

# 1

# FUN AND GAMES

## VOCABULARY

### socialising



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

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

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

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

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

- reserve a place for an event
- find out what friends have been doing
- extend a celebration to a late hour
- formally let people know about an event
- organise a large party
- plan an informal meeting
- decide who should attend an event
- post a planned event on a social media website

- Complete the sentences with the correct verbs.

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

- CD 1.01** Listen to three voicemail messages. They are the responses to the texts in exercise 2. Match each speaker with two of the statements below.

This speaker	
<b>a</b> has been doing something which may help with the plan.	<input type="checkbox"/>
<b>b</b> suspects that the plan has already gone wrong.	<input type="checkbox"/>
<b>c</b> has had a lot to do recently.	<input type="checkbox"/>
<b>d</b> is definitely accepting the invitation.	<input type="checkbox"/>
<b>e</b> expresses admiration for the sender of the message.	<input type="checkbox"/>
<b>f</b> promises to try to attend a get-together.	<input type="checkbox"/>

### VOCABULARY CHALLENGE! Unit 1, page 128, exercise 1

## Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What do you think the man is trying to achieve?
- What could he be advertising?
- How prepared would you be to give a stranger a hug?

**1** Think of your family holiday tradition that has been celebrated for a long time. When did it start? How long have you been following it?

**2** **CD 1.02 LANGUAGE IN CONTEXT** Listen to a dialogue between two friends and answer the questions.

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

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

Maria Hey Karl! I haven't seen you lately. What have you been up to?

Karl Oh, hi Maria! I've been helping my mother get ready for our family New Year celebration all week. We celebrated at my grandparents' house until they moved into a small flat, but we've hosted the celebration at our place since then.

Maria That sounds like a lot of work! Have you finished everything yet?

Karl Well, I've been helping all week. Yesterday, I sent out the invitations. This morning, I've been putting up the decorations – I've decorated three rooms so far. But I haven't shopped for the food yet.

Maria I'm sure it will be fantastic! I've always loved celebrating New Year's Eve, but I don't have anywhere to go this year.

Karl Well, why not come to our place? You've already met my family, and they'd love to have you!

**4** Complete the rules with the names of the correct tenses from exercise 3. Then match each rule with an example from the dialogue in exercise 3.

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

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

lately so far When ...? last night ever / never  
yesterday just for the past two months this week  
How long ...? in 2019 already since November

**6 WHAT'S RIGHT?** Choose the correct sentence or sentences.

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

**7 PRACTISE** Complete the dialogues with the correct form of the verbs in brackets. Use the past simple, the present perfect simple or continuous.

- 1 A I  (address) holiday cards for hours! It feels like I'll never finish!  
B I  (not start) mine yet. Actually, I  (buy) them only yesterday.
- 2 A  (you / see) New Year celebrations in Taipei?  
B I  (watch) them on my computer for years, but I  (not see) them in person.  
A My family and I  (travel) there two years ago, and it  (be) amazing! I  (never / see) such amazing fireworks since then!



**8** Find and correct a mistake in each sentence.

- 1 I have been knowing Sarah for many years.
- 2 I've been sending him three emails, but I haven't got a reply yet!
- 3 Gillian has lived in Bristol for three years and then moved to London.
- 4 My dad already wrote several articles for this magazine, and he's planning some more.

**9** Translate the sentences into English.

- 1 Janna i Louis od kilku miesięcy planują ślub.
- 2 Moi przyjaciele dopiero od niedawna mieszkają w nowym mieszkaniu.
- 3 Mój nauczyciel historii napisał dwa podręczniki o czasach starożytnych.
- 4 Czytałem te książki, kiedy byłem w szkole. Bardzo mi się podobały.
- 5 Nie mogę teraz wyjść, bo nie skończyłam pisać eseju.

**10 NOW YOU DO IT** Work in pairs and discuss the topics below.

- something you've been trying to learn for some time
- a celebration you have recently taken part in
- the last time you threw a party
- a hobby you had when you were in primary school

## 1 Work in pairs and answer the questions.

**A** Which celebrations from the list below are shown in photographs 1–2? What exactly are the people celebrating? What might they be saying to one another? How do you think they feel?

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

**B** Which of these events are celebrated in Poland? What other personal milestones do you celebrate?



## 2 Match 1–6 with a–f to form expressions of good wishes. On what occasion from exercise 1 could you use them?

- |                      |   |
|----------------------|---|
| 1 Happy              | a the newlyweds!                            |
| 2 Merry              | b for a happy, healthy baby!                |
| 3 Congratulations on | c your achievement.                         |
| 4 Here's to          | Here's to your future!                      |
| 5 Best wishes        | d Christmas!                                |
| 6 Congratulations to | e another twenty years of a happy marriage! |
|                      | f birthday!                                 |

3 **CD 1.03** Listen to four recordings and answer the questions.

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

4 **CD 1.03** Listen again and match statements a–e with speakers 1–4. There is one extra statement.

This speaker	
a has accomplished something unique in his/her family.	<input type="checkbox"/>
b was not looking forward to a celebration.	<input type="checkbox"/>
c was not expecting a celebration.	<input type="checkbox"/>
d had a fairly good time in spite of circumstances.	<input type="checkbox"/>
e enjoyed experiencing feelings from the past.	<input type="checkbox"/>

## 5 Replace the underlined words and phrases with the words below.

mistaken relatives packed booking outstanding  
reception thrilled

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

6 **CD 1.04** Listen to someone talking about the history of greetings card. Answer the questions.

- 1 How profitable is the greetings card industry?
- 2 When were the first greetings cards exchanged?
- 3 What prevented everyday people from using greetings cards in the early days?
- 4 In what country did greetings cards first become a big business?
- 5 What kind of change in the greetings cards did the end of the last century see?

7 **CD 1.04** Listen again and complete the fact file below.

### GREETINGS CARDS HISTORY FACT FILE

- Greetings Cards were unknown in Europe until <sup>1</sup> .
- New printing techniques and the <sup>2</sup>  in 1840 made sending cards cheaper and easier.
- Copying <sup>3</sup>  was a significant development in the business, a step first taken in 1856.
- In the mid-20th century, humorous cards <sup>4</sup> .

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

- 1 Do you ever send greetings cards? Why? / Why not?
- 2 Do you think it's better to receive a greetings card via snail mail or online? Why?

## speculating about the present and the past: may / might / could / can't / must

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

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

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

**Laurie** I wonder what's happened to Cynthia. She said she'd meet us at 3:00, and it's already quarter past!

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

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

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

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

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



**3 ANALYSE** Find examples in the dialogue in exercise 2 to illustrate each pattern in the table below.

	CERTAIN	LESS CERTAIN
<b>Present / Future</b> • modal verb + infinitive • modal verb + be + -ing form	1 <input type="checkbox"/> must be doing	could be 2 <input type="checkbox"/>
<b>Past</b> • modal verb + have + past participle	must have forgotten 3 <input type="checkbox"/>	4 <input type="checkbox"/> 5 <input type="checkbox"/>

**4 PRACTISE** Complete the dialogues with the correct form of the verbs in brackets.

- A** Why isn't Debra here yet?  
**B** She  (work). They're very busy this week.
- A** Do you know Mark Teller?  
**B** I'm not sure. I  (meet) him once at the school fair, but I don't really remember him.
- A** I've just got a text from Karen. She's already at the cinema.  
**B** Really? She  (leave) her drama class early.
- A** Did you hear that Sean has turned down our invitation?  
**B** He  (do) that! He told me just yesterday how much he wanted to come.

**5** Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use modal verbs.

- Sam  (not invite / Gina) to the prom – he had already invited Susan.
- This voice message  (not be / Jack). It sounded more like Harry.
- I'm not sure, but Sarah  (feel / hurt) because you didn't invite her to your party.
- John  (do / something important) because he's not answering his phone.

**6** Translate the Polish parts of the sentences in brackets into English.

- Tim's been in bed for nearly a week with the flu, so  (musi być bardzo znudzony).
- My brother  (musiał czuć się rozczarowany) after the graduation ceremony since they didn't have time for his speech.
- It  (może padać) tomorrow during the picnic – there's a 60% chance of showers.
- My phone is gone, and there's only one explanation. I  (musiałam go zostawić) on the bus.
- I'm not sure, but James  (mógł nie otrzymać) the invitation to our reception. I haven't heard a word from him.

### GRAMMAR CHALLENGE! Unit 1, page 128, exercise 1

**7 NOW YOU DO IT** Work in pairs. Speculate about the situations below using modal verbs. Think of several possible explanations. Include your own and other people's actions.

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

### GRAMMAR REFERENCE page 146



1



2



3

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

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

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

## Text 1

Despite it being the day of my fourteenth birthday, I came back from school in my usual despondent mood, hungry and tired. However, I **was in for** a surprise. Unlike before, that day my grandfather welcomed me at the door, looking somewhat bizarrely excited about something and telling me to shut my eyes because there was an unusual gift awaiting me in my room. I **wasn't big on** surprises, so my heart started pounding and I began to imagine what it could conceivably be. He hurried me into taking my shoes off and said something about the series I was watching at the time called *My Life as a Robot Girl*.

'Ta-da,' he said proudly as we entered my room. 'Open your eyes, and meet your new friend,' he added. So I did, and to my utter amazement, I saw a girl robot, beckoning to me and encouraging me to play with her. Seeing my confusion, my grandfather explained that Tilly was a social robot, equipped with an AI-powered personality that would allow her to chat with me, that she would recognise my face and my voice once we made friends, respond to my questions, show emotions and empathy for all my problems, 'though not sort them out,' he added. 'Would she be able to do my homework?' I wondered.

Anyway, I approached my new toy very carefully. My grandfather nudged me to talk to her, but I just stared at it or ... her. I wasn't sure that in my free time I really wanted to mess about with a robot rather than my friends. The machine smiled at me and asked what games I was keen on playing. I said I fancied playing Pictionary. I could see Tilly was gathering her thoughts and said 'OK. Let's **have a shot at it**' and started drawing something on the screen which was part of her body. 'Ready. Can you guess what saying I have just illustrated?' I did. Then, it was my turn. She guessed too. We carried on for a while. However, I started losing badly and was getting furious.

My grandfather watched me play and it felt like he was **having the time of his life**. Finally, he could prove his point that humans should only play with humans to be happy. Strangely, his smile was getting more and more sinister. Tilly, in the meantime, was celebrating her victories, and I felt the world was conspiring against me. At that moment I woke up ... and saw my grandfather with a pack of UNO cards wanting to know if I could give him a game or two before I started on another episode of *My Life as a Robot Girl*.

- 2 Work in pairs. Which of the games above did you use to play as a child? Do you play any of these games now?

- 3 **CD 1.06** Read the two texts and answer the questions.

- 1 Where could you find texts like these?  
2 What attitude to playing and interacting with robots do these texts present?

## Text 2

Artificial Intelligence is no longer just **a fad** some people thought years back it might be. It's omnipresent, and it has definitely become part and parcel of the world of gaming, robotics, and fairly recently, toys for children. Engineers have been working for years now to make robots perform the same tasks as kids can do, such as building with blocks, drawing or doing puzzles. The goal that they have been pursuing is to enable robots to adapt to new situations by developing algorithms to help them learn from past experiences and other robots too. One day, researchers are likely to create 'lifelong robotics systems' in which robots will be able to analyse, like humans, their previous successes and mistakes. Cutting-edge technology like that will make it possible for people and robots to play with each other as equals. We can already see **countless** games and toys where children interact with AI. There are, of course, challenges too. While teaching a computer to win an online game is relatively easy, programming it to do a physical action seems much harder. Virtual space has no limits, so AI-powered 'players' can accomplish a lot. In physical space they find it hard to navigate, move fast or manipulate objects. As a result, children will still **crave** the company of other children to play hide-and-peek or tag. 'Just as well,' say psychologists who sound concerned about the possible negative effect of such **pursuits** on a child's emotional and social development. Children may not be able to develop empathy as relationships with programmed robots will most probably remain very artificial, and as such will not teach them how to build connections with people, which traditional games do. One way or another, technology will help revolutionise what we do and how we do it. It's just going to be our choice to make: play cards with a humanoid or a classmate, go on a scavenger hunt in a real forest or put on a pair of VR glasses and experience it virtually.

#### 4 Read Text 1 again and choose the correct answer.

- Based on the first paragraph, we can assume that the boy felt
  - apprehensive.
  - exhilarated.
  - distracted.
  - upset.
- The grandfather
  - used to surprise his grandson fairly regularly.
  - seemed like he didn't know what was happening.
  - had to encourage the boy to play with the robot.
  - decided to join in when the boy was playing.
- According to the grandfather, Tilly would
  - acknowledge who the boy was straightaway.
  - solve the boy's problems in no time.
  - help the boy with his school assignments.
  - be able to have a conversation with the boy.
- Which of the following sentences below is NOT true?
  - The robot came across as very friendly and willing to play whatever the boy fancied.
  - Once in the room, the boy didn't need much persuasion to play with the robot.
  - It turned out that Tilly proved to be an unexpectedly hard opponent to beat.
  - The grandfather did not seem concerned about the boy's feelings.

#### 5 Complete the sentences with the information from Text 2 in exercise 3. Write between three and seven words in each gap.

- Decades ago, AI , but now it can be seen everywhere.
- The goal that engineers want to  are capable of learning from their past mistakes.
- Until AI robots , children won't be able to play physical games with them with much success.
- A child's emotional growth  when he/she spends his/her leisure time around AI-powered machines.

#### 6 Complete the email below with the information from Texts 1 and 2 in exercise 3. Write between one and four words in each gap.

Hi Liz,

Today in our English class we were discussing Artificial Intelligence and how it may influence the future of leisure activities. There were two texts. The first one told a fictional story of a boy <sup>1</sup>  to surprise him and bought him an AI-powered robot friend. The grandson <sup>2</sup>  when the grandfather encouraged him to play with the robot sitting at his desk, which I totally understand. A little creepy, isn't it? In the end, it turned out to be only a dream, but I guess it's a <sup>3</sup>  robots like these inhabit our home, which is what the other text was about. It also said that for now robots aren't <sup>4</sup>  moving about very fast, so kids still need other kids to play hide-and-seek with. Do you think it'd be fun to go skiing or something with a robot rather than a friend? I don't know... Psychologists aren't that sure either. They say that it <sup>5</sup>  for children to engage with human beings once they get used to robots. Anyway, I'll send you the links to the articles. They might be good for our project.

Take care,  
Jan

#### 7 Work in pairs and discuss the questions.

- Would you like to spend your time playing games or doing sports with an AI robot? Why? / Why not?
- What groups of people may benefit from having an interactive robot around? In what way?
- Should children and teenagers be encouraged to play more traditional games? Why? / Why not?
- In what other ways may technology change the way we spend our free time?

## Vocabulary development

#### 8 Study the highlighted words and expressions from the texts in exercise 3. Match them with the synonyms below.

- |  |                              |
|--|------------------------------|
| 1 to want/desire sth                                       | 5 a short-lived fashion      |
| 2 numerous   | 6 to enjoy oneself very much |
| 3 to like sth  | 7 to try                     |
| 4 to be going to experience sth, especially sth unpleasant | 8 free-time activities       |

#### 9 Complete the sentences with the correct form of some of the words and phrases from exercise 8. Which of the statements are true for you? Why?

- I  outdoor activities.
- I believe that AI toys will just be a .
- Whenever possible I  new activities. I just like challenges.
- I wish I was more engaged in artistic  such as playing music or drawing.
- I  last summer. It was the best holiday ever!

**VOCABULARY CHALLENGE!** Unit 1, page 128, exercises 2 and 3

#### 10 Imagine that you work for an AI technology playroom for teenagers. You have been asked to prepare a video clip advertising the place to young people. Work in pairs and prepare a screenplay for the clip. Consider how to include the information below.

- the location, price, opening hours
- the theme of the playroom
- the reasons why it's worth visiting

Why don't you visit ...?

We stay open from ... to ...

We offer great entertainment for less than you imagine.

We offer discounts to ...

Our playroom is a perfect place to ...

You will have a chance to ...



- 1 Write down some words and phrases to describe the picture below. Consider the people, the setting and the people's actions. How might the people in the picture be feeling?



- 2 **CD 1.07** Listen to a student describing the picture in exercise 1 and answer the questions.

- How does the student interpret the situation?
- What two phrasal verbs does she use to talk about someone not coming when expected?

- 3 **CD 1.07** Listen again and complete the sentences in the Phrase Bank with the correct words. Check your answers in the transcript on pages 160–161.

#### PHRASE BANK

##### Speculating about a picture

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

- 4 Divide the adverbs into four groups according to how strong they are. Then use them to complete statements 1–5 about yourself.

a bit extremely quite very rather really fairly  
terribly slightly

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



- 5 Speculate about situations 1–6. Use the expressions from the Phrase Bank and those listed below.

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

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

- 6 **CD 1.08** Listen to another student answering the three questions below about the picture in exercise 1. Write down the main points the student makes.

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

- 7 **CD 1.08** Listen again. Which of the phrases with *seem* below does the student use?

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

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

- 9 Work in pairs. Go to page 134. Take turns doing the speaking task and answering the three questions.



**1** Work in pairs. Look at pictures 1–2 above and answer the questions.

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

**2** Read the writing task and the example letter below.

Does the author state the aim of the letter? Does the letter include the two underlined elements of the task? Give reasons to support your answer.

Niedawno przeczytałeś/przeczytałaś\* artykuł, którego autor uważa, że młodzież nie potrafi spędzać wolnego czasu w twórczy sposób i woli spędzać go przed komputerem. Napisz **list do redakcji**, w którym nie zgodzisz się z autorem tego artykułu. 1) Opisz swój ulubiony sposób spędzania wolnego czasu i 2) wyjaśnij, jakie korzyści płyną z przedstawionych przez Ciebie aktywności.

Dear Sir/Madam,

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

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

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

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

Yours faithfully,  
XYZ

**3** Which of the following is true of formal letters? Complete the sentences with *use* or *don't use*.

In formal letters

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

**4** Match the phrases below with their more formal equivalents highlighted in the letter in exercise 2.

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

**5** Match each of the underlined fragments of the sentences with two of the phrases below.

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

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

**6** Rewrite the underlined parts of the sentences using formal language from exercises 4 and 5 as well as your own ideas. Make any other necessary changes in the sentences.

- 1 People are completely wrong when they say teenagers are not happy about spending free time with their parents.
- 2 I'd like to point out that parents and teenagers often spend their holidays together. While on holiday, they also play games and talk to each other.
- 3 Doing things together with our parents is good for you because that is how we build lasting relationships.

**7** Read the instructions and do the writing task.

Niedawno w lokalnej gazecie przeczytałeś/przeczytałaś artykuł sugerujący, że młodzi ludzie wolą spędzać wolny czas z rówieśnikami niż z najbliższą rodziną. Ostatnie słowa artykułu to: *Young people would never spend their free time with their family if they had the choice*. Nie zgadzasz się z tym punktem widzenia. Napisz **list do redakcji** gazety (200–250 wyrazów), w którym opiszesz, w jaki sposób młodzi ludzie spędzają czas w gronie rodzinnym, i podasz przyczyny, dla których warto spędzać czas z najbliższymi.

\* W całej serii *New Password* kolejność form męska/żeńską dostosowano do *Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023*. Zachęcamy jednak do zapoznania się z tendencjami etykietałnymi współczesnej polszczyzny.

### 1 Work in pairs and answer the questions.

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

### 2 LANGUAGE IN CONTEXT Read the text. Why is boredom essential to our lives?

No one **enjoys** being bored, and most of us **want** to fill our every waking moment with activity. We believe that the more we do with our time, the more we will **manage** to achieve. However, contrary to popular belief, what **causes** us to develop our full potential is, quite surprisingly, boredom. When we **continue** to pack our calendars, we **fail** to find the time we need to think more creatively, and we **miss** having the opportunity to reflect on what we are doing. The constant busyness and lack of time **make** us perform less effectively because we are more easily distracted.

So, the best piece of advice for you may actually be to **practise** doing less and **continue** choosing activities to say 'no' to. Having quality leisure time **allows** people to relax and **enables** them to do some thinking!



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

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

### 4 Match the verbs below with one of the patterns in exercise 3. Sometimes more than one answer is correct.

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

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

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

### 6 Translate the Polish parts of the sentences in brackets into English.

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

### 7 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- You should try to (*avoid* / *do*) too much in your free time if you (*want* / *rest*) properly.
- My father (*offer* / *give* / *I*) a lift to the cinema, but I (*feel like* / *go*) by bus.
- Listening to music (*always* / *enable* / *me* / *relax*).
- Luke (*practise* / *play*) the piano every day because he (*aim* / *become*) a professional musician in the future.
- I (*keep* / *wave*) to my friend, but she (*seem* / *not* / *notice*) me.

### ! Watch out

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

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

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

### 8 Complete the sentences with the correct form of the verbs in brackets. Give reasons to support your answers.

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

### 9 NOW YOU DO IT Work in pairs. Imagine you work as leisure time consultants. What advice would you give to the people in 1 and 2? Use the phrases given and role-play a dialogue.

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

Łódź is, no doubt, a city of festivals. Among many other events, every year, it hosts the International Festival of Comics and Games. The city <sup>1</sup> this festival since 1991, and now it has become the biggest event of its kind in Central Europe. In 2017, the festival organisers were proud to entertain more than 20,000 participants. So, what exactly makes people <sup>2</sup> to this event in such great numbers? For a start, the festival <sup>3</sup> comics writers, interactive media game creators and fans to meet in one place so they can share their experience and expertise in this field. <sup>4</sup>, the festival's programme features a great deal of events such as meetings with famous artists, game tournaments, exhibitions and various workshops. The festival venue is always packed <sup>5</sup> people, both young and old, looking for new comics, games, and a good time. So, next time you <sup>6</sup> to be in Łódź when the festival is on, don't hesitate to see it for yourself.



**1** Read the text above and choose the correct answer: a, b, c or d.

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

### ! Watch out

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

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

**2** Complete the sentences with the correct form of the verbs in brackets.

- a Did you remember  (*book*) the plane tickets?  
b I don't remember  (*meet*) this woman before.
- a Please try  (*find*) some time this week to celebrate your parents' 30<sup>th</sup> wedding anniversary.  
b You could try  (*get*) her some jewellery if you have no other ideas for a birthday present.
- a We stopped  (*say*) hello to our friend.  
b I'd like you to stop  (*gossip*) about me behind my back.
- a My sister regrets  (*not complete*) her English course.  
b We regret  (*inform*) that the workshop has been cancelled.

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

- I suppose you were delighted to see your aunt after such a long time. **MUST**  
You  to see your aunt after such a long time.
- I suggest you buy Joanna a book for her birthday. It's always a safe option. **TRY**  
 a book for her birthday. It's always a safe option.
- We took up karate about three years ago. **BEEN**  
We  about three years.
- The last time Paula saw Tom was last week. **SEEN**  
Paula  last week.

**4** Complete each set of sentences with the same word.

- We need to ... the festival up as an event on social media to attract more attention.
  - What time did you ... out on your trip in the end?
  - Our teachers ... a reasonable amount of homework.
- I'm not too ... on teamwork. I prefer to work on my own.
  - My family has always shared a ... interest in politics.
  - Ethan has always been a ... eater, so be prepared and cook lots for the party.
- We're all ..., so we are ready to go now.
  - During the sales, shopping centres are ... with people.
  - Citrus fruits are ... full of vitamin C and other nutrients.
- I can't ... laughing at Joe's jokes. They're hilarious!
  - Can you ... me with setting up this board game?
  - ... yourself to more cake if you want. There's plenty left.

## Critical thinking



Look at the picture. Work in pairs and answer the questions.

- Does the sentence describe how you feel? Why? / Why not?
- What would you say is a busyness trap? Who may suffer from it the most?

## Vocabulary MP3 01

book a venue	/ˌbʊk ə 'venjuː/	zarezerwować lokal
catch up	/ˌkætʃ 'ʌp/	nadrobić zaległości, dowiedzieć się, co słycać napisać do kogoś
drop sb a line	/ˌdrɒp ˌsʌmbədi ə 'laɪn/	
extended family	/ɪk'stendɪd 'fæm(ə)li/	dalsza rodzina
family gathering	/ˌfæm(ə)li 'gæθərɪŋ/	spotkanie rodzinne
make a night of it	/ˌmeɪk ə 'naɪt əv ɪt/	imprezować do późna
organise a get-together	/ˌɔː(r)gənaɪz ə 'gettəˌgeðə(r)/	organizować spotkanie
put together a guest list	/pʊt təˌgeðə(r) ə 'gest lɪst/	sporządzić listę gości
reunion	/riː'juːniən/	zjazd (rodzinny)
send out invitations	/send ˌaʊt ɪnvi'teɪʃ(ə)nz/	wysłać zaproszenia
set it up as an event	/set ɪt ˌʌp əz ən ɪ'vent/	utworzyć wydarzenie (np. na portalu społecznościowym)
socialising	/ˌsəʊʃəlaɪzɪŋ/	spotkania towarzyskie
throw a big do	/θrəʊ ə bɪg 'duː/	zorganizować dużą imprezę
turn up	/tɜː(r)n 'ʌp/	pojawić się, przyjść

## Grammar 1 MP3 02

be up to sth	/bi 'ʌp tə ˌsʌmθɪŋ/	robić coś, porabiać
do sth in person	/duː ˌsʌmθɪŋ ɪn 'pɜː(r)sn/	zrobić coś osobiście
host sth	/ˌhəʊst ˌsʌmθɪŋ/	być gospodarzem, organizować
put up decorations	/pʊt ˌʌp ˌdekeɪ'reɪʃənz/	instalować, wieszając dekoracje

## Listening and vocabulary MP3 03

anniversary celebration	/ˌæni'vɜː(r)s(ə)ri seləˌbreɪʃ(ə)n/	jubileusz
baby shower	/ˌbeɪbi ˌʃaʊə(r)/	przyjęcie organizowane przed narodzinami dziecka
Best wishes for a happy, healthy baby!		Najlepsze życzenia z okazji narodzin dziecka!
birthday party	/ˌbɜː(r)θdeɪ ˌpɑː(r)ti/	przyjęcie urodzinowe
booking	/ˌbʊkɪŋ/	rezerwacja
burst into tears	/bɜː(r)st ɪntə 'tiə(r)z/	wybuchnąć płaczem
Christmas party	/ˌkrɪsməs ˌpɑː(r)ti/	przyjęcie bożonarodzeniowe
Congratulations on your achievement. Here's to your future!		Gratulacje z okazji dotychczasowych sukcesów! Za twoją/waszą przyszłość!!
Congratulations to the newlyweds!		Gratulacje dla nowożeńców!
gain in popularity	/geɪn ɪn ˌpɒpjə'lærəti/	zyskiwać popularność
graduation celebration	/ˌɡrædʒu'eɪʃ(ə)n seləˌbreɪʃ(ə)n/	przyjęcie z okazji ukończenia szkoły
greetings card	/ˌɡriːtɪŋz ˌkɑː(r)d/	kartka z życzeniami
hazard a guess	/ˌhæzəd ɪd ə 'ges/	zaryzykować przypuszczenie
Here's to another twenty years of a happy marriage!		Za kolejne szczęśliwe dwadzieścia lat małżeństwa!
holidays and celebrations	/ˌhɒlədeɪz ənd seləˌbreɪʃ(ə)nz/	święta i uroczystości
make it	/ˌmeɪk ɪt/	dotrzeć, dać radę (być) w błędzie
mistaken	/mɪ'steɪk(ə)n/	

nappy occasion	/ˌnæpi/ ˌə keɪz(ə)n/	
outstanding	/ˌaʊt'stændɪŋ/	
packed with	/ˌpækt wɪθ/	
pregnancy	/ˌpregnənsi/	
profitable	/ˌprɒfɪtəb(ə)l/	
reception	/ˌrɪˌsepʃ(ə)n/	
relative	/ˌrelatɪv/	
retirement party	/ˌriːtaɪə(r)mənt ˌpɑː(r)ti/	
thrilled	/θrɪld/	
wedding reception	/ˌwedɪŋ ˌrɪˌsepʃ(ə)n/	

## Grammar 2 MP3 04

ceremony	/ˌserɪməni/	uroczystość, ceremonia
drama class	/ˌdraːmə klɑːs/	zajęcia teatralne
on purpose	/ɒn 'pɜː(r)pəʊs/	celowo, umyślnie
school fair	/skuːl feə/	kiermasz szkolny
show up for an appointment	/ʃəʊ ʌp fə(r) ən əˈpɔɪntmənt/	przejść na spotkanie
slip one's mind	/ˌslɪp wʌnz 'maɪnd/	umknąć (z pamięci)
stand sb up	/ˌstænd ˌsʌmbədi 'ʌp/	wystawić kogoś, nie przyjść na spotkanie

## Reading and vocabulary MP3 05

accomplish sth	/əˈkɒmplɪʃ ˌsʌmθɪŋ/	osiągnąć coś
battleships	/ˌbætl(ə)ʃɪps/	gra w statki
be part and parcel of sth	/bi ˌpɑːt ənd ˌpɑːsəl ɒv ˌsʌmθɪŋ/	być nieodłącznym elementem
be big on sth	/bi ˌbɪg ɒn ˌsʌmθɪŋ/	mieć bzika na
be in for something	/bi ɪn fɔː(r) ˌsʌmθɪŋ/	być w jakiejś sytuacji, doświadczać czegoś (nieprzyjemnego)
beckon sb	/ˌbek(ə)n ˌsʌmbədi/	kiwnąć (ręką, palcem) na kogoś, wezwać kogoś
bizarrely	/biˈzɑː(r)li/	dziwnie, dziwacznie
board games	/ˌbɔː(r)d ˌgeɪmz/	gra w statki
computer games	/kəmˈpjjuːtə(r) ˌgeɪmz/	gra planszowe gry komputerowe
conspire against sb	/kənˈspɪə ət ɪdʒənst ˌsʌmbədi/	spzysiąc się przeciw komuś
countless	/ˌkaʊntləs/	niezliczony
crave	/kreɪv/	pragnąć czegoś
cutting-edge	/ˌkʌtɪŋ ˌedʒ/	pragnąć czegoś najnowocześniejszego, najbardziej zaawansowanego
despondent	/dɪsˈpɒndənt/	przyciębiony, przybity
draughts	/draːfts/	warcaby
fad	/fæd/	chwilowa moda
gather one's thoughts	/ˌɡæθə wʌnz ˈθɔːts/	zebrać myśli
hangman	/ˌhæŋmən/	gra w wisielca
have a shot at sth	/hæv ə ˈʃɒt ət ˌsʌmθɪŋ/	spróbować czegoś
have the time of your life	/hæv ðə ˌtaɪm ɒv jɔː ˌlaɪf/	doskonale się bawić
hide-and-seek	/ˌhaɪd ən ˌsiːk/	zabawa w chowanego
hopscotch	/ˌhɒp skɒtʃ/	gra w klasy
leisure	/ˌleɪzə(r)/	czas wolny
Ludo	/ˌluːdəʊ/	Chińczyk (gra)
noughts and crosses	/ˌnɔːts ən ˌkrosɪz/	kółko i krzyżyk
omnipresent	/ˌɒmniˈprezənt/	wszechobecny
outdoor games	/ˌaʊtˈdɔː(r) ˌgeɪmz/	zabawy na świeżym powietrzu
pencil-and-paper games	/ˌpens(ə)l ən ˌpeɪpə(r) ˌgeɪmz/	gry z wykorzystaniem papieru i ołówka

pursuit	/pə'sjuːt/	hobby, zainteresowanie
role-playing games (RPG)	/ˌrɒləpleɪŋ ˌgeɪmz ɑː(r) piː ˈdʒɪː/	gry fabularne, RPG
scavenger hunt	/ˌskævɪndʒə(r) ˌhʌnt/	gra, w której uczestnicy muszą zebrać zestaw różnych przedmiotów
Scrabble	/ˌskræb(ə)l/	gra Scrabble
shooter games	/ˌʃuːtə(r) ˌgeɪmz/	gry komputerowe polegające na strzelaniu, strzelanki
sinister	/ˌsɪnɪstə(r)/	złowieszczy
tug-of-war	/ˌtʌɡ əv ˌwɔː(r)/	przeciąganie liny
word games	/ˌwɜː(r)d ˌgeɪmz/	gry słowne

## Speaking MP3 06

absent-minded	/ˌæbs(ə)nt ˌmaɪndɪd/	roztargniony, nieuważny
be concerned about sth	/bi ˌkənˈsɜː(r)nd əˌbaʊt ˌsʌmθɪŋ/	być czymś zaniepokojonym, zmartwionym
electronic devices	/elekˌtrɒnɪk diˈvaɪsɪz/	urządzenia elektroniczne
flexible	/ˌfleksəb(ə)l/	elastyczny
setting	/ˌsetɪŋ/	otoczenie, sceneria

## Writing MP3 07

beneficial	/ˌbenɪˈfɪʃ(ə)l/	korzystny, pożyteczny
nevertheless	/ˌnevə(r)ðəˈles/	niemniej, jednakże
claim	/klaɪm/	twierdzić, utrzymywać
emphasise	/ˌemfəsaɪz/	podkreślać, wypuklać
form of recreation	/ˌfɔː(r)m əv ˌrekreɪˈeɪʃ(ə)n/	forma rozrywki, rekreacji
furthermore	/ˌfɜː(r)ðə(r) ˌmɔː(r)/	ponadto
give sb pleasure	/gɪv ˌsʌmbədi ˌpleʒə(r)/	sprawiać komuś przyjemność
leisure activity	/ˌleɪzə(r) ˌækˌtɪvəti/	zajęcia w wolnym czasie
misconception	/ˌmɪskənˈsepʃ(ə)n/	błędne przekonanie

## English in Use MP3 08

contrary to sth	/ˌkɒntrəri tə ˌsʌmθɪŋ/	wbrew czemuś
distracted	/dɪˈstræktɪd/	zdekoncentrowany, rozproszony
expertise	/ˌekspɜː(r)ˈtiːz/	wiedza i doświadczenie
overhear	/ˌəʊvə(r)ˈhɪə(r)/	podłuchiwać
participate	/pɑː(r)ˈtɪsɪpənt/	uczestnik
reflect on sth	/rɪˈfleks ɒn ˌsʌmθɪŋ/	rozważać coś, zastanawiać się nad czymś



Complete all the exercises from this section in your notebook.

## Challenge! MP3 09

accomplish / achieve a goal	/ə kəmplɪʃ, ə'tʃi:v ə 'gəʊl/	osiągać cel
approachable	/ə'prəʊtʃəb(ə)l/	przystępny, przystępny (być)
(be) a scream	/,bi ə 'skri:m/	przezabawnym
chat / chatter / explain to a robot	/tʃæt, tʃæts(ə), ɪks'pleɪn tə ə 'rəʊbɒt/	gawędzić z robotem, wyjaśniać coś robotowi
engage in / take part in / perform tasks	/ɪn'geɪdʒ ɪn, teɪk 'pɑ:(r)t ɪn, pə'fɔ:(r)m 'tɑ:skz/	angażować się, brać udział, wykonywać zadania
good sport	/,gʊd 'spɔ:(r)t/	równy gość (osoba pogodna, z dystansem do siebie, chętna do pomocy innym)
gregarious	/grɪ'geəriəs/	rozmowny, towarzyski
hang out / mess about / socialise with your friends	/hæŋ 'aʊt, mes ə 'baʊt, səʊʃəlaɪz wɪθ jə(r) 'frendz/	spędzać czas z kolegami / koleżankami
loner	/'lɔ:nə(r)/	samotnik / samotniczka
enable / encourage / nudge a child to play	/'i:neɪb(ə)l, ɪn'kʌrɪdʒ, nʌdʒ ə 'tʃaɪld tə 'pleɪ/	umożliwiać dziecku zabawę / zachęcać / popychać dziecko do zabawy
pursue a goal	/pə'sju: ə 'gəʊl/	dążyć do celu
the centre of attention	/ðə 'sentə(r) əv ə'tenʃ(ə)n/	centrum uwagi
the life of the party	/ðə 'laɪf əv ðə 'pɑ:(r)ti/	dusza towarzystwa
wet blanket	/wet 'blæŋkɪt/	smutas, sztywniak (osoba psująca innym nastrój)

## VOCABULARY

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

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

### 2 Complete the sentences with appropriate prepositions.

- The club is always packed  people on Saturday night.
- Did Anna show  for your appointment?
- We sent  invitations this morning.
- Helen is not really big  group activities.
- My congratulations  your achievement!

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

- We couldn't have this venue because it was booked for a  (**retire**) party.
- I was  (**mistake**) when I said that you couldn't make a  (**book**) at this restaurant.
- Jim has invited all his  (**relate**) to his birthday party.
- Our  (**graduate**) celebration was  (**stand**).
- I've helped them  (**count**) times, and they've always been very thankful to me.

## GRAMMAR

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

- A**  (**you / phone**) me last night? My battery  (**die**), so I  (**not receive**) any calls.  
**B** Yes, I did. Actually, I  (**text**) you all morning too! My sister  (**ask**) me to invite you to her graduation party.
- My dad  (**collect**) Halloween decorations since he was a child. He  (**collect**) hundreds of cool things.
- People  (**hold**) celebrations to greet the coming of spring for centuries.

### 5 Complete the sentences using the prompts in brackets.

- I'm not sure what Agnes is up to at the moment. She  (**may / get ready**) for her date with Tim.
- I  (**must / ring you**) a hundred times! Why didn't you answer?
- Olaf couldn't  (**enjoy / he**) at the party because he came back home an hour after it started.
- We have no idea why Jemma came so late to the meeting. She  (**may / forget**) about it.
- The DJ at our graduation party  (**keep / encourage / the guests**) dance.
- Nothing would  (**make / I / take part**) an escape room game.
- I  (**not remember / invite / Tom**) for dinner, so when he came, I was surprised.

## SKILLS PRACTICE

### 6 Translate the sentences into English.

- Jim twierdzi, że nie będzie kontynuował nauki gry na gitarze w kolejnym semestrze.
- Dobrze pamiętam pierwsze spotkanie z moim najlepszym przyjacielem.
- Jak długo grasz już w tenisa?
- Możliwe, że Alan i jego tata robią teraz zakupy w supermarkecie.
- Widzieliśmy, jak Kate wychodziła ze swojego pokoju, ale nie wiemy, dokąd poszła.



- 7 Rewrite the underlined parts of the letter so that they sound more formal.

Dear Sir,  
 1 I'm writing in response to the article which 2 says that youth 3 don't enjoy playing board games. I think this is a 4 completely wrong idea. 5 I think that playing board games is popular among young people. 6 Also, this 7 way of spending free time enables them to socialise. 8 People often think that teenagers spend their free time in front of their computers, but let me 9 point out that this is not always the case.  
 10 Best wishes,  
 XYZ

- 8 Complete the text with appropriate words.

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



- 9 Work in pairs and test each other.

Student A: go to page 139.

Student B: go to page 145.

### ENGLISH IN USE

- 10 **SETY LEKSYKALNE** W zadaniach 1–6 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 1
- I've never organised a large family party, but I'll be willing to ... a shot at it.
  - Of course you're invited to the wedding; in fact, I'd love to ... you as my best man.
  - The venue didn't look attractive, but I must admit that I did ... the time of my life.

- 2
- I'm sure it was just a misunderstanding – nobody would have done such a horrible thing ... purpose.
  - The guest speaker started by defining sociology and went ... to talk about the history of this branch of science.
  - I'm not big ... social media, but I'll need to become more active to promote my start-up company.
- 3
- Some teenagers are so busy during the week that they only have some spare time for leisure ... at the weekend.
  - People are advised to limit outdoor ... when the quality of air is particularly low.
  - Shy students may need more time to feel secure and participate in classroom ...
- 4
- We still need a few volunteers who will put ... the decorations before the school prom.
  - As usual, Jason is late – I'm sure he'll turn ... eventually with a stupid excuse.
  - Going to a school reunion can be a daunting experience, but it's also a great way to catch ... with your old friends.
- 5
- You don't have to explain this concept in your presentation – it's ... knowledge.
  - It's a ... misconception that friends drift apart as they grow up.
  - Sometimes people find it hard to communicate with others, even when they use a ... language.
- 6
- With well-kept gardens and a superb cuisine, this hotel is a perfect venue for a wedding ...
  - The last instalment of the trilogy was met with a mixed ... from critics, who didn't like the saga's ending.
  - Mobile phone ... is poor inside the building, but it's much better in the garden.

- 11 **SŁOWOTWÓRSTWO** Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem. Przekształć wyraz podany w nawiasie tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

### WEDDING PLANNERS

Getting married is said to be one of the most stressful life events, comparable to being fired from a job and only slightly less stressful than losing a close 1  (*relation*), like a sibling. What can you do to mitigate stress during wedding planning? Hiring a professional planner can be 2  (*benefit*) to any couple thinking of tying the knot.

Some people might be a bit 3  (*apprehend*) about contracting a wedding planner, especially if they are on a limited budget. Remember that planning a wedding is all about making choices, and you will need to make 4  (*count*) decisions before and on your wedding day. Professional wedding planners are worth every penny as they can help you avoid the mistakes made by hundreds of other couples before. They will send out the 5  (*invite*) and confirm how many guests will be attending the ceremony so that you don't have to worry about such mundane tasks. They will also keep your agenda and remind you of all important 6  (*appoint*) so you will never forget to attend a food tasting to choose the flavour of your three-tier wedding cake. But most importantly, they will be there if anything goes wrong.



## LISTENING

**12** **CD 1.09 WYBÓR WIELOKROTNY** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. W zadaniach 1–2 zakreśl jedną z liter: A, B albo C. W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.

### Tekst 1.

**1** The speaker's intention is

- A** to criticise the attention the media paid to an event.
- B** to remind the audience of a largely forgotten event from the past.
- C** to explain how our understanding of an event has changed over the years.

### Tekst 2.

**2** Which of the following is stated in the dialogue as a fact, not an opinion?

- A** You are not allowed to film the concert.
- B** Animals are not permitted at the festival.
- C** Under 16s need permission from their parents.

### Tekst 3.

**3** Dunbar's number

- A** is believed to be close to 500.
- B** explains why apes are social creatures.
- C** stays the same for all types of primates, including people.
- D** describes the maximum number of stable relationships a person can maintain.

**4** The speaker mentions Ancient Rome

- A** to contradict the previously presented theory.
- B** to provide arguments in favour of Dunbar's number.
- C** to illustrate how Dunbar's number has changed since those days.
- D** to point out that the theory is no longer applicable in the modern world.

**5** Which is NOT true about the program called Monica?

- A** Everyone can use the app for free.
- B** Its creator is originally from France.
- C** The software was named after its creator's best friend.
- D** It was designed to replace a traditional way of storing information.

**6** How did Regis Freyd feel after releasing his program?

- A** Disappointed that he received very little feedback on it.
- B** Surprised that a certain group of users find it useful.
- C** Annoyed with people expecting him to make changes to it.
- D** Glad that his mother is willing to use it to keep her contacts.

## SPEAKING

**13** **ROZMOWA NA PODSTAWIE ILUSTRACJI**

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie.

### Uczeń A



- 1** Why do you think the people decided to spend time together in this way?
- 2** How would you feel if you had to sing in front of your friends? Why?
- 3** Tell me about a situation when you organised a party for your friends at home.

### Uczeń B



- 1** What might the girls in the photo do next?
- 2** Would you consider spending time with your friends in this way? Why? / Why not?
- 3** Tell me about a day which you spent with your friends when you enjoyed yourself.

## WRITING

**14** **LIST DO REDAKCJI** Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Niedawno przeczytałeś/przeczytałaś artykuł, którego autor twierdzi, że rozwój sztucznej inteligencji potrafiącej wejść w interakcję z ludźmi nie będzie miał pozytywnego wpływu na nasze życie. Napisz **list do redakcji**, w którym nie zgodzisz się z autorem tego artykułu. Przedstaw swoje argumenty, biorąc pod uwagę życie uczniów oraz osób starszych.



# 2

# SUCCESS AND FAILURE

## VOCABULARY

describing levels of performance

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

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



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



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



2 Match some of the words and phrases in bold from the texts in exercise 2 with the definitions below.

- 1 be ahead in a competition
- 2 finish a competition with the same score on both sides
- 3 be successful in competitions for a long time
- 4 having lost no competitions
- 5 lose a competition
- 6 move into a lower position in a competition
- 7 reach a position equal to someone who was ahead
- 8 a competition that continues until one side wins
- 9 be close or tied to a competitor during a competition
- 10 having the same level of skill as another competitor

4 CD 1.10 Listen to a sportsperson talking about their career. Answer the questions.

- 1 What is the occasion of the interview?
- 2 What does Jeremy say about his early winning streak?
- 3 What position among players did Jeremy hold for most of his career?
- 4 According to Jeremy, what do the majority of young tennis players dream about?
- 5 How does Jeremy feel about his career in general?
- 6 What is he planning to do next?

**VOCABULARY CHALLENGE!** Unit 2, page 128, exercise 1

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

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

3 Complete the text with the words and phrases below.

lead victories winning undefeated loss fall second neck and neck match

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

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



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

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

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

**3 CD 1.11** Complete the article with the correct past tense form of the verbs in brackets. Then listen and check.

Figure-skater Kristen Lane <sup>1</sup> (practise), as usual, early yesterday morning when she <sup>2</sup> (hear) the news that the National Skating Committee <sup>3</sup> (choose) her to be on the national team. 'I <sup>4</sup> (not expect) to hear anything for days,' the 16-year-old skater said. 'So I <sup>5</sup> (be) totally surprised. I actually <sup>6</sup> (stop) skating for a while and <sup>7</sup> (sit) down to take in the news.'

Kristen was a late starter by the standards of the figure-skating world. 'I <sup>8</sup> (never skate) at all before I turned ten years old,' she explains. 'Then, my mum <sup>9</sup> (take) some friends and me to an ice rink for a birthday treat, and I was instantly hooked! I worked really hard to catch up with the other students. But when I <sup>10</sup> (want) to compete at the age of thirteen, my teachers told me I <sup>11</sup> (not skate) long enough. They thought I would be too nervous and have problems.' After Kristen convinced her teachers to let her enter one competition, she <sup>12</sup> (work) harder than ever. And to everyone's surprise, she <sup>13</sup> (win) a medal. 'I <sup>14</sup> (practise) every day for about five hours, morning and evening, just because I <sup>15</sup> (not want) to embarrass myself or my teachers. I knew I was good, but it hadn't occurred to me that I might win anything!'



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

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

**5 WHAT'S RIGHT?** Choose the correct option. Sometimes more than one answer is correct.

*Did Susan win the swimming competition?*

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

**6 PRACTISE** Complete the sentences with the correct past tense form of the verbs in brackets.

- 1 (Colin / decide) which team he (want) to play for before he was drafted?
- 2 Jamie (go) to the rink, (put) on his skates and (start) his warm-up routine.
- 3 Dennis (try) to join the team three times before he was accepted.
- 4 Strangely, I (think) about Casey when she (call) me with her news.
- 5 Judy (swim) all morning, so she was very tired when she came to class.
- 6 (you / watch) a match when the phone (ring)?

**7** Translate the sentences into English.

- 1 Oni nigdy przed wizytą w Anglii nie widzieli meczu krykieta.
- 2 Lara biegła tylko rok, a już wygrała swój pierwszy wyścig.
- 3 Tina przyjechała do Szwajcarii, pojechała samochodem do ośrodka narciarskiego i od razu rozpoczęła trening.
- 4 Całe życie podziwiałem Usainę Boltę, toteż spotkanie z nim było dla mnie zaszczytem.
- 5 Kiedy Ted biegł szybko, przewrócił się, ale i tak dobiegł do mety jako drugi.

**8 NOW YOU DO IT** Work in pairs. Speculate about the following pictures. What had been happening before? What happened? What was the result?

*They had been playing football for an hour when ...*



The only one who can tell you 'You can't win' is you, and you don't have to listen.

JESSIKA ENNIS-HILL



**1** Explain in your own words what the quote above means. Does it apply to your own life? How?

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



**3** **CD 1.12** Listen to the interview and complete the sentences.

- The sport they are discussing is popular .
- Lucy first moved to Singapore when she .
- When Lucy first saw sepak takraw, she thought it .
- In sepak takraw, the winning team has to .
- During the game, it is easy to get .

**4** **CD 1.12** Listen again and choose the correct answers.

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

**5** Rewrite the sentences using the phrasal verbs below in the correct form.

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

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

**6** **CD 1.13** Listen to the podcast. Answer the questions.

- What activities does Devin take part in?
- What does he say is true of those activities?
- Who do you compete against in the activities Devin enjoys?
- Why are exam scores mentioned?
- According to Devin, what should be appreciated rather than final sports or exam results?

**7** **CD 1.13** Listen again and complete the sentences.

- Devin believes that most people who follow sports  and losing.
- He is not sure if athletes are being  they focus mainly on improving themselves.
- He feels that athletes  the attitudes of the public.
- Devin would prefer  by how much they want to improve.
- Devin believes that failure  in becoming successful.

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

- Do you agree or disagree with Devin's opinions about competing? Why? / Why not?
- Do you think that failure can be a useful part of life? Why? / Why not?
- Consider this quote by Michael Jordan: 'I can accept failure. Everyone fails at something. But I can't accept not trying again.' How do you understand his words? Do you agree with them? Why? / Why not?
- Do you think successful people should try to influence public opinion in fields other than their own; for example, should famous athletes talk about politics? Why? / Why not?

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

**2** **CD 1.14 LANGUAGE IN CONTEXT** Listen to two people talking about their exercise routines. Answer the questions.

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

**3 ANALYSE** Go to the transcript on page 162. Copy and complete the table with the example sentences for each structure. Then answer the questions.

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

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

### ! Tip

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

**4 PRACTISE** Complete the blog entry with the correct form of the words in brackets. Use the correct structures to talk about habits. There may be more than one possible answer.



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

**5** Rewrite the underlined parts of the sentences. Use the structures for habits.

- Sam once believed he could be a professional footballer, but later he realised he wasn't skilled enough.
- Sarah is in the habit of doing yoga every day before school.
- In the past, Kevin lost his temper when things didn't go his way, and it got on everyone's nerves.
- Some professional tennis players have the annoying habit of shouting when they hit the ball.

**6** Translate the Polish parts of the sentences in brackets into English.

- When I was a little boy, I (**miałem w zwyczaju biegać**) around for hours, but now I quickly get tired.
- Mary (**ciągle krytykuje**) the way I play baseball. It drives me crazy!
- I don't enjoy exercising, but I (**codziennie chodzę na siłownię**).
- Tom (**chodził na trening hokejowy**) every weekend, but lately he is more interested in swimming.

**GRAMMAR CHALLENGE!** Unit 2, page 129, exercise 1

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

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



FOULING



MATCH-FIXING



DOPING

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

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

**2** **CD 1.15** Read the texts (A–C). Match them with the correct headlines below. There are two extra headlines.

- 1 PAYING THE HIGHEST PRICE
- 2 EXPOSING A CHEAT BY ACCIDENT
- 3 GIVING THE DRUGS UP
- 4 BUYING SUCCESS
- 5 COMPETING AGAINST THE BEST

**3** Decide if the following statements refer to one, two or all three athletes described in texts A–C. Match each statement (1–6) with one, two or all three texts.

- 1 This person cheated to feel more self-confident.
- 2 This person suffered the consequences of their dishonest behaviour.
- 3 This person's actions provoked a strong reaction from the sports officials.
- 4 This person blamed someone else for what had happened.
- 5 This person's case confirmed what had already been suspected.
- 6 This person wanted to change the situation they were in.

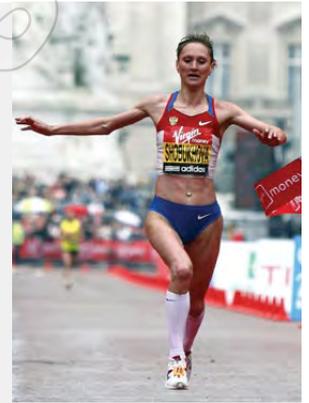
**A**

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



**B**

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



**C**

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



## Vocabulary development

- 4 Complete the sentences with the information from the texts in exercise 2.

### Text A

- Taylor Hooton was believed because he was such a successful baseball player.
- What probably caused his death was the fact that and was unaware that this might deepen his depression.

### Text B

- Liliya Shobukhova refused anymore, and this resulted in her receiving a sports ban and coming clean later on.
- All her sports trophies as a result of the scandal.

### Text C

- Femke Van den Driessche denied a hidden motor.
- What happened just proved of the anti-doping authorities about mechanical doping.

- 5 Complete the email with the information from the texts in exercise 2.

Hi Josh!

How's your project going? I've found some information that you might want to use.

I read about Liliya Shobukhova who <sup>1</sup> for years before the truth came out. All the irregularities were covered by Russian officials who kept <sup>2</sup> . When she finally said no to them, they disclosed the secret. 'Fascinating' story of corruption, really!

Then, there is the case of Femke Van den Driessche, a cyclist whose lies hit the headlines. Her bike was fitted with a hidden motor, which helped her <sup>3</sup> . Although she denied all the charges, she <sup>4</sup> . Perfect for your presentation, isn't it?

Last but not least, have you heard of Taylor Hooton's case in the USA? This young baseball player committed suicide after he had stopped taking drugs which were meant <sup>5</sup> . He didn't know they might lead <sup>6</sup> which then make you feel emotionally unstable.

Any good? Let me know.

Best,  
Sylvia

- 6 Work in pairs and answer the questions.

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

- 7 Match 1-8 with a-h to form phrases. Then translate the expressions into Polish.

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

- 8 Complete the sentences with the phrases from exercise 7 in the correct form.

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

- 9 Find words which were made from the following root words in the texts in exercise 2. What parts of speech are they? Translate them into Polish.

promise strong close sculpt believe regular  
compete mistake discover

**VOCABULARY CHALLENGE!** Unit 2, pages 128-129, exercises 2, 3, 4 and 5

- 10 Work in pairs. Prepare a short presentation about steroid abuse. Include information about: a) how dangerous the problem is; b) its consequences; c) reasons why people turn to performance enhancing drugs.

## Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What do you think attracts people to this sport?
- What might be particularly difficult about doing this activity?

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



2 **CD 1.16** Listen to students doing the task below. Which points do they agree on? Which points do they disagree on?

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

- umiejętności, jakie organizatorzy pragną promować podczas Dnia Sportu,
- osoby, które zaangażujecie do organizacji tej imprezy,
- (nie)przyznawanie nagród,
- sposób, w jaki będziecie promować to wydarzenie.

3 **CD 1.16** Listen again. Answer the questions.

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

4 Complete the sentences with the correct words or phrases. Check your answers in the transcript on page 162.

#### PHRASE BANK

##### Raising a point

So we're <sup>1</sup> to discuss the ideas for ...  
What <sup>2</sup> organising ...?  
We need to <sup>3</sup> how to promote the event.

##### Agreeing and disagreeing

I'm not <sup>4</sup> I agree because ...  
That's an <sup>5</sup> idea! | OK, we're in <sup>6</sup> about that.  
Oh no, I can't go <sup>7</sup> with that.  
I'm <sup>8</sup> you, though, if you mean ...  
That would be <sup>9</sup> ! | That <sup>10</sup> work.

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

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

6 In pairs, role-play dialogues to discuss the plans for the arts day. Use the ideas you have chosen in exercise 5 and phrases from exercise 4.

7 **CD 1.17** Listen to two students discussing the arts day at school. Did they reach the same solutions you did? If not, how did your ideas differ? What factors influenced your choices?

8 **CD 1.17** Listen again. Choose the correct words to complete the phrases with *would* that the students use.

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

9 Work in pairs and role-play the speaking task below. Use the language from the lesson.

Twoją szkołę odwiedziła drużyna koszykówki ze szkoły w Anglii. Rozmawiasz z kolegą/koleżanką z klasy o przygotowaniu atrakcji, które urozmaicą wolny czas gości. W rozmowie omówcie poniższe kwestie:

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

- 1 Complete the text with the correct form of the words below. There are two extra words.

fit enable devote protest differ health  
let impress

### NOT EVERYBODY IS INTO SPORTS, AND NOT EVERYBODY IS A <sup>1</sup> SPORTS FAN.

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

#### ! Watch out

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

- 2 Rewrite the sentences below, using **It is / was the first / second / third time ...**

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

- My sister has never taken part in a sports competition before.
  - It was our second time skiing in the Alps.
  - It's my first time in the gym.
  - It was Jack's third foul in the match.
- 3 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.
- Kirstin won the race because she (*practise / months*) before the competition.
  - (*you / use / play*) outside a lot when you were younger?
  - My brother (*always / borrow*) my tennis racket without asking! How annoying!
  - I (*get into / swim*) long before I joined this club. It has always been my passion.

- It was the second time this athlete (*drop*) of the marathon because of an injury.
- Luke (*be / lead*) since the race began. It looks like he may win it.

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

- Cycling to school or work has become popular in Poland.  
**CAUGHT**  
Cycling to school or work in Poland.
- Diana has won a number of times recently. **STREAK**  
Diana has been recently.
- The match was two hours long by the time it finished. We were absolutely exhausted. **PLAYING**  
We two hours before the match finished. We were absolutely exhausted.
- We spent our weekends playing outdoors when we were children. **SPEND**  
We outdoors when we were children.
- John was slower than the other runners and did not win anything. **FELL**  
John and did not win anything.

- 5 Translate the Polish parts of the sentences in brackets into English.

- (*To pierwszy raz, gdy Helen wygrała*) in a national championship.
- It was (*pokonaliśmy już drugi raz*) that team.
- (*Rowerzysta został pozbawiony medali*) after the doping scandal.
- (*Katie nie mogła zapomnieć*) about her training session. She (*pewnie jest*) ill.
- You (*zawsze przychodzisz spóźniona*) for our swimming practice sessions!
- Bill (*oszczędzał od Bożego Narodzenia*) to buy a new bike. He finally (*kupił go*) last week.
- Rita dropped her bag (*gdy wsiadała do autobusu*).

## Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What may have just happened? Can you think of five different ways in which the sportswoman feels now?
- How important are the spectators or fans for a sportsperson to win?

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



## THREE RACES – ONE GOAL

3.8 km  
swim

180 km  
bicycle ride

42.2 km  
marathon without  
a break

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

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

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

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

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

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

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

- 4 Match the article titles (a–e) with the techniques which have been used to create them (1–5). Which two titles could go with the article in exercise 2? Why are the other answers wrong?

- a **BE SENSIBLE ABOUT IT!**
- b **READY TO RISK IT ALL?**
- c **IRONMAN FEELS IRONED**
- d **NO PAIN, NO GAIN**
- e **TO TRAIN OR NOT TO TRAIN**

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

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

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



collapsed in the gym. It turned out that he was suffering from a heart condition. What happened to Julian should act as a warning to others who push their bodies to the limit. First and foremost, if you are interested in a competitive sport, you should undergo medical tests to ensure that your body can handle it. Apart from this, it is recommended that you train under professional supervision and consult a dietitian to advise you on a healthy diet. Moreover, you ought to take frequent breaks to let your body rest. All in all, my brother's story shows that overdoing exercise may do more harm than good, and it seems vital to consider its negative effects before it is too late.

**6** Find the following items in the article in exercise 2 and answer the question.

- 1 examples of three different past tenses and a structure to describe past habits
- 2 three phrases the writer uses to give advice
- 3 words and phrases which mean:
  - a be dangerous to someone
  - b want something very much
  - c hard
  - d practise with the help of a professional
  - e do too much of something
  - f make a situation worse instead of better

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

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

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

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

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

**8** Match the highlighted phrases from the article in exercise 2 with the expressions from the Phrase Bank which have a similar meaning.

**PHRASE BANK**

**Narrating**

- in the beginning, originally, one day, **1**
- within days, **2**, soon afterwards
- when, as soon as, it wasn't long before, **3**
- in the end, finally, **4**
- by then, until that moment, till the time when, **5**

**9** Find more examples of ordering linking devices in the article in exercise 2 to complete the Phrase Bank. Write the answers in your notebook.

**PHRASE BANK**

**Ordering your points**

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

**10** Write a paragraph of an article using the prompts below as well as the phrases from exercise 9.

Sport / may have / positive influence / one's mind and body. It / help / keep fit / lose weight.

Sports activities / be said / build your character / teach you / overcome obstacles.

People / play team sports / chance / make new friends.

Doing sport / certainly / benefit / individual / more ways than one.

**11** Choose the correct options to complete the text.

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

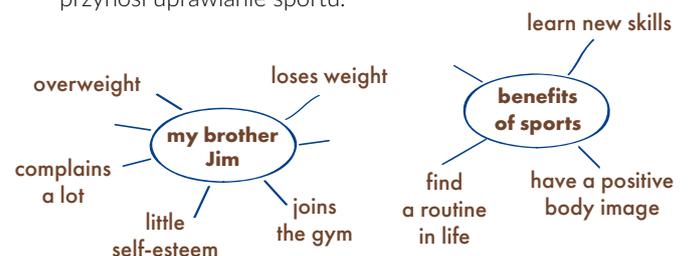


**12** Replace some of the highlighted words and expressions from the text in exercise 11, which have been repeated. Use the words below in the correct form.

suggest incredible crave start practising  
announce extraordinary demanding

**13** Read the writing task and student's notes below. In your notebook, add your own ideas to each diagram. Then decide which ideas you could develop in your article.

Czasopismo młodzieżowe ogłosiło konkurs na artykuł o roli sportu w życiu młodych ludzi. Napisz **artykuł** (200–250 wyrazów) do tego czasopisma i opisz przypadek osoby, której życie pod wpływem sportu zmieniło się na lepsze, oraz wyjaśnij, jakie korzyści przynosi uprawianie sportu.



**14** Use the ideas in exercise 13 or your own ideas to write the article.

## Vocabulary MP3 10

be an / no equal match (for sb)	/bi ɒn, nəʊ 'i:kwəl 'mætʃ fə(r) 'sʌmbədi/	być / nie być godnym przeciwnikiem (dla kogoś)
be in great form	/bi in 'ɡreɪt 'fɔ:(r)m/	być w świetnej formie
be in the lead	/bi in ðə 'li:d/	prowadzić
be neck and neck (with sb/sth)	/bi: 'nek ən 'nek wɪθ 'sʌmbədi, 'sʌmθɪŋ/	iść feb w feb (z kimś/czymś)
be on a winning / losing streak catch up (with sb)	/bi ɒn ə 'wɪnɪŋ, 'lu:zɪŋ 'stri:k/	mieć dobrą/złą passę
champion	/'tʃæmpiən/	nadrobić stratę, nadgonić, doścignąć
come in first/ second competitor	/kʌm in fɜ:(r)st, 'sekənd/	mistrz/ mistrzyni; czempion
describing levels of performance	/kəm'petɪtə(r)/	być pierwszym/ drugim na mecie uczestnik, zawodnik
end in a draw	/dɪs'kraɪbɪŋ, 'levl z əv pə(r)'fɔ:(r)məns/	opisywanie osiągnięć sportowców
failure	/'end in ə 'drɔ:/	zakończyć się remisem
fall behind	/'feɪljə(r)/	porażka
fight to the finish	/'fɔ:l bi 'haɪnd/	pozostawać w tyle walka do końca
from start to finish	/'faɪt tə ðə 'fɪnɪʃ/	od początku do końca
in a row	/'frəm 'stɑ:(r)t tə 'fɪnɪʃ/	kolejno, z rzędu
lap	/'ɪn ə 'rəʊ/	okrażenie
score	/'læp/	wynik, punkt; zdobyć punkt
suffer a loss	/'skɔ:(r)/	ponieść porażkę
tie game	/'sʌfə(r) ə 'lɒs/	gra zakończona remisem
undefeated victory	/'taɪ geɪm/	niepokonany zwycięstwo

## Grammar 1 MP3 11

birthday treat	/'bɜ:(r)θdeɪ 'tri:t/	prezent urodzinowy, niespodzianka urodzinowa
committee	/'kə'mɪti/	komitet
draft	/'drɔ:ft/	powołać, np. do drużyny sportowej
figure-skater	/'fɪgə(r), 'skeɪtə(r)/	łyżwiarz figurowy, łyżwiarka figurowa
hooked	/'hʊkt/	zafascynowany, zafascynowana czymś
ice rink	/'aɪs, 'rɪŋk/	lodowisko
take in the news	/'teɪk, 'ɪn ðə 'nju:z/	przyswoić informację

## Listening and vocabulary MP3 12

catch on	/'kæʃtʃ 'ɒn/	przyjąć się, zyskać popularność
cool down	/'ku:l 'daʊn/	uspokoić się, ochłonąć
drop out of	/'drɒp 'aʊt əv/	odpaść z, wycofać się z
get into	/'get 'ɪntə/	zacząć coś, zainteresować się czymś
give up	/'gɪv 'ʌp/	zarzucić, przestać coś robić
jump in	/'dʒʌmp 'ɪn/	wkroczyć, rzucić się w wir
pursuit	/'pɜ:(r)'sju:t/	zajęcie, hobby
put together	/'pʊt tə 'geðə(r)/	zebrać, utworzyć (drużynę)
stretch out muscles	/'stretʃ, 'aʊt 'mʌs(ə)lz/	rozciągać mięśnie
take part in	/'teɪk 'pɑ:(r)t ɪn/	brać udział w
take up	/'teɪk 'ʌp/	zacząć (uprawiać, np. sport), zainteresować się
upside down	/'ʌpsaɪd 'daʊn/	do góry nogami

warm up /wɔ:(r)m 'ʌp/ rozgrzewać się, robić rozgrzewkę

## Grammar 2 MP3 13

exercise routine	/'eksəsaɪz ru: 'ti:n/	harmonogram / typowy zestaw ćwiczeń
keep in shape	/'ki:p ɪn 'ʃeɪp/	utrzymywać formę
lose one's temper	/'lu:z wʌnz 'tempə(r)/	stracić panowanie nad sobą, rozłościć się
make an effort	/'meɪk ən 'ɛfə(r)t/	podjąć wysiłek, dołożyć starań

## Reading and vocabulary MP3 14

admit to bribery	/'æd,mɪt tə 'braɪb(ə)rɪ/	przyznać się do łapówkarstwa
athletics	/'æθ'letɪks/	UK lekka atletyka US sport
be banned for life	/'bi, 'bænd fə(r) 'laɪf/	mieć dożywotni zakaz
be on the increase	/'bi ɒn ðə 'ɪŋkri:s/	wzrastać, rosnać
be stripped of all the medals	/'bi, 'stript əv ɔ:l ðə 'med(ə)lz/	zostać pozbawionym wszystkich medali
be suspended from further races	/'bi sə'spendɪd frəm 'fɜ:(r)ðə(r) 'reɪsɪz/	zostać czasowo zawieszonym w zawodach
blackmail	/'blæk meɪl/	szantażować
boost your athletic performance	/'bu:st jə(r) æθ'letɪk pə(r)'fɔ:(r)məns/	poprawić swoje wyniki sportowe
come clean	/'kʌm 'kli:n/	przyznać się, wyznać prawdę
competitive	/'kəm'petɪtɪv/	wyczynowy, ambitny
cover up	/'kʌvə(r) 'ʌp/	tuszować (fakty), ukrywać (prawdę)
disbelief	/'dɪsbi:'li:f/	niedowierzenie
disclose	/'dɪ'skləʊz/	ujawnić
discovery	/'dɪ'skʌv(ə)rɪ/	odkrycie
dishonesty	/'dɪ'sɒnɪsti	nieuczciwość
in sports	ɪn 'spɔ:(r)ts/	w sporcie
expose	/'ɪk'spəʊz/	ujawniać, demaskować
irregularities	/'ɪ'regjə'lærətɪz/	nieprawidłowości
mistakenly	/'mɪ'steɪk(ə)nli/	błędnie, mylnie
mood swings	/'mu:d swɪŋz/	wahania nastroju
promising	/'prɒmɪsɪŋ/	obietujący, dobrze się zapowiadający
quit taking drugs	/'kwɪt teɪkɪŋ 'drʌgz/	przestać stosować doping
run checks on sth	/'rʌn 'tʃeks ɒn 'sʌmθɪŋ/	przeprowadzać kontrolę (czegoś)
sculpted	/'skʌlptəd/	wyrzeźbiony
self-esteem	/'self 'i:sti:m/	poczucie własnej wartości
strength	/'streŋθ/	sila
turn to performance-enhancing drugs	/'tɜ:(r)n tə pə(r)'fɔ:(r)məns ɪn, 'hɑ:nsɪŋ 'drʌgz/	sięgnąć po środki dopingowe
withdraw from sth	/'wɪð'drɔ: frəm sth	wycofywać (się) z czegoś

## Speaking MP3 15

assign	/'ə'saɪn/	przydzielić, wyznaczyć
booked up	/'bʊkt 'ʌp/	zarezerwowany w całości
display	/'dɪs'pleɪ/	prezentować, pokazywać
faculty	/'fæk(ə)lti/	wydział (na uczelni)
feel left out	/'fi:l, 'left 'aʊt/	czuć się pominiętym
flyer	/'flaɪə(r)/	ulotka
get involved in sth	/'get ɪn 'vɒlvd ɪn, 'sʌmθɪŋ/	zaangażować się w coś
refreshments	/'ri:fref'mənts/	poczęstunek
show off your skills	/'ʃəʊ, 'ɒf jə(r) 'skɪlz/	popisywać się umiejętnościami
skip	/'skɪp/	pominać
type up	/'taɪp ʌp/	spisać (na komputerze)
wing	/'wɪŋ/	skrzydło (budynku)

## English in Use MP3 16

by the same name	/'baɪ ðə, 'seɪm 'neɪm/	o tym samym imieniu, tej samej nazwie
enable	/'ɪneɪb(ə)l/	umożliwiać
mean next to nothing	/'mi:n, 'nekst tə 'nʌθɪŋ/	znaczyć tyle co nic
remain indifferent to sth	/'ri:meɪn ɪn'dɪf(ə)r(ə)nt tə, 'sʌmθɪŋ/	pozostawać na coś obojętnym
suck	/'sʌk/	być do niczego, być beznadziejnym

## Writing MP3 17

collapse	/'kɒ'læps/	zasłabnąć, zemleć
demanding	/'di:mə'ndɪŋ/	wymagający, trudny
dietitian	/'daɪə'tɪʃ(ə)n/	dietetyk
do more harm than good	/'du: 'mɔ:(r) 'hɑ:(r)m ðən 'ɡʊd/	przynosić więcej szkody niż pożytku
exercise regime	/'eksə(r)səɪz reɪ'ʒi:m/	plan treningowy
extraordinary	/'ɪk'strɔ:(r)d(ə)n(ə)rɪ/	niezwykły, zadziwiający
heart condition	/'hɑ:(r)t kən'dɪʃ(ə)n/	choroba serca
incredible	/'ɪn'kredəb(ə)l/	niewiarygodny, niezwykły
no pain, no gain	/'nəʊ 'peɪn, 'nəʊ 'ɡeɪn/	bez pracy nie ma kołaczy
overcome obstacles	/'əʊvə(r), 'kʌm 'ɒbstəkl(ə)lz/	pokonywać przeszkody
overdo	/'əʊvə(r)'du:/	przesadzić (z czymś)
pose a danger	/'pəʊz ə 'deɪndʒə(r)/	stanowić zagrożenie
push your body to the limit	/'pʊʃ jə(r) 'bɒdi tə ðə 'lɪmɪt/	doprowadzać ciało do kresu wytrzymałości
train under professional supervision	/'treɪn ʌndə(r) prə'feʃj(ə)nəl 'su:pə(r)'vɪz(ə)n/	trenować pod okiem profesjonalisty
undergo medical tests	/'ʌndə(r), 'gəʊ 'medɪk(ə)l 'testz/	przechodzić badania lekarskie



Complete all the exercises from this section in your notebook.

### Challenge! MP3 18

adventurous / unadventurous	/əd'ventʃ(ə)rəs, ʌnəd'ventʃ(ə)rəs/	żądny przygód / banalny, konwencjonalny
backboard	/'bæk,bɔː(r)d/	tablica (w koszykówce)
backhand	/'bæk,hænd/	bekhend
backstroke	/'bæk,strəʊk/	styl grzbietowy
comfortable / uncomfortable	/'kʌmf(tə)bl(ə), ʌn'kʌmf(tə)bl(ə)/	wygodny / niewygodny
competitive / uncompetitive	/'kæm'petɪtɪv, ʌnkæm'petɪtɪv/	wyczynowy, konkurencyjny / niekonkurencyjny
defender	/'di'fendə(r)/	obrońca
dive	/'daɪv/	nurkować
downhill	/'daʊn'hɪl/	zjazd, narciarstwo zjazdowe
dribble	/'drɪb(ə)/	kożłować (w koszykówce); dryblować (w piłce nożnej)
expensive / inexpensive	/'ɪk'spensɪv, ʌn'ɪk'spensɪv/	drogi / niedrogi
flip turn	/'flɪp tɜː(r)n/	nawrót (w pływaniu)
header	/'hedə(r)/	główka (w piłce nożnej)
lane	/'leɪn/	tor (np. na basenie)
lawful / unlawful	/'lɔːf(ə)l, ʌn'lɔːf(ə)l/	legalny / nielegalny
legal / illegal	/'liːg(ə)l, ɪ'liːg(ə)l/	legalny / nielegalny
logical / illogical	/'lɒdʒɪk(ə)l, ɪ'lɒdʒɪk(ə)l/	logiczny / nielogiczny
net	/'net/	siatka
penalty	/'pen(ə)lti/	(rzut) karny
personal / impersonal	/'pɜː(r)ʃ(ə)n(ə)l, ɪm'pɜː(r)ʃ(ə)n(ə)l/	osobisty / bezosobowy
pitch	/'pɪtʃ/	boisko
poles	/'pəʊlz/	kijki (narciarskie)
prepared / unprepared	/'pri'peə(r)d, ʌn'pri'peə(r)d/	przygotowany / nieprzygotowany
racket	/'rækt/	rakieta (np. tenisowa)
replaceable / irreplaceable	/'ri'pleɪsəb(ə)l, ɪrɪ'pleɪsəb(ə)l/	wymienialny / niezastąpiony
respected / disrespected	/'respektɪd, ɪsɪ'n'spektɪd/	szanowany, uznany / ignorowany, nieszanowany
respectful / disrespectful	/'respektf(ə)l, ɪsɪ'n'spektf(ə)l/	pełen szacunku / lekceważący, obraźliwy
satisfactory / unsatisfactory	/'sætɪs'fækt(ə)rɪ, ʌnsætɪs'fækt(ə)rɪ/	satysfakcjonujący / niezadowolający
satisfied / dissatisfied	/'sætɪsfaɪd, dɪs'sætɪsfaɪd/	usatysfakcjonowany / niezadowolony / niezadowolony
satisfying / unsatisfying	/'sætɪsfaɪɪŋ, ʌn'sætɪsfaɪɪŋ/	porządny, dający dużo satysfakcji / niezadowolający
serve	/'sɜː(r)v/	serwis; serwować
shoot	/'ʃuːt/	strzelać (np. do bramki)
slalom	/'sləʊləm/	slalom
slam dunk	/'slæm dʌŋk/	wsad (w koszykówce)
slope	/'sləʊp/	stok (narciarski)
successful / unsuccessful	/'sʌksəs'f(ə)l, ʌnsʌksəs'f(ə)l/	odnoszący sukcesy / nieudany, przegrany
tolerant / intolerant	/'tɒlərənt, ɪn'tɒlərənt/	tolerancyjny / nietolerancyjny

### VOCABULARY

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

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

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

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

- Kitesurfing  (*ostatnio stał się popularny*) in Poland.
- I wasn't able to compete with the others, so I  (*zrezygnowałam*).
- The athlete  (*odpadł z*) the marathon long before the race finished.
- Charlie  (*rozgrzewał się*) for an hour when it started to rain.
- When Jessica realised that she  (*zostaje w tyle*), she sped up and overtook the runner in front.

### GRAMMAR

3 Correct five mistakes in the text.

What's the story of your sporting career? Mine is quite unusual. I was born in a small village in Austria. I had to dream of leaving it for most of my childhood. I have been into sports since I could remember, so when I turned 11, I decided to focus on that and train hard to become a football player. My parents agreed to send me to football practice once a week, but most of the time, I just should have played in a field outside my house hoping against hope that someone would spot my talent. Surprisingly, my dreams come true one day! During one of the football practices, the coach of the local team approached me and invited me to a professional training session! I must have done really well because they asked me to come again. After that, I was coming every day, and I did my best to impress my coach. Things just got better from then on. Now I'm playing for a top team in the English Premier League.

4 Complete the text with the correct form of the words in brackets. Use past tenses.

When Eric Moussambani Malonga went to the Olympics in Australia in 2000, he <sup>1</sup>  (*never / take part*) in a competition. In fact, he <sup>2</sup>  (*be*) there only because the International Olympic Committee <sup>3</sup>  (*set up*) a lottery system before to allow athletes from developing countries to compete on an international stage. Moussambani, who is from Equatorial Guinea in Africa, <sup>4</sup>  (*swim*) regularly since he left school, but he <sup>5</sup>  (*never / prepare*) to compete in any sport. By the time he arrived in Sydney, he <sup>6</sup>  (*train*) for less than three months, and he <sup>7</sup>  (*still / never / see*) an Olympic-size swimming pool. He <sup>8</sup>  (*fail*) to qualify for the main events, but some members of the public <sup>9</sup>  (*feel*) inspired by his fighting spirit.



### SKILLS PRACTICE

#### 5 Choose the correct option to complete the dialogue.

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

#### 6 Complete the text with the correct phrases using the prompts in brackets. Then replace the words and phrases in italics (a–g) to avoid repetition.

### Harry's BLOG

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

#### 7 Work in pairs and test each other.

- Student A: go to page 139.  
Student B: go to page 145.

### ENGLISH IN USE

#### 8 TRANSFORMACJE ZDAŃ ZE SŁOWEM

**KLUCZOWYM** Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1** Nordic walking became popular again during the pandemic as people got interested in it when gyms were closed. **UP**  
Nordic walking became popular during the pandemic as people  when gyms were closed.
- 2** The divers started their exercise regime as soon as their coach arrived. **UNTIL**  
The divers didn't start their exercise regime .
- 3** In the past, our players never underwent medical tests more than once a year. **USE**  
Our players  medical tests more than once a year.

- 4** Everyone was surprised when the former Olympic champion withdrew from the competition due to personal reasons. **OUT**  
Everyone was surprised when the former Olympic champion  the competition due to personal reasons.
- 5** On Saturday mornings, they would jog around the pond in Green Park in order to keep in shape. **HABIT**  
On Saturday mornings, they were  around the pond in Green Park in order to keep in shape.
- 6** She signed a contract and soon became the best defender on the team. **LONG**  
She signed a contract and it  she became the best defender on the team.

#### 9 GRAMATYKALIZACJA

Uzupełnij zdania. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1** The swimmer in lane one  (*be / lead*) until the last lap when he got a cramp in his calf.
- 2** Minutes before the match, it was still unclear whether  (*he / suspend*) playing in it or not.
- 3** I wouldn't  (*put / event*) like that in the middle of August because of the high temperatures.
- 4** Some of my teammates  (*always / show*) their skills and expect to be admired by everyone.
- 5** It was only the  (*two / time / they / suffer*) a loss in a match playing at home that season.
- 6** The young athlete might  (*strip / medal*) after testing positive for performance-enhancing drugs.

### READING

#### 10 ZDANIA Z LUKAMI

Uzupełnij luki w zdaniach 1–7 zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

### GOOD NEWS FOR TEENAGERS – EXERCISE CAN BE BAD FOR YOU

One of the few modern articles of faith is our belief in exercise. Even if you don't do it, you know what its powers are. Exercise makes you thinner, more energetic and happier. We are constantly urged to do more of it – especially our children, who will otherwise spend their whole lives lying on the sofa sending texts. The NHS advises that children aged 5 to 18 should do at least an hour a day of mixed-intensity aerobic exercise, as well as muscle-strengthening activities such as sit-ups.

Now, I don't doubt that a bit of running around is good for children. I dutifully drag mine to the playground most days, for an hour of moaning and shivering in their welly boots. If nothing else, it makes us all doubly happy to get home. But an actual



exercise regime? Isn't that the price you pay for being a grown-up? Pumping weights seems to me a poor use of the time that could be spent battling superheroes, drawing on the carpet, or – best by far – reading.

When I was little, in the seventies, no British person of any age knowingly took exercise. They might have done it unwittingly – while going for a nice walk, say – but the idea of exercise as a virtuous activity in its own right had yet to cross the Atlantic.

The first time I ever saw someone jogging, I was driving through Richmond Park with my family. Dad pointed out of the window and said: 'What's that man running away from?' Mum said: 'Look at his tiny shorts!' We concluded that he must be either crazy or on the run from the police, so we didn't stop to help.

It was another decade or so before men in tiny shorts became a common sight on British streets. In the meantime, apart from unavoidable movements (such as walking to school) and occasional fun ones (sledding down the stairs in a sleeping bag), I hardly used my body at all. Mostly, I was either lying down to read, or sitting up to eat. This doesn't seem to have done much physical damage. And I still believe that the habit of reading was – and is – at least as good for my mental health as any exercise regime.

The good news is, science may be coming round to this view. Indeed, a report published by Swiss researchers claims that too much exercise can make teenagers miserable. The distinguished paediatrician Joan-Carles Suris found that a moderate amount of physical activity did make them happier. But those who were exercising for two or more hours a day reported lower levels of emotional well-being.

Dr Suris argues that doctors may be putting too much faith in the magic of exercise. "As paediatricians, we ask children if they practise sport. If they say, 'Yes, three hours a day,' we think, 'Great – this guy has no problems.' Maybe, though, we should ask, 'Are you happy? Would you prefer to read a book?'"

Less jogging, more novels: I like this doctor's orders.

- 1 It is believed that physical activity can help you feel content and bursting with .
- 2 The author implies that her children are  because it's cold and wet.
- 3 The idea that people could work out deliberately originated in .
- 4 When the author's father saw the first jogger, he thought that someone  the man.
- 5 Some ten years later, people in the UK  seeing runners in tiny shorts.
- 6 The report published in Switzerland suggests that young people who spend too much time exercising  to feel unhappy.
- 7 According to Dr Suris, we cannot measure a level of children's happiness by checking .

## SPEAKING

### 11 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

#### Uczeń A

Dyrekcja Twojej szkoły postanowiła rozszerzyć ofertę sportową i poprosiła uczniów o wybranie zupełnie nowego typu zajęć sportowych. Rozmawiasz o tym z przedstawicielem/przedstawicielką Samorządu Uczniowskiego. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

typ zajęć

niezbędny sprzęt

prowadzący/  
prowadząca zajęcia

promocja zajęć wśród  
uczniów

#### Uczeń B

Jesteś przedstawicielem/przedstawicielką Samorządu Uczniowskiego w Twojej szkole. Rozmawiasz z jednym z uczniów / jedną z uczennic o pomysły dyrekcji szkoły, która postanowiła rozszerzyć ofertę sportową. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj ucznia A, czy kiedykolwiek brał udział w zajęciach danego typu,
- przypomnij uczniowi A, że szkoła dysponuje ograniczonym budżetem na zakup sprzętu,
- zasugeruj, że gdy jest dobra pogoda, zajęcia mogłyby odbywać się na zewnątrz.

## WRITING

### 12 ARTYKUŁ Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Czasopismo młodzieżowe ogłosiło konkurs na tekst o dopingiu w sporcie. Napisz **artykuł** do tego czasopisma i opisz historię osoby, której kariera sportowa zakończyła się, gdy ta osoba została złapana na stosowaniu dopingiu, oraz wyjaśnij, dlaczego ludzie nigdy nie powinni sięgać po środki dopingujące.

