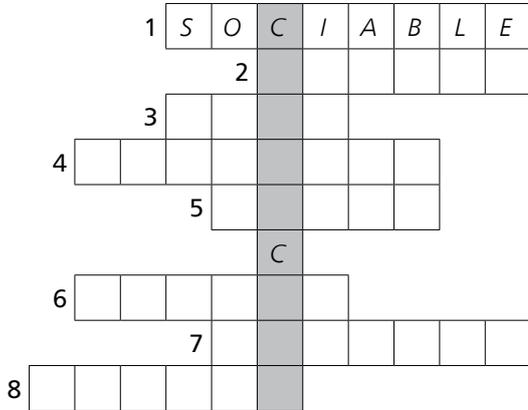


# 1

# What a character!

## VOCABULARY personality

1) Complete the crossword puzzle. What is the hidden word?



- 1 a person who enjoys being with other people
- 2 a person who doesn't tell lies
- 3 somebody who doesn't like spending money
- 4 somebody who likes buying things for friends and family
- 5 extremely unkind
- 6 a person who always behaves properly towards other people
- 7 somebody who never jokes
- 8 somebody who is intelligent

2) Choose the two adjectives which best complete each sentence.

- 1 It is very *kind* / *polite* / *confident* to give your seat to an elderly person on the bus.
- 2 He's very *hard-working* / *ambitious* / *lazy* and always does well in tests.
- 3 You can really trust him – he's the most *honest* / *sociable* / *reliable* person I know.
- 4 You can't be *shy* / *funny* / *modest* if you want to have a career in the show business.
- 5 If you are *sensitive* / *rude* / *nasty* to people, nobody will like you.
- 6 Chuck is always *helpful* / *friendly* / *bossy* – that's why he's got so many friends.

3) Complete the sentences with the missing words.

- 1 Don't trust him – he's the most   i  h  n   t person I know.
- 2 Sara is so   l  t  v   – in fact, she never stops talking.
- 3 Tim is very   o  s   as he never tells anybody about his medals.
- 4 You need to be really   c  v   to study medicine and become a doctor.
- 5 It's time to stop being so   st   to each other – say sorry and try to forget all the bad things you've said.
- 6 You need to be   p  i  n   to work with small children.
- 7 My older sister is very   s  y   – she keeps telling everybody what to do.
- 8 When she entered the exam room, she was very   c  f  n  , but this soon changed when she read the questions.

4) Complete the text with the missing words.

This is a picture of me and my best friend, Lilly. She's the best! She's <sup>1</sup>**f**\_\_\_\_\_ and makes me laugh all the time. She's also very <sup>2</sup>**p**\_\_\_\_\_ – she always says 'good morning' to the teachers at school. She's a very <sup>3</sup>**s**\_\_\_\_\_ person – she's got almost 2000 friends on Facebook and she goes out a lot. I think that Lilly's also a very <sup>4</sup>**a**\_\_\_\_\_ person – she studies hard and when she gets a bad grade, she always retakes the test. What I find a bit annoying is that she's sometimes too <sup>5</sup>**s**\_\_\_\_\_ – for example, she always cries during sad films. She can be quite <sup>6</sup>**m**\_\_\_\_\_, too. For example, she doesn't like lending things. Still, I can't imagine a better friend.



5) Find and correct a mistake in each sentence.

- 1 As far for the bad points, I must admit that I'm rather quiet. \_\_\_\_\_
- 2 Remember to always tell truth. \_\_\_\_\_
- 3 I can be quite nasty at the times. \_\_\_\_\_
- 4 You know what they say – you can't tell a book by its cover! \_\_\_\_\_
- 5 He tends to lazy. \_\_\_\_\_
- 6 We shouldn't trust firstly impressions, as they're often false. \_\_\_\_\_

### Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 1

6) Complete the sentences with appropriate adjectives.

- 1 I'm quite \_\_\_\_\_. I can get angry for no reason.
- 2 Sally was very \_\_\_\_\_ when she saw her boyfriend with another girl.
- 3 Mark is quite \_\_\_\_\_ and often argues with his parents.
- 4 I think I'm usually quite \_\_\_\_\_ and try to respect other people's view.
- 5 Ruth always tries to understand how other people feel – she's very \_\_\_\_\_.

7) Describe somebody you admire. Write 4-5 sentences.

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1) Read the text and choose the correct answer.



My favourite TV series is about a group of friends who go to the same private school, but come from different parts of the city. One of them, Nicky, is a very clever girl from a poor family. In the past she was ambitious and hard-working, so she got a scholarship to study at the school. Unfortunately, last year she became friends with the wrong kind of people and she isn't a good student any longer. Nicky may have problems as a result – if her marks don't get better, she will have to leave the school!

Nicky has problems at school, because

- a her parents can't afford to pay for her school.
- b she doesn't study hard enough.
- c her friends no longer like her.

2) **MP3 01** Listen to a film director talking about the characters in a new TV series. Choose the correct answers.

- 1 Charlie has problems at school, because
  - a he's always rude to his teachers.
  - b he doesn't work very hard at school.
  - c the teachers think he isn't very clever.
- 2 Which sentence is true about Ella?
  - a She is beautiful but not very clever.
  - b She comes from a family with a large fortune.
  - c She doesn't tell the truth about her parents.
- 3 Which sentence is true about Sophie?
  - a She is very reliable.
  - b She's never stressed about anything.
  - c She is clever and popular like Ella.
- 4 The film director
  - a is explaining how to play each character.
  - b is talking about the details of the story.
  - c is describing the characters in the series.

3) Match the phrases (1-5) with their Polish equivalents (a-e).

- |                       |                                     |                       |
|-----------------------|-------------------------------------|-----------------------|
| 1 waste of time       | <input type="checkbox"/>            | a zawiść kogoś        |
| 2 top marks           | <input type="checkbox"/>            | b dotrzymać tajemnicy |
| 3 keep a secret       | <input checked="" type="checkbox"/> | c najlepsze oceny     |
| 4 care about somebody | <input type="checkbox"/>            | d strata czasu        |
| 5 let somebody down   | <input checked="" type="checkbox"/> | e dbać o kogoś        |

4) Translate the Polish parts of the sentences into English. Use the correct form of the expressions from exercise 3.

- 1 Martha always \_\_\_\_\_ (*dostaje najlepsze oceny*) and helps other students with their homework.
- 2 Don't tell him anything private. He \_\_\_\_\_ (*nie potrafi dotrzymać tajemnicy*).
- 3 Paula is my best friend and she \_\_\_\_\_ (*nigdy mnie nie zawodzi*) when I need her.
- 4 Do you really think school \_\_\_\_\_ (*to strata czasu*)?
- 5 Tim \_\_\_\_\_ (*nie dba o*) his friends and he's not at all loyal.

Revision ■ Student's Book, page 5

5) How would you feel in these situations? Write appropriate adjectives.

- 1 Your younger sister has just won a sports competition.  
p \_\_\_\_\_
- 2 You've forgotten about your best friend's birthday, while other classmates remembered to buy him/her a present.  
e \_\_\_\_\_
- 3 Your pet hasn't eaten for two days and seems to be sick.  
u \_\_\_\_\_
- 4 You get so much homework that you can't do all of it on time.  
s \_\_\_\_\_
- 5 You're entering the exam room in a few minutes.  
n \_\_\_\_\_

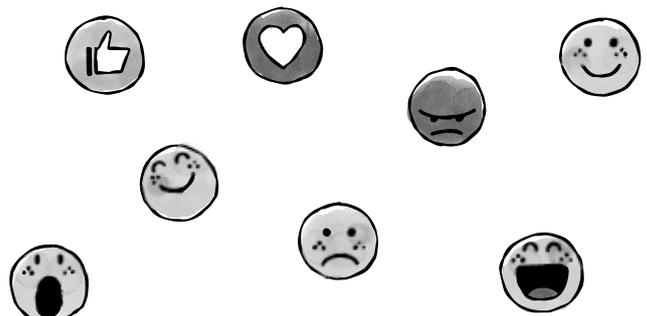
**Vocabulary challenge!** » Student's Book, page 108, UNIT 1, ex. 2

6) Find and correct a mistake in each sentence.

- 1 Kate's usually the middle of attention wherever she goes.  
\_\_\_\_\_
- 2 I hope you will never let me up.  
\_\_\_\_\_
- 3 Kelly is a very good student and never gets into problems.  
\_\_\_\_\_
- 4 I'm sure we can rely to him in every situation.  
\_\_\_\_\_
- 5 I don't think Mary can hold a secret yet I've known her for years.  
\_\_\_\_\_
- 6 I don't know her very well and I don't trust she.  
\_\_\_\_\_

7) Answer the questions.

- 1 In what situations do you usually feel stressed?  
\_\_\_\_\_
- 2 What are you proud of?  
\_\_\_\_\_
- 3 What do you feel is a waste of time?  
\_\_\_\_\_
- 4 Do you know anybody who doesn't care about their schoolwork? Who is it?  
\_\_\_\_\_
- 5 Which situations make you embarrassed?  
\_\_\_\_\_



## Present simple and present continuous

Czasu **present simple** używamy, aby opisać:

- czynności i sytuacje rutynowe:  
*He often reads in the evenings.*
- sytuacje stałe, niezmiennie:  
*Jane lives in New York.*

W zdaniach w czasie **present simple** używamy często następujących wyrażzeń:

- a **never, hardly ever, rarely, sometimes, often, usually, always.**  
Określenia te występują w zdaniu przed czasownikiem głównym i po czasownikach posiłkowych:  
*I often sleep till late. She doesn't usually help out around the house. ale: Mark is usually late.*
- b **every day / week / month, from time to time, once / twice / three times a day / week / month** itp.  
Tych określeń używamy na początku lub na końcu zdania:  
*She goes swimming twice a week.*

## Zdania twierdzące i przeczące

I/You/We/They	come don't come	here every year.
He/She/It	comes doesn't come	

## Pytania i krótkie odpowiedzi

Do	I/you/we/they	often travel?	Yes, I do. No, they don't.
Does	he/she/it		Yes, he does. No, she doesn't.
How/Where	do does	I/you/we/they he/she/it	travel?

Czasu **present continuous** używamy, aby opisać:

- sytuacje trwające w momencie mówienia o nich:  
*Laura is studying at the moment.*
- sytuacje, które trwają w bieżącym okresie, niekoniecznie w chwili, gdy o nich mówimy:  
*I am going to work by bus this week.*
- czynności zaplanowane na przyszłość (na ogół niezbyt odległą):  
*We are writing a test next Monday.*

W zdaniach w czasie **present continuous** zwykle używamy następujących określeń czasu:

- a **now, at the moment** – dla wyrażenia czynności odbywających się w tej chwili.
- b **today, these days, this week, this month, this summer** – dla wyrażenia czynności lub sytuacji mających miejsce w bieżącym okresie.
- c **tomorrow, next week/month/Sunday** – dla wyrażenia czynności zaplanowanych w nieodległej przyszłości.

## Zdania twierdzące i przeczące

I	am / 'm not	reading	now.
You/We/They	are / aren't		
He/She/It	is / isn't		

## Pytania i krótkie odpowiedzi

Am	I	sleeping?	Yes, I am. / No, I'm not.
Are	you/we/they		Yes, they are. / No, they aren't.
Is	he/she/it		Yes, he is. / No, he isn't.
What	am are is	I you/we/they he/she/it	doing?

## 1) Put the words in the correct order to make sentences.

- biology / having / maths / today / we / instead / of / are / .  
\_\_\_\_\_
- usually / he / get / does / up / when / ?  
\_\_\_\_\_
- am / with / grandparents / at / living / the moment / I / my / .  
\_\_\_\_\_
- Jane / does / at school / on time / arrive / ?  
\_\_\_\_\_
- like / her / do / new / not / boyfriend / we / .  
\_\_\_\_\_
- go / week / times / jogging / I / three / a / .  
\_\_\_\_\_

## 2) Put the time expressions in the correct place in the sentences.

- She goes to the gym. (*twice a week*)  
\_\_\_\_\_
- I don't go to school by car. (*often*)  
\_\_\_\_\_
- Tim is ready for tests. (*always*)  
\_\_\_\_\_
- I'm late for meetings. (*sometimes*)  
\_\_\_\_\_
- My brother chats online. (*every day*)  
\_\_\_\_\_

## 3) Find and correct a mistake in each sentence.

- Where you are going after school?  
\_\_\_\_\_
- I know she come here regularly.  
\_\_\_\_\_
- She doesn't never go on holiday abroad.  
\_\_\_\_\_
- Jake and Laura usually are away at weekends.  
\_\_\_\_\_
- Mark and his dad is watching TV.  
\_\_\_\_\_
- Kevin once a month visits his grandparents.  
\_\_\_\_\_
- I meeting Joe tomorrow evening.  
\_\_\_\_\_
- Look at Mike! He carrying such a heavy bag.  
\_\_\_\_\_



- 4) Write questions in order to ask about the missing information. Then complete the gaps in the text with your own ideas.

Diego is a very successful businessman and he works for <sup>1</sup> \_\_\_\_\_. He earns a lot of money, so he lives in a <sup>2</sup> \_\_\_\_\_ in the town centre. He usually goes to <sup>3</sup> \_\_\_\_\_ in the afternoon but tonight he's working on <sup>4</sup> \_\_\_\_\_. He's meeting <sup>5</sup> \_\_\_\_\_ from Japan tomorrow and he has to prepare <sup>6</sup> \_\_\_\_\_. He usually works very hard and so he is often tired, but next week he's going away on holiday to <sup>7</sup> \_\_\_\_\_. He's looking forward to it very much. Unfortunately, his girlfriend isn't going with him because <sup>8</sup> \_\_\_\_\_ and Diego feels very <sup>9</sup> \_\_\_\_\_ about the situation.

- 1 *What company does Diego work for?* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

- 5) Complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

- 1 Do you know anybody who \_\_\_\_\_ (*come from*) Ireland?
- 2 Quiet, please! Can't you see I \_\_\_\_\_ (*watch*) TV?
- 3 My classmates \_\_\_\_\_ (*meet*) twice a week after school.
- 4 What \_\_\_\_\_ (*she/do*) in her free time?

- 5 Haven't you heard? Bella and Ray \_\_\_\_\_ (*go*) on a date tonight!
- 6 \_\_\_\_\_ (*you/like*) your new school, Mike?
- 7 Next month my favourite band \_\_\_\_\_ (*give*) a concert in Warsaw – I have to go!
- 8 Polly \_\_\_\_\_ (*not surf*) the Net often, she thinks it's a waste of time.

- 6) Complete the text with the correct form of the verbs below.

live do take plan not say attend take part  
learn come stay



The boy in the picture is my Polish friend, Adam. He <sup>1</sup> \_\_\_\_\_ in Katowice, but, at the moment, he <sup>2</sup> \_\_\_\_\_ in Berlin, where he <sup>3</sup> \_\_\_\_\_ in the Socrates programme. He's very ambitious and <sup>4</sup> \_\_\_\_\_ his schoolwork seriously. He always <sup>5</sup> \_\_\_\_\_ his homework on time and also <sup>6</sup> \_\_\_\_\_ many courses after school. For example, he <sup>7</sup> \_\_\_\_\_ Chinese at the moment. I like him, because he's got a great sense of humour. Although Adam is rather shy and <sup>8</sup> \_\_\_\_\_ much most of the time, his jokes are really great. I can't wait to see him. He <sup>9</sup> \_\_\_\_\_ to visit next weekend and right now I <sup>10</sup> \_\_\_\_\_ our time together.

- 7) Complete the sentences with your own ideas.

- 1 On Sundays I often \_\_\_\_\_.
- 2 I hardly ever \_\_\_\_\_.
- 3 My parents don't usually \_\_\_\_\_.
- 4 At the moment my classmates \_\_\_\_\_.
- 5 This month I am \_\_\_\_\_.

## Verb+ -ing form / infinitive

Bezokolicznika (*infinitive*) ze słowem *to* używamy:

- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. *want, would like, plan, decide*:  
*I'm planning to take Spanish classes this year.*
- po takich czasownikach jak: *agree, refuse, offer, promise, hope*:  
*She promised to buy something for dinner.*

Czasownika z końcówką *-ing* (*gerund*) używamy:

- po czasownikach wyrażających emocje, np. *like, love, hate, can't stand, enjoy, don't mind*:  
*I love listening to rock music.*
- po czasownikach i wyrażeniach zawierających przyimek, np. *keen on, look forward to*:  
*We were keen on seeing the concert.*
- po niektórych czasownikach i zwrotach, np. *continue, spend time, suggest*:  
*Mark spent a lot of time practising before the show.*

## Grammar challenge!

» Student's Book, page 108, UNIT 1

Po niektórych czasownikach możemy użyć zarówno bezokolicznika, jak i czasownika z końcówką *-ing*, należy pamiętać jednak, że wybór formy czasownika ma wpływ na znaczenie wypowiedzi:

- a *I met them at the theatre, so we stopped to talk for a while.*  
(Spotkałem/Spotkałam ich w teatrze, więc zatrzymaliśmy się, żeby porozmawiać przez chwilę.)
- b *We stopped talking when the film started.*  
(Przestaliśmy rozmawiać, kiedy zaczął się film.)
- a *The teacher tried to explain everything to us.*  
(Nauczyciel próbował nam wszystko wyjaśnić.)
- b *The meat tasted awful. I tried adding some salt, but it didn't help.* (Mięso było niedobre. Spróbowałem/Spróbowałam dodać soli, ale nie pomogło.)

## 1) Choose the correct option to complete each sentence.

- I promise **to fix / fixing** your computer by Monday.
- I'd like **learning / to learn** to speak Spanish.
- My younger brother enjoys **to collect / collecting** model planes.
- Miley suggested **to buy / buying** a CD for Kate's birthday.
- I don't mind **watching / to watch** the film again.
- I hope **seeing / to see** you again soon.
- Do you want me **staying / to stay** here with you?
- I can't stand **to be / being** the centre of attention.

## 2) Choose the correct answers.

- Kate \_\_\_\_\_ running in the park.  
a would like to b enjoys c wants
- What are you \_\_\_\_\_ to do?  
a decide b planning c enjoying
- I'm \_\_\_\_\_ watching old westerns.  
a love b looking forward c keen on
- She \_\_\_\_\_ to teach me how to swim.  
a promised b spends a lot of time c can't stand
- I \_\_\_\_\_ studying in the evenings.  
a refuse b wouldn't like to c don't mind
- I'm \_\_\_\_\_ to get a puppy for my birthday.  
a want b hating c hoping

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

- He's agreed \_\_\_\_\_ (**teach**) me how to ski.
- Not everybody enjoys \_\_\_\_\_ (**eat**) in bed.
- I've decided \_\_\_\_\_ (**apply**) to art school.
- Tim is keen on \_\_\_\_\_ (**ride**) his BMX.
- I'm looking forward to \_\_\_\_\_ (**meet**) him again.
- Helen really loves \_\_\_\_\_ (**spend**) time with her older brother.
- I invited him, but he refused \_\_\_\_\_ (**come**) to the meeting.
- Fiona offered \_\_\_\_\_ (**help**), but then she changed her mind.

## 4) Complete the dialogue with the verbs below. There are four extra verbs.

**trying to join to finish going taking doing to do finishing to go to try joining to take**

- Gina** What's new, Ben?
- Ben** Nothing much. I'm working on a project, which is something I absolutely hate <sup>1</sup> \_\_\_\_\_, but I'm hoping <sup>2</sup> \_\_\_\_\_ it soon.
- Gina** What are you planning <sup>3</sup> \_\_\_\_\_ later? Would you like <sup>4</sup> \_\_\_\_\_ to the cinema with me?
- Ben** I'm sorry, but Paul has already suggested <sup>5</sup> \_\_\_\_\_ to a concert, and I said yes. Maybe some other time?
- Gina** Well, you once promised <sup>6</sup> \_\_\_\_\_ me out, so why don't you think of something?
- Ben** How about going skating? Have you ever tried it?
- Gina** No, I haven't but I don't mind <sup>7</sup> \_\_\_\_\_ it. Actually, I'd love <sup>8</sup> \_\_\_\_\_ you but only if we eat something afterwards.

## Grammar challenge! » Student's Book, page 108, UNIT 1, ex. 1

## 5) Match the parts of the sentences.

- |  |                          |
|--|--------------------------|
| 1 He stopped to eat a hamburger            | <input type="checkbox"/> |
| 2 He stopped eating hamburgers             | <input type="checkbox"/> |
| 3 I tried to say sorry,                    | <input type="checkbox"/> |
| 4 Try saying sorry to her,                 | <input type="checkbox"/> |
| a but she didn't want to speak to me.      |                          |
| b maybe she will forgive you.              |                          |
| c and lost weight immediately.             |                          |
| d because there was a nice bar on the way. |                          |

## 6) Complete the sentences with the correct form of the verbs in brackets.

- A Why didn't you let me know about the test?  
B I tried \_\_\_\_\_ (**tell**) you, but you didn't pick up the phone.
- A Aren't you and Steve friends anymore?  
B Well, he's stopped \_\_\_\_\_ (**talk**) to me, but I don't know why.
- A Is there a Mexican restaurant in town?  
B I don't know. Have you tried \_\_\_\_\_ (**look**) online?
- A Why are you so late?  
B I stopped \_\_\_\_\_ (**buy**) something on the way.

## 7) CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- \_\_\_\_\_ (*Zazwyczaj nie lubię oglądać*) horror films, but this one is OK.
- \_\_\_\_\_ (*Czy masz jutro spotkanie*) with the headteacher?
- Tom \_\_\_\_\_ (*nie przepada za sprząaniem*) his room.
- Luke \_\_\_\_\_ (*często jest leniwy*) and that's why he has problems at school.
- She \_\_\_\_\_ (*nie ma nic przeciwko przeczytaniu*) the book again.
- Tell her to stop! (*Nie mogę znieść słuchania*) \_\_\_\_\_ to that horrible noise.
- This month \_\_\_\_\_ (*mieszkam z*) my grandparents.
- \_\_\_\_\_ (*Czy ona zawsze przychodzi*) to class so late?
- \_\_\_\_\_ (*W piątek o 9.00 zdaję*) my driving test.
- How much \_\_\_\_\_ (*spędzasz czasu grając*) computer games?



1) Match words 1–7 with definitions a–g.

- |                |                          |  |
|----------------|--------------------------|--|
| 1 evil         | <input type="checkbox"/> | a together with                          |
| 2 mutated      | <input type="checkbox"/> | b the most important person in the group |
| 3 scientific   | <input type="checkbox"/> | c something that is really bad           |
| 4 leader       | <input type="checkbox"/> | d planning something bad                 |
| 5 throne       | <input type="checkbox"/> | e king's or queen's chair                |
| 6 scheming     | <input type="checkbox"/> | f changed in form or nature              |
| 7 side by side | <input type="checkbox"/> | g based on science                       |

2) Read the text. Match paragraphs 1–4 with headings a–e.

There is one extra heading.

- a It's not always black and white
- b From bookshelves to big screen
- c The couple that started it all
- d Avengers grab the world's attention
- e Two kinds of heroes



## WHAT A CHARACTER!

### 1 \_\_\_\_\_

If, like me, you're an Avengers fan, then you love watching these powerful men and women fighting evil. Even if modesty isn't usually their strong point and their pride gets them in trouble, their friendliness, humour or good looks make us love them. But did you know your favourite characters have many more adventures in the hundreds of comic books on which Marvel films are based? Some of these comics are over 80 years old! Here are a couple of other facts about the Avengers and how it all started.

### 2 \_\_\_\_\_

One of the oldest characters is Captain America – the first book about him came out in 1941, when Marvel was just the name of a series of comic books, not of a huge entertainment company. Like many superheroes that follow (e.g. Iron Man or Ant-Man), Captain America is a human who gets his superpowers through scientific experiments. Not all of the Avengers, however, are mutated people. Thor and Loki, big screen favourites, are not of this Earth, but they often get involved in superhero adventures on our planet, so they're also part of this team.

### 3 \_\_\_\_\_

There are many superheroes, but not all are the Avengers. The Avengers exists thanks to Jane van

Dyne and Henry Hank Pym. His scientific creativity lead him to discover a substance which makes people change size. That's how Jane and Hank become the Wasp and the Ant-Man. When the two heroes form a team with other superheroes, the Wasp, because of her intelligence, becomes their leader and calls them the Avengers. The Wasp and the Ant-Man have a complicated romance. When the Ant-Man becomes bossy and nasty, Jane stops trusting him. It takes a lot of time before she can believe his loyalty again. Interested? More on the bookshelves!

### 4 \_\_\_\_\_

Of course, superheroes usually fight against antiheroes. However, some of their own team members must be carefully watched as well... Two good examples are Loki and Hulk. Loki is known for his egoism and dishonesty. His ambition to sit on the throne of his father, Odin, makes him jealous of Thor, who is Odin's favourite son and always the centre of attention. That's why Loki spends his life scheming against Thor. Hulk is a human who after an accident with radiation turns into a nasty giant whenever he gets stressed or angry. He usually fights side by side with the Avengers, but there are books in which he gets so bad that they have to fight against him. Unfortunately, because Hulk is not very clever, he is also often used by the bad guys.

SO IF YOU'RE A TRUE SUPERHEROES FAN – DON'T LET YOUR LAZINESS LIMIT YOU TO ONLY WATCHING MOVIES – GO GET THE COMIC BOOKS AND START READING. : )

3) Read the text on page 9 again and find nouns made from the adjectives below.

- |                     |                     |
|---------------------|---------------------|
| 1 ambitious _____   | 6 egotistical _____ |
| 2 creative _____    | 7 lazy _____        |
| 3 dishonest _____   | 8 loyal _____       |
| 4 friendly _____    | 9 modest _____      |
| 5 intelligent _____ |                     |

4) Complete the text with the correct form of the words from exercise 3.

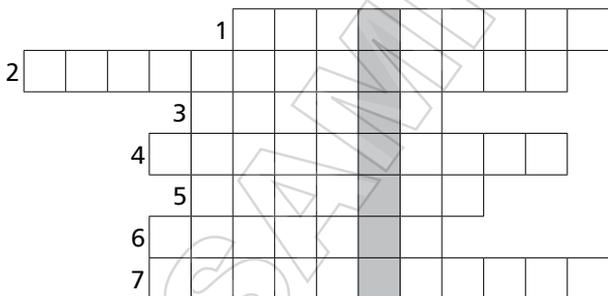




Some people love dogs, others prefer cats. Cat lovers say that cats are very <sup>1</sup>\_\_\_\_\_ while dogs are stupid. Dog lovers answer, 'Cats are very <sup>2</sup>\_\_\_\_\_ – you can't trust them. A dog, on the other hand is a symbol of <sup>3</sup>\_\_\_\_\_ – when a dog becomes your friend, he or she will be your friend forever. In comparison, cats only love themselves. They are famous for their <sup>4</sup>\_\_\_\_\_ – they believe they are the centre of the world. Oh, and their <sup>5</sup>\_\_\_\_\_ is also a common feature. They simply sleep all day, while dogs run, go for walks and love playing.' To answer all this criticism I can honestly say that my cat goes out every day (on the balcony for at least 5 minutes).

### Revision ■ Student's Book pages, 8–9

5) Complete the crossword. What is the hidden word?



6) Choose the correct preposition to complete each sentence. Then choose two of the questions and write answers so that they are true for you.

- Are many of your friends interested **for / in** social networking?
- Are there any hobbies that you are mad **about / at**?
- Are teenagers keen **on / at** reading?
- Is anybody in your family a fan **of / for** extreme sports?
- Do you know anybody who is **for / into** role-playing games?
- Is it true that young people prefer social networking **to / of** meeting people in person?
- How many people that you know are fond **about / of** classical music?

7) Complete the text with appropriate verbs in the correct form.



I need to <sup>1</sup>\_\_\_\_\_ up a new hobby. I often <sup>2</sup>\_\_\_\_\_ clubbing with my friends on Saturday, but I'd like to try something different. But what? I tried fishing once, but I <sup>3</sup>\_\_\_\_\_ bored with it very quickly. I <sup>4</sup>\_\_\_\_\_ fantasy stories boring and cryptozoology is not for me, either. My family is very active and everybody <sup>5</sup>\_\_\_\_\_ some kind of sport. So maybe sports? But nobody wants to run with me and I don't want to <sup>6</sup>\_\_\_\_\_ running alone because it's also boring. My mother and sister love aerobics but I prefer <sup>7</sup>\_\_\_\_\_ yoga, because it relaxes both mind and body, but I don't want to practise alone! Maybe I should just join the school board games club – I love <sup>8</sup>\_\_\_\_\_ games!



### Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 1

8) Complete the sentences with the missing words.

- My best friend a \_\_ r \_\_ dancing, she especially loves samba and rumba.
- I often c \_\_ l \_\_ out by taking my two dogs for long walks.
- Gene is a big plane e \_\_\_\_\_ t and his favourite p \_\_ t \_\_\_\_ is making models of them.
- I'm a \_ e \_ n reader, so I often \_\_ w \_\_ d on the sofa with a good book.
- She's a real party a \_\_ m \_\_ and she never misses a chance to have fun.

# SPEAKING

## meeting people

1) Put the sentences into the correct order to make a logical dialogue.

- a Nice to meet you, too. So, how do you know Ann?
- b Hi, I'm Sheldon!
- c Oh, I'm mostly into sports. I do a lot of karate.
- d That's great! What kind of music do you play?
- e Nice to meet you! I'm Jenny.
- f Well, mostly rock. Do you have any hobbies?
- g We're in a band together. I play the drums and she sings.

2) Write appropriate responses to complete the mini-dialogues.

- 1 A I love dancing, how about you?  
B \_\_\_\_\_!  
We could go dancing together if you'd like to.
- 2 A Are you having a good time at the party?  
B \_\_\_\_\_
- 3 A What do you think about this club?  
B \_\_\_\_\_
- 4 A I'm a great fan of horror films.  
B \_\_\_\_\_

3) Complete the dialogue.

**Mark** Hi, I'm Mark and I'm your new flatmate.  
**Tom** Hi, I'm Tom. So, where <sup>1</sup> \_\_\_\_\_?  
**Mark** I'm from Germany but now I'm studying at New York University. And you?  
**Tom** I'm Spanish and I'm here for a dance course.  
**Mark** Wow! <sup>2</sup> \_\_\_\_\_ cool! You must have to practise a lot! What <sup>3</sup> \_\_\_\_\_ day like?  
**Tom** Well, I have dancing lessons from 10 to 5 p.m. every day. <sup>4</sup> \_\_\_\_\_ you?  
**Mark** I have classes every day until about 3 p.m. <sup>5</sup> \_\_\_\_\_ in your free time?  
**Tom** I like going out to watch a film or for a pizza.  
**Mark** Me too! Maybe we can go together some day.  
**Tom** Why not? And what <sup>6</sup> \_\_\_\_\_?  
**Mark** Oh, I'm <sup>7</sup> \_\_\_\_\_ on sports. I jog in the morning and go to the gym in the evening. Would you like to have an early morning run?  
**Tom** No, thanks. Morning jogs aren't really <sup>8</sup> \_\_\_\_\_ tea.

4) Write a short dialogue. Use the phrases from exercises 1, 2 and 3 to help you.

**TEST IT!** ⌚ 4 minuty

W czasie pobytu w Anglii chcesz wynająć pokój z uczniem/uczennicą, który/która, najpierw chce się czegoś o Tobie dowiedzieć. W rozmowie z nim/z nią porusz poniższe cztery kwestie.

podstawowe dane o Tobie

rozkład dnia

dobrze i źle strony Twojego charakteru

wspólne spędzanie wolnego czasu

Rozmowę rozpoczyna zdający.

# WRITING

## a personal profile

1

1) Find and correct four grammar and four spelling mistakes in the text.



My names Andy and I've 15 years old. I'm in to photography and I think I'm quiet good at it. I'm taking pictures every day after school. I have a realy big collection of pictures and I'm extremely proud of it. In the future I want become a photographer for some famous magazine. If you want to see my pictures, visit [www.andyspictures.eu](http://www.andyspictures.eu)!

2) Put the words in the correct order to make sentences.

- 1 I / am / player / a / rather / a fan / good / guitar / of / rock music / and / I / am / .  
\_\_\_\_\_
- 2 I / professional / of / musician / dream / becoming / a / .  
\_\_\_\_\_
- 3 come / I / am / from / hiking / and / into / Glasgow / I / .  
\_\_\_\_\_
- 4 I / for / passion / friends / share / my / am looking / science fiction / for / who / films / .  
\_\_\_\_\_
- 5 I / to / am / going / and / love / terribly / talkative / parties / .  
\_\_\_\_\_
- 6 I / a bit / can / bossy / be / .  
\_\_\_\_\_
- 7 I / to tell / my / to do / friends / what / when / tend / play / computer / we / together / games / .  
\_\_\_\_\_

3) Put the sentences from Adam's profile in the correct order.

- a I'm a huge fan of surfing and I spend all of my free time on the water.
- b Hi! My name's Adam.
- c I'm 17 and I live in Gdańsk.
- d I'm looking for other people interested in surfing to talk about it and plan a trip to a surfing paradise abroad!
- e One day I'd like to become a professional surfer.
- f I'm waiting for your messages!
- g This summer I'm taking the first step – I'm taking part in the Polish Surfing Cup.

4) Read the instructions and do the writing task.

**TEST IT!** Wraz z koleżanką postanowiłeś/postanowiłaś poznać w sieci osoby o podobnych zainteresowaniach. Napisz wiadomość (100–150 słów), którą zamieścisz na portalu społecznościowym i:

- podaj podstawowe informacje o sobie i koleżance;
- opisz, jak spędzacie wolny czas;
- wyjaśnij, jakich osób szukacie i dlaczego;
- napisz, jak się z Wami skontaktować.

Rozwiń swoją wypowiedź w każdym podpunkcie.

## 1) Choose the correct word to complete each sentence.

- 1 We *are going* / *go* to the cinema tonight.
- 2 I *can't* / *don't* stand heavy metal music.
- 3 John is *looking* / *seeing* forward to going to Hawaii next week.
- 4 Sam would *like* / *likes* to visit China one day.
- 5 She tends *being* / *to be* quite patient with her students.

## 2) Choose the correct option a, b or c to complete each mini-dialogue.

- 1 X What are you into?  
Y \_\_\_\_\_  
X That's cool, me too!  
a I'm keen on snowboarding.  
b I'm tall and rather slim.  
c I'm pretty ambitious, and you?
- 2 X Is she a shy person?  
Y \_\_\_\_\_  
a Yes, especially when she doesn't know somebody well.  
b Not really, she tends to be quite modest.  
c I know! What about you?
- 3 X \_\_\_\_\_  
Y She's short and she always wears pink.  
a What does she like?  
b What is she wearing?  
c What does she look like?
- 4 X \_\_\_\_\_  
Y It's not really my cup of tea.  
a Do you want something to drink?  
b Are you a fan of blogging?  
c May I suggest something?
- 5 X \_\_\_\_\_  
Y Nice to meet you.  
a Hi, I'm Tom.  
b Let's meet tomorrow afternoon.  
c You're a very nice person.

## 3) Choose the correct word to complete each pair of sentences.

- 1 I \_\_\_\_\_ crosswords very boring.  
My parents always \_\_\_\_\_ the time to talk to me about my problems.  
a have b find c make
- 2 Sara wants to \_\_\_\_\_ up a new hobby.  
Many people \_\_\_\_\_ this course because it's both cheap and interesting.  
a take b get c do
- 3 My brother gets bored \_\_\_\_\_ any film after five minutes.  
Jacob always helps me \_\_\_\_\_ my homework.  
a with b at c by
- 4 My family always plays \_\_\_\_\_ games on Sunday afternoons.  
The teacher put all the questions on the \_\_\_\_\_ and asked us to think about them.  
a table b paper c board
- 5 This is my favourite \_\_\_\_\_ of blue – it's like the sky in the evening.  
It's so hot today, let's find some \_\_\_\_\_ to sit in and relax a bit.  
a colour b shade c dark

## 4) Complete the text with the correct form of the words below. There are two extra words.

mood talk not look listen rebel go lazy hear

Dear Abby,

I need your help with a problem that I have with Sally – my daughter, who's now 16. I'm sure there are thousands of other parents out there who are in the same situation. Right now, my teenage daughter <sup>1</sup> \_\_\_\_\_ through that period in her life when she hates everything about me. She's become quite <sup>2</sup> \_\_\_\_\_ and she never agrees with anything I say. I tried <sup>3</sup> \_\_\_\_\_ to her about it but she didn't even let me finish one sentence. She stopped <sup>4</sup> \_\_\_\_\_ to anything I have to say a long time ago. She just walks away. She was such a nice and quiet girl, and now she's very <sup>5</sup> \_\_\_\_\_ – smiling one moment and screaming the next. And with all her make-up and strange black clothes she <sup>6</sup> \_\_\_\_\_ like my pretty sweet daughter anymore! Abby, how do I get my daughter back?



## 5) Translate the Polish parts of the sentences into English.

- 1 Dad always \_\_\_\_\_ (*oferuje pomoc*) with my homework if I have any problems.
- 2 I \_\_\_\_\_ (*prawie nigdy nie piszę listów*), I email people or call them.
- 3 \_\_\_\_\_ (*Idziesz*) to Martha's birthday party this Friday?
- 4 What \_\_\_\_\_ (*ona lubi robić*) in her free time?
- 5 \_\_\_\_\_ (*Interesujesz się*) Chinese culture?
- 6 Jim \_\_\_\_\_ (*ma skłonność do bycia zazdrośnym*) when his girlfriend talks to other boys.
- 7 I always \_\_\_\_\_ (*zatrzymuję się, żeby porozmawiać z sąsiadką*) whenever I meet her.

1) Read the exam task in exercise 2 and answer the questions.

- 1 What are Jane and Toby talking about?  
\_\_\_\_\_
- 2 How do you care for a pet?  
\_\_\_\_\_
- 3 What kind of activities do cats and dogs enjoy?  
\_\_\_\_\_
- 4 What problems can pets create?  
\_\_\_\_\_

2) **MP3 02** Usłyszysz dwukrotnie rozmowę Jane i Toby'ego na temat zwierząt domowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższej tabeli. Luki należy uzupełnić w języku angielskim. **Uwaga!** W każdą lukę możesz wpisać **maksymalnie trzy wyrazy**.

Which pet to choose and why?

	DOG	CAT
CARE	• more absorbing: needs lots of attention	• easier: just 1 _____ twice a day and tidy up after it daily
CHARACTER	• 2 _____ and _____	• independent
COMPANY	• you'll never have to 3 _____ by yourself again	• makes you laugh when plays with toys or 4 _____ and _____
BAD SIDES	• both sometimes make 5 _____ and then your parents 6 _____	

3) Look at the picture in the exam task in exercise 5 and answer the questions.

- 1 Who are the people? Do you think they are related?  
\_\_\_\_\_
- 2 Where are they? Give reasons for your answer.  
\_\_\_\_\_
- 3 What are they doing?  
\_\_\_\_\_

4) Look at the picture in exercise 5. Which of the words or phrases in a–e can you use to describe it?

- a bored / enjoying themselves    d free time / working  
b together / alone    e smiling / upset  
c elegant / casual clothes

5) Describe the picture and answer the questions.

**TEST IT!** ⌚ 3 minuty



- 1 How are the people feeling? Give reasons for your answer.
- 2 Do you like playing board games? Why? / Why not?
- 3 Describe how you became interested in one of your hobbies.

6) Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Luki należy uzupełnić w języku angielskim.

## WHAT DOES YOUR HOBBY SAY ABOUT YOU?

We usually think of hobbies as a way to have fun, but looking closer psychologists found hidden reasons behind our choices of free-time activities.

Those of us who get too excited, frustrated, or upset during the day tend to choose hobbies that allow them to get rid of these emotions. Some channel them into something productive. Creative activities like music, drawing or writing allow them to take these emotions 'out of their head' and 'put them somewhere else.' When negative emotions produce stress, people often go for sports or computer games to burn this negative energy through physical or emotional involvement.

Then there are people who aren't satisfied with their present situation. Some of them find in their hobbies things that are missing in their lives. For example, if they think of themselves as weak or feel like they have no control over their lives, they are often keen on martial arts or other combat sports, or computer games if they're not into sports. This way they have a place where they feel strong and in charge. Others simply escape into a different world through films, books, computer games, art or gardening. They become part of something exciting or beautiful and simply forget everything else.

Finally, there are those who try to prove something to themselves or to the world. People who are afraid of heights, for instance, often try parachuting. Those afraid of taking risks in general are into extreme sports. And delicate girls get rebellious and take up boxing or football instead of becoming pink ballerinas. Naturally, people also choose hobbies based on their skills, on what's fashionable or simply what's available to them. It's impossible to judge why someone is spending their free time in a particular way without knowing more about them. You could, however, take a long and honest look at your own hobbies and ask yourself 'why this?'

- 1 What do psychologists think about hobbies?  
They believe we \_\_\_\_\_.
- 2 Why are computer games good for stress?  
Because they allow people \_\_\_\_\_.
- 3 What do people who do gardening and martial arts have in common?  
It's possible they both \_\_\_\_\_.
- 4 Why do some girls become boxers or footballers?  
It's because they \_\_\_\_\_.
- 5 Why should we ask ourselves 'why this' about our hobbies?  
Because looking at \_\_\_\_\_.

# 2

## A good sport

### VOCABULARY sports

1) Write the English names for these sports.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

2) Choose the odd one out.

- 1 karate / boxing / cycling
- 2 ice hockey / surfing / skating
- 3 badminton / tennis / volleyball
- 4 weightlifting / canoeing / sailing
- 5 handball / golf / rugby



3) Complete the sentences with the missing words.

- 1 R \_ w \_ \_ g is a popular water sport in British and American colleges.
- 2 Handball and basketball are popular i \_ \_ o \_ r sports.
- 3 \_ e \_ m sports teach children how to work together.
- 4 Tim goes c \_ \_ o \_ i \_ g every day and he has even got his own boat.
- 5 The NBA is the best b \_ \_ k \_ \_ b \_ \_ l league in the world.
- 6 I'd like to go \_ y \_ l \_ \_ g today, but my bike is broken.
- 7 Tom is very good at \_ \_ \_ m \_ \_ n \_ and goes to the pool three times a week.
- 8 I think \_ n \_ b \_ r \_ \_ g is a lot more difficult than skiing and many people aren't able to do it.

4) Read the text and choose the correct answers.



I've done sports for as long as I can remember. I started with baseball. At primary school my PE teacher noticed I could <sup>1</sup>**catch / throw** the ball pretty high and told me to go to the training sessions that the school organised. Sometime later I decided to learn how to swim, mainly in order to <sup>2</sup>**keep / run** fit. I was quite good and won a few races. When I was a teenager I once tried <sup>3</sup>**long / ski** jump. It was mainly for fun, but I got good results, because I could jump very far. In my free time I play <sup>4</sup>**indoor / table** tennis – it's great fun and is also very relaxing, but my dream sport is <sup>5</sup>**motor / road** racing. The problem is it's quite expensive – you can borrow a motorbike, but you need to have <sup>6</sup>**special / outdoor** clothes, which cost a lot. Who knows, perhaps one day ...

5) Complete the sentences with the correct form of the verbs **do, play** and **go**.

- 1 Do you know anybody who \_\_\_\_\_ handball regularly?
- 2 Not everybody can \_\_\_\_\_ gymnastics. You need to be extremely fit.
- 3 My brother and I \_\_\_\_\_ snowboarding every year.
- 4 Is the game they \_\_\_\_\_ now called rugby?
- 5 My dad \_\_\_\_\_ golf every weekend.
- 6 Pete's so strong that he could easily \_\_\_\_\_ weightlifting.
- 7 I really enjoy \_\_\_\_\_ cycling at weekends.
- 8 Tina \_\_\_\_\_ karate, which is rather unusual for a girl.

### Vocabulary challenge! » Student's Book, page 108, UNIT 2, ex. 1

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

**cycle athletics climb play wrestle gymnastics**

- 1 Tom is a successful \_\_\_\_\_ who won a number of races, including the Tour de Pologne.
- 2 Who was the best football \_\_\_\_\_ of 2014?
- 3 As a child I wanted to become a \_\_\_\_\_ and fight in the ring.
- 4 Sheila is the top track \_\_\_\_\_ in the country. Recently she's won a gold medal in long-distance running.
- 5 \_\_\_\_\_ are not usually very tall – I guess it's easier to do the exercises if you're shorter.
- 6 To become a mountain \_\_\_\_\_, you mustn't be afraid of heights.

7) Answer the questions. Give reasons for your answers.

- 1 Which sport would you like to try?  
\_\_\_\_\_
- 2 Which winter sport do you like watching?  
\_\_\_\_\_
- 3 What can you learn by practising a sport?  
\_\_\_\_\_

1) Is the meaning of the sentences in 1–6 similar (✓) or different (✗)?

- 1 a He refused to help me.
- b I asked him for help and he said yes.
- 2 a My foot is stuck in this hole.
- b I can't get my foot out of this hole.
- 3 a She managed to win four times.
- b She is a four-time winner.
- 4 a John Davis trains young athletes.
- b John Davis is a sports coach.
- 5 a The boxer injured somebody in a fight.
- b The boxer got hurt in a fight.
- 6 a It's time you gave up extreme sports.
- b It's time you started doing extreme sports.

2) **MP3 03** Listen to people talking about films and complete the notes. Write no more than three words.

*The Crash Reel* shows how Kevin learns to accept the fact that he has to <sup>1</sup>\_\_\_\_\_ snowboarding.  
 In *127 Hours*, Aron can't get out of the hole because his <sup>2</sup>\_\_\_\_\_ is stuck \_\_\_\_\_. Aron doesn't have any <sup>3</sup>\_\_\_\_\_.  
 In *Million Dollar Baby*, Maggie's problem is that coaches refuse <sup>4</sup>\_\_\_\_\_. Fighting to win the title, Maggie <sup>5</sup>\_\_\_\_\_.  
 Ayrtton, from *Senna*, is a three-time <sup>6</sup>\_\_\_\_\_.

3) Match the parts of the sentences. Then translate the expressions in bold into your own language.

- 1 More than one hundred sportspeople **took part**
- 2 He stopped fighting after he **had**
- 3 You need to be careful not to **fall**
- 4 It's **thrilling**
- 5 The new film about motor racing
- 6 I won't tell you anymore. **You must**
- a to watch the two biggest rivals playing against each other.
- b **see it yourself**.
- c **a bad accident**.
- d **is brilliant**.
- e **down** this deep hole.
- f **in the event**.

Revision ■ Student's Book, page 17

4) Read the definitions and write the correct words.

- 1 hurt i\_\_\_\_\_
- 2 like a particular sportsperson/team and cheer them on during competitions s\_\_\_\_\_
- 3 somebody who helps sportspeople perform better c\_\_\_\_\_
- 4 practise sport regularly t\_\_\_\_\_
- 5 people who watch a sporting event s\_\_\_\_\_
- 6 somebody who wins an important sports competition c\_\_\_\_\_

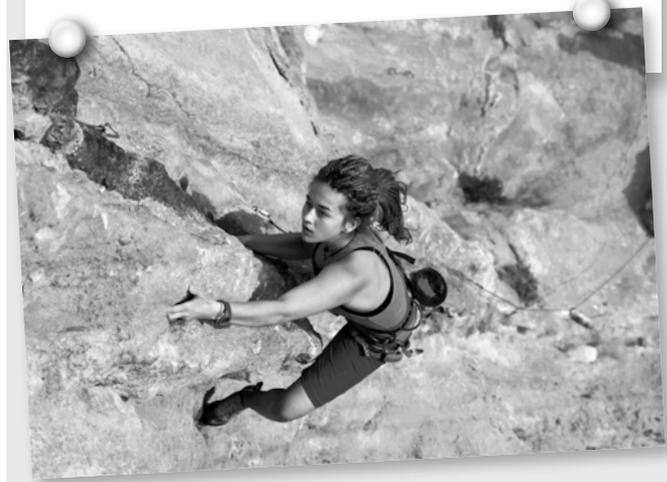
5) Complete the sentences with the words from exercise 4.

- 1 If you want to be the champion, you'll need to \_\_\_\_\_ more than others.
- 2 The team has a new \_\_\_\_\_ and has started to win more often.
- 3 After he was \_\_\_\_\_ last year he couldn't do any sports for three months.
- 4 All my family members \_\_\_\_\_ FC Barcelona.
- 5 Tom won the tennis match and is now a \_\_\_\_\_.
- 6 More than 50,000 \_\_\_\_\_ watched the finals on Friday.

**Vocabulary challenge!** » Student's Book, page 108, UNIT 2, ex. 2

6) Complete the text with appropriate words.

When you <sup>1</sup>\_\_\_\_\_ up an extreme sport, remember you also <sup>2</sup>\_\_\_\_\_ a big risk. Before you <sup>3</sup>\_\_\_\_\_ a decision, consider all the positive and negative points of doing this sport. For example, people who regularly <sup>4</sup>\_\_\_\_\_ climbing or canyoneering, <sup>5</sup>\_\_\_\_\_ their lives at risk. A friend of mine once didn't <sup>6</sup>\_\_\_\_\_ his equipment before he went climbing and ended up falling off a rock. He <sup>7</sup>\_\_\_\_\_ his arm and couldn't do any sports for two months!



7) Describe the plot of a film about sport. Write 4–5 sentences using the words below and your own ideas.

**problems risk fast famous weather equipment exciting helmet**

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## Used to and past simple

Czasu **past simple** używamy, aby opisać:

- czynności lub sytuacje, które wydarzyły się jeden raz w określonym momencie w przeszłości:  
*I started a Spanish course last week.*
- czynności lub sytuacje, które powtarzały się przez jakiś czas w przeszłości:  
*Our biology teacher never gave us homework for the weekend.*

Tworzenie regularnych form czasu **past simple**:

- Do większości czasowników dodajemy końcówkę **-ed**:  
*want – wanted, wash – washed, enjoy – enjoyed.*
- Jeśli czasownik kończy się na literę **-e**, dodajemy do niego końcówkę **-d**:  
*arrive – arrived, like – liked, live – lived, love – loved.*
- Jeśli czasownik kończy się na spółgłoskę + **-y** (*cry*), **y** zamieniamy na **i** oraz dodajemy **-ed**:  
*study – studied, cry – cried, carry – carried.*
- W przypadku krótkich czasowników zakończonych spółgłoską, podwajamy ostatnią literę i dodajemy **-ed**:  
*plan – planned, stop – stopped.*

Wiele czasowników ma nieregularne formy czasu przeszłego np.:  
*write – wrote, give – gave, think – thought, come – came.*

W **past simple** często używamy następujących określeń czasu:  
*yesterday, the day before yesterday* (przedwczoraj),  
*last Monday/week/year, a few minutes/hours/days/weeks/years ago, in 1985, on 12th September 2009.*

## Zdania twierdzące i przeczące

I/You/We/They	arrived	on time.
He/She/It	came	
	didn't arrive	
	didn't come	

## Pytania i krótkie odpowiedzi

Did	I/you/we/they he/she/it	study yesterday?	Yes, I did. No, we didn't.
Why/Where/ When	did	I/you/we/they he/she/it	study?

Konstrukcji **used to** + **czasownik** używamy, aby opisać:

- przeszłe czynności lub sytuacje, które regularnie powtarzały się w przeszłości i uległy już zmianie:  
*I used to study a lot, but now I don't have to.*

## Zdania twierdzące i przeczące

I/You/We/They	used to	drink coffee.
He/She/It	didn't use to	

## Pytania i krótkie odpowiedzi

Did	I/you/we/they he/she/it	use to	drink coffee? be popular?	Yes, I did. No, he didn't.
Why/ How often	did	I/you/we/they he/she/it	use to	drink coffee?

## 1) Complete the table with the correct past forms.

INFINITIVE	PAST
study	
	went
	broke
log	
	read
swim	
	thought
want	
like	

## 2) Change the sentences into the past simple using the time expressions in brackets.

- Do you go on holiday with your family? (*in August*)  
*Did you go on holiday with your family in August?*
- I'm in Rome and it's great! (*in 2006*)
- I don't know my parents' phone numbers. (*when I was a child*)
- When I see Jenny I stop to say hello to her. (*this morning*)
- Jane and her brother aren't at the party. (*yesterday*)
- They win lots of matches when coach Pete Green trains them. (*last year*)

## 3) Put the words in the correct order to make sentences and questions.

- as / I / a / French / child / studied / .
- finished / homework / few / my / a / ago / minutes / I / .
- you / when / John / call / last / did / ?
- did / weekend / go / not / away / Lucy / last / .
- 2010 / bought / the / in / Miles / house / .

4) Complete the sentences with the correct form of **used to**.

- I \_\_\_\_\_ (*play*) basketball for the school team.
- \_\_\_\_\_ (*you / learn*) Spanish? You speak it pretty well.
- My parents \_\_\_\_\_ (*not do*) any sport but they do Nordic walking now.
- What books \_\_\_\_\_ (*you / read*) as a child?
- There \_\_\_\_\_ (*be*) a drama club at our school but there hasn't been one for three years.
- I \_\_\_\_\_ (*not spend*) so much time studying when I was a child.



5) Write questions using *used to*.

When you were seven years old, ...

1 \_\_\_\_\_?

In a small cottage in the country, with a large backyard and a garden.

2 \_\_\_\_\_?

I guess, the same things that every other child had – you know, plastic toy soldiers, teddy bears and a football, of course.

3 \_\_\_\_\_?

I didn't really enjoy watching cartoons, but I watched a lot of sports.

4 \_\_\_\_\_?

We only did Polish, maths and an introduction to science.

5 \_\_\_\_\_?

Every summer we went to the seaside, but sometimes I stayed with my grandparents.

6 \_\_\_\_\_?

Free time? All sorts of things – playing football, climbing trees, swimming in the river. They were wonderful times.

## 6) Choose the correct answers.

1 Most of my friends \_\_\_\_\_ a lot of sport at primary school, but they no longer have the time.

- a used to practise
- b practise
- c didn't use to practise

2 Our teacher \_\_\_\_\_ us homework twice last week.

- a used to give
- b gave
- c didn't use to give

3 I \_\_\_\_\_ tennis, but when I \_\_\_\_\_ my first squash lesson last year I decided to take up squash!

- a used to play, had
- b played, used to have
- c used to play, used to have

4 How \_\_\_\_\_ when the holiday ended?

- a did you use to feel
- b you felt
- c did you feel

5 My dad \_\_\_\_\_ sports on TV all the time, but last year he \_\_\_\_\_ swimming twice a week.

- a watched, used to start
- b didn't watch, started
- c used to watch, started

6 \_\_\_\_\_ the championship in 2005?

- a Didn't your team win
- b Didn't your team use to win
- c Did your team use to win

## 7) Complete the dialogues with appropriate words. Put one word in each space.

A Chris <sup>1</sup> \_\_\_\_\_ you speak to the coach yesterday?Pam Yes, I did. He told me he <sup>2</sup> \_\_\_\_\_ to train the Washington Wizards.

Chris Really? I thought the Wizards played basketball.

Pam That's true, but he didn't <sup>3</sup> \_\_\_\_\_ to train just baseball teams.Chris That's interesting! <sup>4</sup> \_\_\_\_\_ he say anything else?Pam Yes, he <sup>5</sup> \_\_\_\_\_ an athletics champion at university.

B Kate It's my second year in London, you know?

I <sup>6</sup> \_\_\_\_\_ to live in America.

Bob Really?

Kate Yes, it was when I left school <sup>7</sup> \_\_\_\_\_ 2010 and moved to New York.Bob What <sup>8</sup> \_\_\_\_\_ you do there? Did you work in New York?Kate Yes, I <sup>9</sup> \_\_\_\_\_ – for a newspaper for three years.Bob When <sup>10</sup> \_\_\_\_\_ that?

Kate From 2011 to 2014, and then I found a new job.

## Past continuous and past simple

Czasu *past simple* używamy, aby opisać:

- czynności lub sytuacje, które wydarzyły się w określonym momencie w przeszłości:

*I met John two years ago.*

- ciąg następujących po sobie wydarzeń z przeszłości:

*When they saw the smoke, they called the fire brigade and ran to help the victims.*Czasu *past continuous* używamy, aby opisać:

- zdarzenia lub sytuacje, które trwały w określonym momencie w przeszłości:

*I was watching TV at 5 p.m. yesterday.*

- zdarzenia i sytuacje, które stanowiły tło dla innych wydarzeń:

*While I was getting ready to leave, the door bell rang.*

## Zdania twierdzące i przeczące

I/He/She/It	was / wasn't	sleeping	at 2 a.m.
You/We/They	were / weren't		

## Pytania i krótkie odpowiedzi

Was	I/he/she/it	sleeping	when she came?	Yes, she was.
Were	you/we/they			Yes, they were.
What	was	I/he/she/it	doing yesterday at 3 p.m.?	No, I wasn't.
	were	you/we/they		No, we weren't.

## Grammar challenge!

» Student's Book, page 109, UNIT 2

Zwróć uwagę, że czas *past simple* opisuje czynności zakończone w przeszłości, a *past continuous* – czynności lub sytuacje, które trwały w określonym momencie w przeszłości:

*Dad left when I came.*

(Tata wyszedł, zanim przyszedłem/przyszedłem; nie spotkaliśmy się.)

*Dad was leaving when I came.*

(Tata wychodził, kiedy przyszedłem/przyszedłem; spotkaliśmy się.)

- 1) Complete the sentences with the past continuous form of the verbs below.

do drive not watch shave eat

- Jack \_\_\_\_\_ when I entered the bathroom.
- What \_\_\_\_\_ you \_\_\_\_\_ when the fire started?
- The TV was on, but I \_\_\_\_\_ it.
- How fast \_\_\_\_\_ she \_\_\_\_\_ when the accident happened?
- This time yesterday Tom and Jane \_\_\_\_\_ lunch at a café round the corner.

- 2) Write what you were doing at these times.

- yesterday at 2 p.m. I was learning maths.
- at 5 p.m. last Sunday \_\_\_\_\_
- at 7 a.m. this morning \_\_\_\_\_
- last night at midnight \_\_\_\_\_
- three hours ago \_\_\_\_\_

- 3) Choose the correct option to complete each sentence.

- When I got back home everybody *slept / was sleeping*, so I tried to be very quiet.
- The lights suddenly *went out / were going out* when we *watched / were watching* a horror film on TV.
- It was a lovely morning. The sun *shone / was shining* and it was pleasantly warm.
- I *did / was doing* the shopping in the supermarket when somebody *stole / was stealing* my wallet.
- He tripped over and *fell / was falling* to the ground.
- My dad *left / was leaving* the house in the morning while I *still slept / was still sleeping*.
- We *played / were playing* football when suddenly a huge dog *ran / was running* onto the pitch.
- Mark didn't have the keys and when I *came / was coming* back he *sat / was sitting* in front of the house.

- 4) Write questions in order to ask about the missing information. Then complete the sentences with your own ideas.

a I was standing at <sup>1</sup> \_\_\_\_\_ when a man came over and asked me the time. I told him that <sup>2</sup> \_\_\_\_\_ and then he ran away.

b Peter was cleaning the <sup>3</sup> \_\_\_\_\_ when he found <sup>4</sup> \_\_\_\_\_. He took it downstairs and showed it to his mum.

c When Ann went into the <sup>5</sup> \_\_\_\_\_ she saw a man, probably a burglar. She tried to <sup>6</sup> \_\_\_\_\_, but he managed to run away.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 5) Complete the sentences with the correct form of the verbs. Use the past simple or past continuous.

- Just as I \_\_\_\_\_ (*leave*) the house, the postman \_\_\_\_\_ (*arrive*) and \_\_\_\_\_ (*bring*) me a birthday card.
- We \_\_\_\_\_ (*knock*) at the door several times, but nobody \_\_\_\_\_ (*answer*).
- I \_\_\_\_\_ (*jog*) in the park last night when I \_\_\_\_\_ (*see*) a huge, black dog which \_\_\_\_\_ (*run*) about. It \_\_\_\_\_ (*see*) me, too and, of course, \_\_\_\_\_ (*start*) chasing me.
- Daniel \_\_\_\_\_ (*drive*) back home when he \_\_\_\_\_ (*hear*) his mobile phone ring. While he \_\_\_\_\_ (*talk*) on the phone, the police \_\_\_\_\_ (*stop*) him. He \_\_\_\_\_ (*pay*) a fine.
- Everybody \_\_\_\_\_ (*enjoy*) themselves at the party when suddenly the door \_\_\_\_\_ (*open*) and Mark's parents \_\_\_\_\_ (*come*) in just as he \_\_\_\_\_ (*kiss*) his girlfriend.

**Grammar challenge!** >> Student's Book, page 109, UNIT 2, ex. 1 and 2

- 6) Decide which sentence (a or b) follows the sentence in bold in 1-4.

- The guests left when I arrived at the party.
  - I didn't have a chance to talk to anybody.
  - I only met them in the hall and said 'bye'.
- When I visited Ben, he was calling my sister.
  - I had to wait for him to finish.
  - He did it, because I told him to.
- I was packing, when the taxi came.
  - I just needed to put a few more things into my suitcase.
  - The driver didn't have to wait.
- Gina was doing her homework when I went to call on her.
  - We could go to the cinema together.
  - She had some problems with it, so I helped her.

- 7) CUMULATIVE GRAMMAR Complete the sentences with the correct form of the verbs in brackets. Use the past simple, past continuous or *used to*.

- While we \_\_\_\_\_ (*have*) dinner, Mike \_\_\_\_\_ (*say*) he was getting married.
- I \_\_\_\_\_ (*not drink*) coffee but now I have three cups a day.
- Richard \_\_\_\_\_ (*break*) his leg when he \_\_\_\_\_ (*play*) football.
- Where \_\_\_\_\_ (*you / spend*) your holidays when you were a child?
- Everybody was busy – mum and dad \_\_\_\_\_ (*read*) and the children \_\_\_\_\_ (*play*).
- Mark \_\_\_\_\_ (*come*) to my house, \_\_\_\_\_ (*tell*) me the news and \_\_\_\_\_ (*run*) out.
- How many times \_\_\_\_\_ (*he / win*) the game?
- When I looked out of the window this morning, it \_\_\_\_\_ (*rain*).
- \_\_\_\_\_ (*she / swim*) regularly at primary school?
- Last year we \_\_\_\_\_ (*go*) to Mexico and \_\_\_\_\_ (*swim*) in the Pacific Ocean every day.

1) Do the quiz. Then read the text in exercise 2 to check your answers.

- 1 Michael Phelps is  
a Canadian.    b American.    c English.
- 2 What is the largest number of Olympic medals anybody has won during their career?  
a 11            b 19            c 28
- 3 How many calories does a swimmer who is training hard need to consume each day?  
a 12,000        b 7,000        c 3,000

2) Read the text again. Complete gaps 1–4 with sentences a–f. There are two extra sentences.

# THE RECORD BREAKER



Michael Phelps is probably the best swimmer in the world. <sup>1</sup> \_\_\_\_\_ But maybe they should rather call him the Record Machine, because of his amazing collection of medals and records. So far, this American swimmer has won 77 medals! That includes 28 Olympic medals (23 gold) – more than any other athlete has ever won.

He was always a very energetic child, so when he was 7 years old his older sister suggested he should take up swimming. It **turned out** that the hyperactive child loved it. Michael later **found out** that he has ADHD and he always said that swimming helped him to control his energy.

<sup>2</sup> \_\_\_\_\_ His next great success was becoming part of the US Olympic team at the age of 15. A year later he broke his first world record. From then on he just **went on** collecting medals and records.

How do you become like Michael? Phelps' coach says that to aim for the Olympic gold you must focus on your technique, think about your strategy for each event, and take good care of yourself. That includes a special diet. Phelps' was **made up of** eggs, pancakes, sandwiches and pasta. These would add up to about 12,000 calories a day. <sup>3</sup> \_\_\_\_\_ However, runners and swimmers, who train 5 hours a day, need that much.

Retired at 31, after the Olympics in Rio, Phelps is now **looking forward** to new challenges. <sup>4</sup> \_\_\_\_\_ First of all, he'd like to use his fame to save the environment. He's already working with a cosmetic company on a campaign encouraging people to turn off the water while brushing their teeth. Another idea is to get more involved in business, since Phelps already has his own swimwear brand. He also helps other athletes deal with the stress in professional sport. And when he needs a workout he goes ... cycling.

- a His success is the result of hard work, good planning and the help of people like his trainer and sponsors.
- b He's so fast that some people call him the Baltimore Bullet, and others call him the Flying Fish.
- c That's why Michael created a foundation which teaches children the importance of being active and healthy and makes it possible for children to do sports.
- d His first swimming success came when, aged just 10, he broke the national record for his age group.
- e Coaching younger generations could be one of them, but Michael has already been doing that for years through his foundation and through work with the Boys and Girls Club of America.
- f Of course, for the average person this would be very unhealthy, and even people doing other sports shouldn't follow it without thinking.

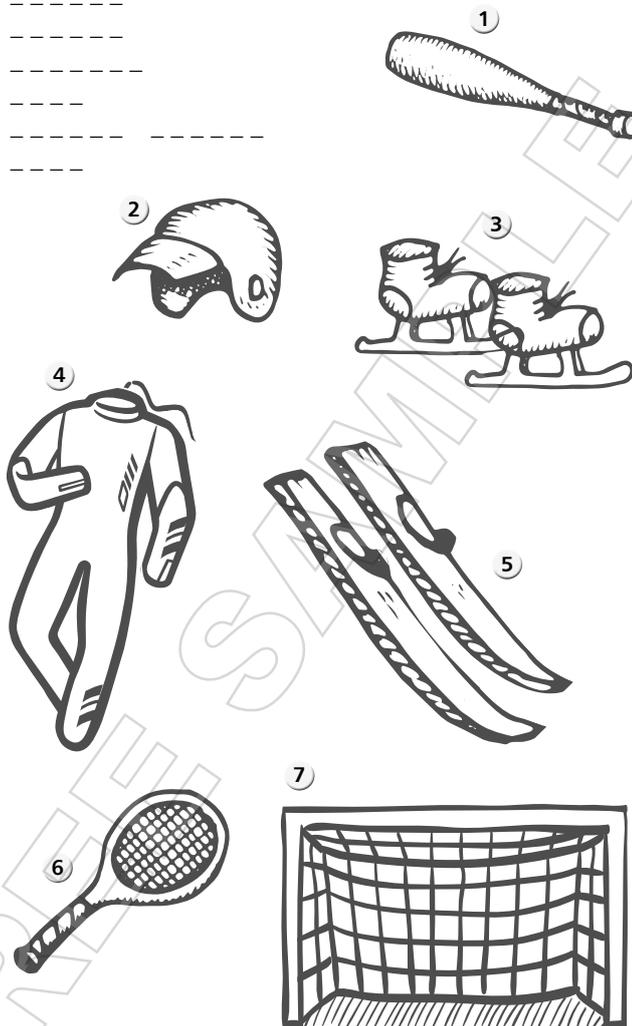
- 3) Complete the phrasal verbs. Check your answers in the text on page 19.
- 1 continue (doing sth) – \_\_\_\_\_ on
  - 2 appear, become obvious – \_\_\_\_\_ out
  - 3 consist of – be \_\_\_\_\_ up of
  - 4 learn – \_\_\_\_\_ out
  - 5 feel happy and excited about something that is going to happen in the future – \_\_\_\_\_ forward to sth

- 4) Complete the sentences with the correct form of the phrasal verbs from exercise 3.
- 1 Our class is \_\_\_\_\_ 13 boys and 18 girls.
  - 2 Mr McGabe looked scary at first, but he \_\_\_\_\_ to be a great coach and a very nice man.
  - 3 I'm \_\_\_\_\_ tonight's match – Radwańska is in great form, so the match should be exciting.
  - 4 Please \_\_\_\_\_ doing your exercises until the bell rings.
  - 5 Tom was very excited when he \_\_\_\_\_ that Manchester United were coming to play at his local football stadium.

## Revision ■ Student's Book, pages 20–21

- 5) Write the English names for the sports equipment below.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_



- 6) Find six nouns, four verbs and one adjective connected with sport in the wordsearch.

Y	S	A	V	E	S	I	R	T	U	U	L
N	U	J	Z	K	C	U	L	G	V	T	J
R	P	A	X	N	O	N	T	L	U	K	Y
E	P	T	S	B	R	K	R	O	I	G	L
F	O	H	J	O	E	J	A	V	F	G	U
E	R	L	O	U	P	W	I	E	E	R	G
R	T	E	F	N	D	G	N	S	C	X	V
E	E	T	V	C	Y	Y	E	O	I	Z	X
E	R	E	U	E	P	H	R	O	H	I	T
K	G	G	F	H	N	O	S	D	S	Q	J
M	Q	C	O	M	P	E	T	I	T	O	R
C	O	M	P	E	T	I	T	I	V	E	Z

- 7) Complete the sentences with the appropriate words from exercises 5 and 6. Use the correct form of the verbs.

- 1 The s\_\_\_\_\_ of the winning team welcomed the players at the airport on their return to the country.
- 2 These days cameras and microphones help r\_\_\_\_\_ decide if somebody should get a point.
- 3 The basketball player b\_\_\_\_\_ the ball a few times before throwing it into the basket.
- 4 I need some new t\_\_\_\_\_ before the next game, my old ones are too small and hurt my feet.
- 5 Germany won after their football player s\_\_\_\_\_ the only goal of the game.
- 6 Mark is very c\_\_\_\_\_ and always tries to be the best in the team.
- 7 It wasn't a good day – first I lost my g\_\_\_\_\_, so my hands were really cold and then I hit another skier and broke one of my s\_\_\_\_\_.
- 8 100 c\_\_\_\_\_ ran in the marathon, but only 77 finished it.

## Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 3

- 8) Translate the sentences into English.

- 1 Nasza szkolna drużyna koszykówki wygrała mecz jednym punktem.  
\_\_\_\_\_
- 2 Polska nie wygrała Mistrzostw Europy w piłce nożnej w 2012 roku.  
\_\_\_\_\_
- 3 Michał Kwiatkowski pokonał rywali i został mistrzem świata.  
\_\_\_\_\_
- 4 Usain Bolt pobił trzy rekordy na Olimpiadzie w Pekinie.  
\_\_\_\_\_
- 5 Polska zdobyła sześć medali na Olimpiadzie w Soczi.  
\_\_\_\_\_
- 6 George Groves planuje wkrótce pokonać mistrza boks, Carla Frocha.  
\_\_\_\_\_

# SPEAKING

## talking about a past event

- 1) **MP3 04** Listen to five people talking in different situations. Match speakers (1–5) with replies (a–f).

1  2  3  4  5

- a It is a total disaster. I just want to go home.  
 b I'm so sorry to hear that, you were really looking forward to it.  
 c What a shame I didn't go with you.  
 d That sounds really cool.  
 e Yes, but that was just the beginning – each day just got worse.  
 f Basically everything, starting with horrible weather.

- 2) Complete the dialogue. Put one word in each gap.

**Jake** So, <sup>1</sup>\_\_\_\_\_ was your party?  
**Greg** Don't <sup>2</sup>\_\_\_\_\_ ask! <sup>3</sup>\_\_\_\_\_ the beginning everything was OK. 16 of my friends came and they gave me lots of presents. We were dancing and playing games. After <sup>4</sup>\_\_\_\_\_ we ordered pizza and my friends had also made a huge birthday cake. I couldn't <sup>5</sup>\_\_\_\_\_ my eyes – it looked like Mount Everest! They know I love climbing and want to climb it one day. It was amazing!  
**Jake** That <sup>6</sup>\_\_\_\_\_ pretty cool! So, what happened next?  
**Greg** Well, Susie was putting the cake on the table when <sup>7</sup>\_\_\_\_\_ somebody pushed her and it landed on the floor. Unfortunately, the carpet caught fire from the candles.  
**Jake** So, what did you do?  
**Greg** I was scared like never <sup>8</sup>\_\_\_\_\_! We used an old sweater to put it out, but there was a huge hole in the carpet and the floor was ruined. The <sup>9</sup>\_\_\_\_\_ day, when my parents came home, you can imagine what they said ...



- 3) Write a short dialogue. Use the phrases from exercises 1 and 2 to help you.

**TEST IT!** ⌚ 4 minuty

W Twojej szkole podczas ostatniego weekendu miała miejsce ciekawa impreza. Opowiadasz o niej koleżdze z USA. W rozmowie porusz poniższe cztery kwestie.

przebieg tej imprezy

uczestników

nieoczekiwany problem

Wasze wspólne plany na spędzenie następnego weekendu

Rozmowę rozpoczyna egzaminujący.

# WRITING

## an email

# 2

- 1) Write adjectives formed from the words below. Use: *-ing*, *-ic*, *-ful*. Then complete sentences 1–4 with appropriate adjectives a–f.

- a amaze \_\_\_\_\_  
 b entertain \_\_\_\_\_  
 c wonder \_\_\_\_\_  
 d fascinate \_\_\_\_\_  
 e fantasy \_\_\_\_\_  
 f excite \_\_\_\_\_

- 1 It was an \_\_\_\_\_ show! I'd never had so much fun.  
 2 Our team scored a goal in the first minute and played so well that they finally won the game 7:1. What an \_\_\_\_\_ day!  
 3 He's not only a great athlete, he's also a \_\_\_\_\_ man.  
 4 The atmosphere was \_\_\_\_\_ – everybody laughed and had a great time.

- 2) Look at the list of reasons for doing sports. Match each point (a–c) with one of the sports (1–3). Then write a sentence to describe the benefits of the last sport.

- a It makes me feel safe, because I can learn how to protect myself.  
 b I love winter and being in the fresh air.  
 c Doing something a bit dangerous makes me feel excited.

- d \_\_\_\_\_  
 1 bungee jumping   
 2 skiing   
 3 judo   
 4 cycling

- 3) Read the exam task in exercise 4 and the students' answers a–d. Match the sentences (a–d) with the points (1–4) in the task. Which of the points are only mentioned and which are developed further?

- a I'm going to start basketball lessons with my PE teacher at school.   
 b I need to become more active, so I thought: 'Why not start doing some sport?' My best friends play basketball and told me I should try it too, so I did!   
 c I think you should try it too!   
 d My first practice session was very difficult, because I didn't know the rules. Also, after 25 minutes I was so tired I had to sit down and rest. But it was a lot of fun too!

- 4) Read the instructions and do the writing task. Use phrases and ideas from exercises 1 and 2 to help you.

**TEST IT!** Postanowisz/Postanowiłaś uprawiać sport. W liście (100–150 słów) do kolegi/koleżanki z Anglii:

- 1 wyjaśnij, czemu podjąłeś/podjęłaś taką decyzję i jaką dyscyplinę sportu wybrałeś/wybrałaś;  
 2 napisz, gdzie i z kim będziesz trenować;  
 3 opisz swój pierwszy trening;  
 4 zachęć kolegę/koleżankę do uprawiania tego sportu.

Rozwiń swoją wypowiedź w każdym podpunkcie.

## 1) Find and correct a mistake in each sentence.

- Last winter my family did skiing in the Alps.  
\_\_\_\_\_
- The swimmers competed at the title of World Champion.  
\_\_\_\_\_
- Lewandowski got a goal and the Polish team won.  
\_\_\_\_\_
- She broke her hand while she played tennis.  
\_\_\_\_\_

## 2) Read the text and choose the correct answer a, b or c.

Last summer I participated in a sports camp. Imagine my surprise when I saw it was only 3 km from my grandparents' house! I used to <sup>1</sup> \_\_\_\_\_ swimming in the lake there when I was a child. The teachers at the camp divided us into 5 groups and every day we had competitions. My group was the best! During the first two weeks we <sup>2</sup> \_\_\_\_\_ most of the competitions. The final one was held during the last weekend: we had to find our way through a forest till we reached the lake. Then we had to sail back to the camp. My team had some bad luck. We got lost, so my friend, Jake, climbed a tree to see where we were. Unfortunately, he's <sup>3</sup> \_\_\_\_\_ of spiders. So, when a huge spider climbed on his hand he screamed, jumped back and fell <sup>4</sup> \_\_\_\_\_ the tree. To make things worse, he hit one of the branches when he was falling and <sup>5</sup> \_\_\_\_\_ himself. We had to help him walk back to the camp.

- |             |          |             |
|-------------|----------|-------------|
| 1 a do      | b make   | c go        |
| 2 a brought | b won    | c scored    |
| 3 a scary   | b afraid | c shame     |
| 4 a out     | b of     | c off       |
| 5 a injured | b broke  | c in danger |

## 3) Choose the answer which means the same as the underlined phrase.

- At this sports club students pay less.  
a students have a price.  
b there's a student discount.  
c students get in free.
- Jake hurt himself really badly in the cycling accident.  
a was seriously injured  
b was very frightened  
c didn't feel well
- The weather was really bad, so we decided to do some indoor sports that day.  
a join a club  
b go back home  
c play something inside
- When I was little, I always rode my bike around the lake.  
a used to ride  
b gets used to riding  
c was used to riding
- It's normal for sportspeople to do a lot of exercise.  
a Sportspeople used to do  
b Sportspeople are doing  
c Sportspeople are used to doing

## 4) Complete the text with the correct form of the words in brackets.

I joined our school <sup>1</sup> \_\_\_\_\_ (*athlete*) team in September. But I didn't think I would be competing just three months later! Last month our town organised a <sup>2</sup> \_\_\_\_\_ (*compete*) for local high schools and we decided to take part in it. Some of the other teams were really good, so we thought it was <sup>3</sup> \_\_\_\_\_ (*possible*) to win against them, we just wanted to have some fun. But our coach was <sup>4</sup> \_\_\_\_\_ (*confidence*) we could win. He always says the most important thing is to work hard, be <sup>5</sup> \_\_\_\_\_ (*compete*) and highly motivated. So, we trained really hard and guess what?! We won! We were so happy! Our <sup>6</sup> \_\_\_\_\_ (*support*) were cheering and chanting the name of our school. It was the most <sup>7</sup> \_\_\_\_\_ (*excite*) day of my life!



## 5) Translate the Polish parts of the sentences into English.

- When I was younger \_\_\_\_\_ (*nie jeździłam na narty*) much, but now I do.
- \_\_\_\_\_ (*Czy on miał na sobie kask*) when he fell off his bike?
- \_\_\_\_\_ (*Kiedy ona zdobyła*) the World Champion title?
- The handball player jumped very high and \_\_\_\_\_ (*rzucił piłkę*) into the goal.
- Ruth hurt her leg while \_\_\_\_\_ (*jeździła na tyżwach*).
- When James lost the fight, he \_\_\_\_\_ (*podjął decyzję*) to stop boxing.
- \_\_\_\_\_ (*Nie byliśmy przyzwyczajeni do wspinania się*) for such a long time, so we soon became very tired.

1) **MP3 05** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 A I used to ski without goggles when I was wearing glasses.  
B I'm sorry, that was me but I'll take care of that.  
C I know! I didn't clean my goggles either.
- 2 A Me too. It should be very exciting.  
B I'm looking for him too, but he's not here.  
C I already saw it last night.
- 3 A It looks like he's very happy.  
B He likes to go jogging every morning.  
C Short, with dark hair.
- 4 A I don't like how competitive she is.  
B What went wrong?  
C That's because you finally broke that record.

2) **MP3 06** Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Do każdej z nich dobierz właściwą reakcję (A–F). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- 1     2     3     4     5
- A Don't even ask! Those were the worst weeks of my life!  
B Very sociable and easygoing.  
C Oh yes! Young people like to take part in such events.  
D OK, let's play some board games then.  
E I'm sorry to hear that!  
F Well, they didn't let me do it.

3) Which of the phrases describe positive and which negative sides of extreme sports? Complete the table with the expressions below.

dangerous awesome crash relaxing injure yourself  
a great adventure break your arm hurt your back  
exciting scary

GOOD SIDES	BAD SIDES



4) Read the instructions and do the speaking task.

**TEST IT!** ⌚ 4 minuty

Twój kolega postanowił uprawiać sport ekstremalny, a Ty uważasz, że to niezbyt dobry pomysł. W rozmowie z kolegą porusz cztery następujące kwestie:

sposób i miejsce uprawiania tego sportu

powody takiej decyzji

zagrożenia

doświadczenia Twoich znajomych

Rozmowę rozpoczyna egzaminujący.

5) Look at a student's notes for the writing task below. Match the questions with the points A–D in exercise 6.

- 1 Why was it awesome / horrible? (atmosphere? seeing her/him live? the weather? other fans? my seat?)
- 2 Who organised and who took part in this competition? (students? listeners of a radio station? readers of a sports magazine?)
- 3 What makes her / him / them great? (number of medals? coming out of difficult situation? road to success? helping others?)
- 4 Were there many fans? What happened before the race / game? Who was competing?
- 5 Who won? Was it an easy win?
- 6 Why was I the best? (the fastest? the most interesting story? I knew the most?)

6) Read the instructions and do the writing task.

**TEST IT!** Wygrałeś/wygrałaś konkurs, w którym nagrodą był bilet na imprezę sportową, w której bierze udział Twój ulubiony sportowiec/Twoja ulubiona drużyna sportowa. Napisz wpis na swoim blogu (100–150 słów) i:

- wyjaśnij, jaki to był konkurs i jak go wygrałeś/wygrałaś (A);
- wyjaśnij, za co podziwiasz tego sportowca/tę drużynę (B);
- powiedz, gdzie i kiedy ta impreza sportowa miała miejsce i podziel się swoimi wrażeniami (C);
- opisz przebieg imprezy (D).

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

Hi everyone! Something great happened and I have to tell you about it!