

1

Fun and games

VOCABULARY socialising

1> How often do you socialise with a) your friends from school b) your friends from 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 café 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 early 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 her 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 **book a venue**
- 2 find out what friends have been doing **catch up**
- 3 extend a celebration to a late hour **make a night of it**
- 4 formally let people know about an event **send out invitations**
- 5 organise a large party **throw a big do**
- 6 plan an informal meeting **organise a get-together**
- 7 decide who should attend an event **put together a guest list**
- 8 post a planned event on a social media website **set it up as an event**

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

- 1 I'd like to **organise** a get-together with some of our old classmates.
- 2 If I make a guest list, could you **send out** the invitations to the party?
- 3 June is planning to **throw** a big do for her parents' anniversary.
- 4 It's too early to go home – let's **make** a night of it!
- 5 They need to **book** 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 **catch up**.

B2



C1



A3



5> **CD 1.01** Listen to three voicemail messages. They are the 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 the plan. 3 |
| b | suspects that the plan has already gone wrong. 1 |
| c | has had a lot to do recently. 2 |
| d | is definitely accepting the invitation. 1 |
| e | expresses admiration for the sender of the message. 3 |
| f | promises to try to attend a get-together. 2 |

Vocabulary challenge!

6> In your notebook, complete the comments with the words and 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 **scream**!
- 2 Josh will do almost anything to get people to notice him. He always wants to be the **centre of attention**!
- 3 Kelly has a **gregarious** personality. She'll start up conversations with perfect strangers, and she makes friends wherever she goes.
- 4 My best mate is really a **good sport**. 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 **life of the party**.
- 6 Tim can think of reasons NOT to do almost anything. He is such a **wet blanket**!
- 7 I don't enjoy socialising much. I suppose I'm a bit of a **loner**.
- 8 Everyone finds it easy to talk to Michael because he is so friendly and **approachable**.

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

You are organising your ideal eighteenth birthday party. Discuss your ideas in pairs. 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–f to form phrases of good wishes. On what occasion could you use them?

- Happy **f**, *birthday party*
- Merry **b**, *Christmas*
- Congratulations on **c**, *graduation celebration*
- Here's to **e**, *anniversary celebration*
- Best wishes **d**, *baby shower*
- Congratulations to **a**, *wedding reception*

- 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 is slightly ashamed of? *burst into tears a couple of times*
- What does speaker 2 regret? *hiring a wedding planner*
- What two things is speaker 3 particularly proud of? *being the first in her family to graduate, working part-time while studying hard*
- What surprised speaker 4? *his eldest grandson with his family were able to come all the way from Australia*
- What are all four of the speakers describing? *special events/celebrations they experienced in their lives*

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. **3**
- was not looking forward to a celebration. **X**
- was not expecting a celebration. **1**
- had a good time in spite of circumstances. **2**
- enjoyed experiencing feelings from the past. **4**

5> In your notebook, replace the underlined words and phrases with the words below.

packed **2** relatives **3** mistaken **5** booking **1** occasion **4**
outstanding **7** reception **8** thrilled **6**

- 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?
It is an enormous multi-billion dollar business/industry.
- What prevented everyday people from using greetings cards in the early days? *They were expensive.*
- In what country did greetings cards first become a big business? *the United States*

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 *(many) centuries*.
- People in Europe didn't see greetings cards until the *1400s*.
- In 1840, the *postage stamp* was introduced, and this made sending cards easier and more popular.
- Copying famous pictures was an important step in the business, first taken in *Boston, USA/1856*.
- The message on a greetings card is often in the form of a *(short) poem*.
- A type of card that is increasingly popular today is not connected with a *specific occasion/holiday/event*.
- The types of cards we send now are changing because of *(new) technology*.

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 celebrated for a long time. When did it start? How long have you been following it?

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

- What has Karl been doing recently? *He has been helping his mother with preparations for a New Year celebration.*
- What has he accomplished and not accomplished up to now? *He has put up some decorations / he has decorated three rooms, but he hasn't done the shopping yet.*
- What did he do the day before? *He sent out the invitations.*

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

Examples of the present perfect simple: *haven't seen; have you been; 've hosted; have you finished; 've decorated; haven't shopped; 've (always) loved; 've (already) met*

Examples of the present perfect continuous: *'ve been helping; 've been putting up*

Examples of the past simple: *celebrated, moved, sent out*

- 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 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. This 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 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 with each rule.

- We use the **present perfect simple** (*I haven't seen you lately; What have you been up to?; I've always loved; We've hosted the celebration at our place since then.*) for actions happening during a period of time which is not finished or is unstated, and the **past simple** (*Yesterday, I sent out the invitations; We celebrated at my grandparents' house until they moved into a small flat.*) for actions which have finished or occurred at a stated time.
- We use the **present perfect simple** (*We've hosted the celebration at our place since then. You've already met my family.*) for situations up to now which can happen again, and the **past simple** (*We celebrated at my grandparents' house until they moved into a small flat.*) for situations which can't happen again because of a change in circumstances.
- We use both the **present perfect simple** and **present perfect continuous** (*Well, I've been helping all week.; All morning, I've been putting up the decorations.*) to talk about situations that started in the past and continue into the present. We use the **present perfect simple** (*I've decorated three rooms so far. But I haven't shopped for the food yet.*) to stress the duration of an action, and the **present perfect continuous** 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?

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

*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?

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

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

- A** I **have been addressing** (*address*) holiday cards for hours! It feels like I'll never finish!

B I **haven't started** (*not start*) mine yet. Actually, I **bought** (*buy*) them only yesterday.
- A** **Have you seen** (*you / see*) New Year celebrations in Taipei?

B I **have been watching** (*watch*) them on computer for years, but I **haven't seen** (*not see*) them in person.

A My family and I **travelled** (*travel*) there two years ago and it **was** (*be*) amazing! I **have never seen** (*never / see*) such amazing fireworks since then!
- A** Hi, Kelly! I **haven't seen** (*not see*) you for a while. What **have you been doing** (*you / do*)?

B I **have been preparing** (*prepare*) for my engagement party. Mark **asked** (*ask*) me to marry him last month, and we **have been** (*be*) busy ever since!

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

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

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

- Janna i Louis od kilku miesięcy planują ślub.
Janna and Louis have been planning their wedding for a few months.
- Moi przyjaciele mieszkają w swoim nowym mieszkaniu od niedawna. *My friends haven't lived in their new flat for very long. / My friends have only been living in their new flat for a short time.*
- Od jak dawna znasz Marka? *How long have you known Mark?*
- Mój nauczyciel historii napisał dwie książki o starożytnych uroczystościach. *My history teacher has written two books on/about ancient celebrations.*
- Długo na mnie czekasz? *Have you been waiting for me for a long time?*
- Markus i Lydia nie rozmawiają ze sobą od tygodni. *Marcus and Lydia haven't spoken to each other for weeks.*
- Czytałem te książki, kiedy byłem w szkole. Bardzo mi się podobały.
I read these books when I was at school. I enjoyed them very much.
- Nie mogę teraz wyjść, bo nie skończyłam eseju.
I can't go out now because I haven't finished my essay.

- 9> **NOW YOU DO IT** Work in pairs. Discuss 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 the dialogue between two friends. Answer the questions.

- Why are the two friends talking about Cynthia?
She has not turned up for an appointment.
- What possible explanations are suggested? *She must have forgotten; She could be at the dance school; She could be shopping.*
- What actually happened to Cynthia? *She missed her bus.*

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> + <i>-ing</i> form	¹ <i>must be</i> <i>must be</i> <i>doing</i>	³ <i>might be</i> <i>shopping</i> <i>could be</i>
Past modal verb + <i>have</i> + past participle	<i>must have</i> <i>forgotten</i> ² <i>can't have</i> <i>stood us up</i>	⁴ <i>may not have</i> <i>made</i> ⁵ <i>might have</i> <i>happened</i>

- 4> In your notebook, complete the dialogues with the correct form of the verbs in brackets.

- A** Why isn't Debra here yet?

B She *may/might/could be working* (work). They're very busy this week.
- A** David looked a bit sad after the graduation ceremony.

B He *must have felt* (feel) disappointed that they didn't have time for his speech.
- A** Do you know Mark Teller?

B I'm not sure. I *may/might/could have met* (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 *must have left* (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 *must be* (be) really bored.
- A** Did you hear that Sean has turned down our invitation?

B He *can't have done* (do) that! He told me just yesterday how much he wanted to come.

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

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

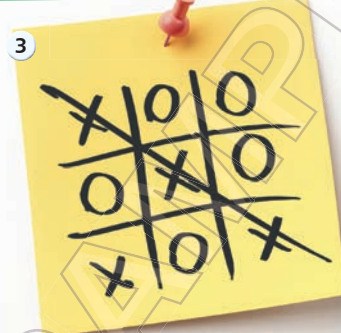
- 6> Choose two correct answers in each sentence and write them in your notebook

- 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.

Suggested answers:

- 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 ... they might both be worried about something.
- Someone has sent you an invitation to a party. You don't know who sent it. *It can't have been Mark because he doesn't know my address. It may have been ...*
- You arrive at your class and can't find your completed homework assignment. Your teacher asks what happened.
I must have left it on my desk. / I can't have lost it! / Someone may have taken it by mistake.
- You leave your friend's flat and see that your motorbike is gone. Think of several possible explanations. Include your own and other people's actions. *Someone must have stolen it. / Someone must have hidden it as a joke. / I can't have forgotten where I left it!*



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

Games shown in the pictures: 1 hopscotch 2 draughts 3 noughts and crosses

shooter games e hopscotch d hide-and-seek d
scavenger hunt d hangman b tug-of-war d battleships c
Scrabble b draughts a noughts and crosses c
role-playing games (RPG) e ludo a

- | | |
|--------------------------|------------------|
| 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 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 lampshade 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 had a set time limit.
 - ☒ The game was more enjoyable than expected.
 - The game had a storyline.
 - 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 ☒ have an evening when you stay at home and relax
- be stuck indoors** ☐ be unable to leave the house ☒ stay at home because you fancy it
- be big on sth** ☐ be good at something ☒ enjoy something a lot
- have a real laugh** ☐ have a good time ☒ laugh sincerely
- fad** ☐ a problem you find hard to solve ☒ something fashionable for a short time
- have a go at sth** ☐ try to do something ☒ go to a new place
- leisure** ☐ a hobby ☒ 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 only last a year or two.
- Generally speaking, if I have a choice, I prefer to **have a quiet night in** rather than go out.
- I often **have a go** at new activities because I like challenges.
- I hate **being/to be 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 real laugh**!

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 into English, using the collocations from exercise 7.

- This escape room **has always attracted/drawn/pulled in crowds of people** (*zawsze przyciągał tłumy ludzi*) so you have to book in advance.
- I **never engaged in team/group activities** (*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 a leisure activity for everyone** (*przykładem rozrywki dla każdego*).
- Most young people simply **prefer hanging out with their friends to** (*wolą spędzać czas z przyjaciółmi niż*) being on their own.
- I love games in which you **must/have to reach/achieve a goal** (*musisz osiągnąć cel*) within a certain time limit.
- I **have been trying to solve/do this puzzle for** (*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 picture 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?
She thinks the girl is calling a friend who has not turned up yet.
- What verb forms does she use to speculate about what is happening in the picture? *modals of speculation*
- What two phrasal verbs does she use to talk about someone not coming when expected? *'turn up' and 'stand up'*

- 3) **CD 1.06** Listen again and complete the sentences with the correct words. Check your answers in the transcript on page 157.

Phrase Bank

► Speculating about a picture

- It looks *as if* the photo was taken in a café.
- The place/location/setting/café *seems* to be very light and clean-looking.
- Judging* from their appearance, I *would* say that the young people are in their early twenties.
- I would *guess* that they are students.
- He is looking at his watch as *if* he is checking the time, and he *appears* fairly calm.
- ... I *imagine* 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.

Groups of adverbs:

1 slightly, a bit

2 quite, rather, fairly

3 very, really

4 terribly, extremely

a bit extremely quite very rather really fairly
terribly slightly

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



- 5) Speculate about the situations below. Use the 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 ... He/She is bound to feel ...

Suggested answers:

- A young woman is about to open her university examination results. *She is bound to be (feeling) rather nervous.*
- Young parents are bringing their newborn baby home for the first time.
Chances are that they are rather excited, but also quite nervous.
- A college graduate has received a car as a gift from his grandparents. *I'm pretty sure he must be extremely grateful.*
- Some teenagers see a young child about to step into a busy street. *It's highly probable that they are shocked and afraid.*
- A young man has just proposed to his girlfriend and been refused. *I suppose he must be very disappointed.*
- A homeless woman has learned that she has won the lottery. *I've never been in that situation, but I'm guessing she must be extremely excited.*

- 6) **CD 1.07** Listen to another student answering three questions about the picture 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 arranged to meet.

The young woman is worried about a friend. The friend might have wanted to discuss a problem. The speaker is quite relaxed about friends being late. All young people are extremely busy. He didn't realise his friend was late. Because of exams, he understood his friend forgetting about their meeting.

- 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*, ...
- It *seemed* ... to me.

- 7) **CD 1.07** Listen again. Which of the phrases with *seem* below does the student use? 1 3 4 6 8

- 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 139. Take turns doing the speaking task and answering the three questions.

1

2



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.

The author states the aim of the letter. ('I am writing in response to the article ... I would like to offer my point of view on the matter.')

It covers the two points:

- 1 'I have been blogging about fashion and jewellery-making ...; Moreover, I design my own necklaces, and record tutorials ...; 'I spend most of my time in front of the computer ...'
- 2 'Firstly, it helps stimulate my imagination and creativity ...; 'it allows me to keep in touch with my friends ...; 'everybody can stay up-to-date with my publications ...; 'gives me great pleasure'.

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 sit 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. Their activities may include anything from blogging to creating websites. As far as I am concerned, such **leisure activities** are as creative as painting or taking photographs.

Yours faithfully,
XYZ

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

In formal letters

- 1 we **don't use** contractions.
- 2 we **use** more complex sentences.

WRITING

a letter to the editor

1

- 3 we **use** formal vocabulary and linking expressions.
- 4 we **don't 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 **claim**
- 2 wrong idea **misconception**
- 3 make somebody happy **give somebody great pleasure**
- 4 way of spending free time **form of recreation**
- 5 good for someone **beneficial**
- 6 what's more **furthermore**
- 7 point out **emphasise**
- 8 free time activity **leisure activity**

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

nevertheless 3 **it is commonly believed** 1 **from my point of view** 4 **however** 3 **since** 5 **be close to** 2 **it appears to me that** 4 **as** 5 **have a good relationship with** 2 **it is often thought** 1

- 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. (*Note: Before both of these words a full stop or semi-colon is necessary, with a comma following the word.*)
- 4 The way I see it, parents and their teenage children often have 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. **Suggested answers:**

- 1 People are completely wrong when they say teenagers are not happy about spending free time with their parents.
It is a common misconception that spending free time with their parents does not give teenagers pleasure.
- 2 Travelling with people from their families is something many of my classmates enjoy doing most in their free time.
Travelling with their family members is the favourite leisure activity of many of my classmates.
- 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. *I'd like to emphasise that parents and teenagers often spend their holidays together. Furthermore, while on holiday, they 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.
From my point of view, parents can learn what problems their teenage children face if they spend time with them more often.
- 5 Doing things together with our parents is good for you because that is how we build lasting relationships.
Doing things together with our parents is beneficial for you as 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 opisziesz, 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 and answer the questions.

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

2) LANGUAGE IN CONTEXT Read the text. Why is boredom essential to our lives? *Boredom helps us reflect on our lives, become more creative and effective in what we do.*

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 our full potential is, quite surprisingly, boredom. When we **continue** to pack our calendars, 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 **make** 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.

Suggested answers:

- No one enjoys being bored
- most of us want to fill our every waking moment with activity
- This constant busyness and lack of time makes us perform less effectively ...
- what causes us to develop our full potential
- and continue choosing activities

1 verb + -ing	enjoy, miss, practise, feel like, spend your time, fancy, avoid, keep, can't help, risk	4 verb + object + infinitive	want, cause, allow, enable, help, persuade, motivate, remind, ask, encourage, invite
2 verb + infinitive	want, manage, fail, volunteer, arrange, offer, happen, seem, tend, aim, hope	5 verb + infinitive or -ing (little or no change in meaning)	continue, begin, start, bother, prefer, can't stand, intend
3 verb + object + bare infinitive	make, help, let		

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.

- What do you fancy **doing** / **to do** after school today?
- What makes you **to feel** / **feel** the most tired during the week? How do you cope with it?

- Do you tend **to take** / **taking** too much on or do you avoid **to do** / **doing** extra things? Why?
- What motivates you **to work** / **work** harder at school?
- Do you miss **having** / **to have** more time to see your friends? Why?/Why not?
- 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.

- Most parents **encourage their children to attend** / **to take part in** (zachęcają swoje dzieci do uczęszczania na) various courses.
- Doing nothing **lets us stop** / **allows us to stop** (pozwala się nam zatrzymać) and think more creatively.
- We **arranged to go swimming** (umówiliśmy się, że pójdziemy pływać) the following day.
- My friends **persuaded me to organise** (namówili mnie na zorganizowanie) a party.
- Most young people **spend their free time sitting** (spędzają wolny czas, siedząc) in front of their computers.
- I **volunteered to take part in** / **participate in** (zgłosiłem się na ochotnika do uczestnictwa w) this board game contest.

7) Write sentences from the prompts in your notebook.

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

Challenge!

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

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

- I saw Steve and Fiona playing tennis, but I don't know who won. (You saw only part of the action.)
- 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.

- When I was leaving the house, I could hear my sister **arguing** (argue) with our parents.
- At the party, I heard Fiona **whisper** (whisper) to Tom: 'I love you.'
- I watched the local hip-hop dance group **perform** (perform) on stage at my school yesterday. It was an awesome show.
- As I was going home, I saw some teenagers **dancing** (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.

- a bored teenager who doesn't have much money to spend
 - 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 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 to this event in such great numbers? For a start, the festival ³ comics, interactive media game creators and fans to meet in one place, so they can share their experience and expertise in this field. ⁴, 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 people, both young and old, looking for new comics, games, and a good time. So, next time you ⁶ to be in Łódź when the festival is on, don't hesitate to see it for yourself.



- | | |
|------------------------|-----------------------|
| 1 a has been organised | c organises |
| b organised | d has been organising |
| 2 a to come | c coming |
| b come | d came |
| 3 a lets | c enables |
| b keeps | d offers |
| 4 a Moreover | c Apart from |
| b Nevertheless | d So far |
| 5 a of | c with |
| b to | d on |
| 6 a happen | c tend |
| b attend | 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)

2> In your notebook, complete the sentences with the correct form of the verbs in brackets.

- a Did you remember to book (book) the tickets for the festival?
- b She looks strange to me. I don't remember meeting (meet) the girl before.
- a Please try to find (find) some time this year to celebrate your parents' 30th wedding anniversary.

- b You could try getting (get) her some jewellery if you have no other ideas for a birthday present.
- a We stopped to say (say) hello to our friend.
- b I'd like you to stop gossiping (gossip) about me behind my back.
- a My sister regrets not completing (not complete) her English course.
- b We regret to inform (inform) you that the painting workshop will be cancelled tonight.
- a I meant to ask (ask) you for some advice, but I forgot.
- b Going on this trip means getting up (get up) early in the morning.
- a Jo says she won't go on playing (play) the piano next year.
- b Jim tried karate, but then he went on to 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 have been delighted 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 may be doing the shopping together now.
- I suggest you buy Joanna a book for her birthday. It's always a safe option. **TRY**
Try buying (Joanna) a book for her birthday. It's always a safe option.
- We took up karate about three years ago. **BEEN**
We have been doing karate for about three years.
- The last time Paula saw Tom was last week. **SEEN**
Paula has not/hasn't seen Tom since last week.
- I have a good memory of the time I met my best friend. **REMEMBER**
I remember meeting my best friend for the first time.
- When did you start playing basketball? **LONG**
How long have you been playing basketball?

Challenge!

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

- If Jill isn't here, she must be practising playing (na pewno ćwiczy grę) the piano.
- This event has always attracted/pulled in/drawn (zawsze przyciągał) crowds of people.
- I can't help laughing (nie mogę się powstrzymać od śmiechu) at this joke.
- My grandparents were married for forty years (byli małżeństwem przez 40 lat). Wasn't it great?
- Alan can't/couldn't have said (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 are likely to achieve (możliwe, że osiągniesz) your goal if you work a bit harder.
- I saw Tom leave (jak Tony wyszedł z) 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 up as an event on Facebook.
- We sent out invitations this morning.
- Helen is not really big on 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 retirement (retire) party.
- I was mistaken (mistake) when I said that you couldn't make a booking (book) at this restaurant.
- Jim has invited all his relatives (relate) to his birthday party.
- Our graduation (graduate) party was outstanding (stand out).
- You don't want to be stuck indoors (door) on such a beautiful day, do you?
- I like Sue because she's approachable (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. Jack is a loner.
- Julia is so funny. Julia is such a scream.
- This film made many people visit the cinemas. This film drew crowds of people to the cinemas.
- I've been hanging out with my friends all day. I've spent time messing about with my friends all day.
- Lucy never joins in and spoils everyone else's fun. Lucy is a wet blanket.
- Young people should have some aims in their lives. Young people should pursue goals 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 Did you phone (you / phone) me last night? My battery died (die), so I did not receive (not receive) any calls.
B Yes, I did. Actually, I have been texting (text) you all morning too! My sister has asked (ask) me to invite you to her graduation party.
- My dad has been collecting (collect) Halloween decorations since he was a child. He has collected (collect) hundreds of cool things.
- Toyo Shibata published (publish) her poetry collections in 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 have been holding (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 be getting ready for (may / get ready) for the party.
- I must have rung you (must / ring you) a hundred times! Why didn't you answer?
- Olaf couldn't have enjoyed himself (can't / 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 have forgotten (may / forget) it.
- The DJ at our wedding kept encouraging the guests to dance (keep / encourage / guests / dance) all the time.
- Nothing would make me take part in (make / I / take part) an escape room game.
- Tom stopped to help an old lady (to) get (stop / help / old lady / get) on the bus.
- I didn't remember inviting Tom to the party (not remember / invite / Tom / party), so when he came, I was surprised. —/8

Grammar challenge!

7> Translate the sentences into English.

- Podstuchalam, jak Tina umawiała się na spotkanie z Tomem. I overheard Tina arranging to meet Tom.
- Widzieliśmy, jak Ann i Matt weszli razem do restauracji. We saw Ann and Matt walk into the restaurant.
- Niektóre gry komputerowe mogą kosztować ponad 300 złotych. Some computer games can cost over 300 zł.
- Może spodobać Ci się ta gra. You may like this game.
- Nigdy nie słyszałam kogoś śpiewającego tak pięknie! I've never heard anyone sing so beautifully. —/5

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

Dear Sir,
I'm writing I am writing in response to the article which says claims that youth don't do not enjoy playing board games. I think this is a completely wrong idea a common misconception. I think that playing board games is popular among young people. Also Furthermore, this way of spending free time form of recreation/ leisure activity enables them to socialise. People often think It is often thought that teenagers spend their free time in front of their computers, but let me point out emphasise that this is not always the case.
Best wishes, Yours faithfully,
XYZ —/9

9> Complete the text with appropriate words.

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



10> Work in pairs and test each other.

Student A: go to page 144. Student B: go to page 150.

Student A: 1 F (It is a fashion that lasts only for a short time.), 2 F (It is a party for a woman who is going to have a baby and her friends, who give her presents for the baby.), 3 T, 4 T, 5 F (It's a formal party.)

Student B: 1 T, 2 T, 3 F (It's an outdoor game that involves jumping on a set of squares that you draw on the ground.), 4 F (It means having a good effect or influence on someone or something.), 5 T

Socialising / Spotkania

book a venue /ˈbʊk ə ˈvenjuː/ zarezerwować lokal
catch up /ˈkætʃ ʌp/ nadrobić zaległości,
dowiedzieć się, co słyhać
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 ˈɡetəˌɡeðər/
organizować spotkanie towarzyskie
put together a guest list /pʊt təˌɡeðər ə ˈɡest
list/ sporządzić listę gości
send out invitations /send ˌaʊt ɪnviˈteɪʃ(ə)nz/
wysłać zaproszenia
set it up as an event /set ɪt ʌp əz ən ɪˈvent/
utworzyć wydarzenie (np. na Facebooku)
throw a big do /θrəʊ ə bɪɡ ˈduː/ zorganizować
dużą imprezę

Challenge!

approachable /əˈprəʊtʃəb(ə)l/ przyjazny,
przystępny
(be) a scream /bi ə ˈskriːm/ (być) przeżabnym
good sport /ˈɡʊd spɔː(r)t/ równy gość (osoba
pogodna, z dystansem do siebie, chętna do
pomocy innym)
gregarious /ɡnˈɡeəriəs/ rozmowny, towarzyski
loner /ˈləʊnə(r)/ samotnik/samotniczka
the centre of attention /ðə ˌsentə(r) əv ə ˈtenʃ(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, sztywniak
(osoba psująca innym nastrój)

Holidays and celebrations /
Święta i uroczystości

anniversary celebration /ˌæniˈvɜː(r)s(ə)ri
selaˌbreɪʃ(ə)n/ jubileusz
baby shower /ˈbeɪbi ˌʃaʊə(r)/ przyjęcie
organizowane przed narodzinami dziecka
birthday party /ˈbɜː(r)θdeɪ ˌpɑː(r)ti/ przyjęcie
urodzinowe
booking /ˈbʊkɪŋ/ rezerwacja
graduation celebration /ˌɡrædʒuˈeɪʃ(ə)n
ˌselaˌbreɪʃ(ə)n/ przyjęcie z okazji ukończenia
szkoły
mistaken /ˈmɪsteɪkən/ (być) w błędzie
occasion /əˈkeɪʒ(ə)n/ okazja, powód świętowania
outstanding /aʊtˈstændɪŋ/ wyjątkowy, niezwykle
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 ˌrɪˌsepʃ(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!
**Here's to another twenty years of a happy
marriage!** Za kolejne szczęśliwe dwadzieścia lat
małżeństwa!
Congratulations 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 ɪnˌdoː(r)z/ siedzieć
w domu, być zamkniętym w czterech ścianach
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 ˌrɪəl ˈlɑːf/ świetnie się
bawić
leisure activity /ˈleɪʒə(r) ækˈtɪvəti/ zajęcia
w wolnym czasie

Games / Gry

battleships /ˈbæt(ə)lʃɪps/ gra w statki
board games /ˈbɔː(r)d ˌɡeɪmz/ gry planszowe
computer games /kəmˈpjʊːtə(r) ˌɡeɪmz/ gry
komputerowe
draughts /draːfts/ 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 /aʊtˈdoː(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) /ˈrəʊlˌpleɪɪŋ 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 /tʌɡ 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 ˈkrəʊdz əv ˌpiːp(ə)l/
przyciągać tłumy ludzi
engage in / take part in an activity /ɪnˌɡeɪdʒ ɪn
teɪk ˌpɑː(r)t ɪn ən ækˈtɪvəti/ brać udział w jakiejś
czynności, zdarzeniu
**hang out / socialise / mess about with your
friends** /hæŋ ˈaʊt ˌsəʊʃəlaɪz ˌmes ə ˈbaʊt wɪθ jə(r)
ˌfrendz/ spędzać czas z kolegami/koleżankami
leisure / free time activity /ˈleɪʒə(r) ˌfriː ˌtaɪm
ækˈtɪvəti/ hobby / rozrywka
pursue a goal /pəˈsjuː ə ˈɡəʊl/ dążyć do celu
solve / do a puzzle /ˌsɒlv ˌduː ə ˈpʌz(ə)l/
rozwiązywać łamigłówkę, zagadkę
stimulating activity /ˌstɪmjʊleɪtɪŋ ækˈtɪvəti/
stymulujące zajęcie
invent a puzzle /ɪnˌvent ˌə ˈpʌz(ə)l/ wymyślić
łamigłówkę

Formal language / Język formalny

beneficial /ˌbenɪˈfɪ(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 ˈpleʒə(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 /æbs(ə)nt ˈmaɪndɪd/ roztargniony,
nieuważny
be up to sth /bi ʌp tə ˌsʌmθɪŋ/ robić coś,
porabiać
boast sth /bəʊst 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 ˌɪnfə(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 ˌd ə ˈɡes/ zaryzykować
przypuszczenie
host sth /həʊst ˌsʌmθɪŋ/ być gospodarzem,
organizować
keep an appointment /kiːp ən ə ˈpɔɪntmənt/
dotrzymać terminu umówionej wizyty
leak /liːk/ ujawniać (informacje)
make it /meɪk ɪt/ dotrzeć, 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 /ˌəʊvə(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, sceneria
show up for an appointment /ʃəʊ ʌp fə(r) ən
ə ˈpɔɪntmənt/ 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, nie przyjść na spotkanie
turn down an offer /tɜː(r)n ˌdaʊn ən ˈɒfə(r)/
odrzuć ofertę
turn up /tɜː(r)n ʌp/ pojawić się, przyjść