane w nawiasach wyrazy w odpowiedniej formie i ewentualnie dodając inne wyrazy tak, aby utworzone zdania były poprawne pod względem gramatycznym i logicznym. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. W podanych fragmentach nie można niczego zmieniać. Zapisz odpowiedzi w zeszycie.

- Joan (*practise / song*) for weeks before she tried out for the singing competition.
- I know it's hard at first, and that you feel hungry all the time, but you (*get / used / eat*) less very soon.
- Jonathan (*could / become*) a great swimmer, but he was not serious enough about training.
- Kathy is planning (*take / judo*) next month.
- Organising a large reception (*likely / cost*) a lot of money.
- It's a good idea (*avoid / eat*) too much before an important competition.
- I (*have / follow*) his running career ever since he started competing.
- Joan (*must / wait*) for a long time, because she was really annoyed when we arrived.

Mówienie

Rozmowa z odgrywaniem roli

5> Work in pairs and do the speaking task. Then swap roles and do the task again.

Uczeń A

Wraz z koleżanką/kolegą z Irlandii organizujecie Wieczór Talentów dla uczniów Twojej szkoły. W rozmowie z uczniem B omów poniższe cztery kwestie.

jakie wymagania
mają spełnić
uczestnicy

kiedy i gdzie
zorganizujecie tę
imprezę

jak podzielicie się
pracą

czy będziecie przyznawać
nagrody (jakie)

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką z klasy ucznia A z Irlandii. Rozmawiacie na temat organizacji Wieczoru Talentów w szkole. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- chciałbyś/chciałabyś, aby impreza odbyła się w weekend,
- uważasz, że wymagania stawiane uczestnikom, które zaproponował uczeń A, są zbyt wygórowane.

Mówienie Rozmowa na podstawie materiału stymulującego

6> Work in pairs. Take turns to do the speaking task and answer the two questions.

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami organizujecie przyjęcie dla uczniów z zagranicy, którzy odwiedzili Was w ramach wymiany szkolnej. Masz do wyboru dwa miejsca, gdzie można zorganizować przyjęcie.

- Wybierz zdjęcie miejsca, które bardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.



- What other forms of entertainment apart from discos are popular among Polish teenagers? Why is this?
- Why do you think some people find it difficult to relax in their free time?

Wypowiedź pisemna

List do redakcji

7> Read the instructions and do the writing task in your notebook.

Niedawno przeczytałeś/przeczytałaś artykuł, którego autor uważa, że gry wideo mają negatywny wpływ na młodych ludzi. Napisz **list do redakcji** czasopisma, w którym nie zgodzisz się z autorem artykułu. Opisz swoje doświadczenia związane z grami wideo. Zaproponuj, w jaki sposób można zminimalizować ich negatywny wpływ na młodzież.

Wypowiedź powinna zawierać 200–250 wyrazów.

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