

2

Success and failure

VOCABULARY describing levels of performance

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> describing levels of performance
Listening	<ul style="list-style-type: none"> monologue: <ul style="list-style-type: none"> a retired sportsperson talking about his career
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> discussing different opinions regarding winning and losing
Matura topics and tasks	Sport; Rozumienie ze słuchu (<i>Prawda/Falsz</i>)

- I saw the Olympic slalom / flip-turn / backstroke on TV. They ski downhill from side to side. It's very exciting!*
- As I am a beginner I can only ski on what is called an easy downhill / slope / pitch.*
- She learned to shoot / serve / dive into the water head first when she was very young.*
- The basketball player jumped into the air, made a slalom / backstroke / slam dunk into the net and scored a point.*
- The first rule of tennis is to hit the ball over the net / poles / serve.*

EXTRA SUPPORT

transcript activity

> after exercise 5 page 16

Students go to transcript 1.08 on page 157 and find the fragments of the text which helped them choose the answers to exercise 5. Then ask students to choose three to five phrases from the transcript which they think will be useful for them when speaking or writing in English. Students copy the phrases into their notebooks. This activity encourages students to be autonomous and to distinguish between vocabulary for either productive or receptive use.

Key

- In fact, I was almost undefeated during my first year of competing, ...*
- But for reasons I can't really explain, my winning streak didn't last long.*
- I was always coming in second or lower in the big tournaments.*
- I look back on my tennis career and I realise how lucky I am.*
- I'm looking forward to sharing my skills with some of the best students in the country.*

EXTRA SUPPORT

sports vocabulary

> after exercise 6 page 16

Give each pair of students a copy of the worksheet with the sentences below (**worksheet activities page 112**). Students choose the correct option to complete each sentence.

- A good footballer can **header / dribble / slam dunk** the ball across the pitch extremely quickly.*
- In tennis, it's important to have a strong **backhand / backboard / backstroke**.*
- When I am at the swimming pool, I can never find enough space in any of the **slopes / lanes / pitches** to swim properly. There are always too many people.*
- It takes a lot of practice to learn how to do a **header / slalom / flip-turn** in swimming.*
- Good **poles / nets / racquets**, which are held in both hands, are essential for balance when skiing.*

Key

- | | |
|-------------|-------------|
| 1 dribble | 6 slalom |
| 2 backhand | 7 slope |
| 3 lanes | 8 dive |
| 4 flip-turn | 9 slam dunk |
| 5 poles | 10 net |

EXTRA ACTIVITY

vocabulary memory game

> after exercise 6 page 16

Write ten of the words connected with sports from exercise 6 on the board. Give students one minute to memorise them. When the time is up, erase the words from the board. Students write down as many of the words as they can remember in their notebooks. The student who writes down the most words, wins. You may also put students in small groups to test each other on the vocabulary by giving definitions in English, e.g.

- A** *It's the place where you play football.*
B *Pitch!*

MATURA SPEAKING TASK rozmowa na podstawie ilustracji

Students take turns to describe the pictures 1 and 3 on page 16 and answer these three questions. Write the questions on the board.

EXAM TASK Examiner's questions:

- What are the people doing?*
- What do you think is going to happen next?*
- Describe a situation when you enjoyed playing a sport.*

HOMEWORK

Ask students to watch the sports news on television any day of the following week and make a list of all of the sports mentioned. Students add three words or phrases connected with each of these sports and translate them into English, using a dictionary if necessary. During the next lesson, students share their vocabulary.

LISTENING AND VOCABULARY listening for gist and detail • competitive sports

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> phrasal verbs
Listening	<ul style="list-style-type: none"> dialogue: <ul style="list-style-type: none"> – an interview with a British teenager monologue: <ul style="list-style-type: none"> – someone talking about how we measure success
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> – discussing success and failure in sports
Matura topics and tasks	Sport; Rozumienie ze słuchu (<i>Wielokrotny wybór</i>)

IF YOU WANT A LEAD-IN ...

 (5–6 minutes)

> before exercise 2 page 17

Write this list of unusual sports on the board for students to guess which country they are from: *hornussen*, *sepak takraw*, *hurling*, *camel racing*, *bossaball*. Then read out the following definitions of each sport. Students guess the name of the sport.

- 1 *Players cannot touch the ball with their hands. (sepak takraw)*
- 2 *It is similar to hockey, but players throw the ball with a special stick. (hurling)*
- 3 *It's like volleyball but it is played on trampolines. (bossaball)*
- 4 *Big animals compete with each other to see who can run the fastest. (camel racing)*
- 5 *It is played with whips and long sticks and a ball. (hornussen)*

Key

Hornussen – Switzerland
Sepak takraw – Malaysia
Hurling – Ireland
Camel racing – Australia
Bossaball – Spain

EXTRA ACTIVITY

vocabulary from the recording

> after exercise 4 page 17

Write the following sentences taken from transcript 1.09 on page 157 on the board. Alternatively, you may give each student a copy of the worksheet with the sentences (**worksheet activities page 112**). Students work in pairs and complete the sentences with appropriate words. If students find this too difficult, you may write the missing words (*score*, *assume*, *athlete*, *research*, *point*) on the board for them to fill the gaps with.

- 1 *He is a very good _____, he wins all his races.*
- 2 *Before a reporter writes an article, she has to do lots of _____ into the subject.*
- 3 *Some children don't know how to read, don't _____ they can, be prepared to teach them.*
- 4 *The _____ of the lecture is to inform us about global warming.*
- 5 *At the end of the football match, the _____ was 2:1.*

Key

1 athlete 4 point
2 research 5 score
3 assume

EXTRA SUPPORT

phrasal verb speaking practice

> after exercise 5 page 17

Give each student a copy of the worksheet with the following sentences, which include the phrasal verbs from exercise 5 (**worksheet activities page 112**). Individually, students complete the sentences so that they are true for them. Elicit some answers from the class.

- 1 *I dropped out of _____ when I was younger because _____.*
- 2 *Next year I'd like to take up _____ because _____.*
- 3 *My family sometimes take part in ... because _____.*
- 4 *My best friend should give up _____ because _____.*
- 5 *We always warm up before _____.*
- 6 *We are currently putting together a _____ team. We are looking for people who _____.*
- 7 *I got into _____ because _____.*
- 8 *I don't think _____ will catch on in America because it's so typically Polish!*

BACKGROUND NOTE

parkour

The *parcours du combattant*, a classic obstacle course method of military training. The **P** moving from place to place as quickly and as smoothly as possible while overcoming various physical obstacles, whether by running, jumping or climbing. The philosophy of the sport, which is based on freedom of the mind and freedom of movement, is fundamentally against traditional concepts of competition and rivalry. In fact, some people see it not as a sport but as an art form, similar to some martial arts because it has neither limitations nor strict guidelines. Companies such as Coca-Cola and Toyota have had a big influence on the growing awareness of parkour by showing the sport in their advertisements. The standard image of parkour is of a group of teenagers jumping from building to building, but in reality the **P** in order to find creative solutions to overcome the physical and the psychological obstacles we face in life.

Useful videos (key words to type into YouTube)

-
-

FOLLOW-UP ACTIVITY

Write the statements below on the board. Alternatively, you may give each student a copy of the worksheet with the statements (**worksheet activities page 112**). Then read out the text above, which gives background information to students. Students decide if the statements are true or false.

- 1 *The word 'parkour' comes from French.*
- 2 *It is a very competitive sport.*
- 3 *Parkour has strict rules for participants to follow.*
- 4 *The aim of parkour is to practice difficult jumps.*
- 5 *Parkour is a sport which allows the participant to exercise their body and mind.*

Key

1T 2F 3F 4F 5T

EXTRA ACTIVITY

dictation

> after exercise 6 page 17

Tell students to keep their books closed. Play the following extract from recording 1.10 twice, without pausing. Alternatively, you may read out the extract from the transcript on page 158. Tell students to make notes in their notebooks about what they hear. Then put students into pairs and tell them to rewrite the extract using their notes. When they have finished, students swap notebooks with another pair and correct each other's texts by looking at the transcript. The team with the fewest mistakes wins.

Extract from recording 1.10:

Instead, I believe that we should learn to appreciate the attempt to always improve at whatever our chosen pursuit is. I believe that success should only be measured by how much we want to improve, and that we should see failure as one step towards success.

GRAMMAR past tenses • talking about present and past habits

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> past tenses talking about present and past habits
Reading	<ul style="list-style-type: none"> an article about a figure skater a blog entry about healthy lifestyles
Listening	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> describing past and present habits speculating about photos
Matura topics and tasks	Sport, Zdrowie; Znajomość środków językowych (Układanie fragmentów zdań, Tłumaczenie zdań, Transformacje zdań)

Past tenses

IF YOU WANT A QUICK REVIEW ... ⌚ (4–5 minutes)

Ask students to tell you the names of the past tenses in English. Write the names of the tenses in a table on the board similar to the one below. Elicit examples of an affirmative sentence in each past tense and write them in the table. Students copy the table into their notebooks and turn the affirmative statements into negative sentences and question forms. See the example in the table. Elicit the answers from the class.

Tense	Affirmative	Negative	Question
Past simple	<i>We went to London last year.</i>	<i>We didn't go to London last year.</i>	<i>Did we go to London last year?</i>
Past continuous			
Past perfect simple			
Past perfect continuous			

HOMEWORK

Students find an unusual sport, which they think is interesting, on the Internet and write a paragraph about it. Tell them to include answers to these questions:

- 1 *What is the history of the sport?*
- 2 *Where is it played?*
- 3 *Is it competitive?*
- 4 *Why is it unusual?*
- 5 *Why do you like it?*

EXTRA ACTIVITY

vocabulary race

> after exercise 3 page 18

Write these jumbled-up definitions on the board. Alternatively, give each pair of students a copy of the worksheet with the definitions (**worksheet activities page 113**). Tell students to work in pairs and put the words in the definitions in the correct order and then find the phrase or word from the text in exercise 3 which is being defined. Allow students 4–5 minutes to do the activity. The first pair to do the task correctly, wins.

- 1 *their / sportspeople / country / of / group / in / a / competition / a / representing*
- 2 *astonished' / a / of / 'completely / synonym*
- 3 *who / sport / someone / is / an activity / he/she / or / begins / when / older*
- 4 *synonym / a / 'immediately / engaged' / of*
- 5 *an / which / means / 'more than before' / expression*

Key

- 1 a group of sportspeople representing their country in a competition – national team
- 2 a synonym of 'completely astonished' – totally surprised
- 3 someone who begins an activity or sport when he/she is older – late starter
- 4 a synonym of 'immediately engaged' – instantly hooked
- 5 an expression which means 'more than before' – harder than ever

EXTENSION ACTIVITY

Choose the correct tense!

> after exercise 5 page 18

Give each pair of students a copy of the worksheet with the mini-dialogues below (**worksheet activities page 113**). In pairs, students choose the correct answer (a or b). Encourage them to give reasons to support their choices. Alternatively, you may read out the sentences to the students. Students listen and hold up a piece of paper with A or B written on it to give their answer.

- 1 *Was she at the meeting last night?*
 - a *Yes, she had been there for hours before I arrived.*
 - b *Yes, she was being there for hours before I arrived.*

- 2 What happened at the party yesterday?
 a Nothing, everyone had left by the time I arrived.
 b Nothing, everyone left by the time I arrived.
- 3 Where did they go on Sunday morning?
 a They had been skating the day before, so they stayed at home.
 b They skated the day before, so they stayed at home.
- 4 How long were you in the USA?
 a I had been living there for three years.
 b I was living there for three years.
- 5 Who did you see after school?
 a I saw Rosa, who had been studying till late in the library.
 b I saw Rosa, who had studied till late in the library.

Key	2a	3a	4b	5a
1a				

EXTRA ACTIVITY personalisation of the past

> at the end of the lesson

Tell students to think of an event in the past when something important happened to them. Write the questions below on the board. Students work in small groups and answer the questions to tell each other about their experiences. Remind them to use a variety of past tenses.

- When did the event happen?
- How old were you?
- What had happened before the event?
- What else was happening when the event occurred?

HOMEWORK

Tell students to find a picture at home (or on their phones) of their family or friends which is similar to those in exercise 8 on page 18. Students write a short description of what had been happening before the photo was taken. Students bring their photos to class and read out their descriptions.

Talking about present and past habits

EXTENSION ACTIVITY stative and dynamic verb list

> after exercise 3 page 19

Write these verbs, which all appear in exercises on page 19, on the board. Tell students to divide them into stative or dynamic verbs, depending on their meaning. Explain that stative verbs are not usually used in the continuous form. Remind students we use *would* to talk about habitual past actions, but not states. That is why we use *would* with dynamic, but not with stative verbs.

*talk lose have feel criticise hear
 wake up get run around happen eat
 exercise shout admit stay find offer*

Key

Stative verbs: feel, criticise, hear, happen, admit, stay, find, offer

Dynamic verbs: talk, lose, have, wake up, get, run around, eat, exercise, shout

EXTRA ACTIVITY would and used to

> after exercise 4 page 19

Write these topic areas on the board. Put students into pairs and tell them to think about when they were younger. You could start the activity by telling the class about some of your own past habits. Students take turns to talk about each topic, using *used to* and *would*. When one student is talking, the other listens and writes down all the sentences with *would* or *used to* which they hear. When they have both finished speaking, they share notes and decide if the sentences are correct.

Your habits when you were 6–8 years old:

- your toys
- your favourite games / food / TV programmes
- things you disliked
- school
- free time

Example answer:

When I was 8 I didn't use to play (would play) with my friends, I used to stay (would stay) at home. My favourite toy used to be a teddy bear, I would invent games we could play together.

EXTRA SUPPORT sentence correction

> after exercise 6 page 19

Write the sentences below on the board. Alternatively, give each student a copy of the worksheet with the sentences (**worksheet activities page 113**). Students find and correct the grammar mistakes in the sentences. Explain that some sentences are correct.

- 1 I was used to study three hours a day when I was 12.
- 2 She is used to working all day, every day.
- 3 My uncle has got used walking five kilometres in the park every day.
- 4 Her dog is use to having his hair cut weekly.
- 5 We aren't used to doing so much work these days.
- 6 Did you used to watch much TV as a child?

Key

- 1 I was used to ~~study~~ studying three hours a day when I was 12.
I ~~was~~ used to study three hours a day when I was 12.
- 2 correct
- 3 My uncle has got used ~~to~~ to walking five kilometres in the park every day.
- 4 Her dog is ~~use~~ used to having his hair cut weekly.
- 5 correct
- 6 Did you ~~used~~ use to watch much TV as a child?

HOMEWORK

Students write at least five sentences about themselves when they were younger in their notebooks. In the next lesson, they swap notebooks and read another student's work to the class. The class listen and guess who the sentences are about.

READING AND VOCABULARY reading for gist and detail • dishonesty in sport

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> dishonesty in sport negative prefixes and suffixes
Reading	<ul style="list-style-type: none"> three texts about dishonesty in sports
Matura topics and tasks	Sport; Rozumienie pisanych tekstów (<i>Prawda/Falsz, Dobieranie</i>)

IF YOU WANT A LEAD-IN ... (3–4 minutes)

Tell students to look at the three photos at the top of page 20. Ask students to answer these questions:

- *What can you see?*
- *What do you think has just happened?*
- *What do you think happened next?*
- *What do you think the terms 'fouling', 'doping' and 'match fixing' mean?*

Key

Fouling – deliberately tripping, kicking or stopping someone during a game in a manner that breaks the rules
 Doping – taking special drugs in order to become stronger or better when playing a sport
 Match fixing – agreeing before a competition on what the result will be

EXTRA ACTIVITY timed writing

> after exercise 2 page 20

Tell students to look at the two incorrect headlines in exercise two (3 *Giving the drugs up* and 5 *Competing against the best*). Divide the class into either two or four groups. Assign one of the two headlines to each group. Tell students to imagine the story behind the headline and write it down in their notebooks. Set a time limit of five minutes to complete the activity. When they have finished, students swap notebooks and read another group's stories. Have a class vote on the most intriguing story.

EXTRA SUPPORT divided reading task

> exercise 3 page 20

Divide students into three groups. Assign questions 1 and 2 to Group A, questions 3 and 4 to Group B, and questions 5 and 6 to Group C. Tell each group to decide whether the two sentences are true or false. Check the answers with each group and ask students to underline the answers in their text. Then regroup the students so that students from each group can share the answers.

EXTENSION ACTIVITY negative prefix adjectives

> after exercise 8 page 21

Write the following negative prefixes in bold on the board and allow students 3–4 minutes to write down as many adjectives which are used with each prefix as they can think of. Tell students to use dictionaries if necessary. Once the time is up, the group with the most correct adjectives, wins. If it is a weaker class, give each pair of students a copy of the worksheet with the prefixes and the accompanying adjectives (**worksheet activities page 113**). Students match the adjectives with the correct negative prefixes.

ir il im dis in

<i>responsible</i>	<i>logical</i>	<i>honest</i>
<i>hospitable</i>	<i>regular</i>	<i>formal</i>
<i>legal</i>	<i>balanced</i>	<i>perfect</i>
<i>rational</i>	<i>possible</i>	<i>consistent</i>
<i>satisfied</i>	<i>advantaged</i>	

Key

ir: irresponsible, irrational, irregular
 il: illogical, illegal
 im: imperfect, imbalanced, impossible
 dis: dissatisfied, disadvantaged, dishonest
 in: inconsistent, informal, inhospitable

EXTRA ACTIVITY correct or incorrect prefixes and suffixes

> after exercise 11 page 21

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 114**). Ask students to decide whether the meaning of the words in bold is correct or incorrect. Remind them that they should not check in their books, while doing the exercise. If the words are incorrect, tell students to write the correct word form.

- 1 *She is not a **competitive** person.*
- 2 *That sofa is really **comfortable** to sit on, I hate it.*
- 3 *This house means so much to me, I could never live anywhere else, it's **unreplaceable**.*
- 4 *My grandmother is the most **impatient** person I know. She never gets annoyed or angry.*
- 5 *Her uncle is a highly **disrespected** plastic surgeon.*
- 6 *I am completely **unprepared** for the exam tomorrow, I wish I had done more work.*
- 7 *The service at that restaurant is totally **satisfactory**, I'm never going there again.*

Key

1 correct	5 respected
2 uncomfortable	6 correct
3 irreplaceable	7 unsatisfactory
4 patient	

HOMEWORK

Tell students to do some research on the Internet to find out about the cases of athletes who have taken steroids and been caught out, for example, Alex Rodriguez (baseball player), Lance Armstrong (cyclist), Tonya Harding (ice skating). Students write a short report about the athlete and include the following information:

- *What sport did the person compete in?*
- *What titles did they win?*
- *When and how were they caught taking steroids?*
- *What happened as a consequence?*
- *What is your opinion about the case?*

SPEAKING agreeing and disagreeing • developing points in the task

WHAT IS THE LESSON ABOUT?

Speaking	<ul style="list-style-type: none"> • agreeing and disagreeing • developing the points in the task
Functional language	<ul style="list-style-type: none"> • raising a point • agreeing and disagreeing • phrases with <i>would</i>
Listening	<ul style="list-style-type: none"> • a dialogue about an annual sports day • a dialogue about the organisation of an arts festival
Matura topics and tasks	Sport, Szkoła; Mówienie (<i>Rozmowa z odgrywaniem roli</i>)

EXTRA ACTIVITY **useful phrases for raising a point and**

> before exercise 4 page 22 **agreeing and disagreeing**

Tell students to close their books. Play recording 1.13 again and ask students to write down any phrases they hear which correspond to the two headings below:

- *Raising a point*
- *Agreeing and disagreeing*

Encourage students to compare their answers in pairs before looking at the Phrase Bank in exercise 4.

EXTRA ACTIVITY **using the phrases check**

> exercise 6 page 22

Put students in groups of three in order to role-play the dialogue. Explain that one student in the group should only listen and tick off each phrase from the Phrase Bank as they hear them used by their classmates. Then students swap roles and role-play the dialogue again.

EXTRA ACTIVITY

controversial statements

> after exercise 8 page 22

Write the controversial statements below on the board. You may also elicit other statements from students.

- *School is the best thing in life*
- *Going out to socialise is not a priority for a teenager*
- *Studying is a waste of time*
- *Rules at home are made to be broken*
- *Friends and personal relationships are more important than your family*
- *Pocket money should be earned*

Students work in pairs and discuss the statements.

Explain that when you clap your hands they have to start a discussion in order to reach an agreement. However, when you click your fingers, they have to disagree with each other. When you bang the table, they have to change topics. Encourage students to use as many of the phrases from exercises 4 and 8 as possible.

HOMEWORK

Tell students to work in pairs and record themselves (on their mobile phones, laptops or any other recording device) while role-playing the speaking task in exercise 9. In class, ask students to listen to the recordings and discuss the questions below. If your students are not too embarrassed with the idea, you may also play some of the recordings and have a feedback session with the whole class.

- *Do I have a good English accent?*
- *Is it easy to understand everything I say?*
- *Is my intonation flat and boring or do I use my voice to sound interested?*
- *Do I make lots of mistakes?*
- *What two adjectives could be used to describe my recording?*

ENGLISH IN USE practice

WHAT IS THE LESSON ABOUT?

Reading	• a text about the <i>Sport Sucks</i> community
Speaking	• pairwork: – talking about competitive sport
Matura topics and tasks	Sport; Znajomość środków językowych (Test luk [Dobieranie], Transformacje zdań, Układanie fragmentów zdań)

EXTRA ACTIVITY

word formation: nouns

> after exercise 1 page 23

Tell students to write the noun forms of the adjectives from exercise 1. Check the answers as a class.

Key

- 1 legality, logic, expense
- 2 person/personality, defeat, maturity
- 3 regularity, respect, replacement
- 4 tolerance, qualification, accuracy
- 5 patience, ability, success

EXTRA ACTIVITY

personalisation and miming

> after exercise 4 page 23

Put students in groups of three or four. Write these sentences on the board and tell students to complete them individually so that they are true for them. Then ask students to mime the sentences to each other in order to guess what they have written.

- *It's the first time I ...*
- *Last year was the second time I ...*
- *I have only ... once.*
- *It's the third time my family ...*

Example answers:

It's the first time I've written 'absolutely' in English.
Last year was the second time I ate fish.
I have only been to London once.
It's the third time my family has bought a computer.

EXTENSION ACTIVITY

class debate

> exercise 7 page 23

Ask students to choose one of the questions in exercise 7 to discuss in a class debate. Then, divide the class into two groups. Explain that group A is going to argue in favour of the statement and group B against the statement. Follow the steps below:

- Students in each group write a list of ideas to support their point of view on the topic.
- Give each student in both groups a number (1, 2, 3, etc.)
- Student 1 from Group A and Student 1 from Group B start the debate. Let each student in both groups continue so that everyone has a chance to talk.
- Explain that the key rule to observe during the debate is that each speaker must respond to the previous speaker's arguments before giving their own opinion.
- Encourage students to use the expressions for agreement and disagreement from the speaking lesson on page 22.

HOMEWORK

Tell students to write the adjective forms of the words in exercise 2.

Key (suggested answers)

- 1 comfortable, competitive, enjoyable
- 2 helpful, beautiful, attractive
- 3 disastrous, dangerous, amazing
- 4 talkative, inventive, satisfying
- 5 hopeful, believable, useful

WRITING an article

WHAT IS THE LESSON ABOUT?

Writing	<ul style="list-style-type: none"> • an article
Functional language	<ul style="list-style-type: none"> • narrating • ordering your points
Key writing strategies	<ul style="list-style-type: none"> • using a variety of language • avoiding repetition • brainstorming ideas
Matura topics and tasks	Sport, Zdrowie; Wypowiedź pisemna (<i>Artykuł</i>)

IF YOU WANT A LEAD-IN ... (3–4 minutes)

Before students open their books, play hangman with the word *IRONMAN*. Then ask students to guess what athletes have to do to compete in an Ironman competition and what distances are involved. Students check their answer by looking at the photo in exercise 1 on page 24.

Key

Swim: 3.86 km Cycle: 180.25 km Run: 42.2 km

EXTRA ACTIVITY vocabulary from the article

> after exercise 2 page 24

Put students into pairs. Give each student a copy of the worksheet (A or B) with the definitions below (**worksheet activities page 114**). Individually, students find their words in the article in exercise 2 which match the definitions. Check the answers as a class. Finally, ask students to explain the meaning of the words to each other.

Student A:

- 1 It's a verb which means 'to finish a task well' – **a**_____
- 2 It's a verb which means 'to do' or 'have tests' – **u**_____
- 3 It's a synonym of 'essential' – **v**_____
- 4 It's a synonym of 'should' – **o**_____
- 5 It's a plural noun which means 'the maximum you are capable of' – **l**_____

Student B:

- 6 It's an adverb which means 'completely' – **u**_____
- 7 It's a verb which means 'to do too much' – **o**_____
- 8 It's a verb which means to 'want something desperately' – **c**_____
- 9 It's a verb which is a synonym of 'cope' – **h**_____
- 10 It's an adjective which means you are always thinking about the same thing – **o**_____

Key

- | | |
|--------------|-------------|
| 1 accomplish | 6 utterly |
| 2 undergo | 7 overdo |
| 3 vital | 8 crave |
| 4 ought to | 9 handle |
| 5 limits | 10 obsessed |

EXTRA ACTIVITY

article titles

> exercise 5 page 24

Tell students to think of two possible titles for each article in exercise 5. Then put students into groups of four and tell them to discuss their ideas. Students should choose the best title in their group for each article. Finally, have a class vote on the best title for the two articles.

EXTRA PRACTICE

secret stories

> after exercise 9 page 25

Elicit the names of two famous people from the students. Tell the class they are going to write secret stories about the lives of these people. Divide the class into groups of six and ask each student to prepare a blank sheet of paper. Tell students to write a sentence which starts with phrase 1 below (*In the beginning ...*). Now students fold over the paper to hide what they have written and pass it on to the next student, who writes the next sentence starting with the second phrase. It's important at this stage that the students do not read what has already been written. The activity continues until all of the phrases have been used. Once all six sentences are completed, the students unfold the paper and read their stories to each other. This activity can be done with students either sitting in a circle or in a row.

Phrases for each sentence:

- 1 *In the beginning ...*
- 2 *Within days ...*
- 3 *Soon afterwards ...*
- 4 *It wasn't long before ...*
- 5 *Until that moment ...*
- 6 *In the end ...*

HOMEWORK

Tell students to read the first article topic in exercise 5 again (*An article about the appeal of extreme sports and reasons why people take them up*) and write an introduction to the article. Write the sentence beginnings taken from the article in exercise 2 on the board or dictate them to students. Explain that students should complete the sentences with their own ideas in order to write the opening paragraph.

- *Have you ever ...?*
- *By the time ...*
- *First and foremost, ...*
- *It is recommended that ...*
- *Moreover, you ought to ...*
- *All in all, ...*

Example answers:

Have you ever wondered why extreme sports are so popular these days? By the time most people are 40, they have taken part in an extreme sport, such as parachuting. First and foremost, it is essential to practise as often as possible. It is recommended that you find a good instructor to help you. Moreover, you ought to make sure you are generally fit enough. All in all, extreme sports are not suitable for everyone.

REVIEW 2

EXTRA ACTIVITY prepositions test

Give each pair of students a copy of the worksheet with the grid below (**worksheet activities page 114**). Alternatively, you may write it on the board for students to copy. In pairs, students take turns to cover the right-hand column of the grid and test each other on the prepositions which go with the verbs in the left-hand column.

turn	to
end	in
strip	of
ban	for
suffer	from
suspended	from
admit	to

EXTENSION ACTIVITY phrasal verbs competition

Ask students to work in pairs and write one sentence, using as many of the phrasal verbs from the Wordlist on page 27 as possible. Set a time limit of 3–4 minutes for them to complete the task. Ask students to read out their sentences and have a short feedback session. The group with the sentence which uses the most phrasal verbs correctly, wins.

Example answer:

When I was younger I **fell behind** at school and couldn't **catch up** so I thought about **dropping out** and **giving up**, but then I got a tutor and I started to **catch on**.

EXTRA ACTIVITY sport vocabulary

Tell students to keep their books closed. Write the grid below on the board for students to copy. Students work in pairs and complete it with words and phrases connected to each sport. Explain that students should either use words from the unit or think of their own ideas. They can also use dictionaries to help them. As a follow up, you may want to ask students to write odd-one-out questions for another pair, using the lists they have made.

Skiing	Tennis	Football	Swimming

Key (suggested answers)

Skiing	Tennis	Football	Swimming
lift	racket	goalkeeper	dive
ski jump	volley	kit	butterfly
slalom	backhand	forward	kick
waterproof clothes	court	dribble	breaststroke
skis	forehand	score a goal	costume

HOMEWORK web research task

Ask students to think of an individual sport and look for information about it online. Students should prepare a short oral presentation about the sport and answer the questions below.

- *What are the key rules of the sport?*
- *What clothes do participants wear?*
- *What special equipment is needed?*
- *Are any particular moves required?*
- *Who is famous as a result of taking part in the sport?*
- *Are there any competitions staged?*

EXTRA SUPPORT**pre-listening**> **before exercise 1 page 28**

Write the following words and phrases, which are from the three recordings in exercise 1, on the board and ask students to match them with the headings below. Remind them that they may check any unfamiliar words in a dictionary. Students listen and check to see if they are correct.

*guest list Christmas trees state competition
a great coach technique reasonable fees
a get-together to repurpose gifts big stores*

Planning a special occasion: _____, _____, _____
Sports coaching: _____, _____, _____
Holiday commercialisation: _____, _____, _____

Key

Planning a special occasion: a get-together, guest list, reasonable fees

Sports coaching: state competition, a great coach, technique

Holiday commercialisation: big stores, to repurpose gifts, Christmas trees

EXTRA ACTIVITY**collocations from the text**> **before exercise 2 page 28**

Write the following two lists of words on the board and ask students to match them to form collocations. Check the answers as a class. Then read out the definitions (1–6) of each collocation and ask students to say which collocation is being defined.

A

*unlock
advance
avoid
reduce
common
sense of*

B

*steadily
distractions
stress
accomplishment
factor
the secrets*

- 1 *to move forward in a consistent way*
- 2 *to discover private information*
- 3 *to remain focused*
- 4 *to become less tense*
- 5 *a thing which often has an influence on more than one situation*
- 6 *the feeling of having done something well*

Key

- | | |
|----------------------|---------------------------|
| 1 advance steadily | 4 reduce stress |
| 2 unlock the secrets | 5 common factor |
| 3 avoid distractions | 6 sense of accomplishment |

EXTRA ACTIVITY**speaking preparation:**> **before exercise 6 page 29****forms of entertainment**

Ask students to work in pairs and write a list of the forms of entertainment which are available for teenagers in Poland. Then ask each pair to rank them on a scale from one to five (where one is the most popular and five the least popular). Collect the rankings from each pair and have a class vote to find the most popular leisure activity. Encourage students to use expressions below when presenting their opinions.

In my opinion, X is the most popular because ...

I agree/disagree because ...

I don't think that's true, because ...

EXTRA ACTIVITY**writing preparation**> **before exercise 7 page 29**

Write the following list of the effects of playing video games on the board and ask students to divide them into either positive or negative effects. Alternatively, give each pair of students a copy of the worksheet with the list (**worksheet activities page 143**). Then ask students to discuss each list in small groups before completing the writing task.

- 1 *wasting the time*
- 2 *improving cognitive skills and concentration span*
- 3 *improving hand-eye coordination*
- 4 *becoming socially isolated*
- 5 *strengthening neural circuits*
- 6 *violent behaviour*
- 7 *making fast analytical decisions*
- 8 *recognising patterns and strategies*
- 9 *becoming addicted*
- 10 *confusing reality and fantasy*

Key

Positive effects: 2, 5, 3, 7, 8

Negative effects: 1, 4, 6, 9, 10