

Character, feelings and emotions

- 1 When meeting someone for the first time, what cues do you use to decide what sort of person they are?
- 2 Read the texts. Match headings a–c with paragraphs 1–3.
- 2 a Deceptive appearances 3 b Waltzing out of isolation 1 c Old dog ... new tricks



DISCOVER THE UNEXPECTED ...

1 My great-uncle Frederic is in his nineties, so a lot of people assume he's an **irascible** old man, impatient with change, and **out of touch with** modern life. Actually, he's a devotee of the latest tech devices, but one thing that he had a real aversion to was social media. As he put it, 'Why do I want a lot of strangers **meddling in my private business**?' But one day, I was **taken aback** when he asked me to help him set up a social media account. I did that and he was just **blown away** to see so many contacts there! Now he's glued to the site all the time. I really hope I'm as open-minded and adaptable at his age.

2 Adele came to my school as an exchange student from Australia this year. At first, people found her a bit intimidating and hard to approach due to Adele's reserved, slightly **off-putting** manner. To some, she seemed **stuck-up**, but I could see that she **felt out of place** in her new surroundings, so I struck up a conversation with her. It turned out she's a fantastic, **quick-witted** and affectionate girl. She has an amazing ability to mimic others that keeps us in stitches.



3 My brother has always been a genius with numbers, but his social skills were not really **up to the mark**. To strangers, he came across as well-behaved but not exactly **affable**. For years, even I assumed he was a self-reliant person who didn't need the company of others. Then one day, he came with me to my dance class and took to it immediately. He's the best dancer now, and a much more **high-spirited** and self-confident boy as well. I'm sorry I misread him for so long but am so glad to see him **come out of his shell**.



Exercise 7

- 1 She gets on with her grandparents and other older people in her life.
- 2 Because they share an interest in writing, and Ms Warner has been very supportive of him.
- 3 That she keeps an open mind and a fresh perspective despite her responsibilities. Their relationship is a little tense because the speaker's mother has lots of responsibilities and duties, which makes her absent-minded and distracted at times.

- 3 Read the texts again and answer the questions.

Which of the writers

- 2 a interpreted a person's behaviour differently to others?
1 b looks to the person they have described as an example?
3 c feels some regret after witnessing a change?

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

- 1 unattractive or repellent **off-putting**
2 clever and amusing **quick-witted**
3 having an air of superiority **stuck-up**
4 friendly and easy to talk to **affable**
5 cheerful and fun-loving **high-spirited**
6 easily becoming impatient or angry **irascible**
7 not keeping up with current events or trends **out of touch with**

4



ŻYCIE PRYWATNE, CZŁOWIEK Rozumienie ze słuchu Odpowiedzi na pytania, Dobieranie (zdań do wypowiedzi)

! Watch out

As a rule, we hyphenate compound adjectives, e.g. **up-to-date tastes**. When a compound adjective follows a noun, a hyphen is usually not necessary, e.g. *His tastes are surprisingly **up to date**.* Some established compound adjectives, however, are always hyphenated, e.g. **good-looking**, **fair-haired**, **bad-tempered**.

- 5 Complete the email with the correct form of the highlighted phrases from the texts in exercise 2.

Hi Kayla,
Since you're new, I just wanted to see how you're getting on. I don't like to **'meddle in other people's private business'**, but I noticed that you were a bit uncomfortable at the last school committee meeting and I wondered if you **'felt out of place'** or unwelcome for some reason. I know some people are **'taken aback'** by the amount of information and everyone is not really **'up to the mark'** at first until they've had time to catch up. It took me ages to **'come out of my shell'** and speak up in the meetings. Anyhow, don't worry about not fitting in. We've already been **'blown away'** by your knowledge! Glad to have you on the committee.
Josh

- 6 CD 1.01 Listen to three young people. Match questions a–c with speakers 1–3.

Which speaker explains

- 3 a how an older person's actions affect their own personality?
1 b why it is easier to get on with one generation than another?
2 c why someone is different to how they appear?

- 7 CD 1.01 Listen again and answer the questions.

- 1 Why does speaker 1 consider herself lucky?
2 Why does speaker 2 feel a special bond with Ms Warner?
3 What does speaker 3 admire about her mother? How does she explain the tension between them?

VOCABULARY CHALLENGE!

- 8 Complete the sentences with the word pairs below.

mates / peers uninterested / disinterested
reserved / timid confident / pushy critical / outspoken
deceptive / deceitful

- 1 Jim is very **timid** in large groups of strangers, but once he gets to know you he's not at all **reserved**.
2 Teenagers feel their parents are **uninterested** in their personal issues, telling them to work it out themselves. I believe they are only trying to remain **disinterested**.
3 I'm considered very **outspoken** as I always state my opinions for all to hear, but I try not to be **critical** of others' ideas.
4 Greg is a **confident** person who knows what he wants, but people see him as a bit **pushy** too – always pressurising others.
5 We're all **peers** in my class, but we're not all best **mates**.
6 Appearances can be **deceptive**. I thought she was honest, but she was **deceitful** and cheated on me.

Extra activity after Exercise 4

- Teaching Notes page 3

Extra support for Exercise 5

- Teaching Notes page 3

Extra activity after Exercise 7

- Teaching Notes page 3

Extra activity after Exercise 10

- Teaching Notes pages 3–4

Audioscript

- Student's Book page 146 and Teacher's Resource Centre

Homework suggestion

- Teaching Notes page 4

- 9 Complete the sentences with the correct form of the words given.

- I'm sick of Dan's **pushiness**! He's throwing his weight around, but when it comes to acting, he's plain lazy. (**push**)
- Diana's natural **timidity** becomes evident among strangers, but with peers her **confidence** comes to the fore. (**timid, confident**)
- Ted's **outspokenness** may cause him trouble. He just stood up in class and was **critical** of our teacher. (**outspoken, criticise**)

- 10 Work in pairs. Take turns to describe the person you both know without giving their name for your partner to guess.

Ethical problems in relationships

- 1 Explain in your own words what DNA means. What purposes can DNA testing and analysis be used for?

- 2 **CD 1.02** Listen to four speakers talking about their interest in DNA testing. Match statements a–e with speakers 1–4. There is one extra statement.

This speaker	
a wanted to improve their personal life.	2
b was curious about their background.	1
c was concerned about future health problems.	4
d had a desire to help others.	3
e was diagnosed with life-threatening illness.	–

- 3 **CD 1.02** Listen again. Are the statements true or false?

- Speaker 1 already knew where her ancestors were from.
- Speaker 2 had little interest in finding a partner.
- The difficult situation of a friend made speaker 3 act.
- Their poor health prompted speaker 4 to get tested.
- Speaker 4 was doubtful about getting tested.

- 4 Work in pairs and discuss the questions.

- What do you know about your predecessors?
- Is there a predisposition in your family to any particular health problems?

- 5 Read the texts 1 and 2 and answer the questions.

- What does the writer of Text 1 think about gene testing for dating purposes?
- What is the aim of Text 2? What arguments are used?

Text 1

A number of companies have come along recently which offer genetic testing to determine how **compatible** possible romantic partners are. They use genetic information to facilitate biological matches. Doubters claim this is just another way to separate lonely people from their hard-earned cash, and it is true that human relationships are so **complex** that it seems unlikely that scientists will come up with all the answers to your dating problems. Up to this point, the data on genetic attraction have been so **inconsistent** that it is almost impossible to draw any **definitive** conclusions yet. Still, if you've tried other types of matching services and have come up empty, the genetic approach may be a **plausible** path to follow.

- 6 Complete the text with the adjectives in bold from the texts in exercise 5.

We are so **1complex**, with many needs and influences, that deciding what makes two people **2compatible** is very difficult. There are many **3specialised** websites which aim at getting a fairly clear and **4accurate** picture of who you are, yet attractions between people are often **5inconsistent** with their personality traits. Up to now, dating websites have created a somewhat **6plausible** way to meet others, but they don't offer the **7definitive** answer to what makes relationships **8durable**, irrespective of the flow of time.

- 7 Complete the sentences with the opposites of some of the words in bold from the texts in exercise 5.

- We were totally **incompatible**. We had nothing at all in common!
- This theory of human attraction is pretty **implausible**. Is it really based entirely on genetics?
- The conclusions of your research are **inaccurate** as it takes a larger group to form an exact picture of a trend.
- Our research results are **consistent** with our theory. In fact, data confirms our gut feeling.

- 8 Rewrite the underlined parts of the sentences, using the phrasal verbs below. Make any necessary changes.

come along come up with come up empty
come forward come together with come down with
come down on come round

- We knew she'd become convinced in the end. **come round**
- Every year, new cancer treatments become available. **come along**
- We need people to offer help as volunteers. **come forward**
- Every winter I become ill with flu. **come down with**
- I've tried to find a friend, but so far I've found none. **come up empty**
- I wonder how he invented this excuse. **came up with**
- Young people meet and mix with their peers here. **come together with**
- She strongly criticised me for the mess. **came down on**

- 9 **RESEARCH AND REPORT** Find out how most Polish couples meet. What percentage have used a dating website, been set up on a blind date, or met in the course of daily life? Do the people you know reflect these statistics?

Text 2

The need for donations of blood, stem cells and bone marrow is increasing. More and more cutting-edge treatments rely on these. Here are some facts if you are considering coming forward as a donor.

- **GENETIC TESTING** This is a simple and painless procedure and will ensure the match to a recipient is **accurate**.
- **STEM CELL COLLECTION** Blood stem cells are harvested by circulating your blood through **specialised** equipment. It takes four to six hours and is relatively painless.
- **BONE MARROW COLLECTION** A surgical process which lasts one to two hours, performed under general anaesthesia. Only needed in about 10% of cases.

Consider being a donor! You may never come together with the person whose life you saved, but you will always feel a **durable** connection with them.

EVERY DROP COUNTS

5

Exercise 1

Possible answers:
DNA stands for deoxyribonucleic acid, a self-replicating material present in all living organisms as the main constituent of chromosomes. It is the carrier of genetic information. For example, DNA testing can be used by doctors to diagnose genetic conditions or help the police reveal the identity of a criminal. It can also be used to decide whether people are related or not.

Exercise 5

- The writer seems doubtful, but thinks it might have possibilities.
- The text aims to encourage people to become blood, stem cells or bone marrow donors. It tries to persuade people to do that by emphasising that it is a simple and painless procedure which can be a life-changing experience.

Extra activity after Exercise 2

- Teaching Notes page 4

Extension activity

- Teaching Notes page 4

Extra activity after Exercise 8

- Teaching Notes pages 4–5

Audioscript

- Student's Book page 146 and Teacher's Resource Centre

Further practice

- Workbook page 4
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 5



1 Describe the pictures (1–3). Do any of them reflect your own experiences?

2 Work in pairs and answer the questions.

- How do you feel about online friendships?
- Do you think phones interfere with your social life?
- How do your parents feel about your phone use?

3 **CD 1.03** Listen to six speakers. What aspects of phone and Internet use each one of them is talking about? Which speaker do you agree with?

4 Read the statistics. Do any of them surprise you? Why? / Why not?

Nearly 60% of teenagers have met a new friend online.

Nearly 70% of teens have experienced drama amongst friends on social media. More than half have been hurt by not being invited to an event that other friends went to.

About one in four teens have had a row with a friend over something that was said or shown on social media.

5 **CD 1.04** Read the text below and answer the questions.

- Does the writer try to justify using phones in social situations? *She explains when it might or might not be appropriate, and how she herself reacts, but she doesn't attempt to justify their use.*
- How does she deal with online bullies? *She blocks or unfriends them. If it's really a serious problem, she reports them to an adult.*
- What does her phone represent to her? *Her device represents freedom and privacy to her. It gives her a place to be herself.*

6 Match the paragraphs (1–6) in the text in exercise 5 with the questions below. In one part of the text there are answers to two questions.

- In which paragraph does the author
- a suggest more than one possible solution to the problem?
 - b show that a type of disagreement has always existed?
 - c admit that online friendship is possible?
 - d point to the usefulness of devices to maturing teens?
 - e express her purpose in writing the piece?
 - f give advice on how to shield oneself from possible harm?
 - g point out a fundamental difference in habits between the generations?

Exercise 3

- virtual friendships
 - rudeness of using devices around others
 - normalcy of using devices around friends
 - dangers of being online
 - helping shy people develop relationships
 - need of very young children for human interactions
- + Students' own answers

IN MY OPINION

by Rayna Nowak



1 PARENTS AND CHILDREN

Parents always fear for their children's safety and well-being, and they often focus their fears on things that, to a teenager, seem perfectly **benign**. Which, in turn, makes these fears seem totally unfounded to the teenager. In the 1920s, parents warned their children about the **evils** of flapper dresses and jazz music. In the 1950s, it was fast cars and rock'n'roll, whereas in the 1960s long hair and torn clothes became the main topic of controversy in many households. Nowadays, one of the main **bones of contention** is digital connectedness. According to many parents, we are wasting our time, ruining our eyes, **alienating** our families, destroying our friendships, and putting our identities at risk by spending so much time on our phones.

2 FOR OR AGAINST

Let me say up front that I do see where the parents' concerns are coming from, and that I don't entirely disagree with some of the arguments. But there are facts to speak in favour of our device-centric lives too. After **boning up** on the statistics and talking to many of my schoolmates, I'd like to hear what you think as well.

3 FACE-TO-FACE TIME

When I pick up my phone at the family dinner table, my parents go ballistic. When they see me with my friends and we're all focused on our phones, they wonder out loud why we even bother to get together. I don't really have a **cogent** argument to defend this kind of behaviour. My peers and I have all grown up multitasking, and our screens are where a good **portion** of our lives takes place. We still feel close, and we still enjoy each other's company,

even when the phones pop up in the midst of our exchanges. I admit that I can get annoyed when I'm trying to have a conversation with a friend and she keeps checking her phone. On the other hand, I feel closer to my real friends because our online connections let us share our favourite things.

4 BULLYING AND FEELING INFERIOR

All right, bullying can be worse in the virtual space than in real life. Social media is **rife with** unhappy, aggressive people who only have negative things to say about others, and who **make no bones** about expressing their least worthy opinions for all to see. Yes, it's a problem, and I'm not sure what the solution is. My personal approach is to block or unfriend those who bully me or my friends. If the insults are really serious, I'll talk to an adult about it

6 **ŻYCIE PRYWATNE** Rozumienie tekstów pisanych *Dobieranie (zdań do akapitów), Uzupełnianie streszczenia*

Extra support for Exercise 7

- Teaching Notes page 5

Extra activity after Exercise 12

- Teaching Notes page 5

Extra activity before Exercise 13

- Teaching Notes page 5

Audioscript

- Student's Book page 146 and Teacher's Resource Centre

Further practice

- Workbook pages 5–6
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 5

7 Complete the summary of the text in exercise 5 using appropriate words.

Rayna believes that parents and children have always ¹**disagreed/argued** about what presents a ²**threat/danger** to the children's safety, and she does ³**sympathise** with the parents' fears to a certain extent. But after doing some ⁴**research** into the matter, she presents her arguments in ⁵**favour/defence** of devices. First of all, she says that she can't really ⁶**support/justify** the use of devices in social settings, but that it's a matter of being in the ⁷**habit** of using them all the time for young people, and that it doesn't really ⁸**interfere** with their social lives. About bullying, she says that it can be ⁹**worse** online than in person, and that if it seems threatening, she will ¹⁰**tell/inform** an adult about it. She also recommends that you not ¹¹**compare** yourself to others because everyone's life is unique.

8 Work in pairs and discuss what you think about Rayna's article. Write a short response which could be posted on her site.

Vocabulary development

9 Match the words in bold from the text in exercise 5 with the definitions below.

- part or section of a whole **portion**
- logical, based on reason **cogent**
- not harmful **benign**
- negative or destructive things **evils**
- causing someone to feel isolated or alone **alienating**
- easily hurt or harmed **vulnerable**
- full of, a lot of **rife with**

because I don't think we should just shrug and let it happen. Another risk with social media is feeling inferior because your life isn't as exciting, busy or glamorous as your friends'. I say, don't fret. There's no point comparing our lives. Also, take what you see on social media with a pinch of salt.

5 SAFETY

This is an area which shows how **vulnerable** we are to people with bad intentions. Remember to choose your friends carefully, don't post pictures you wouldn't want your parents to see, and do not ever meet someone in real life unless you're absolutely sure they are who they claim to be. I have a few friends I've never met face-to-face, but I always make sure someone I do know has actually met them. (And I never text while driving, but that goes without saying.)

6 PRIVACY

We need a safe and private place to be, and that's what our screens represent. As people who are nearing adulthood, we need a feeling of autonomy and selfhood that is apart from our families. We crave for a space where we are recognised as the individuals we are becoming. So I will try my best to be considerate, sensible and safe, but I will continue to spend time in the place where I feel myself.

What are your thoughts? Post your reactions [here](#).

 3

10 Read the sentences below and explain the highlighted expressions. Then translate the expressions into Polish.

- If I have strong feelings about a person, I **say it up front**.
- When Kyle is upset, he tends to **go ballistic**, shouting and even throwing things around the room.
- Whatever Kelly tells you, **take it with a pinch of salt**.
- If you have a blazing row with a friend, **don't fret**. Thinking about it endlessly won't get you anywhere.
- It goes without saying** that all relationships have their ups and downs.

11 The parts of the collocations in the sentences below have been mismatched. Match up the correct parts of the phrases in bold.

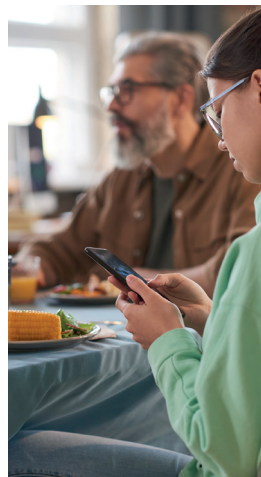
- We tend to think our parents have many **bad fears**.
- Some teenagers feel that their **personal connectedness** is more important than meeting friends in real life.
- There's no **online argument** for smoking!
- Their **cogent connections**, such as social media friends, are very important to young people.
- My **digital approach** is to put my phone away when I'm with people who are bothered by my looking at it.
- How to steer clear of people with **unfounded intentions**?

VOCABULARY CHALLENGE!

12 Complete the sentences with the phrases below. Three of them have been used and underlined in the text in exercise 5.

be a bone of contention bone up on sth be bone idle
feel sth in your bones cut to the bone
make no bones about sth have a bone to pick with sb

- I just know there's going to be trouble at the party this evening. I can feel it in my bones.
- Carla makes no bones about her opinion of our plans. She says she thinks we need to start all over from the beginning.
- Ben is bone idle, he never lifts a finger to help!
- I need to bone up on facts before the debate.
- I have a bone to pick with Lydia. She's been criticising me to my friends.
- It cut me to the bone when Stella called me a liar. I still feel hurt.
- Texting during meals is a real bone of contention between us. I say it's impolite, and my friends say I'm ridiculous.



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

What sorts of things do you and your parents disagree on? Can you understand their point of view? Are there any topics which are simply not worth arguing about?

Exercise 10

- to say something very directly and honestly = powiedzieć coś wprost, bez ogródek
- to become extremely angry = dostać szału, wściec się
- to question if something is actually true or entirely true = odnosić się do czegoś z rezerwą
- not to worry or get upset = nie martwić się / nie gryźć się czymś
- it is not necessary to state because it is so obvious = to się rozumie samo przez się

Exercise 11

- unfounded fears
- digital connectedness
- cogent argument
- online connections
- personal approach
- bad intentions

Exercise 2

Possible answer:

- The boy looks like and actually is a science nerd, which doesn't stop him from being sociable and having diverse hobbies such as football, martial arts and acting.
- Even though sometimes she is considered to be a cute girl because of her girly looks, she is an intellectual and participates in debates and sports competitions.



1



2



3



4

- Look at the pictures. What assumptions would you make about these people based on their appearance?
- LANGUAGE IN CONTEXT** Read the posts. In what ways are these teens different to their images 1–2 in exercise 1?

1 When people see me, they assume I'm a typical science nerd or computer geek. It's true that I've always been fascinated by science, but I resent being dismissed as someone who has poor social skills and isn't any good at sports. When I started at a new school, it was obvious that many students had decided what I was like before they had even spoken to me. I had been struggling with this at my previous school, so I was determined to make it clear that I wasn't 'only' what I appeared to be. I'm good at football, martial arts and acting, so I've found something in common with almost everyone. I'll have been playing on the school football team for a year next month, and I'll be directing a play in December. It took some effort, but I'm not just 'Joey the nerd' any longer.

2 People have always made assumptions about me because of the way I choose to look. I enjoy wearing feminine clothes, and I've never considered changing my style because it doesn't fit in with what's 'cool'. I assume that some people see me as a cute girl, but that's far from the truth, so now I'm making an effort to prove it. I've been getting a lot of friends through the debate club, the track team and the choir. I'll be representing the school in the regional track and field meet in the spring, and I'll have taken part in five city-wide debates by the end of the year. I'm glad people are beginning to see me as a valuable part of the school, and not just as the silly blonde girl. But I still won't be changing my style any time soon as it expresses a big part of who I am!

- ANALYSE** Read the texts in exercise 2 again. Find examples of each of the aspects listed below and write them down.

- We use **continuous aspect** for actions that continue over a period of time or are in progress at a point in time. The tenses used are: present continuous, past continuous and future continuous.
- We use **perfect aspect** to indicate a connection between two periods of time. The tenses used are: present perfect, past perfect and future perfect.
- We use **perfect continuous aspect** to indicate an action that has been, was or will be in progress by or before a point in time. The tenses used are: present perfect continuous, past perfect continuous and future perfect continuous.

! Watch out

Stative verbs which describe feelings, senses, abstract thinking, communication and states are not normally used in continuous aspects. However, some of them may be used in the continuous aspect to change the meaning, e.g. *Carlos is in his room. He **is being** very stubborn and won't come out.* (= behaving in an uncharacteristic way)

- PRACTISE** Choose the correct option to complete the text.

Teddy lives in New York and comes from a well-to-do family. He is now in his last year of high school, and he has been thinking / has thought hard about where to go to university for some time now. His parents had attended / have been attending a prestigious Ivy League university before continuing with their professional studies, and they will have assumed / are assuming that he will follow the same path. Teddy will have applied / will be applying to most of the Ivy League schools by the time he finishes his applications, but what he is being / has been reluctant to tell his parents up to now is that he would prefer to go to a public university. He will be sitting / will have sat down with his parents at the end of the week, and he still isn't deciding / hasn't decided exactly how to convince them that his choice is the right one. He knows that they will probably understand him, but right now he almost wishes he hasn't decided / hadn't decided to go against the family tradition.

- NOW YOU DO IT** Work in pairs. Look at the picture and tell the story. Think about: what had happened prior to the scene, what has happened up to now, and what will happen later.



Lead-in

- Teaching Notes pages 5–6

Extra support for Exercise 4

- Teaching Notes page 6

Further practice

- Workbook page 7
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 6

LISTENING AND VOCABULARY

listening for gist and detail • friends

1



1 Work in pairs and describe the pictures (1–4). Have you had similar experiences? How did you feel?

2 **CD 1.05** Before you listen to five speakers discussing friendships, predict what you might hear about each of the topics below. Then listen to the recording and match the topics (a–e) with speakers (1–5).

- 2 a being dishonestly treated by a friend
- 3 b explaining differences between male and female friendships
- 1 c being concerned about a friend
- 5 d trying to be part of the crowd
- 4 e dealing with family demands

3 **CD 1.05** Listen again. Match statements (a–f) with speakers (1–5). There is one extra statement.

This speaker		
a	explains the reason for ending a friendship.	2
b	has realised their behaviour was misguided.	5
c	wishes they hung out with their friends more.	–
d	felt upset in the face of a serious problem.	1
e	attributes a special intimacy to the length of a relationship.	3
f	expresses feelings about a situation.	4

4 Read the expressions below. What are their informal equivalents? Go to the transcript on pages 146–147 and find them in the text.

- 1 annoy someone **get on somebody's nerves**
- 2 become extremely concerned **get freaked out**
- 3 end a relationship (2 expressions) **cut somebody off / break it off**
- 4 someone you expect sympathy from **a shoulder to cry on**
- 5 immediately and without reason **out of hand**
- 6 an arrangement with equal benefits **a two-way street**
- 7 freely discuss intimate concerns **spill one's guts**
- 8 scold someone about something **get on somebody's case**
- 9 fulfill a duty **do one's bit**
- 10 realise that something is not as previously believed **wake up to the fact**
- 11 help someone succeed **give somebody a leg up**

ŻYCIE PRYWATNE Rozumienie ze słuchu *Dobieranie (zdań do wypowiedzi)*

5 **CD 1.06** Copy and complete the table with the missing parts of speech. Leave a blank where a form doesn't exist. Listen and check your answers.

	verb	noun / personal noun	adjective
1	–	addiction/addict	addictive/addicted
2	collect	collection/collector	collective
3	counsel	counselling/counsel/counsellor	–
4	confront	confrontation	confrontational
5	dismiss	dismissal	dismissive
6	differ	difference	different
7	occupy	occupation/preoccupation/occupier	occupational
8	compliment	compliment	complimentary
9	popularise	popularity	popular

6 Complete the paragraph below, using the correct forms of some of the words from exercise 5.

When we talk about addictions, many people are quite ¹dismissive, saying that it could never happen to them, as they don't have an ²addictive sort of personality. But take a look at your phone use before ³dismissing out of hand the possibility of your getting hooked on something. In a casual experiment, a group of friends were deprived of their phones for several days. This not only led to angry ⁴confrontations between them, some of them even showed symptoms of extreme anxiety and inability to sleep that led them to look for psychological ⁵counselling. You may not have an irrational fondness for sweets or a ⁶collection of shoes, but that doesn't mean you aren't addicted to something!

7 Think of a relationship issue that is taking place between celebrities. Describe the problem and give advice that might lead to a resolution. Compare and discuss your ideas in class.

8 **CD 1.07** Listen to four people talking about the role of friendships in their lives. Match statements (a–e) with speakers (1–4). There is one extra statement.

This speaker		
a	feels that separation changes a friendship.	3
b	is optimistic that a close friendship will not change.	1
c	made a deliberate effort to make more friends.	4
d	feels that distance has ended several friendships.	–
e	explains how a living situation limited their friendships.	2

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

- 1 Who do you normally hang out with? Do you make friends easily, or do you have to make an effort?
- 2 Who is your longest-standing friend? How did you meet? Do you think that changing circumstances could affect the friendship?

Extra support for Exercise 3

- Teaching Notes page 6

Extra activity after Exercise 3

- Teaching Notes page 7

Extra activity after Exercise 8

- Teaching Notes page 7

Audioscript

- Student's Book pages 146–147 and Teacher's Resource Centre

Further practice

- Workbook page 8
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 7

- 1 Think of someone you knew in the past but have lost touch with. Why might you want to see them again? How would you go about tracking them down?

- 2 **CD 1.08** **LANGUAGE IN CONTEXT** Read the story. Choose the correct option to complete it. Then listen and check your answers.

Encounters between enemies during battle do not often end in friendship, but an encounter between two pilots – one German and one American – is a notable exception.

Lieutenant Charlie Brown was a bomber pilot during World War II, and at the time of this incident, **had been working** / **was working** as a pilot for only a short time. He had no idea that this flight **was to become** / **was becoming** an unforgettable part of his life. His plane **was** / **was being** severely damaged during a mission, and because he wasn't able to keep up with the rest of the formation, the lone plane was repeatedly hit by German fire. The engines **had sustained** / **had been sustaining** a lot of damage, and the crew **were flying** / **flew** almost literally 'on a wing and a prayer'. Franz Stigler, a more experienced German pilot, **was spotting** / **spotted** the plane from the ground and flew up to try to get the pilot to surrender. When they saw Stigler gesturing, Brown and his crew couldn't understand what Stigler **was trying** / **tried** to communicate, so they flew on. Stigler, who felt it would be unfair to shoot down such a severely disabled plane, actually **escorted** / **had escorted** it to open water. Inexplicably, a German fighter pilot **has made** / **had made** it possible for an American plane to return to the British coast. Evidently, both men **would continue** / **will continue** to think about this encounter, and in 1986 – after he **had described** / **described** the event to a group of military veterans – Brown **made** / **was making** a decision. He **was going to track down** / **was tracking down** the mysterious German pilot. Four years and many public appeals later, he received a letter from a man named Stigler in Canada. 'I was the one,' it said. The men met and became close friends until their deaths.

- 3 Work in pairs. Think of alternative ways in which the encounter in the air could have ended. How might this have altered the course of the two men's lives?

- 4 **ANALYSE** Find examples of the following in the text in exercise 2. What tense is used in each case?

- a one-time action in the past: *made a decision* (past simple)
- an ongoing action at a point in the past: *was trying* (past continuous)
- an action/situation before another past action/situation: *had sustained* (past perfect)
- an ongoing action/situation before another past action/situation: *had been working* (past perfect continuous)
- a future action/situation in the past: *was going to track down*

- 10 **ŻYCIE PRYWATNE** Znajomość środków językowych Tłumaczenie fragmentów zdań

- 5 Complete the dialogue with the correct form of the words in brackets.

- Kate How ¹*did you and Mei become* (you and Mei / become) friends?
- Julian Well, we ²*were both staying* (both / stay) at a summer science camp in Oxford. She ³*had never been* (never / be) to a residential camp before, and I ⁴*could see* (can see) that she ⁵*felt / was feeling* (feel) pretty out of place. She ⁶*had been struggling* (struggle) a bit because her English ⁷*was not* (not be) that good, so one evening, I ⁸*struck up* (strike up) a conversation with her.
- Kate ⁹*Had she ever been* (she / ever be) to the UK before?
- Julian No, she ¹⁰*had never been* (never / be) outside of China before. She ¹¹*had been saving up* (save up) for a couple of years in order to pay for the trip. She knew beforehand that it ¹²*would not be / wasn't going to be* (not be) easy for her to adjust, but she also knew she ¹³*would be able / was going to be able* (be able) to challenge herself if she came here.
- Kate I can understand that. You know, last year I ¹⁴*was planning* (plan) to go to a camp in Paris, and I knew it ¹⁵*would be / was going to be* (be) a great experience, but in the end I ¹⁶*was not* (not be) brave enough to go on my own! I admire her coming all the way from China.
- Julian Yes, me too. Before she came here, she ¹⁷*had been planning* (plan) to go to university in Shanghai, but now, well, maybe we'll end up at the same university!

- 6 Translate the Polish parts of the sentences into English.

- Miriam *had been trying to find her old friend for years* (od lat próbowała odnaleźć swojego dawnego przyjaciela) when she received an email from him.
- When they arrived at the cabin, it *was snowing heavily and the wind was blowing* (mocno padał śnieg i wiało).
- James *turned out the lights, locked the door* (wyłączył światło, zamknął drzwi na klucz) and left his old life behind forever.
- Lisa and Candice *were going to travel / were planning to travel* (zamierzały podróżować) all over Europe before going to university, but then something happened to prevent it.
- Laura *had been hearing rumours for weeks* (od tygodni słyszała pogłoski) about the strange boy before she finally met him.
- Clement knew he *was to be the first in his family* (miał być pierwszym w rodzinie) to study abroad, and he was very proud of this.

- 7 **WHAT'S RIGHT?** Choose the correct sentence.

- Though she was worrying about it for ages, on the day she had met Paul, she felt strangely calm.
- Though she worried about it for ages, on the day she was meeting Paul, she felt strangely calm.
- ③ Though she had been worrying about it for ages, on the day she was to meet Paul, she felt strangely calm.

- 8 **NOW YOU DO IT** In pairs, discuss the following topics. Then write a short narrative based on one of them.

- The story of an act of bravery or a sacrifice by a family member or someone else you know.
- The story of an act of mercy or forgiveness which is as praiseworthy as any act of physical bravery.

Lead-in

- Teaching Notes page 7

Extra activity before Exercise 1

- Teaching Notes page 7

Extra support for Exercise 3

- Teaching Notes pages 7–8

Extension activity after Exercise 4

- Teaching Notes page 8

Audioscript

- Student's Book page 147 and Teacher's Resource Centre

Further practice

- Workbook page 9

- Grammar worksheet 1, Teacher's Book pages 337–338
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 8

Assessment

- Short Test 1



- 1 Read the definitions. Work in pairs and paraphrase the definitions, using your own words. In what situations may the two types of intelligence be useful?

Emotional intelligence is the ability to identify and manage your own emotions and apply them appropriately to different situations in life.

Social intelligence refers to the ability to read other people's feelings and to navigate social situations and foster relationships with others.

- 2 Read the list of the so-called 'people skills' often associated with the emotional and social intelligence. Work in pairs and use them to make questions, using the expressions in the Phrase Bank. Use the questions to interview another person in your class.

concern for others knowing how you come across
ability to read body language effective listening skills
adaptability in social situations non-judgmental attitude

PHRASE BANK

Discussing your strengths and weaknesses

Do you consider yourself ...? | Do you tend to ...?

How capable / aware of ... are you?

Is ... your strong point? | Do you come across as ...?

Would you call yourself ...?

- 3 Work in pairs. Decide why social and emotional intelligence may be important in the contexts given below. Use the expressions from the Phrase Bank below.

Relationship between:

- classmates
- teachers and students
- business people
- doctors and patients
- parents and children
- politicians and voters

PHRASE BANK

Expressing importance

Social intelligence is a key factor / of paramount importance when it comes to ...

It seems essential/crucial/indispensable/fundamental in the case of ...

It comes in handy / is of great use when we deal with ...

It decides on / determines the way people ...

It turns out to be central / particularly relevant to ...

- 4 Look at the quotes and headlines below. Work in pairs and answer the questions, using the sentence beginnings given.

“Emotional intelligence accounts for 80% of career success.
Daniel Goleman, psychologist”

“There is something I call social intelligence. You can do a lot in life on your own and you can do all kinds of stuff, but if you're really aggressive and push people away ... You're not going to get anywhere.

Robert Greene, author”

STEER CLEAR OF PEOPLE WITH LOW SI. DETOXIFY YOUR RELATIONSHIPS.

Companies in pursuit of more than just high IQ

A new study has found that women outperform men on almost all emotional intelligence measures. Who's better suited for top management positions?

- 1 What aspects of social and emotional intelligence are presented in the material above?
The material draws our attention to ...
- 2 Do you know someone who is particularly strong on social or emotional intelligence? How does this manifest?
A person who springs to mind is ...
- 3 Can these two types of intelligence be taught or are you born with them? What makes you say that?
As far as I'm concerned, ...
By way of illustration, let me tell you about ...

- 5 Use the Internet to find out about people with low levels of social intelligence who we often call 'toxic'. In pairs, prepare a short presentation about them. Include the information below.

- types of toxic people
- ways to deal with people of low social intelligence
- ways of helping them overcome their problems

- 6 Deliver your presentation. Use the phrases below to connect with your audience.

As I'm sure many of you already know, ...

I'd imagine I'm not alone in thinking that ...

I'm more than certain that all of you in this room ...

I bet some of you must have had a similar experience ...

Hands up if you're also of the opinion that ...

! TIP

- begin in a buzzworthy way (a joke, a short story, a cartoon connected to the topic of your presentation)
- avoid putting too much text or too many bullet points (three are enough) on one slide
- make your presentation more attractive by using visuals (not too many on one slide)
- find an interesting quotation related to the topic of your presentation and ask the audience if they agree
- illustrate the topic with examples from your own life

Exercise 1

Possible answers:

Emotional intelligence:
making new friends;
delivering speeches;
making conscious decisions

Social intelligence:
making new friends;
choosing a career path (psychologist, doctor, nurse, or teacher);
running marketing campaigns; convincing people to your ideas;
delivering speeches
+ Students' own answers

Extra support for Exercise 2

- Teaching Notes page 8

Extra support for Exercise 5

- Teaching Notes pages 8–9

Extension activity before presentations

- Teaching Notes page 9

Speaking Bank

- Student's Book page 130

Further practice

- Workbook page 10
- Speaking worksheet 1

Homework suggestion

- Teaching Notes page 9

Exercise 4

verbs which generally do not appear in continuous tenses:

believe, doubt, know, realise, understand, (verbs connected with thinking);

appreciate, desire, dislike, envy, fear, suppose, hate, love, prefer, trust, wish, want (verbs connected with emotions);

seem, hear, sound, recognise, resemble (verbs connected with perception);

belong, own, suit, owe, consist, contain, possess, include, involve (verbs connected with possession and relationships between things);

matter (other)

verbs which may appear in a continuous tense with a change in meaning:

appear, when it means to act, e.g. in a theatre;

mind, when it means to look after, e.g. a child;

cost, when it means to evaluate or calculate sth, e.g. a project;

fit, when it means to put something in place, e.g. a piece of furniture or a window

verbs which may appear in a continuous tense when they describe action rather than a state: hear, trust, include, realise, sound (investigate, inspect)

1 Work in pairs and discuss the questions.

- What sort of people do you get drawn to? Why?
- What sort of people do you stay away from? What puts you off people? Why?
- What do you make of the quotations on the right? How far do you agree/disagree with them? Why?

2 Complete the excerpt from a blog. Choose the correct option from each pair. The expressions are not given in the same order as they appear in the text.

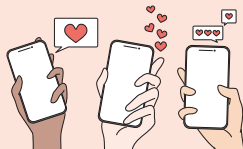
mine / my means / is meant pursuing / pursuit
had been bubbling / were bubbling desiring / desirable
dependable / dependent had overheard / overheard
have arranged / had arranged

The other day, I ¹overheard a fascinating conversation. I was sitting in a bistro when two young women walked in and sat at a table next to ²mine. They ³were bubbling over with excitement, talking about a new dating app. It ⁴is meant to help you find a true match based on what you represent intellectually rather than just on mutual physical attraction or being ⁵dependent on character. I didn't get to hear the rest as I ⁶had arranged to see a friend and had to rush. However, once I got home, I went in ⁷pursuit of my own answers to see if we do fall in love with other people's brains. It turned out that some of us, indeed, find intelligence the most ⁸desirable trait in their partners, more appealing than anything else. Interested? Read on ...

3 Read the remaining part of the blog entry and complete the text with the correct form of the words below. There are two extra words.

know wise connect regard discuss skill resist

Well, there are people who consider intelligence to be the most ¹irresistible quality in their partners. Research has confirmed that we get drawn to those who have an inquisitive mind and are capable of holding animated philosophical ²discussions. These individuals are stimulated by someone else's vast ³knowledge as well as by the mere fact that such relationships allow them to develop intellectually. Psychologists call such personal ⁴connectedness between people the intellectual synergy. By way of illustration, let me remind you of Socrates, the ancient Greek philosopher, who ⁵regardless of his poverty, lack of high social status and good looks, had a huge following. Perhaps in your life you have fallen in love with someone's mind ... Let me know. Already looking forward to reading your comments.



People should fall in love with their eyes closed.

Andy Warhol

Nothing compares to a beautiful conversation with a beautiful mind.

Anonymous

4 Read the verbs. Decide which of them can be used in continuous tenses, and how it changes their meaning.

believe belong appreciate own appear desire
suit dislike doubt envy know fear owe realise
consist suppose understand hate seem love
mind hear matter prefer trust wish want sound
recognise contain resemble cost possess fit
include involve

! Watch out

- Remember that some stative verbs may be used in continuous tenses, but then they change their meaning:

I expect that there will be some problems with the new student. (have an opinion)

I'm expecting Ann any time now. (wait for)

Helen is expecting a baby. (be pregnant)

- Note that in spoken English people use verbs such as *like, love, hate, want, hear* in continuous tenses.

5 Read the sentence pairs below. Work in pairs and say how the meaning of the verbs differs depending on whether they are used in simple or in continuous tenses.

- I see now why you cut him off. **understand**
I'm seeing my boyfriend tonight. **meet**
- My mood depends on the weather. **be dependent on**
I'm depending on you for help in this project. **rely**
- Tom appears to be a well-behaved boy. **seem**
Rita is appearing in a new play at the Grand Theatre tonight. **act**
- What do you mean by that? **have in mind**
I've been meaning to text you, but I forgot. **intend**
- This soup smells divine. **have a smell**
Why are you smelling this blouse? **use one's nose to check the smell**
- We consider Karen to be truly high-spirited. **regard**
We were considering leaving the party earlier, but we stayed on. **think of**
- What does this dish taste of? **have a taste**
I'm tasting the soup to see if it's spicy enough. **use one's tongue to check the taste**
- I think that relationships should be built on trust. **have the opinion**
They are thinking of getting married. **plan**
- What type of people appeal to you? **attract**
The police are appealing for witnesses. **look for**
- I weigh 60 kg and measure 1.65 m. **have the weight and height**
Why are you weighing and measuring yourself? **check the weight and height**



Lead-in

- Teaching Notes page 9

Extra support for Exercise 2

- Teaching Notes page 9

Extra support for Exercise 4

- Teaching Notes pages 9–10

Extra support for Exercises 8 and 9

- Teaching Notes page 10

Extension activity after Exercise 8

- Teaching Notes page 10

Extra support for Exercise 10

- Teaching Notes pages 10–11

Matura Reference

- Workbook pages 108–125

6 Translate the Polish parts of the sentences into English. Use the verbs from exercise 4.

- Right now, I **feel** (*czuję*) that the task is too demanding for us and that we should ask someone else for help.
- We **have belonged to** (*należymy do*) this club for at least six years, and we intend to renew our membership.
- Why **are you smelling** (*wąchasz*) this cheese? Has it gone off?
- Now our team **consists of** (*składa się z*) five members.
- I **am seeing** (*widzę się z*) my doctor tomorrow.
- I **was considering** (*rozważałem**) leaving the country when I was at university but decided against it.
- When I look at you now, **you resemble** (*przypominasz*) your sister, especially when it comes to your gestures.
- I **had been meaning** (*miałem zamiar*) to ring my grandfather for ages, so when he called me himself, I was embarrassed.

7 Complete the sentences using the correct form of the verbs in brackets. Then say what these sentences express or where they come from, and what tense we usually use in such situations.

- First you **cook** (*cook*) some pasta, then you **make** (*make*) the sauce.
- Why **are you constantly borrowing** (*constantly / borrow*) my bag without asking?!
- Young woman **gets** (*get*) injured in head-on collision.
- What time **does the plane take** (*plane / take*) off?
- Keith **was becoming** (*become*) more and more upset, so I decided to end our conversation in order not to make things worse.
- I **was thinking** (*think*) of going to Spain, but I haven't made up my mind yet.
- We **were wondering** (*wonder*) if you could help us solve this conflict.
- Wendy **has always dreamt** (*always / dream*) of meeting her Prince Charming. Maybe one day her dream will come true.
- When I read this article, it was the first time I **had come** (*come*) across the term 'social intelligence'.

8 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.

- We are going to **celebrate** our third anniversary at the end of this year. **WILL**
By the end of this year, I **will have been going** out with Tim for three years.
- Christina has always wanted to tell you the truth, but she's been afraid to do so. **MEANING**
Christina **has been meaning to tell** you the truth, but she's been afraid to do so.
- When was the last time you heard from Joanna? **SINCE**
How **long has it been since** you heard from Joanna?
- No one likes it when people use them. **TAKEN**
No one likes **being taken advantage of** by other people.
- We were not getting on any more, so I stopped seeing her. **BROKE**
We were not getting on any more, so I **broke it off with her**.
- I feel I'm not up-to-date with dating apps. **TOUCH**
I **am out of touch with** dating apps.
- When we saw Amanda and Ken together again, we couldn't believe our eyes. **ABACK**
We **were taken aback** when we saw Amanda and Ken together again.
- This psychologist was the first one to invent the name for this trend. **COME**
This psychologist **had come up with** the name for this trend before everyone else.

9 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- Ted's behaviour **had been getting on** (*get*) my nerves for ages before I eventually told him to stop being so stuck-up.
- We **were thinking of splitting** (*think / split*) up, but we've decided to work on our relationship.
- If you want to see this actress in action, she **is appearing in** (*appear*) a play at the Odeon theatre next week.
- At the moment, I **consider her to be** (*consider / her / be*) my best friend.
- At this very moment in time, I **am depending on** (*depend*) you, so please don't let me down.

VOCABULARY CHALLENGE!

10 Rewrite the sentences, using the idiomatic expressions with the word *bone*.

- All the shops reduce their prices during the January sales.
- I tried to learn as much as possible about genetics before my biology test.
- Money was what we mainly disagreed on.
- Tom said he wanted to talk to me about something annoying I'd done.
- My aunt is never ashamed to express her views freely.
- It's high time you stopped being so lazy!

11 Complete each set of sentences with the same word.

- strike**
 - If you don't have a lighter, you can ... a match instead.
 - Workers are planning to ... in protest to wage cuts.
 - Do you know how to ... up a conversation at a party?
- consistent**
 - Are the results of the experiment ... with our predictions?
 - My team are usually ..., so we can rely on them to play well tomorrow.
 - Teachers have to be ... in dealing with children in class.
- draw**
 - Engineers ... the conclusion that further safety tests were necessary.
 - Monika ... me aside to talk about a private matter.
 - The report ... a positive picture of last month's performance.
- touch**
 - We can put you in ... with some financial advisors.
 - This artist has a light ... when painting details.
 - I'm out of ... with the latest developments in laser technology.
- follow**
 - I ... the same news story on different internet sites to get a balanced picture.
 - My daughter intends to ... her own path in life.
 - Please read and ... all the regulations for your own safety.

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

Exercise 7

- series of actions, completed one after another, e.g. in recipes or instructions; present simple
- talking about annoying habits and criticising them; present continuous
- newspaper headlines; present simple
- timetables; present simple
- describing a process; past continuous
- considering an option/idea/possibility; past continuous
- making a polite question or request; past continuous
- an action or state continuing up till present; present perfect
- tense shift: present perfect tense for 'first time ever' shifted to past perfect due to the past form of the introductory verb 'be'

Exercise 10

- All the shops cut their prices to the bone during the January sales.
- I tried to bone up on genetics as much as possible before my biology test.
- Money was the bone of contention for us.
- Tom said he had a bone to pick with me.
- My aunt makes no bones about her views.
- It's high time you stopped being so bone idle!

Further practice

- Workbook page 11
- *Use of English Practice Book for Matura* > www.staffroom.pl and Teacher's Resource Centre

Homework suggestion

- Teaching Notes pages 10–11

Assessment

- Challenge Short Test I

Exercise 2

- 1 He had had a hard time forming lasting friendships because his family had moved a lot.
- 2 Steven was quiet, studious and not much into sports, and Kellen was athletic and popular at school.
- 3 They had decided to go to the same university. They kept their word.
- 4 They had a terrible disagreement and decided to go their separate ways.
- 5 Students' own answers

- 1  Work in pairs. Look at the pictures. Who are the people? What story do you think is behind each situation?

- 2 Read the story and answer the questions.

As the child of a military family, Steven had always had a hard time forming lasting friendships. As soon as he had really got to know his peers, it was time to move on. By the time he was in high school he had attended seven different schools in five countries and had just about given up on the idea of ever making any real friends.

But while he was in his first week of school in Hawaii, he got to talking to one of his classmates during lunch break. It seemed to be a case of 'opposites attract', since Steven was quiet, studious and not much into sports, while Kellen was tall, extremely athletic and one of the most popular boys in the school. For reasons neither of them could explain, they really hit it off. Kellen, who had lived in the same house his entire life, was fascinated by the idea of travel and adventure. Steven was intrigued to meet someone so outwardly successful who was really a deep thinker.

They became close friends, and they managed to stay in touch when Steven's family moved to Italy. Even before Hawaii, they had decided that they were going to attend the same university, and they kept their word. Their friendship seemed unbreakable.

After taking their degrees, they decided to spend six months travelling the world together. They saved up enough cash to pay for their trip, and set off for India. But something changed. They had been on the road for only three weeks when they had a terrible disagreement and decided to go their separate ways. Nine years of total silence followed. But that was not the end of the story.

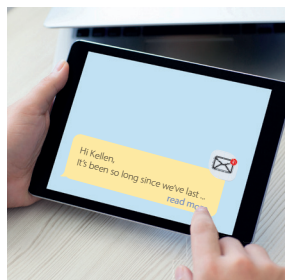
- 1 What had Steven's social life been like before meeting Kellen? Why?
- 2 In what ways were Steven and Kellen different?
- 3 What plan had they made before Steven left Hawaii? What became of the plan?
- 4 What happened during their trip?
- 5 How do you think the story might continue?

- 3  Look back at the story. Find time words or phrases which express the following. Note the tenses or forms which go with them.

- 1 something continuing unchanged in the past **always**
- 2 immediately or shortly after **as soon as**
- 3 from the past up to a stated time **by the time**
- 4 in the midst of a period of time **during**
- 5 including an entire period of time **while**
- 6 following a certain point in time **after**

- 4  **CD 1.09**  Listen to the next part of Steven's story and answer the questions below.

- 1 How had Steven felt about reconnecting with Kellen?
He was relieved, but also apprehensive.
- 2 What prompted Steven to try and contact his friend?
An email about a class reunion.
- 3 What did Steven say in his email to Kellen? **He apologised for his behaviour on their last trip and suggested they should meet.**
- 4 When and how did Kellen eventually get in touch with Steven? **On a Sunday evening of the third week after Steven sent an email, Kellen called him.**



- 5  Read the first part of the story in exercise 2 and the transcript of its second part on page 147. Find six time expressions and complete the Phrase Bank below.

PHRASE BANK

Time expressions for cohesion and coherence in a narrative

As soon as ... | By the time ... | While ... | Immediately
Several weeks passed ... | On the Sunday of the third week

- ¹During ... ²Even before ... ³After ... ⁴Only ... when
⁵Over the years ... ⁶It was only when ... that

- 6  The following sentences are too simple for a good story. Rewrite the sentences using the prompts in brackets.

- 1 Evan entered the room where there was a party with a lot of people. (How did he feel? What was the room like? What were the people like?)
- 2 He almost left, but he looked around and decided to stay. (What was his first reaction? What changed his mind? What feeling led to his decision?)
- 3 He went to the buffet and got a drink, crossed the dance floor and met Janis. (How did he move? What drink did he choose? Who is Janis and how did he react to seeing her?)
- 4 Janis looked at him and said that she didn't want to talk to him. (How did Janis look? What exactly did she say? How did Evan react or respond?)
- 5 Janis turned and walked away. He felt bad. He decided to leave, but someone stopped him. (What was Janis' action like? How exactly did he feel? Who stopped him and what was his reaction?)

- 7  Read the ending to Steven and Kellen's story. It is lacking some elements of good writing. Rewrite it using connecting phrases, time phrases, vivid verbs and adjectives and direct speech. **Answers: see page 164**

Steven ordered a latte because they were meeting in a coffee shop. Steven was nervous. Kellen wasn't there yet. It made Steven nervous, so he didn't drink his coffee. He saw Kellen after that. Kellen looked the same. It was nice that he wasn't different. Then they shook hands. Kellen said it was nice to see Steven, and Steven said it was too. They were nervous. It was pretty uncomfortable. So Steven said, wasn't their argument about money? He said that was probably right. They were like old friends again.

- 14  **ŻYCIE PRYWATNE** Rozumienie ze słuchu Odpowiedzi na pytania

Extra activity after Exercise 5

- Teaching Notes page 11

Extension activity before Exercise 6

- Teaching Notes page 11

Extra support for Exercise 7

- Teaching Notes page 11

 Audioscript

- Student's Book page 147 and Teacher's Resource Centre

Writing Bank

- Student's Book pages 134–140

Matura Reference

- Workbook pages 126–131

Further practice

- Workbook page 10

 Homework suggestion

- Teaching Notes page 12

 Complete all the exercises from this section in your notebook.

1 Answer the questions.

When someone ..., what do they do?

- 1 keeps you in stitches **They make you laugh a lot.**
- 2 goes ballistic **They become very angry.**
- 3 freaks out **They panic.**
- 4 gives someone a leg up **They help/support them.**

2 Rewrite the sentences, using the words given.

- 1 Rita is behind the times with technology. **TOUCH**
- 2 He has rather too poor social skills to run a business. **MARK**
- 3 There are a lot of frustrated people on social media. **RIFE**
- 4 When I'm sad, I need someone to show me sympathy. **SHOULDER**
- 5 It's obvious that trust is crucial to friendship. **GOES**
- 6 Our search has shown no results. **EMPTY**
- 7 By the time you suggested counselling, we had already considered that option. **COME**

3 Complete the sentences with the correct form of the word in brackets.

- 1 I thought you were unsociable, but in fact you are just a bit reserved. I'm sorry I **have misread (read)** you for so long.
- 2 I always try to avoid people who come across as **confrontational (confront)** and **dismissive (dismiss)**.
- 3 Parents worry a lot about their children, but their fears are often **unfounded (found)**. This can be very irritating, though they usually have good **intentions (intend)**.
- 4 Our boss was very **complimentary (compliment)** about Tom's work and wanted to **popularise (popular)** his ideas among the staff.
- 5 It's hard to believe your story. It sounds **implausible (plausible)** and **inconsistent (consistent)** when it comes to the details.

VOCABULARY CHALLENGE!

4 Choose the correct option.

- 1 Mark isn't really my good friend. He's just **a mate / an acquaintance**, but from what I know, he's appreciated for being **pushy / confident**.
- 2 Judges should be **disinterested / uninterested** at work.
- 3 She's **an outspoken / a critical** lady who **(makes) / does** no bones about expressing her views.
- 4 My psychology test was coming up, so I had to bone down **(up)** on some theories.
- 5 Jerry is **cut to the bone / bone idle** as he never seems to lift a finger to help his parents.
- 6 I have **a bone / bones** to pick with you. Why did you call me **timid / reserved** and lacking in courage?

5 Choose the correct option. Sometimes both options are correct.

- 1 I hope that people **will have been talking / will still be talking** face-to-face in the future.
- 2 My brother **had been using / had used** this app around the clock till he realised his every move was being tracked.
- 3 This actor **is appearing / appears** in a new play this weekend at the Grand Theatre.
- 4 Mary realised she **had forgotten / forgot** her umbrella when it **began / had begun** to rain.

- 5 Hello, **do you recognise / are you recognising** me? We **went / were going** to the same school.
- 6 When I was young, **I would / used to** prefer playing with boys rather than girls.

6 Correct ten verb forms in the text.

It was the summer of 2015. It was the first time I **have** ~~had~~ been abroad and ~~have~~ **had** been looking forward to visiting new places. They ~~were forecasting~~ **forecasted / forecast** / **had forecast** / **had forecasted** good weather, so I was really hoping to make the most of my time off. Every day I would get up early to go for a walk round the town where I ~~stayed~~ **was staying**, then I ~~used to~~ **would** hop on a bus and travel to another town to explore as much as possible. I ~~had been having~~ **was having** a whale of a time! I ~~had met~~ **met** lots of new people, ate wonderful food and got to know local customs, which I ~~was appreciating~~ **appreciated** a great deal. I'm ~~supposing~~ **suppose** this ~~was~~ **has been** my best holiday so far!

7 Read the story and make all the necessary changes to make it more interesting and cohesive. Replace the simple vocabulary and past simple tense with more varied vocabulary and tenses.

I was lonely. I wanted to find a soulmate. I had enough of spending the weekends on my own. I saw a notice on the school notice board. It said 'Come to my party if you are a lonely heart.' I felt that going there would be good for me. I got to the place. The house looked dark. I waited before I rang the bell. The person who opened was a boy from my school. I ignored him all the time. We got talking. Our relationship started there and then.

8 Complete the sentences with appropriate words. Put one word in each space.

- 1 First impressions often decide **on** the way people view each other and turn out to be central **to** determining who we want to befriend.
- 2 Kindness goes a long **way** in relationships and it seems indispensable when it **comes** to making new friends.
- 3 Social skills come in **handy** in all kinds of situations. For example, they are **of** great use when we deal with vulnerable people.
- 4 Emotional intelligence is of paramount **importance** for a number of professions. It **turns** out to be particularly relevant to jobs like a teacher or a doctor.

9 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

Exercise 2

- 1 Rita is out of touch with technology.
- 2 His social skills are not really up to the mark to run a business.
- 3 Social media are rife with frustrated people.
- 4 When I'm sad, I need a shoulder to cry on.
- 5 It goes without saying that trust is crucial to friendship.
- 6 Our search has come up empty.
- 7 By the time you suggested counselling, we had already come up with that option.

Extra activity after Exercise 3

- Teaching Notes page 12

Follow-up activities

- Teaching Notes page 12

Further practice

- Workbook page 12
- Vocabulary worksheet 1, Teacher's Book page 329

Homework suggestion

- Teaching Notes page 12

Assessment

- Unit Test 1

Vocabulary

absent-minded	/ˌæbs(ə)ntˈmaɪndɪd/	roztargniony
accurate	/ˈækjərət/	pasujący, właściwy
adaptable	/əˈdæptəb(ə)l/	elastyczny, łatwo się przystosowujący
affable	/ˈæfəb(ə)l/	życzliwy, przyjazny
affectionate	/əˈfekʃ(ə)nət/	serdeczny, miły
be a devotee of sth	/bi ə ˈdevəʊˈti: əv ˌsʌmθɪŋ/	być miłośnikiem czegoś
be a genius with (numbers)	/bi ə ˈdʒiːniəs wið ˈnʌmbə(r)z/	mieć niebывały talent do (obliczeń)
be as sharp as a tack	/bi əz ˈʃɑː(r)p əz ə ˈtæk/	być bardzo inteligentnym
be blown away	/bi ˈbləʊn ə ˈwei/	być pod ogromnym wrażeniem
be glued to sth	/bi ˈgluːd tə ˌsʌmθɪŋ/	być czymś mocno pochłoniętym, nie móc się od czegoś oderwać
be not up to the mark	/bi ˌnɒt ˌʌp tə ðə ˈmɑː(r)k/	być niewystarczająco dobrym
be preoccupied with sth / doing sth	/bi ˌpriˈɒkjəpaɪd wið ˌsʌmθɪŋ ˌduːɪŋ ˌsʌmθɪŋ/	zaprztać sobie głowę czymś, robieniem czegoś
be taken aback	/bi ˈteɪkən ə ˈbæk/	być zaskoczonym
be with it	/bi ˈwið ɪt/	być na czasie
be wrapped up in sth	/bi ˌræpt ˈʌp ɪn ˌsʌmθɪŋ/	być czymś bez reszty pochłoniętym
bone marrow transplant	/ˌbəʊn məˈrəʊ ˈtrænsˌplɑːnt/	przeszczep szpiku kostnego
come along	/kʌm ə ˈlɒŋ/	pojawiać się
come down on sb	/kʌm ˈdaʊn ɒn ˌsʌmbədi/	rugać kogoś, bardzo kogoś krytykować
come down with sth	/kʌm ˈdaʊn wið ˌsʌmθɪŋ/	zachorować na coś
come forward as a donor	/kʌm ˌfɔː(r)wəd(r)d əz ə ˈdəʊnə(r)/	zgłosić się do bycia dawcą
come out of one's shell	/kʌm ˌaʊt əv wʌnz ˈʃel/	otwierać się
come round	/kʌm ˈraʊnd/	zmienić zdanie, przekonać się do czegoś
come together with sb	/kʌm tə ˈɡeðə(r) wið ˌsʌmbədi/	spotykać się z kimś
come up empty	/kʌm ˌʌp ˈempti/	nic nie znaleźć, zostać z pustymi rękami
come up with sth	/kʌm ˌʌp wið ˌsʌmθɪŋ/	wymyślić coś
compatible with sth	/kəmˈpæɪəb(ə)l wið ˌsʌmθɪŋ/	pasujący do czegoś
complex	/ˈkɒmpleks/	złożony, skomplikowany
consistent with sth	/kənˈsɪstənt wið ˌsʌmθɪŋ/	spójny z czymś
count oneself lucky	/ˌkaʊnt wʌnzˌself ˈlʌki/	uważać się za szczęściarza
cutting-edge	/ˌkʌtɪŋ ˈedʒ/	najnowocześniejszy
definitive	/dɪˈfɪnətɪv/	ostateczny
donor	/ˈdəʊnə(r)/	dawca
draw conclusions	/dɹɔː kənˈkluːʒ(ə)nz/	wyciągać wnioski
durable	/ˈdjʊərəb(ə)l/	trwały
encouraging	/ɪnˈkʌrɪdʒɪŋ/	wspierający
facilitate	/fəˈsɪləteɪt/	ułatwiać
feel out of place	/fiːl aʊt əv ˈpleɪs/	czuć się nie na miejscu, obco
general anaesthesia	/ˌdʒen(ə)rəl ˌænasˈθiːziə/	znieczulenie ogólne, narkoza
give sth a go	/ˌɡɪv ˌsʌmθɪŋ ə ˈɡəʊ/	próbować czegoś
harvest blood cells	/ˈhɑː(r)vɪst ˈblʌd selz/	pobierać krwinki
have too much on one's plate	/hæv tuː ˈmʌtʃ ɒn wʌnz ˈpleɪt/	mieć za dużo rzeczy na głowie
high-spirited	/ˈhaɪˈspɪrɪtɪd/	pełen życia, przepełniony energią
implausible	/ɪmˈpləʊzəb(ə)l/	nieprawdopodobny
inaccurate	/ɪnˈækjərət/	niepasujący, niewłaściwy
incompatible with sth	/ɪnˌkəmˈpæɪəb(ə)l wið ˌsʌmθɪŋ/	niepasujący do czegoś
inconsistent with sth	/ɪnˌkənˈsɪstənt wið ˌsʌmθɪŋ/	niespójny z czymś
intimidating	/ɪnˈtɪmɪdeɪtɪŋ/	oniemiający, przerażający
irascible	/ɪˈræsəb(ə)l/	drażliwy
keep sb in stitches	/ˌkiːp ˌsʌmbədi ɪn ˈstɪtʃz/	rozmieszać, powodować śmiech
leukaemia	/ˌluːˈkiːmiə/	białaczka
meddle in sb's private business	/ˌmed(ə)l ɪn ˌsʌmbədɪz ˈpraɪvət ˈbɪznəs/	wtrącać się w nie swoje sprawy
off-putting	/ˌɒfˈpʊtɪŋ/	odpychający
out of touch with sth	/ˌaʊt əv ˈtʌtʃ wið ˌsʌmθɪŋ/	zupełnie oderwany od czegoś, nieorientujący się w czymś
plausible	/ˈpləʊzəb(ə)l/	prawdopodobny
precede	/ˈpriːsiːd/	poprzedzać
predecessor	/ˈpriːdiːsesə(r)/	przodek
predicament	/ˈpriːdɪkəmənt/	kłopotliwe położenie, trudna sytuacja
predisposition	/ˌpriːdɪspəˈzɪʃ(ə)n/	skłonność, predyspozycja
preliminary	/ˌpriːlɪmɪn(ə)rɪ/	wstępny
quick-witted	/ˌkwɪk ˈwɪtɪd/	błyskotliwy
relationship compatibility	/rɪˈleɪʃ(ə)nʃɪp kəmˈpæɪtəˈbɪləti/	dopasowanie w związku
rigid	/ˈrɪdʒɪd/	sztywny, skostniały
see eye to eye with sb	/ˌsiː aɪ tə ˈaɪ wið ˌsʌmbədi/	zgadzać się z kimś w jakiejś kwestii
about sth	əˌbaʊt ˌsʌmθɪŋ/	
self-reliant	/ˌselfrɪˈlaɪənt/	samowystarczalny

soul-searching	/ˈsəʊlˌsɜː(r)tʃɪŋ/	głęboki namysł, staranne rozważenie
specialised	/ˈspeʃ(ə)laɪzɪd/	specjalistyczny
stem cells	/ˈstem selz/	komórki macierzyste
stuck-up	/ˈstʌk ˈʌp/	zarożnięty
tense	/ˈtens/	nerwowy, spięty

Reading and vocabulary

alienate	/ˈelɪəneɪt/	wyobcować
bad intentions	/ˌbæd ɪnˈtenʃ(ə)nz/	złe intencje
be rife with sth	/bi ˈraɪf wið ˌsʌmθɪŋ/	epatować, być pełnym czegoś
be up front	/bi ʌp ˈfrʌnt/	być szczerym, bezpośrednim
benign	/bəˈnaɪn/	łagodny, niegroźny
cogent argument	/ˌkəʊdʒ(ə)nt ˈɑː(r)ɡjʊmənt/	przekonujący argument
considerate	/kənˈsɪd(ə)rət/	taktowny, uprzejmy
digital connectedness	/ˌdɪdʒɪt(ə)l kəˈnektɪdnəs/	łączność cyfrowa
drive sb crazy/mad	/draɪv ˌsʌmbədi ˈkreɪziː ˈmæd/	doprowadzać kogoś do szaleństwa
evils	/ˈiːv(ə)lz/	złotne skutki
fall for sth	/ˈfɔːl fə(r) ˌsʌmθɪŋ/	nabrać się na coś
feel inferior	/fiːl ɪnˈfɪəriə(r)/	czuć się gorszym
flapper dress	/ˈflæpə(r) ˈdres/	krótka sukienka z lat 20., często z frędzlami; uważana za odważną
go ballistic	/ˌɡəʊ bəˈlɪstɪk/	dostawać szału
go without saying	/ˌɡəʊ wið aʊt ˈseɪŋ/	być oczywistym
meet sb in person	/ˌmiːt ˌsʌmbədi ɪn ˈpɜː(r)s(ə)n/	spotkać, poznać kogoś osobiście
not fret	/ˌnɒt ˈfret/	nie martwić się, nie gryźć się z czymś
online connections	/ˌɒnlaɪn kəˈnekt(ə)nz/	kontakty online
personal approach	/ˌpɜː(r)s(ə)n(ə)l əˈprəʊtʃ/	indywidualne podejście
portion of sth	/ˌpɔː(r)ʃ(ə)n əv ˌsʌmθɪŋ/	część czegoś
say sth up front	/ˌseɪ ˌsʌmθɪŋ ʌp ˈfrʌnt/	powiedzieć coś wprost, bez ogródek
scam	/skæm/	oszustwo, przekręt
shrug and let sth happen	/ʃrʌɡ ən ˌlet ˌsʌmθɪŋ ˈhæpən/	pozwolić, aby coś się wydarzyło
take sth with a pinch of salt	/teɪk ˌsʌmθɪŋ wið ə ˈpɪntʃ əv ˈsɔːlt/	odnosić się do czegoś z rezerwą
unfounded fears	/ˌʌnˌfaʊndɪd ˈfiə(r)z/	bezzasadne obawy
vulnerable	/ˌvʌln(ə)rəb(ə)l/	bezbronny, wrażliwy

Grammar 1

follow the same path	/ˌfɒləʊ ðə seɪm ˈpɑːθ/	iść tą samą drogą
geek	/ɡiːk/	pasjonat, maniak (np. komputerowy)
nerd	/nɜː(r)d/	maniak (np. komputerowy), osoba nieprzystosowana społecznie
reluctant	/rɪˈlʌktənt/	niechętny, nieskory
resent	/rɪˈzent/	żywić urazę, mieć pretensje
track and field	/ˌtræk ən ˈfiːld/	lekkoatletyka
well-to-do	/ˌwel-tə ˈduː/	dobrze sytuowany

Listening and vocabulary

addict	/ˈædɪkt/	osoba uzależniona
addicted	/əˈdɪktɪd/	uzależniony
addiction	/əˈdɪkʃ(ə)n/	uzależnienie
addictive	/əˈdɪktɪv/	uzależniający
be a shoulder to cry on	/bi ə ˈʃəʊldə(r) tə ˈkraɪ ɒn/	stanowić dla kogoś oparcie
be crushed	/bi ˈkrʌʃt/	być zdruzgotanym
break it off	/breɪk ɪt ˈɒf/	zerwać z kimś kontakt
chum	/tʃʌm/	kumpel
collect	/kəˈlekt/	zbierać, kolekcjonować
collection	/kəˈlektʃ(ə)n/	kolekcja
collective	/kəˈlektɪv/	zbiorowy
collector	/kəˈlektə(r)/	kolekcjoner
compliment	/ˈkɒmplɪmənt/	komplement
complimentary	/ˌkɒmplɪˈment(ə)rɪ/	prawy komplementy
confront	/kənˈfrʌnt/	pochlebny; bezpłatny
confrontation	/ˌkɒnfrənˈteɪʃ(ə)n/	konfrontować
confrontational	/ˌkɒnfrənˈteɪʃ(ə)nəl/	konfrontacja
counsel	/ˈkaʊns(ə)l/	zaczepny, konfrontacyjny
counselling	/ˈkaʊns(ə)lɪŋ/	(po)rada, radzić
counsellor	/ˈkaʊns(ə)lə(r)/	doradca, poradnictwo
cut sb off	/kʌt ˌsʌmbədi ˈɒf/	doradca
devastated	/ˌdevəˈsteɪtɪd/	zerwać z kimś kontakt
diff(er)	/ˈdɪf(ə)r(ə)ns/	zdruzgotany
difference	/ˈdɪfrəns/	różnić się
different	/ˈdɪfrənt/	inny, różniący się
dismiss	/dɪsˈmɪs/	odrzucać, zwalniać
dismiss out of hand	/dɪsˈmɪs aʊt əv ˈhænd/	lekceważyć
		odrzuć natychmiast

dismissal	/dis'mis(ə)/	zwolnienie, zlekceważenie
dismissive	/dis'misiv/	lekceważący
do one's bit	/,du: wʌnz 'bit/	robić swoje
get freaked out	/get, fri:kt 'aot/	przestraszyć się, spanikować
get on sb's case	/,get on ,sʌmbədiz 'keis/	czepiać się kogoś
get on sb's nerves	/,get on ,sʌmbədiz 'nɜ:(r)vz/	działać komuś na nerwy
give sb a leg up	/,giv ,sʌmbədi ə 'leg ʌp/	wspierać kogoś
lame	/leim/	słaby, kiepski
leave off	/li:v 'ɒf/	odstawić, odpuszczać
occupation	/,ɒkju'peɪʃ(ə)n/	zajęcie, zawód
occupational	/,ɒkju'peɪʃ(ə)nəl/	zawodowy
occupier	/,ɒkjupaɪə(r)/	lokator
occupy	/,ɒkjopaɪ/	zajmować
popular	/,pɒpjələ(r)/	popularny, lubiany
popularise	/,pɒpjəlaɪz/	popularyzować
popularity	/,pɒpjə'lærəti/	popularność
preconception	/,pri:'kæn'sepʃ(ə)n/	z góry przyjęty osąd
predict	/pri'dikt/	przewidywać
preoccupation	/pri:,ɒkju'peɪʃ(ə)n/	troska, zainteresowanie
spill one's guts	/,spɪl wʌnz 'gʌts/	zalić się, wywnętrzać
two-way street	/tu:wei 'stri:t/	działanie w dwie strony
wake up to the fact	/weɪk ʌp tə ðə 'fækt/	uświadomić sobie

Grammar 2

encounter	/ɪn'kaʊntə(r)/	spotkanie
inexplicably	/,ɪnɪk'splɪkəbli/	niewytłumaczalnie, z niewiadomych powodów
lieutenant	/lef'tenənt/	porucznik
notable exception	/,nəʊtəbl ɪk'sepʃ(ə)n/	wyjątek godny uwagi, istotny
praiseworthy	/preɪz,wɜ:ði/	godny pochwały
strike up a conversation	/straɪk ʌp ə ,kɒnvə(r)'seɪʃ(ə)n/	rozpocząć konwersację, zagaić rozmowę

Speaking

buzzworthy	/bʌz,wɜ:(r)ði/	wart uwagi, zwracający uwagę
come in handy	/kʌm ɪn 'hændi/	być przydatnym
outperform	/,aʊtpə(r)'fɔ:(r)m/	osiągać lepsze wyniki od kogoś, pozostawiać innych w tyle
paramount importance	/,pærəmaʊnt ɪm'pɔ:(r)təns/	kluczowe znaczenie
steer clear of sb	/stɪə(r) 'kliə(r) əv ,sʌmbədi/	trzymać się z dala od kogoś

English in Use

bubble with excitement	/,bʌb(ə)l wɪθ ɪk'saɪtmənt/	tryskać entuzjazmem
inquisitive	/ɪn'kwɪzɪtv/	dociekliwy



Challenge!

acquaintance	/ə'kweɪntəns/	znajomy	make no bones about sth	/,meɪk nəʊ 'bəʊnz ə,bəʊt ,sʌmθɪŋ/	nie ukrywać czegoś, stawiać sprawę jasno
be a bone of contention	/bi ə ,bəʊn əv kən'tenʃ(ə)n/	być kością niezgody	mate	/meɪt/	kumpel
be bone idle	/bi ,bəʊn 'aɪd(ə)l/	być śmierzącym leniem	outspoken	/aʊt'spəʊk(ə)n/	bezpośredni, mówiący bez ogródek
be critical of sth	/bi 'krɪtɪk(ə)l əv ,sʌmθɪŋ/	krytykować coś	outspokenness	/aʊt'spəʊkənəs/	bezpośredniość
bone up on sth	/bəʊn 'ʌp ɒn ,sʌmθɪŋ/	zakuwać, intensywnie się uczyć	peer	/piə(r)/	równieśnik
confidence	/'kɒnfɪdəns/	pewność siebie	pushiness	/'pʊʃɪnəs/	nachalność
confident	/'kɒnfɪdənt/	pewny siebie	pushy	/'pʊʃɪ/	nachalny
criticise	/'krɪtɪsaɪz/	krytykować	reserved	/rɪ'zɜ:(r)vəd/	powściągliwy, zdystansowany
cut to the bone	/,kʌt tə ðə 'bəʊn/	ugodzić do żywego	timid	/'tɪmɪd/	nieśmiały
deceitful	/di'si:tf(ə)l/	kłamliwy, oszukińczy	timidity	/tɪ'mɪdəti/	nieśmiałość
deceptive	/di'septɪv/	zwodniczy, mylący	uninterested	/ʌn'ɪntrəstɪd/	niezainteresowany
disinterested	/dis'ɪntrəstɪd/	bezzestronny			
feel sth in your bones	/,fi:l ,sʌmθɪŋ ɪn jə(r) 'bəʊnz/	czuć (coś) w kościach			
have a bone to pick with sb	/hæv ə ,bəʊn tə 'pɪk wɪθ ,sʌmbədi/	mieć z kimś na pieńku			

2

A HEALTHY GOAL

VOCABULARY

Exercise 2

Possible answers:

- 1 Succeeding at a sport and staying successful is extremely difficult, and besides talent, determination and the ability to keep trying are necessary.
- 2 Tonya Harding was a successful ice skater who fell into disgrace after her ex-husband attacked another skater, and her downfall highlights the fact that she did not really fit into this elite sport.
- 3 Ava Lee is extremely good at tennis at the age of nine, but her parents do not want to push her into competition, and would prefer to see her happy and healthy rather than see her succeed at a particular sport.



competing and achieving success in sports
• body parts, injuries and illnesses



Competing and achieving success in sports

- 1 Work in pairs and describe the pictures. What aspects of sport, success and fame do they show?

- 2 Read the three texts and summarise each of them briefly.

① SUCCEEDING AT SUCCESS

Reaching the **pinnacle** in any sport is a challenge. Yet coping with a life of **unrelenting** expectations, extreme physical demands, and career **brevity** takes an almost superhuman strength of character. Millions of teens grow up dreaming that they will be a star, but the **sobering** fact is that only about 1% of the population actually **make the cut** in the sporting world. More discouraging still is the number of those who reach success and then **drop the ball** in one way or another: getting into trouble with the law or suffering injuries which delay progress. Being talented is no guarantee of **staying ahead of the game** in the long run. If only coaches could **gauge** a young athlete's character before exposing them to the professional sports world!

② THE RISE AND FALL OF A STAR

Tonya Harding is one of those athletes whose **meteoric** rise to fame was followed by **subsequent** fall into notoriety. Her public fall from grace did not happen on the ice – where she was an uncompromising technical wonder – but in her life and career. In 1994, at the Olympic figure skating trials, Tonya's ex-husband attacked and injured Nancy Kerrigan, Tonya's opponent. This was truly **hitting below the belt**. Tonya had grown up poor and **felt like the underdog** amongst the more privileged competitors, and it was assumed that she had encouraged her ex to act as he did. The incident led to her being banned from competition for life.

③ READY FOR EVERY EVENTUALITY

Ava Lee is a 9-year-old tennis **prodigy** whose parents are well aware of the **overwhelming** risks involved in pursuing a professional sports career. 'With her skills, she is already ahead of the pack,' her mother says. 'But we **go the extra mile** to remind her that her talent isn't the only thing that matters. We don't want her to **jump the gun** and feel already like a great tennis star.' They also keep a close eye on her health. 'Tennis is particularly **punishing** physically, and we don't want her dealing with injuries **right out of the gate**,' her father adds. 'We encourage a variety of activities to balance her physical development. She's crazy about martial arts too, so maybe she'll **change tack** entirely and leave tennis behind. **The ball is in her court**.'

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

- 1 shortness in time or extent **brevity**
- 2 sudden and spectacular **meteoric**
- 3 the most successful level **pinnacle**
- 4 to judge, usually in comparison to a standard **gauge**
- 5 making one think about something in a serious way **sobering**
- 6 coming next in order **subsequent**
- 7 powerful and difficult to deal with **overwhelming**
- 8 someone who shows talent at an early age **prodigy**
- 9 not becoming less in strength or severity **unrelenting**
- 10 extremely difficult, tiring or damaging **punishing**

- 4 Complete the text with the words from exercise 3.

It may not be an advantage to be a ¹**prodigy** in any field. It often leads to careers which stand out for their ²**brevity**, ending before the 'star' is even an adult. Freddy Adu is a case in point. His ³**meteoric** rise to fame led him to try-outs with pro football teams at the age of 14, but his ⁴**subsequent** development did not match the promise. His early teen years were the ⁵**pinnacle** of his career. It is a ⁶**sobering** truth that it is almost impossible to ⁷**gauge** how well any young star will do as they grow. Will they cope with the ⁸**unrelenting/punishing/overwhelming** demands of practice which can be ⁹**punishing/overwhelming/unrelenting** both physically and mentally, or will that prove to be too ¹⁰**overwhelming/unrelenting/punishing**?

- 5 Complete the sentences with the highlighted idioms from the texts in exercise 2. Explain their meanings and origin. One of them is not sport-related.

- 1 Because Tim was short, he in a basketball team, but he soon proved to be a star on the court.
- 2 As a fresher, Ben didn't for the school track team.
- 3 The singer became popular with his first album.
- 4 The remark about your opponent's looks was really !
- 5 My coach told me not to . He said I'm a good player, but that I should wait a year before I compete.
- 6 I meant to invite Kelly to your tennis match, but I and completely forgot to text her!
- 7 I was concentrating entirely on golf, but now I've decided to and focus on tennis instead.
- 8 I've done my bit. It's not my choice now – .
- 9 The only way to in any sport is to gauge your opponents' strengths and try to outdo them.
- 10 I'm ready to to break a record – nothing will stop me.

Exercise 5

- 1 felt like the underdog – feel underestimated or unlikely to succeed (dog fighting)
- 2 make the cut – avoid elimination (golf)
- 3 right out of the gate – from the very beginning (horse racing)
- 4 hitting below the belt – attack in an unfair way (boxing)
- 5 jump the gun – act before the appropriate or ideal time (any racing sport using a starting gun)
- 6 dropped the ball – fail (baseball)
- 7 change tack – change the approach one uses (sailing)
- 8 the ball's in your court – it is your responsibility (tennis)
- 9 stay ahead of the game – stay well-informed and up to date (any competitive sport)
- 10 go the extra mile – make an additional effort (The Bible)

18 SPORT, ZDROWIE

Lead-in

- Teaching Notes page 13

Extra activity after Exercise 2

- Teaching Notes page 13

Extra activity after Exercise 3

- Teaching Notes page 13

Extra support for Exercise 5

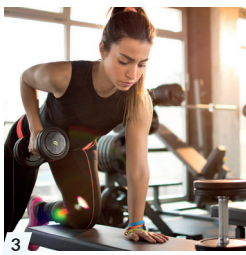
- Teaching Notes page 13

Extension activity after Exercise 5

- Teaching Notes page 14

Homework suggestion

- Teaching Notes page 14



2

Body parts, injuries and illnesses

- Look at the pictures (1–4). What problems could arise from these kinds of activities? What body parts are particularly affected?
- CD 1.10** Look at the picture below. Name as many parts of the body as you can see. Then listen to the four speakers and add any new words to your list.



- CD 1.10** Listen again and decide if the statements are true, false, or if no information is given.

- F** 1 Speaker 1 knew right away she wanted to be a dancer.
T 2 Speaker's 1 biggest problem is with one leg.
NI 3 Speaker's 2 mother had never done much exercise.
T 4 The yoga teacher plans to advise Speaker's 2 mother.
F 5 Speaker's 3 injury was caused by an impact with the ball.
NI 6 Brain injuries are common amongst athletes.
T 7 Speaker 4 became unable to control her need to exercise and restrict her diet.
NI 8 Speaker's 4 goal was to become a professional model.

- Match the physical problems below with the body parts they affect (1–6). There may be more than one match.

sprain bruise fracture spasm TBI (repetitive) strain
burn scrape cut cramp concussion

- 1 muscle 3 skin 5 wrist/ankle
2 bone 4 head 6 back

- Find the word or phrase which does not collocate with the word(s) in bold. Then translate the phrases into Polish.

- have get **catch** suffer from a headache dostać bólu głowy / cierpieć z powodu bólu głowy
- feel be get **have** nauseous mieć nudności
- develop have get **come-down-with** stiff muscles mieć zeszywniałe mięśnie
- get experience suffer from complain of **dizziness** mieć zawroty głowy / doznawać / cierpieć z powodu zawrotów głowy
- suffer from have **catch** get a sprain/strain skrócić np. nogę w kostce / naciągnąć mięsień
- have get suffer from **come-down-with** a fracture doznać złamania
- come down with catch feel get a cold przezięb się

VOCABULARY CHALLENGE!

- Which of the speakers from exercise 2 could make the statements below? Translate the phrases in bold into Polish.
- 'I was **eating like a bird** and **exercising like a fiend**.'
- 'I am **dead set on** becoming a professional, and I won't let this injury **hold me back**.'
- 'No matter what the activity, she **jumps in with both feet**, but this approach can **come back and bite you**.'
- 'I **couldn't tell up from down** for a while, and I definitely thought I was going to **go out like a light**.'
- 'I **felt as if I'd been run over by a lorry** when I woke up, but I just **kept going back for more**.'
- 'The doctor **opened my eyes** to the problem and I've **done an about-turn** as far as my ambitions go.'
- 'I thought the pain was just **par for the course**, but I soon woke up to the fact I was wrong.'
- Complete the sentences with some of the idioms from exercise 6. Use the emojis to help you.
- I 😊 🐦 and 💪 🐈 so I can lose some weight.
- I felt as if I'd been 🤔 🚚 after studying all night.
- I know you're nervous about 🤖 starting karate, but I think you should 😊 🦶!
- Choose the option that does not correctly complete the sentences.
- Tamara has a **bad** / heavy / small / nasty cold.
- I have a **heavy** / blinding / splitting / bad headache.
- I've been so tired lately! I hope I don't **catch** / take / come down with / contract the flu.
- When I broke my leg, I was in **agonising** / excruciating / acute / thorough pain.
- I hope to **drop** / shed / throw / lose 15 kilos on this diet.
- I think I have a **slight** / mild / low / minor fever.
- People with **severe** / serious / massive / acute food allergies should carry an emergency injection.
- I can no longer **endure** / accept / take / tolerate the pain.
- I'm in **excellent** / total / perfect / blooming health.

- WHAT DO YOU THINK?** Work in pairs and discuss the quotes. Which do you agree or disagree with?

“Hard work beats talent when talent doesn't work hard.
Tim Notke – a high school coach”

“Your goals should be out of reach, but never out of sight.
Anita DeFrantz – an American Olympic athlete (rowing)”

CRITICAL THINKING page 124

Exercise 2

Body parts mentioned in the recording:

- | | |
|-----------------|------------|
| 1 shin | 12 head |
| 2 ankle | 13 skull |
| 3 knee | 14 eye |
| 4 arch | 15 cranium |
| 5 foot | 16 brain |
| 6 arm | 17 abdomen |
| 7 shoulder | 18 waist |
| 8 spine | 19 calf |
| 9 thigh | 20 wrist |
| 10 (lower) back | 21 elbow |
| 11 ribs | 22 ulna |

Exercise 4

- spasm, (repetitive) strain, cramp
- fracture
- bruise, burn, scrape, cut
- TBI, concussion, fracture, bruise
- sprain, bruise, fracture, (repetitive) strain, burn, scrape, cut
- sprain, bruise, spasm, (repetitive) strain, burn, cramp

Exercise 6

- speaker 4; jeść jak ptaszek, ćwiczyć jak opętany
- speaker 1; być zdeterminowanym, powstrzymać (kogoś)
- speaker 2; w pełni się zaangażować, wrócić do kogoś (w formie kary lub zemsty)
- speaker 3; być skotowanym, natychmiast zasnąć
- speaker 4; czuć się jak przejechanym przez walec drogowy, wracać do czegoś jak bumerang
- speaker 3; otworzyć komuś oczy na coś, wykonać obrót o 180 stopni
- speaker 1; być czymś normalnym / do przewidzenia, zdać sobie sprawę z czegoś

Exercise 7

- am eating / eat like a bird, exercising / exercise like a fiend
- run over by a lorry
- jump in with both feet

Extra activity after Exercise 3

- Teaching Notes page 14

Extension activity after Exercise 5

- Teaching Notes page 14

Extra activity after Exercise 5

- Teaching Notes page 15

Extra activity after Exercise 9

- Teaching Notes page 15

Audioscript

- Student's Book pages 147–148 and Teacher's Resource Centre

Further practice

- Workbook page 16
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 15



1



2



3

1 Look at the pictures. What aspects of sports do they show?

2 **CD 1.11** Read the article. Match the paragraphs (1–5) with the headings (A–F). There is one extra heading.

2 **A** Loving Our Team ... Not Yours

4 **B** All Well and Good ... But Who's in Charge?

5 **C** For Your Own Good

1 **D** To Sport or Not to Sport?

E What You Gain from Losing

3 **F** When the Bar Is Set Too High

1

As the saying goes, there are always two sides to every coin. Teen participation in sports is frequently touted as the panacea for all sorts of problems, from **lagging** academic achievement to **subpar** social skills. On the flip side, teens taking part in sports are often held up as an example of enforced uniformity and a distraction from the 'real' business of school. Extreme arguments even portray team participation as a prelude to a life of aggression and out-of-control competitiveness. Yes, there are definitely two sides, and it seems worthwhile looking at them in some detail.

2

There is a lot to be said for representing your school or local team. Team spirit **knits** communities **together around a common goal**, whether it's winning a match or carrying off the trophy in a regional championship. It also brings cohesiveness and a shared sense of purpose to groups which otherwise might not mesh. Neighbours support school teams, and college towns **root for** their college teams because proximity brings them together. On the other hand,

there have been incidences of high school and college rivalries turning into dangerous confrontations. In fact, it may be true that the major downside of team spirit is that it can lead to a divisive us-versus-them attitude which can bring about problems in our social and political lives.

3

There is no underestimating the benefits physical exercise brings to both young and older people, but as with nearly all activities, the benefits apply only up to a point. That point is often crossed when young people, their coaches or their parents set their sights on a career in pro sports. This is when the unrelenting pressure to succeed often leads to physical injury, unnecessary stress, poor marks and even the abuse of illegal substances. It can also happen that people who start out exercising on a regular basis become dependent on the positive feeling exercise provides. They may neglect friends, give up other activities and end up with multiple injuries, all because they have lost control of what should be a healthy pursuit.

4

To my mind, the most praiseworthy aspect of sports is that of teamwork and cooperation. Participants learn the give-and-take of group endeavours, an ability which can be carried into the workplace and the tussles of everyday life. Rather than kicking against the pricks, team players learn how to follow reasonable guidance whilst contributing their own ideas

towards the ultimate goal of success. Of course, this is ideal on the face of it, up to the point when cooperation turns into **blind adherence** to the word of the coach or other leader – which, to my mind, is an almost **inevitable outcome**. When it comes to political organisations or cut-throat businesses, whose operating principles are often sports-based, a winner-takes-all attitude can lead to the oppression of those who oppose the **guiding impulse** of the leader.

5

It has been demonstrated that students who are good at sports, are better equipped for success in school and in their working and family lives. Ideally, they learn to manage their time effectively and they can develop skills for **handling both internal and external pressure**. Their concentration and long-term focus improve, they gain the ability to take responsibility for their own actions, and they have improved problem-solving capabilities. So it's all positive, right? Well, not always. Extremes in anything can produce unwelcome results. Take part in a sport because you like it, because it makes you feel good and because it boosts your physical health. Don't obsess over grandiose ambitions. So what if you don't make it onto the national team or take a medal at the Olympic Games? Just enjoy the benefits and leave the obsessing to someone else.



20



SPORT, ZDROWIE

Rozumienie tekstów pisanych *Dobieranie (nagłówków do akapitów), Wybór wielokrotny •*
Znajomość środków językowych *Słownictwo*

Lead-in

- Teaching Notes page 15

Extra activity after Exercise 3

- Teaching Notes pages 15–16

Extra activity after Exercise 6

- Teaching Notes page 16

Extra activity after Exercise 8

- Teaching Notes page 16

Further practice

- Workbook pages 17–18
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 16

3 Read the article again and choose the correct answers.

- In the first paragraph, the author of the text
 - makes it clear they are in favour of sports.
 - suggests that they dislike sports.
 - tries to introduce different viewpoints.
 - implies that the topic has been over-discussed.
- Which of the following does the author NOT say?
 - Sports can bring a community together.
 - Sports can trigger conflicts between communities.
 - Sports can bring locals closer to institutions in their communities.
 - Communities support teams mainly when they win.
- The author states that sports have a negative effect when
 - they are done only to improve one's appearance.
 - an overly serious emphasis is placed on winning.
 - they take too much time from students' studies.
 - they involve unnecessary risk.
- The author implies that the skills developed by sports
 - do not translate into a business environment.
 - can be applied to other areas of life.
 - tend to make people less cooperative.
 - can give people an unrealistic view of life.
- Which of the following is mentioned in the text as a fact, not an opinion?
 - Sports are more beneficial when pursued for pleasure, not ambition.
 - Sports always encourage unquestioning compliance to a leader.
 - Sports help develop positive habits in other pursuits.
 - The primary value demonstrated through sport is working together for a common goal.

Vocabulary development

4 In the text in exercise 2, find the expressions defined below. Then write your own sentences using the expressions.

- praise as the best solution to a problem **tout as a panacea for**
- the negative aspect of something **the flip side**
- there are numerous benefits **there is a lot to be said for**
- focus on, usually a specific goal **set one's sights on**
- shared compromise for a common goal **give-and-take**
- resist or resent outside control **kick against the pricks**
- all-or-nothing approach in business or sports **winner-takes-all attitude + Students' own answers**

5 Complete the sentences with the words below. Check your answers with the highlighted phrases in exercise 2.

common lagging subpar knit root blind inevitable
guiding handle

- We're not particularly keen on sport, but we still meet every Friday and **root** for our school football team.
- James used to find it difficult to **handle** pressure, but taking up karate has made him much calmer and self-confident.
- My parents are devastated by my **lagging** academic results.
- The **guiding** impulse behind our charity is to improve kids' self-esteem through sports and other activities.
- Very often, the **inevitable** outcome of very early success is disappointment later in life.

- Subpar** social skills may be improved by group activities.
- Communities can **knit** people together around a **common** goal.
- Blind** adherence to traditional values may slow progress.

6 Complete the text with the correct forms of the words below. There are two extra words.

relent oppress win compete rival adhere improve

Some people extol the benefits of highly ¹competitive sports. They say that a healthy ²rivalry gives people a positive push to succeed. I believe that the unique personality should be taken into account before pushing anyone into an atmosphere of ³relentless pressure and competition. We respond to situations in different ways, and while some don't mind constant tension, others will feel a sense of ⁴oppression faced with the expectation to win. Blind ⁵adherence to a coach is also not a choice for everyone.

VOCABULARY CHALLENGE!

7 Complete the sentences with appropriate prepositions.

- Lydia is a whiz **at** competitive sports, but her parents are not sure that it's beneficial **for** her to spend too much time practising them. She's a bit aggressive **by** nature, and she's not always good **with** other children when it comes to playing **in** a cooperative way.
- I'm a bit of a worrier. I tend to obsess **over/about** upcoming games, thinking about them constantly. I also get obsessed **with** little details, like the quirks and habits **of** my competitors, when it would be better to hone **in** **on** the bigger picture.
- Sam always looks **to** his older brother for support. When he was looking **at** the possibility of joining a local football team, he asked his brother to look **for/up** some team statistics and see what he thought. 'It looks **like** a great team,' his brother said. 'And if I was on the look-out **for** a player, I'd certainly want you on my team, so go for it!'
- Our chess team meets **on** a regular basis, and one rule we adhere **to** strictly is that everyone is entitled **to** equal playing time. We time our matches carefully, but once **in** a blue moon we give the players free rein, and then the matches go on for ages. It is **out** of the question for us to do this more often, but it's fun to do it **on** occasion.

8 Choose the correct option to complete the sentences.

- Alex is really great **at** / **for** / **with** solving puzzles, but she isn't competitive **from** / **by** / **in** nature, so she often struggles when it comes **to** / **with** / **from** adversarial games.
- Our coach often seems to be mad **for** / **about** / **at** us, but in fact he is obsessed **in** / **with** / **about** our improvement, and wants us to be the best **at** / **for** / **about** what we do.
- I might focus too much **in** / **at** / **on** becoming a pro footballer when I should hone **in** **about** / **on** / **with** maths in case a sports career isn't **at** / **on** / **with** the cards for me.
- Practising a sport **in** / **on** / **for** a regular basis is not enough. You must adhere **with** / **in** / **to** certain standards, though you can learn a lot by experimenting **in** / **for** / **on** occasion.

CRITICAL THINKING page 124

Exercise 1

- 1 She has been on holiday.
- 2 She is going to eat healthy foods and skip desserts.
- 3 He hasn't been on holiday.
- 4 He is planning a cycling tour in Europe for himself and his family.
- 5 He has been revising for exams.
- 6 He is determined to get more sleep and work out regularly at the gym.

Exercise 3

- 1 schedule, prediction
- 2 prediction, near action, near action
- 3 continuous action up to a future point in time, action which was decided earlier, wish or hope
- 4 plan, action at a point in time, promise
- 5 action done a certain number of times by a future point in time, schedule, personal decision

Exercise 6

- 1 a Kelly was scheduled to compete, but we don't know if she did.
b Kelly did not compete.
- 2 a They planned to leave, but we don't know if they did.
b They planned to leave an hour ago, but they didn't.

Exercise 7

- 1 Bo was to have taken part in the game, but he dropped out.
- 2 The race was (due) to start at 5 p.m., but there may have been a delay.
- 3 Aren't you supposed to have left already? You'll miss your flight!
- 4 They were to have handed out the medals last night, / The medals were to have been handed out last night, but they hadn't been delivered yet.
- 5 The new coach was due to start work today. Do you know if she's arrived yet?

1 CD 1.12 LANGUAGE IN CONTEXT Listen to three recordings. Then answer the questions.

- 1 What has led Speaker 1 to forego a healthy diet?
- 2 What changes does she plan to make?
- 3 What has Speaker 2 not done for several years?
- 4 What is he planning, and who will be involved?
- 5 What has caused Speaker 3 to neglect his health?
- 6 What is he determined to do when the situation has changed?

2 ANALYSE Copy and complete the table with the correct example sentences from the transcript on page 148. There is one example of tense use missing from the recording. Complete the appropriate line of the table with your own example sentence and the corresponding tense use.

tense/expression	example	use
present simple	We leave on the 15th ...	a timetable scheduled action
present continuous	We're leaving for the Norfolk coast ...	a prearranged, mutually agreed action
future simple 1	I'll keep my word ...	a promise
future simple 2	I won't have any excuse ...	a prediction
future simple 3	Students' own answers	decision made at the moment of speaking
going to	I'm going to go online	a definite plan
future continuous	I'll be eating / won't be eating	a plan of continuous action
future perfect	I'll have missed ... I'll have had ...	a future event which will happen (or finish) by a stated time
future perfect continuous	I'll have been revising ...	an activity which will have continued up to a stated time in the future
be due to, be on the point of, be on the verge of, be about to, be determined to, be soon to	I'm due to sit my final exams ... I'm on the point of renewing ... They are on the verge of rebelling ... I'm about to expire ... I'm determined to do two things that is soon to change.	actions in the near future, personal decision or circumstance

3 PRACTISE Choose the correct option to complete the sentences. Explain what the meaning of each tense is in the context given.

- 1 The Pilates class **will start** / **(starts)** at seven sharp. We should leave now, or we **(will be)** / **are going to be** late.
- 2 A Your friend Mark is an excellent footballer. Do you think he **is going to go** / **(will go)** professional?
B Actually, he **is on the verge of accepting** / **will have accepted** a spot on a national team. He **will have been** / **(is soon to be)** one of the great names in sport.
- 3 I **will have been dieting** / **will be dieting** for a month at the end of the week. I **weigh** / **am planning to weigh** myself then. I hope it **is not going to be** / **(won't be)** disappointing.
- 4 A **Are you going** / **Will you go** to the show today?
B I can't. I **am going to fly** / **(will be flying)** to London then. Can you take photos for me?
A Sure, I **am going to take** / **(will take)** plenty of photos.
- 5 Tammy says she **(will have practised)** / **will be practising** this a thousand times by the time the trials **are starting** / **(start)** and she **(is determined to get)** / **will be getting** it right.

4 Complete the text with the future forms of the verbs in brackets.

Young people often assume that the elderly don't really make plans for the future. I just have to say that they haven't met my grandmother, Luisa, who ¹ **is going to be / will be** (be) 76 years old at the end of May and is busy planning all of the things she ² **is going to do** (do) before she turns 80. She ³ **will have been** (be) a widow for five years this coming January, and she ⁴ **will have lived / will have been living** (live) in the same house for thirty years by the end of this month, and she has had enough of sitting around. 'I'm on the ⁵ **verge of starting** (verge / start) a new life,' she says. 'And no one ⁶ **is going to stop** (stop) me!' First off, she ⁷ **is going to sell** (sell) her house. In fact, it is on the ⁸ **point of being put** (point / put) on the market, and she hopes it ⁹ **will sell** (sell) quickly so she can buy a camper van. Then she ¹⁰ **is going to drive** (drive) all over Britain. 'I imagine I ¹¹ **will settle down** (settle down) again at some point,' she explains. 'I ¹² **will be looking** (look) at nice pieces of land everywhere I go, and when I find the perfect place, I ¹³ **'m going to buy** (buy) it and build a small house.' You have to admit my grandma is an amazing woman.

5 Work in pairs. Explain the differences between a and b.

- 1 What are you planning to do this weekend?
a I'm getting together with my friends to play hockey. **predetermined plan, everything is already arranged**
b I'll play hockey with my friends if nothing else comes up. **prediction**
- 2 You should really have that sprain checked out.
a I swear I'll go to the doctor's tomorrow. **promise**
b I'm seeing the doctor tomorrow. **scheduled plan**
- 3 What time is the tennis tournament tomorrow?
a It starts at 11 in the morning. **definite schedule**
b It's due to start at 11 in the morning. **expected schedule**
- 4 Ow! I've just scraped my knee!
a That's going to hurt for a while! **prediction based on evidence**
b It will likely take a while to heal. **prediction**

GRAMMAR CHALLENGE!

6 Look at the sentences. Which may or may not have happened? Which definitely did not happen? How do you know?

- 1 a Kelly was to compete in the 200 metre sprint.
b Kelly was to have competed in the 200 metre sprint.
- 2 a They were supposed to leave an hour ago.
b They were supposed to have left an hour ago.

7 Rewrite the sentences using past-future forms.

- 1 Bo planned on taking part in the game, but he dropped out.
- 2 The race was meant to start at 5 p.m., but there may have been a delay.
- 3 Shouldn't you have left already? You'll miss your flight!
- 4 The plan was to hand out the medals last night, but they hadn't been delivered yet.
- 5 The new coach was scheduled to start work today. Do you know if she's arrived yet?

Lead-in

- Teaching Notes pages 16–17

Extension activity after Exercise 1

- Teaching Notes page 17

Extra activity after Exercise 4

- Teaching Notes page 17

Audioscript

- Student's Book page 148 and Teacher's Resource Centre

Further practice

- Workbook page 19
- Grammar worksheet 2, Teacher's Book page 339
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 17



1 Work in pairs. Look at the pictures and discuss the health-related habits. Which of these are present in your life? Do any other routines affect your health in a positive or negative way?

2 Do you think you get enough sleep? If not, does lack of sleep influence your mood and performance? What would be a healthy sleep-life balance for you?

3 **CD 1.13** Listen to the interview with a doctor and answer the questions below.

- 1 What is Dr Weston's field of expertise?
- 2 How many hours of sleep a night should teenagers get?
- 3 What happens to teenagers who don't get enough sleep?

4 **CD 1.13** Listen again and choose the correct answers.

- 1 Kelly Weston is the author of several books about
 - a healthy living for teenagers.
 - b** the health effects of how we choose to live.
 - c how the human consciousness works.
 - d the influence of being a parent on health.
- 2 Dr Weston decided to write the book because she realised
 - a young people were being misinformed by the media.
 - b her own lifestyle needed improvement.
 - c her son's friends were becoming a bad influence.
 - d** habits adopted early have a lasting effect.
- 3 According to Dr Weston,
 - a** sufficient sleep is vital to good health.
 - b most people can remain healthy with insufficient sleep.
 - c many people are overly concerned about lack of sleep.
 - d experts overestimate the amount of sleep we need.
- 4 What does Dr Weston suggest is illogical?
 - a The amount of work expected of teenagers.
 - b** The time at which teenagers have to start school.
 - c The amount of sleep teenagers think they need.
 - d The comparison of teenagers to elderly people.
- 5 Which of these statements Dr Weston would agree with?
 - a Sleep is more important than exams.
 - b Texting shortly before bedtime helps you fall asleep.
 - c** Good sleep makes for good studying.
 - d Studying just before bedtime is the most effective way to learn.

5 Complete the phrases 1-9 with the words below.

off as short of sth the rub haywire years diseases
contrast by on in stone

- 1 set **in stone**
- 2 be **short of sth**
- 3 formative **years**
- 4 go **haywire**
- 5 in stark **contrast**
- 6 get **by on**
- 7 there's **the rub**
- 8 contagious **diseases**
- 9 pass sth **off as**

6 Complete the text with the phrases from exercise 5.

Many of the choices made during your ¹formative years can decide how healthy you'll be in the future. Sadly, many teenagers ²pass off as ridiculous the notion that they really can't ³get by on a few hours of sleep per night and still avoid ⁴contagious colds and the flu, not to mention future chronic illnesses such as diabetes and obesity. Well, you can't be constantly ⁵short of proper sleep and stay healthy, and ⁶there's the rub! In ⁷stark contrast to the belief that a young body can recover from any amount of abuse, certain problems can become ⁸set in stone in your early years. So, if you don't want your bodily systems to ⁹go haywire later in life, it's a good idea to pay attention to what your body needs right now.

7 **CD 1.14** Listen to a video blog post. Complete the sentences so that they are true according to what you hear. Write one to five words in each gap.

- 1 Casey posts her video blog on a **regular** basis.
- 2 Today's post deals with a health issue, **unlike** her usual posts.
- 3 On average, she gets **five and a half** hours of sleep per night.
- 4 She says she is **sick and tired** of constantly lacking energy.
- 5 She claims napping during lessons is a **humiliating** experience.
- 6 Casey has decided to go to bed at **half past eleven** and get up at 6.30, but only on weekdays.
- 7 The expected advantages of her new routine are going to be more **energy, clearer skin, weight control** as well as improved memory.

VOCABULARY CHALLENGE!

8 Find and correct the mistakes in the sentences. Then read the transcript on pages 148-149 to check your answers.

- 1 If you are really relaxed, you should fall asleep as soon as your head feels the pillow.
- 2 I'm so sleepy all the time that I keep nodding out in classes!
- 3 Staying up late to study is everything but ideal, but I'm so busy that I have no choice.
- 4 I've decided on a stable bedtime of eleven o'clock.
- 5 You think I should sleep more? Give me another one!
- 6 Can you help me with this task? I can't seem to find it out.
- 7 My French is a bit shaking, but I hope to improve it soon.

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

- 1 According to the information given, do you get enough sleep?
- 2 Have you ever fallen asleep in a public place? If so, how did it feel?

Exercise 3

- 1 health and lifestyle
- 2 nine
- 3 They function like a very old person.

Exercise 8

- 1 feels – hits
- 2 out – off
- 3 everything – anything
- 4 stable – fixed
- 5 Give – Tell
- 6 find – work
- 7 shaking – shaky

Extra activities after Exercise 4

- Teaching Notes pages 17-18

Extra activity after Exercise 5

- Teaching Notes page 18

Extra support for Exercise 7

- Teaching Notes page 18

Extra activity after Exercise 9

- Teaching Notes page 18

Audioscript

- Student's Book pages 148-149 and Teacher's Resource Centre

Further practice

- Workbook page 20
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 18

Exercise 1

Possible answers:
eat vegetables, drink water,
exercise, use sunscreen,
not eat fast food, not
smoke, not drink alcohol
+ Students' own answers

Exercise 4

- 1 by far the best
- 2 nothing like as challenging
- 3 far less sore
- 4 by far the least inspiring
- 5 just as effective
- 6 a bit faster
- 7 one of the silliest
- 8 so much, as
- 9 slightly more palatable
- 10 just as thorough

Exercise 6

- 1 by far the most challenging
- 2 one of my best
- 3 absolutely the most fulfilling
- 4 slightly more athletic
- 5 nothing like as strong
- 6 definitely as fit
- 7 just as brave
- 8 undoubtedly the most terrifying
- 9 by far the least treatable
- 10 certainly the least rational
- 11 the more dedicated
- 12 the more confident

Exercise 7

- 1 My karate skills are getting better and better every day.
- 2 My diet is every bit as effective as yours.
- 3 With yoga, the more patience you show, the better results you get.
- 4 Jack Smith is definitely the most encouraging coach I have ever worked with.
- 5 Tom is just as good a dance instructor as Katie.
- 6 Skiing is not nearly as demanding as climbing.
- 7 In sprint, other runners are nowhere near as fast as Usain Bolt.

- 1 Think of three things you do to be healthy. Order them by importance. What evidence can support your ideas?

- 2 **LANGUAGE IN CONTEXT** Read the article. Do you share any of these beliefs? Are you convinced by the article?

It's far more common for people to think they know the truth about exercise and fitness than is actually the case. This is because they are a lot more likely to base their opinions on hearsay or advertising than on scientific fact, and the truth is nothing like as obvious as it may seem. These are some of the most common misconceptions.

**Walking isn't real exercise**

Actually, it is one of the oldest forms of exercise, and it is among the most effective at maintaining general health. It helps with all kinds of physical problems, is way easier on the joints than running and undoubtedly better than doing nothing! The more active you are, the healthier you'll be, no matter how strenuous the activity is.

If I'm not sweating, I'm not benefitting

It's true that nothing gives so bad an impression as the gym member who never sweats. The sweeter you get, the better the workout, as they say. Yet sweating is by far the least reliable measure of exercise effectiveness due to several factors: ambient temperature, body hydration and personal sweat factor. Some of us are slightly sweeter than others, and others are much more prone to dripping with perspiration. Heart rate is a far better indication of hard work.

Good exercise is expensive

No, trendy exercise is expensive. Exercising in your sitting room is every bit as good as joining a fancy fitness studio. It may even be a bit better in the sense that it's nowhere near as stressful and infinitely less costly. Also, home exercise videos are getting better and better with time.

Sports drinks are better than water after exercise

This may be true if you work out longer than an hour at a time. However, sports drinks are popular not so much for doing good as for tasting good. So, unless you run in a marathon, water is every bit as effective as specialised beverages.

- 3 **ANALYSE** Copy and complete the table with examples from the text in exercise 2.

form	example
comparatives with modifiers (slightly, a lot, a bit, far, etc.)	far more common, a lot more likely, way easier, undoubtedly better, slightly sweeter than, much more prone, far better, a bit better, nowhere near as stressful, infinitely less costly
superlatives with modifiers (by far, easily, possibly, etc.)	some of the most common, one of the oldest, among the most effective, by far the least reliable
(not) so/as ... as ... with modifiers (just, (not) nearly, almost, barely, every bit, etc.)	nothing like as obvious as, nothing gives so bad an impression as, not so much for doing good as, every bit as good as, every bit as effective as
the ... the ... comparisons	The more active you are, the healthier; The sweeter you get, the better
comparative + comparative	better and better

- 4 **PRACTISE** Complete the sentences with the correct form of the words in brackets and suitable modifiers.

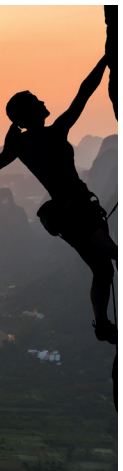
- 1 This is (good) post I've ever read about warm-up!
- 2 Level 1 yoga class is (nothing ... challenging) as level 2. There is a huge difference between the two.
- 3 I feel (sore) than I used to now that I warm up properly before class. In fact, my muscles barely hurt at all.
- 4 She is (inspiring) Zumba instructor I've ever encountered. Her classes are a real bore.
- 5 For that kind of muscle strain, putting ice on it is (effective) as massage. I find they have the same result.
- 6 I can run (fast) now, but there isn't a big progress.
- 7 I think (silly) sports is cheese rolling, but it's not the only one I find ridiculous.
- 8 Danny is respected not for his football skills (much) for his positive attitude and team spirit.
- 9 This sports drink is (palatable) than the other one, but I don't really like either.
- 10 He is (just / thorough) a coach as Mourinho.

- 5 **WHAT'S RIGHT?** Choose the correct sentence.

- 1 This energy bar has far less calories than the ones you eat.
- 2 This energy bar has far fewer calories than the ones you eat. 'calories' is a countable plural

- 6 Complete the text with the correct form of the adjectives in brackets and the modifiers given.

I'm not a person with a lot of fears, but I ¹ (far / challenging) experience of my life was the climbing course I attended last summer. I went with Kevin, ² (one / good) friends, who convinced me that it would be ³ (absolutely / fulfilling) experience of my life. I'm ⁴ (slightly / athletic) than the average person, but I'm ⁵ (nothing like / strong) as the star athletes in my school! Still, I'm ⁶ (definitely / fit) as a lot of people my age, and I thought I was ⁷ (just / brave) as the next person ... until I started my first climb. It was ⁸ (undoubtedly / terrifying) thing, mostly because of my unexpected fear of heights. The trainers promised to help me, but eventually they admitted I was ⁹ (far / treatable) case they had ever had. I know now phobias are ¹⁰ (certainly / rational) part of the human psyche, but I'm sure that ¹¹ (dedicated) I am to facing my fears, ¹² (confident) I will become.



- 7 Rewrite the sentences, using the words given.

- 1 My karate skills are improving every day. **AND**
- 2 My diet and the one you're on are equally effective. **BIT**
- 3 With yoga, when you show more patience, you get better results. **THE**
- 4 I have never worked with such an encouraging coach as Jack Smith. **DEFINITELY**
- 5 Katie and Tom are equally good dance instructors. **JUST**
- 6 Climbing is much more demanding than skiing. **NEARLY**
- 7 In sprint, other runners can't compete with Usain Bolt's speed. **NOWHERE**

- 8 Work in pairs. Discuss your attitude to exercise and sports.

24 SPORT, ZDROWIE Znajomość środków językowych Transformacje zdań

Extra support for Exercise 2

- Teaching Notes pages 18–19

Extra activity after Exercise 3

- Teaching Notes page 19

Extra activity after Exercise 6

- Teaching Notes page 19

Extra activity after Exercise 7

- Teaching Notes page 19

Extension activity after Exercise 8

- Teaching Notes pages 19–20

Further practice

- Workbook page 21
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 20

Assessment

- Short Test 2

expressing preference • giving arguments •
comparing • showing cause and effect



TAKE NOTICE: remember the simple things that give you joy
CONNECT: talk & listen, be there, feel connected
GIVE: your time, your presence, your words
BE ACTIVE: do what you can, enjoy what you do
KEEP LEARNING: embrace new experiences, surprise yourself

1 Work in pairs. Look at the pictures above and answer the questions below.

- What do these pictures have in common? What sides of the same problem do they depict?
- Which of the stress factors in picture 1 are the most common among people your age? Which are the most and the least serious in your opinion? How do they affect mental and physical health?
- What is the advice in picture 2 for? How do you understand each piece of advice?

2 Complete the Phrase Bank below with the correct form of the words from the box.

convey leave look submit spring command
epitomise speak

PHRASE BANK

Describing a photo

This image **depicts** / **portrays** / **epitomises** / **showcases** ...
When I look at it, **what** **2** **spring** / **comes to mind** is the idea of ...
This visual **communicates** / **3** **conveys** / **puts across** the concept of ...

Expressing preference, giving arguments and comparing

This one **seems** / **appears** / **4** **looks to be** the most convincing of all.
It **appeals to me** / **5** **speaks to me** / **catches the eye** because ...
The one which may **do the job** / **6** **command people's attention** is ...
This image, by contrast, **doesn't grab me at all** / **7** **leaves me cold**.
The visual I'd like to **put forward** / **8** **submit** would be ...

3 Work in pairs. Take turns to do the speaking task.

Popatrz na zdjęcia 1–3. W mediach społecznościowych właśnie jest organizowana kampania dotycząca zdrowia psychicznego *Be Good to Your Mind*.

- Wybierz zdjęcie, które będzie Twoim zdaniem najbardziej odpowiednie do promowania tej kampanii, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

4 Study and complete the Phrase Bank below. Put one word in each space.

PHRASE BANK

Showing cause and effect

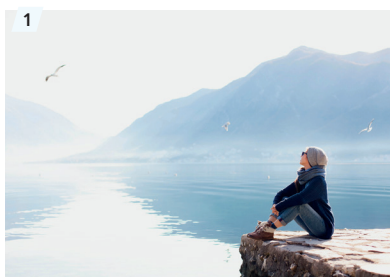
The situation may **stem** / **result** / **arise** **1** **from the fact** that ...
It may **2** **be** a natural consequence / a knock-on effect of ...
Doubtless, it has been **brought** **3** **about** / **triggered by** ...
What **has led** **4** **to** / **has given rise to** / **has engendered** such a situation is the way ...
It **has a significant bearing** / **has a profound influence** / **has a major impact on** **5** **how** people feel and see themselves.
It is an issue that could **affect** / **influence** / **impact on** the ...
6 **One/Another** **underlying reason** / **feasible justification** for the choice could easily be ...
This is what may **prompt** / **push** people **7** **to** bite off more than they can chew.

5 Work in pairs and answer the questions, using the expressions from the Phrase Bank above and the prompts given.

- Why do more and more young people complain of living under stress and feeling depressed?
taking on too much • too much time online • can't tackle stress
- People are becoming aware of the importance of their mental well-being. What may cause such a trend?
social campaigns • media and celebrities • self-centered approach to life

6 Read the tips for fostering your mental well-being and rank them. Then work in groups of three and compare your ideas. Justify your answers.

- meditate
- squash negativity and amp up positivity
- don't dwell on mistakes
- stop moaning
- set realistic goals
- wolf down lots of chocolate
- give yourself pep talks
- be fiercely proud of who you are
- feel free to do silly things
- eliminate all 'What if ...?' thoughts



ZDROWIE Mówienie Rozmowa na podstawie materiału stymulującego

25

Extra activity before Exercise 3

- Teaching Notes page 20

Extra support for Exercise 4

- Teaching Notes page 20

Extra activity after Exercise 4

- Teaching Notes pages 20–21

Speaking Bank

- Student's Book page 130

Further practice

- Workbook page 22

Homework suggestion

- Teaching Notes page 21

- 1 Work in pairs. Look at the pictures and discuss the quotes. What do they mean to you? What arguments could you make to disagree with or refute them?

“Success isn't about how much money you make, it's about the difference you make in people's lives. Michelle Obama”

“The true measure of success is how many times you can bounce back from failure. Stephen Richards”

“Never let success get to your head. Never let failure get to your heart. Anonymous”



Exercise 3

The first is an opinion essay. It summarises the topic, says 'In my view ...', and states a clear opinion.

The second is a for and against essay. It summarises both views, then says that both will be discussed.

Exercise 6

- at the beginning and the end of the essay
- by writing: 'From the competitors' side, ...'; three points are covered
- by writing: 'From the spectators' standpoint, ...'; two points are covered
- by writing: 'It seems to me, however, that sports are heading generally in a less idealistic direction.'
- the view that high pay and fame for athletes are justified; three points are made
- the view that athletes are damaged by high pay and fame; three points are made
- yes, by writing '... while sportspeople certainly deserve decent pay ... , they should not exemplify ...'; balance is the most important factor

+ Students' own answers

- 2 Read the statements about for and against (discursive) and opinion essays. Which of the statements are true? Correct the false ones.

- F 1 The introduction to a for and against essay should include the writer's opinion on the topic. *It should introduce the topic.*
- T 2 Both for and against and opinion essays should include a restatement of the topic in the introduction.
- F 3 In an opinion essay, you should never mention the opinions which oppose your own. *You can use opposing opinions to clarify your own.*
- T 4 The main paragraphs of a for and against essay should be of a similar length.
- F 5 The arguments presented in the main paragraphs of an opinion essay should not be justified using examples. *Examples can illustrate your ideas.*
- T 6 The conclusion of a for and against essay can mention, but not focus on, your own opinion.
- T 7 The conclusion of an opinion essay should summarise your opinion and the reasons behind it.
- F 8 An opinion essay can be less formal than a for and against essay because it is a more personal statement. *Both are forms of formal writing.*

- 3 Read the two introductory paragraphs below. Which is a part of an opinion essay? Which is a part of a for and against essay? What helped you decide?

- Athletes are the kings and queens of modern society, along with actors and pop stars. We cheer them on in competition, but we also admire their enormous houses, gossip about their relationships and listen to their opinions. The question remains as to how much this has to do with the spirit of fair play and the pursuit of excellence for its own sake. In my view, very little. In fact, I believe the true competitive spirit is being lost in today's professional sports, and this affects competitors and spectators alike.
- There are definitely two schools of thought concerning the astronomical pay and obvious sense of entitlement on display in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. In contrast, others suggest that the extreme focus on fame and money is damaging the spirit of fair play and the pursuit of excellence for its own sake. Both viewpoints are worth considering.

- 4 Note down three points you would make to support the introductory paragraph in the first essay.

- 5 Note down three points you could make to oppose the argument that professional athletes deserve huge pay, fame and privileges.

- 6 Read the two complete essays and answer the questions.

Essay 1

- As a society, we admire athletes' accomplishments, but we also envy their enormous wealth and success. The question remains as to how far today's professional sports reflect the spirit of fair play and the pursuit of excellence. I am of the belief that the true competitive spirit is being lost, which affects competitors and spectators alike.
- From the competitors' side, the focus on fame and fortune can distract athletes from the true purpose of their pursuit. They may become so obsessed with winning that they resort to risky training methods or even doping. It is also true that the temptations of fame and fortune can lead them to neglect the hard work and rigorous training needed to maintain their success.
- From the spectators' standpoint, successful athletes embody faultless role models. Upon witnessing their heroes' scandalous behaviour, vanity or greed, fans may feel let down. This disappointment in individual sports icons may extend to professional sports as a whole when it comes to game-fixing or promotion of dishonest practices on an international scale. Alternatively, it can be argued that some athletes really do represent fair play and dedication to excellence and they remind us of the true purpose of competition. It seems to me, however, that sports are heading generally in a less idealistic direction.
- In conclusion, I believe that professional sports have moved far away from the spirit of fair play and true competitiveness which they should represent, and I hope something can be done to remedy this.

Lead-in

- Teaching Notes page 21

Extra activity after Exercise 2

- Teaching Notes page 21

Extra support for Exercise 7

- Teaching Notes page 22

Extension activity after Exercise 9

- Teaching Notes page 22

Writing Bank

- Student's Book pages 134–140

Sample answer for Exercise 9

- Teacher's App

Essay 2

- ① There are definitely two schools of thought concerning the astronomical pay and sense of entitlement in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. Others say the focus on fame and money is destroying the pursuit of excellence and fair play. Both viewpoints are worth considering.
- ② There are several points in favour of high pay and fame. Firstly, it takes years of dedication to become a professional, yet most athletes' careers last only about ten years. Large salaries give them a chance to build a secure future. Furthermore, athletes' fame and influence may be justified because they personify tireless effort and focus, providing inspiration to all of us. In addition, fame and fortune give athletes the opportunity to act as mentors and volunteers for worthwhile charities.
- ③ However, there are strong arguments to support the opposing point of view. One point is that young athletes are often unable to deal with the consequences of wealth. They may spend unwisely and end up doing things which damage their careers. The same can be said of the pressures of fame, which can break the spirit of the toughest. Moreover, making money can become the central focus, leading athletes to compete unfairly.
- ④ In conclusion, while sportspeople certainly deserve decent pay for working tirelessly on their skills and the hardships of being perfect role models, they should not exemplify a lifestyle which puts money and fame above all else. As in all aspects of life, balance is everything.

In essay 1,

- 1 where does the writer state their opinion?
- 2 how does the writer make clear what the second paragraph covers? How many points do they make?
- 3 how does the writer introduce the content of the third paragraph? How many points are included?
- 4 how does the writer reiterate their point of view in the third paragraph? Are you convinced by their argument?

In essay 2,

- 5 what aspect of the topic does the writer cover in the second paragraph? How many points are made? Could you add any other points?
- 6 what aspect of the topic is being covered in the third paragraph? How many points are made? Do you think these are the most persuasive points to include?
- 7 does the writer state a clear opinion in the fourth paragraph? What conclusions do they come to?

- 7 Look back at the two essays. List the phrases which do the following. Add two more phrases to each category.

- 1 introduce an opinion
- 2 introduce an idea or topic
- 3 introduce additional points or more information
- 4 introduce contrasting points or information



- 8 Read the poorly written essay below. First, decide where the paragraph divisions should go. Then, rewrite the essay using words and phrases to introduce, connect, expand and summarise the ideas.

Involvement in sports is a vital part of a young person's upbringing. Write your opinion regarding this statement, focusing on the physical health and social development aspects of the issue.

Being involved in sports can be an important part of a young person's upbringing. I don't agree that it's a vital part, either for physical health or social development. It depends on the personality and goals of the individual. Sports are good for maintaining physical health. Sports can demand too much time and energy from participants. They can lead to temporary or chronic injuries. They might exhaust participants to the point that they neglect their studies. They can lead to stress and anxiety from the pressure to succeed. From a social standpoint, sports do promote cooperation and teamwork. They lead to rivalries and conflicts. They divide larger groups into warring camps instead of promoting understanding. They can give young people unrealistic expectations for the future. Young people might think they will succeed in professional sports and not focus on their education. Too much focus is placed on sports for young people. There are other forms of exercise which maintain good health and promote social skills without the damaging effects. These should be emphasised more than competitive sports.

- 9 Read the topics below. Note down what points you might make, what your own opinion is and what facts or examples would support your ideas. Then compare and contrast your ideas with a partner. Finally, choose one of the topics and write an essay of 200–250 words. Use some of the language and organising ideas from the lesson.

- 1 Wiele osób uważa, że zajęcia szkolne dla dzieci i młodzieży nie powinny zaczynać się przed godziną 10 rano. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając aspekty zdrowia i efektywności uczenia się.
- 2 Ustanawianie rekordów i nieustanne podnoszenie poprzeczki w zakresie osiągania lepszych wyników to główne oblicza wielu współczesnych dziedzin sportu. Napisz **rozprawkę**, w której przedstawisz wady i zalety tego zjawiska.

Exercise 7

- 1 I am of the belief,
I believe that, it seems to me
additional phrases: personally, in my opinion
- 2 the question remains,
from the competitors' side, firstly, from the spectators' standpoint, it can be argued, in conclusion, there are definitely two schools of thought, there are several points in favour of, there are strong arguments to support opposing point of view, one point is
additional phrases: first of all, one of the main arguments
- 3 it is also true that,
furthermore, in addition, the same can be said of, moreover
additional phrases: what is more, not to mention (the fact) that
- 4 alternatively, however, on the one hand, others say
additional phrases: there is another side to the issue/question/argument of ..., although

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Matura Reference

- Workbook pages 126–131

Further practice

- Workbook page 22
- Writing worksheet 2

Homework suggestion

- Teaching Notes page 22

- 1 Complete the expressions to make a list of symptoms digital addicts may suffer from. Then work in pairs and answer the questions below.

+ Students' own answers

neck stiffness mood swings extreme fatigue
depression increased anxiety and irritability
bloodshot eyes lack of concentration
bags under your eyes weight loss or gain insomnia

- How might the above symptoms affect a young person's daily life?
- Do you consider yourself to be a digital addict? Why? / Why not? Do you know someone who is?
- What do you think digital detox / fasting camps are about?

- 2 Read the first part of the text below and find the place where a word is missing in each line. Then insert the correct word.

The statistics are nothing short of frightening; teenagers are hopelessly hooked on online activity and often need medical help to reconnect with reality. A recent survey of more than 500 adolescents revealed that of those, 29% are in the habit of using their phone for more than six hours a day, and 36% admitted to nodding off with their device in bed.

- 3 Complete the rest of the text with appropriate words. Put one word in each gap.

Digital detox initiatives have been around for some time now, treating 'nomophobia' (the fear of being without your phone) or FOMO (the fear of missing out). So far, they have mainly catered ¹for overworked and technology-dependent adults; however, currently there are more and more holiday camps designed to allow school students to combat the addiction. Interestingly ²enough, it is often teenagers themselves who solicit help. I spoke to 17-year-old Natalie, ³whose addiction had got the better of her. She was struggling to get anything done for school, and would ⁴come down with colds all the time. When we met, she was on the ⁵point/verge of signing up for a digital detox camp. After being forewarned that she ⁶would have to last without any access to technology for three days running, she felt it might be by ⁷far her toughest experience. Fingers crossed, Natalie!

! Watch out

- We do not use **will** after certain expressions of time and condition, e.g. *when, as soon as, the moment, the minute, till, once, if, provided, providing, unless, as long as, on condition etc.*
- However, we may use **will** after **if** when we want to express a warning or sound polite.

*If you will stare at your phone all day, you'll lose your sight.
If you will wait a moment, sir, the manager will be with you shortly.*

- 4 Translate the Polish parts of the sentences into English. Use no more than five words.

- The younger we are, the more prone to addiction (*tym bardziej podatni na uzależnienia*) we seem to be.
- By the end of 2028, I will have been using (*będę używał*) Twitter for ten years.
- The moment you come up with (*wymyślisz*) a plan, will you text me, please?
- Recently, there have been noticeably more (*jest wyraźnie więcej*) young people staring at their mobile screens than ever before.
- The woman complained that she was dizzy / she was feeling dizzy (*kręciło się jej w głowie*).
- Were you just about (*Czy właśnie miałeś*) to leave? If so, I can call you later.
- I'll be free to talk to you, Miss Jones, if you would be (*jeżeli będzie pani*) so kind as to wait a few minutes.

- 5 Rewrite the sentences, using the words given. Write no more than five words.

- I have made up my mind to become a coach. **SIGHTS**
I have set my sights on becoming a coach.
- I signed up for a digital detox weekend after I realised I was almost addicted to my smartphone. **VERGE**
I signed up for a digital detox weekend after I realised I was on the verge of getting addicted to my smartphone.
- When are you taking your driving licence exam? **DUE**
When are you due to take your driving licence exam?
- I have had the intention of dealing with my TV addiction for ages, but I don't know who to turn to. **MEANING**
I have been meaning to deal with my TV addiction for ages, but I don't know who to turn to.
- There is no one more knowledgeable about technology than George. **EASILY**
George is easily the most knowledgeable about technology.
- It's hard to survive the day if you've only had a few hours' sleep. **GET**
It's hard to get by on a few hours' sleep.

CHALLENGE!

- 6 Correct two mistakes in each sentence. They can be grammatical, lexical or spelling mistakes.

- Greg is pretty self-centred from by nature and an awfully uncompromising uncompromising perfectionist, so it's hardly surprising we don't get on.
- Staring at the screen gives me heavy nasty headaches, so I'm dead set on cutting down on the amount of time I spend in front of my tablet.
- Sebastian was on the point to turn of turning off his computer when he had heard another ping.
- I have had been studying all day. I was so exhausted that I went off out like a light.
- My father uses his tablet once in the a blue moon while I use mine by on a regular basis.
- I don't think a career as an IT manager is on the cards for me although I dream have been dreaming of it ever since I remember.
- My parents tend to obsess with about/over my diet and are constantly unsatisfied dissatisfied/discontented with what I eat.

- 7 Work in pairs and answer the questions.

- What do you think of the idea of digital detox?
- What other addictions can you name? Why do people become addicts? Is everyone prone to becoming addicted?

Extra support for Exercise 3

- Teaching Notes page 22

Extra activity after Exercise 3

- Teaching Notes pages 22–23

Extra activity after Watch out!

- Teaching Notes page 23

Matura Reference

- Workbook pages 108–125

Further practice

- Workbook page 23
- Use of English Practice Book for Matura > www.staffroom.pl and Teacher's Resource Centre

Homework suggestion

- Teaching Notes page 23

Assessment

- Challenge Short Test 2

Complete all the exercises from this section in your notebook.

1 Match the phrase parts from two groups. Then complete the sentences with the correct form of the phrases.

A handle go develop change fall into come down with

B notoriety the extra mile pressure a cold stiff muscles tack

- 1 If something doesn't work, **change tack** and do it differently.
- 2 Athletes must be able to **handle pressure** if they want to be ahead of the game. Stress levels are pretty high in this job.
- 3 Unfortunately for the history of sport, many athletes **have fallen into notoriety** mainly because of illegal substance abuse.
- 4 To beat your opponents, you have to **go the extra mile**, do more than the others. Only the most dedicated succeed.
- 5 If you want to avoid **developing stiff muscles**, exercise on a regular basis.
- 6 I think I **have come down with a cold / am coming down with a cold**. I feel feverish.

2 Complete the sentences with appropriate verbs.

- 1 Have you **set** your sights on any particular career yet?
- 2 Chris **reached** the pinnacle of his career at the age of just 29!
- 3 We are a weaker team, so we **feel** like the underdogs.
- 4 The young player did not **make** the cut and was unable to join the team that year.
- 5 Are these dates **set** in stone, or can we change them?
- 6 My phone is acting up. It has **gone** completely haywire.

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

- 1 Your self-worth develops during your **formative** (**form**) years.
- 2 Blind **adherence** (**adhere**) to anyone may be dangerous.
- 3 People suffer from stress because of the **unrelenting** (**relent**) expectations which they try to meet.
- 4 The **brevery** (**brief**) of a sporting career is a fact of life.
- 5 Runners often experience **repetitive** (**repeat**) muscle strain.
- 6 Following a **concussion** (**concuss**), you may feel **nauseous** (**nausea**).

VOCABULARY CHALLENGE!

4 Rewrite the sentences, using the words in bold.

- 1 Alex knows how to handle children. **WITH**
- 2 Can students get a discount at this gym? **ENTITLED**
- 3 I won't stop competing because of my injury. **HOLD**
- 4 I went to bed and I fell asleep immediately. **HIT**
- 5 I was told to focus on improving my social skills. **HONE**
- 6 We need to find a new player for our team. **LOOK-OUT**

5 Add a word to make a correct collocation. Possible answers:

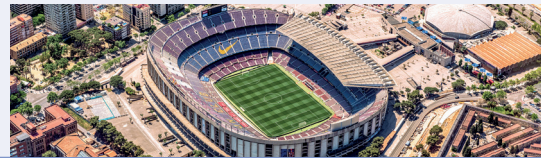
- 1 to contract **malaria**
- 2 a blinding **headache**
- 3 excruciating **pain**
- 4 to endure **pain**

6 Complete the gaps with the correct words. The first letters have been given.

- 1 Skiing is **w**ay more spectacular to watch than handball.
- 2 Yoga at home is not **n**early as good as a gym workout.
- 3 Joining a yoga class is **i**ninitely less costly than playing tennis.
- 4 Music is by **f**ar the best pick-me-up for Nathaniel.
- 5 Greg looks **n**oticeably slimmer than he did last month.

7 Complete the text with the correct form of the verbs in brackets.

Who would believe it! This time next week I ¹**will be watching** (**watch**) Barça play at Camp Nou. It ²**will be** (**be**) my second time this year, but I ³**am looking** (**look**) forward to it as if it was my first! My dad ⁴**is coming** (**come**) too, and we ⁵**are flying / are going to fly** (**fly**) out on Monday morning. The match ⁶**kicks off** (**kick off**) at 7 p.m., and as, according to the regulations, the fans ⁷**are not to enter** (**not enter**) the stadium until 6 p.m., I assume we ⁸**will do** (**do**) some sightseeing first. I can already tell you that it ⁹**is going to be** (**be**) another great day in my life. The minute we ¹⁰**take** (**take**) our seats at Camp Nou, I ¹¹**will feel** (**feel**) over the moon. I ¹²**have been playing** (**play**) football for five years myself, and it's my dream to turn professional one day.



GRAMMAR CHALLENGE!

8 Complete the sentences, using the prompts in brackets. Use no more than five words.

- 1 Running is **every bit as profitable as** (**every / profitable**) cycling when it comes to keeping fit.
- 2 We **were due to have caught** (**due / catch**) the 6:30 plane, but we missed it.
- 3 How **did it come about that** (**it / come**) you lost the match? You're the best!
- 4 It was the first time my coach **had made no bones about** (**make / bones**) criticising players who wouldn't pull their weight.
- 5 These days professional sports **appear to be rife with** (**appear / rife**) doping and corruption scandals.
- 6 Harry said that badminton seems to be **nowhere near as demanding as** (**near / demanding**) squash.

9 Answer the question. Use the prompts given to justify your opinion.

have a bearing triggered by stem from arise a strong motive natural consequence

Why are more and more children in developed countries becoming overweight?

10 Complete the text, using the prompts in brackets.

There should be more PE classes at school. I ¹**am of the opinion** (**be / opinion**) that the more young people exercise, the better. ²**There are several points in favour of** (**points / favour**) this idea. First of all, ³**from the students' standpoint** (**students' / standpoint**), extra PE classes would mean they don't have to spend money to keep fit. ⁴**The same can be said** (**same / say**) about parents who would appreciate the fact that schools look after their children's physical well-being. However, ⁵**the question remains** (**question / remain**): who would pay for all those hours?

11 Work in pairs and test each other.

Student A: go to page 127. Student B: go to page 133.

Exercise 4

- 1 Alex is good with children.
- 2 Are students entitled to a discount at this gym?
- 3 My injury won't hold me back from competing.
- 4 I went to bed and fell asleep as soon as my head hit the pillow.
- 5 I was told to hone in on improving my social skills.
- 6 We are on a look-out for a new player for our team.

Extra activity before Exercise 2

- Teaching Notes pages 23–24

Extra activity after Exercise 4

- Teaching Notes page 24

Follow-up activity

- Teaching Notes page 24

Further practice

- Workbook page 24
- Workbook pages 28–29 > Extra Review 1–2
- Vocabulary worksheet 2, Teacher's Book page 330

Homework suggestion

- Teaching Notes page 24

Assessment

- Unit Test 2

Vocabulary

A&E	/,ei ən 'i:/	szpitalny oddział ratunkowy (SOR)
abdomen	/ˈæbdəməŋ/	brzuch
ankle	/ˈæŋk(ə)l/	kostka
arch	/ɑː(r)tʃ/	podbicie
arm	/ɑː(r)m/	ręka
back	/bæk/	plecy
be ahead of the pack	/bi əˈhed əv ðə ˈpæk/	być na czele
be banned from sth for life	/bi ˌbænd frəm ˌsæmθɪŋ fə(r) ˈlaɪf/	zostać dożywotnio zdyskwalifikowanym
be bitten by the ... bug	/bi ˌbɪt(ə)n baɪ ðə ... ˈbʌg/	połknąć bakcylię
be/feel/get nauseous	/bi ˌfiːl ˌget ˈnoːziəs/	mieć nudności
brain	/breɪn/	mózg
brevity	/ˈbreɪvəti/	krótkotrwałość
bruise	/ˈbruːz/	siniać
burn	/bɜː(r)n/	oparzenie
calf	/kɑːf/	łydka
catch / come down with / get a cold	/kætʃ ˌkʌm ˌdaʊn wɪθ ˌget ə ˈkəʊld/	przeziębienie się, być przeziębionym
change tack	/ˌtʃeɪndʒ ˈtæk/	zmieniać podejście
concussion	/kənˈkʌʃ(ə)n/	wstrząs mózgu
cramp	/ˈkræmp/	skurcz
cranium	/ˈkreɪniəm/	mózgoczaszka
cut	/kʌt/	skaleczenie
cut down	/kʌt ˈdaʊn/	zmniejszyć, ograniczyć
develop/get/have stiff muscles	/diˌveləp ˌget ˌhæv ˌstɪf ˈmʌs(ə)lz/	mieć sztywne mięśnie, nabawić się napięć mięśniowych
dizziness	/ˈdɪzɪnəs/	zawroty głowy
drop the ball	/ˌdrɒp ðə ˈbɔːl/	popęlić błąd, szczególnie przez nieuwagę, beczynność
elbow	/ˈelbəʊ/	łokieć
experience / get / suffer from dizziness	/ɪk ˌspɪəriəns ˌget ˌsʌfə(r) frəm ˈdɪzɪnəs/	mieć zawroty głowy
eyes	/aɪz/	oczy
fall from grace	/ˌfɔːl frəm ˈɡreɪs/	popadnięcie w niefaszę
fall into notoriety	/ˌfɔːl ɪntə ˈnəʊtəˈriəti/	upadek, okrycie się złą sławą
feel like the underdog	/ˌfiːl laɪk ðə ˈʌndə(r)dɒɡ/	czuć się jak słabeusz
fracture	/ˈfræktʃə(r)/	złamanie, pęknięcie
gauge	/ɡeɪdʒ/	mierzyć, oceniać
get / have / suffer from a fracture	/get ˌhæv ˌsʌfə(r) frəm ə ˈfræktʃə(r)/	doznać złamania, pęknięcia
get / have / suffer from a headache	/get ˌhæv ˌsʌfə(r) frəm ə ˈhedɪk/	cierpieć na ból głowy
get / have / suffer from a sprain	/get ˌhæv ˌsʌfə(r) frəm ə ˈspreɪn/	skręcić (np. nogę w kostce)
get / have / suffer from a strain	/get ˌhæv ˌsʌfə(r) frəm ə ˈstreɪn/	naciągnąć, nadwyrężyć (np. mięśnie karku)
go the extra mile	/ˌɡəʊ ðə ˌekstrə ˈmaɪl/	dokładać wszelkich starań
hit below the belt	/hɪt bɪˌləʊ ðə ˈbelt/	zadać cios poniżej pasa
hitch	/hɪtʃ/	szkopuł
jump the gun	/ˌdʒʌmp ðə ˈɡʌn/	zbyttno się pośpieszyć, zrobić fałstart
keep a close eye on sth	/kiːp ə ˈklaʊs ˈaɪ ɒn ˌsʌmθɪŋ/	bacznie się czemuś przyglądać
knee	/niː/	kolano
make the cut	/ˌmeɪk ðə ˈkʌt/	odnieść sukces
meteoric	/ˌmiːtɪˈɒnɪk/	błyskawiczny
nasty headache	/ˌnɑːstɪ ˈhedɪk/	okropny ból głowy
overwhelming	/ˌəʊvə(r) welmɪŋ/	ogromny, przytłaczający
personality	/ˌpɜː(r)sə ˈnæləti/	osobowość
physical demands	/ˌfɪzɪk(ə)l dɪˈmɑːndz/	obciążenie fizyczne
pinnacle	/ˈpɪnæk(ə)l/	szczyt
prodigy	/ˈprɒdɪdʒi/	geniusz, osoba wyjątkowo utalentowana
pudgy	/ˈpʌdʒi/	pyzaty, pulchny
punishing	/ˈpʌnɪʃɪŋ/	morderczy, wyczerpujący
pursue a career	/pə(r)ˌsjuː ə ˈkəˈrɪə(r)/	podążać ścieżką zawodową, rozwijać karierę
rib	/rɪb/	żebro
right out of the gate	/ˌraɪt aʊt əv ðə ˈɡeɪt/	od samego początku
scrape	/skreɪp/	otarcie
shin	/ʃɪn/	piszczel
shoot headers	/ʃuːt ˈhedə(r)z/	strzelać z główki
shoulder	/ˈʃəʊldə(r)/	bark
skull	/skʌl/	czaszka
sobering	/ˈsəʊbəɪnɪŋ/	otrzeźwiający
spasm	/ˈspæz(ə)m/	skurcz
spine	/spəɪn/	kręgosłup
sprain	/spreɪn/	skręcenie
stay ahead of the game	/steɪ əˈhed əv ðə ˈɡeɪm/	utrzymywać się na czele
stiff muscles	/ˌstɪf ˈmʌs(ə)lz/	napięte, zeszywniałe mięśnie
(repetitive) strain	/rɪˌpetətɪv ˈstreɪn/	(nawykowe, nawracające) naciągnięcie, nadwyrężenie

subsequent	/ˈsʌbsɪkwənt/	poźniejszy
TBI	/ˌtiː biː ˈaɪ/	urazowe uszkodzenie mózgu
the ball is in sb's court	/ðə ˈbɔːl ɪz ɪn ˌsʌmbədɪz ˈkɔː(r)t/	kolejny ruch należy do kogoś
thigh	/θaɪ/	udo
tutu	/ˈtuːtuː/	tutu, sztywna spódnica
ulna	/ˈʌlnə/	kość łokciowa
unrelenting	/ˌʌnrɪˈlentɪŋ/	bezlitosny
waist	/weɪst/	talia
wrist	/rɪst/	nadgarstek

Reading and vocabulary

blind adherence	/ˌblaɪnd ədˈhɪərəns/	ślepe postępowanie
common goal	/ˌkɒməŋ ˈɡəʊl/	wspólny cel
competitive sport	/ˌkəmˌpetətɪv ˈspɔː(r)t/	sport oparty na rywalizacji
external/internal pressure	/ɪkˌstɜː(r)n(ə)l ɪnˌtɜː(r)n(ə)l ˈpreʃə(r)/	zewnętrzna, wewnętrzna presja
feel a sense of oppression	/fiːl ə ˈsens əv ə ˈpreʃ(ə)n/	czuć nacisk, presję
give-and-take	/ˌɡɪv ənd ˈteɪk/	kompromis, wzajemne ustępstwa
grandiose ambitions	/ˌɡrændɪəʊs æmˈbɪʃ(ə)nz/	przesadne ambicje
guiding impulse	/ˌɡaɪdɪŋ ˈɪmpʌls/	impuls kierujący jakimś działaniem, decyzją
handle pressure	/ˌhænd(ə)l ˈpreʃə(r)/	radzić sobie z presją
healthy rivalry	/ˌhelθi ˈraɪv(ə)li/	zdolności do rywalizacji
inevitable outcome	/ɪnˌevɪtəb(ə)l ˈaʊtkʌm/	nieuchronna konsekwencja
kick against the pricks	/kɪk ə ˈɡenst ðə ˈprɪkz/	walić głową w mur
knit sb together around sth	/nɪt ˌsʌmbədi tə ˈɡeðə(r) ə ˌraʊnd ˌsʌmθɪŋ/	zjednoczyć kogoś w jakimś celu
lagging academic achievement / results	/ˌlæɡɪŋ ækəˈdemɪk ə ˈtʃɪːvmənt ˌrɪˈzʌltz/	słabe osiągnięcia, wyniki w nauce
mesh	/mes/	zgrać się
panacea for sth	/ˌpænəˈsiːə fə(r) ˌsʌmθɪŋ/	panaceum na coś
problem-solving capabilities	/ˌprɒbləm ˈsɒlvɪŋ keɪpəˈbɪlɪtɪz/	zdolności do rozwiązywania problemów
relentless/unrelenting pressure	/rɪˈlentləs ˌʌnrɪˈlentɪŋ ˈpreʃə(r)/	bezlitosna, niesłabnąca presja
root for sb	/ruːt fə(r) ˌsʌmbədi/	kibicować komuś
set sb's sights on sth	/ˌset ˌsʌmbədɪz ˈsaɪt ɒn ˌsʌmθɪŋ/	postawić sobie coś za cel, nastawić się na coś
subpar social skills	/sʌbˌpɑː(r) ˌsəʊʃ(ə)l ˈskɪlz/	kompetencje społeczne poniżej przeciętnej
the flip side	/ðə ˈflɪp ˌsaɪd/	druga strona medalu
there's a lot to be said for sth	/ðəə(r)z ə ˈlɒt tə biː ˈsed fə(r) ˌsʌmθɪŋ/	coś ma wiele zalet
tout sth as sth	/ˌtaʊt ˌsʌmθɪŋ əz ˌsʌmθɪŋ/	zachwalać coś jako coś
unwelcome results	/ʌnˌwelkəm ˈrɪˈzʌltz/	niepożądane rezultaty
winner-takes-all attitude	/ˈwɪnə(r)teɪks ˌɔːl ˈætɪtjuːd/	postawa oparta na przekonaniu, że zwycięzca bierze wszystko

Grammar 1

be on the point of sth	/bi ɒn ðə ˈpɔɪnt əv ˌsʌmθɪŋ/	mieć właśnie coś zrobić
forgo a healthy diet	/ˌfɔː(r)ɡəʊ ə ˈhelθi ˈdaɪət/	zrezygnować ze zdrowej diety

Listening and vocabulary

badger somebody	/ˈbædʒə(r) ˌsʌmbədi/	zadreczać kogoś
be short of sth	/bi ˈʃɔːt əv ˌsʌmθɪŋ/	posiadać coś w niewystarczającej ilości
be sick and tired of sth	/bi ˈsɪk ənd ˈtaɪə(r)d əv ˌsʌmθɪŋ/	mieć czegoś dość
contagious diseases	/kənˌteɪdʒəs diˈziːzɪz/	choroby zakaźne
cornerstone of sth	/ˌkɔː(r)nə(r)ˈstəʊn əv ˌsʌmθɪŋ/	kamień węgielny, podstawa czegoś
diabetes	/ˌdaɪəˈbiːtɪz/	cukrzyca
errand	/ˈerənd/	sprawa do załatwienia
formative years	/ˌfɔː(r)mətɪv ˈjɪə(r)z/	okres kształtowania, formowania (osobowości)
get by on sth	/get ˈbaɪ ɒn ˌsʌmθɪŋ/	radzić sobie
go haywire	/ɡəʊ ˈheɪwaɪə(r)/	oszaleć
grumble	/ˈɡrʌmb(ə)l/	narzekać, marudzić
guilty as charged	/ˈɡɪlti əz ˈtʃɑː(r)dʒd/	przysiąc się bez bicia
in stark contrast	/ɪn ˈstɑː(r)k ˈkɒntrəːst/	w jaskrawej sprzeczności
keep track	/kiːp ˈtræk/	prowadzić zapis, rejestr
obesity	/əʊˈbiːsəti/	otyłość
pass sth off as sth	/pɑːs ˌsʌmθɪŋ ˈɒf əz ˌsʌmθɪŋ/	podawać coś za coś innego
pull an all-nighter	/pʊl ən ˌɔːl ˈnaɪtə(r)/	zarwać noc
set in stone	/set ɪn ˈstəʊn/	utrwalony (o nawykach, przyzwyczajeniach)
snooze time	/ˈsnuːz ˌtaɪm/	czas drzemki
struck by sth	/ˈstrʌk baɪ ˌsʌmθɪŋ/	być czymś zaskoczonym
there's the rub	/ðəə(r)z ðə ˈrʌb/	tu leży pies pogrzebany

Grammar 2

ambient	/ˈæmbiənt/	nastrojowy
beverage	/ˈbev(ə)rɪdʒ/	napój
drip with perspiration	/ˈdriːp wɪθ ˈpɜː(r)spəˈreɪʃ(ə)n/	ociekać potem
fear of heights	/ˈfiə(r) əv ˈhaɪts/	lęk wysokości
hearsay	/ˈhiə(r)ˌseɪ/	pogłoski
heart rate	/ˈhɑːt ˌreɪt/	tętno
joint	/dʒɔɪnt/	staw
strenuous	/ˈstrenjuəs/	forsowny, wyczerpujący
sweat	/ˈswet/	pocić się

Speaking

amp up sth	/ˈæmp ʔp ˌsʌmθɪŋ/	wzmocniać, wzbudzać (o uczuciu, przekonaniu)
dwell on sth	/ˈdwel ɒn ˌsʌmθɪŋ/	rozmyślać nad czymś, rozpamiętywać coś
meditate	/ˈmedɪteɪt/	medytować
moan	/məʊn/	jęczeć, narzekać, biadolić
pep talk	/ˈpep ˌtɔːk/	motywująca pogadanka
set realistic goals	/ˈset riːlɪstɪk ˈɡəʊlz/	wyznaczać realistyczne cele
squash sth	/ˈskwɒʃ ˌsʌmθɪŋ/	stłumić coś
wolf down sth	/ˈwɒlf ˌdaʊn ˌsʌmθɪŋ/	pożreć coś, pochłonąć

English in Use

bags under one's eyes	/ˈbægz ʌndə(r) wʌnz ˈaɪz/	worki pod oczami
bloodshot eyes	/ˈblʌdʃɒt ˈaɪz/	przekrwione oczy
depression	/dɪˈpreʃ(ə)n/	depresja
discontented with sth	/ˌdɪskənˈtentɪd wɪθ ˌsʌmθɪŋ/	niepocieszony z powodu czegoś
dissatisfied with sth	/dɪsˈsætɪsfaid wɪθ ˌsʌmθɪŋ/	niezadowolony z czegoś
dream of sth	/ˈdriːm əv ˌsʌmθɪŋ/	marzyć o czymś
extreme fatigue	/ɪkˈstriːm fəˈtiːɡ/	skrajne wyczerpanie

increased anxiety and
irritability
insomnia
lack of concentration
neck stiffness
solicit help
stare at sth
weight loss/gain

/ɪnˈkriːst æŋˈzaɪəti and
ˈɪrɪtəˈbɪləti/
/ɪnˈsɒmniə/
/læk əv ˌkɒns(ə)nˈtreɪʃ(ə)n/
/ˈnek ˌstɪfnəs/
/səˈlɪsɪt ˈhelp/
/steə(r) ət ˌsʌmθɪŋ/
/ˈweɪt ˌlɒs ˌgeɪn/

zwiększony lęk i drażliwość
bezsenność
brak koncentracji
zesztywnienie karku
prosić o pomoc
gapić się na coś
spadek, wzrost wagi



Challenge!

acute/agonising/ excruciating pain	/əˈkjuːt ˌæɡəˈnaɪzɪŋ ɪkˈskruːʃɪeɪtɪŋ ˈpeɪn/	nieznośny, potworny, przeszywający ból
acute/serious/severe food allergies	/əˈkjuːt ˌsɪəriəs ˌsiːv(ə)r ˈfuːd ˌælə(r)dʒɪz/	poważne alergie pokarmowe
adhere to sth	/ədˈhiə(r) tə ˌsʌmθɪŋ/	przestrzegać czegoś, stosować się do czegoś
adversarial games	/ədˈvɜː(r)ˌseəriəl ˈɡeɪmz/	gry zakładające rywalizację z przeciwnikiem
bad/heavy/nasty cold	/bæd ˌhevi ˌnoːstɪ ˈkəʊld/	paskudne, poważne przeziębienie
bad/blinding/splitting headache	/bæd ˌblaɪndɪŋ ˌsplɪtɪŋ ˈhedəkeɪ/	nieznośny ból głowy
be a whiz at sth	/bi ə ˈwɪz ət ˌsʌmθɪŋ/	być specem od czegoś
be anything but ideal	/bi ˈeniθɪŋ bət aɪˈdɪəl/	być dalekim od ideału
be beneficial for sb to do sth	/bi ˌbenɪˈfɪ(ə)l fə(r) ˌsʌmbədi tə duː ˌsʌmθɪŋ/	korzystnie na kogoś wpływać
be entitled to sth	/bi ɪnˈtaɪt(ə)ld tə ˌsʌmθɪŋ/	mieć do czegoś prawo
be good with sb	/bi ˈɡʊd wɪθ ˌsʌmbədi/	mieć z kimś dobry kontakt, dobre podejście do kogoś
be great / best at sth	/bi ˈɡreɪt ˌbest æt ˌsʌmθɪŋ/	być świetnym, najlepszym w czymś
be in blooming/excellent/ perfect health	/bi ɪn ˌbluːmɪŋ ˌeks(ə)l(ə)nt ˌpɜː(r)fekt ˈhelθ/	być w pełni zdrowym, w doskonałej kondycji
be mad at sb	/bi ˈmæd ət ˌsʌmbədi/	być wściekłym na kogoś
be on the cards	/bi ɒn ðə ˈkɑː(r)dz/	być możliwym
be on the lookout for sb	/bi ɒn ðə ˈlʊkaʊt fə(r) ˌsʌmbədi/	poszukiwać kogoś
be out of the question by nature	/bi ˌaʊt əv ðə ˈkwɛstɪʃ(ə)n/	nie wchodzić w grę z natury
can't tell up from down	/ˈkɑːnt tel ʔp frəm ˈdaʊn/	być dezorientowanym, skoślawym
catch / come down with / contract the flu	/kætʃ ˌkʌm ˌdaʊn wɪθ ˌkɒnˌtrækt ðə ˈfluː/	zachorować na gripę, złapać gripę
come back and bite sb	/kʌm ˌbæk ən ˈbaɪt ˌsʌmbədi/	wracać do kogoś (o karze lub zemście)
dead set on sth	/ded ˈset ɒn ˌsʌmθɪŋ/	zdeeterminowany, aby coś osiągnąć, zrobić
do an about-turn	/duː ən əˈbaʊt ˌtɜː(r)n/	wykonać obrót o 180 stopni
drop/lose/shed weight	/drɒp ˌluːz ˌfed ˈweɪt/	zrzucić zbędne kilogramy
eat like a bird	/iːt laɪk ə ˈbɜː(r)d/	jeść jak ptaszek
endure/take/tolerate the pain	/ɪn dɪə(r) ˌteɪk ˌtələreɪt ðə ˈpeɪn/	wytrzymywać, znosić ból
exercise like a fiend	/ˌeksə(r)saɪz laɪk ə ˈfiːnd/	ćwiczyć jak opętany
fall asleep as soon as one's head hits the pillow	/fɔːl əˈsliːp əz suːn əz wʌnz ˌhed ˈhɪts ðə ˈpɪləʊ/	momentalnie zasnąć
feel as if one were run over by a lorry	/fiːl əz ɪf wʌn wɜː(r) ˌrʌn əˈəʊvə(r) baɪ ə ˈlɒri/	czuć się jakby kogoś walec przejechał

fixed bedtime
focus on sth
get on
give somebody free rein
go out like a light
hold sb back
hone in on sth
in a ... way
jump in with both feet
keep going back for more
look at the possibility
of sth
look like sth
look sth up
look to sb for sth
mild/low/slight fever
nod off
obsess about/with sth
obsess over sth
on a regular basis
on occasion
once in a blue moon
open sb's eyes to sth
par for the course
shaky
Tell me another one!
uncompromising
perfectionist
when it comes to sth
work sth out

/ˈfɪkst ˈbed ˌtaɪm/
/ˈfəʊkəs ɒn ˌsʌmθɪŋ/
/ˈɡet ˈɒn/
/ˌɡɪv ˌsʌmbədi ˌfriː ˈreɪn/
/ɡəʊ ˌaʊt laɪk ə ˈlaɪt/
/həʊld ˌsʌmbədi ˈbæk/
/həʊn ˈɪn ɒn ˌsʌmθɪŋ/
/ɪn ə ... ˈweɪ/
/dʒʌmp ˌɪn wɪθ ˌbəʊθ ˈfiːt/
/ˌkiːp ɡəʊɪŋ ˈbæk fə(r) ˌmoː(r)/
/lʊk ət ðə ˌpɒsəˈbɪləti əv ˌsʌmθɪŋ/
/ˈlʊk laɪk ˌsʌmθɪŋ/
/lʊk ˌsʌmθɪŋ ˈʌp/
/lʊk tə ˌsʌmbədi fə(r) ˌsʌmθɪŋ/
/maɪld ˌləʊ ˌslaɪt ˈfiːvə(r)/
/nɒd ˈɒf/
/əbˈses əˈbaʊt ˌwɪθ ˌsʌmθɪŋ/
/əbˈses əʊvə(r) ˌsʌmθɪŋ/
/ɒn ə ˌregjələ(r) ˈbeɪsɪs/
/ɒn ə ˌkeɪʃ(ə)n/
/wʌnz ɪn ə ˌbluː ˈmuːn/
/əʊpən ˌsʌmbədɪz ˈaɪz tə ˌsʌmθɪŋ/
/pəː(r) fə(r) ðə ˈkɔː(r)s/
/ˈjeɪki/
/tel mi əˈnʌðə(r) wʌn/
/ʌn ˌkɒmpɹəmaɪzɪŋ pə(r) ˈfekʃənɪst/
/wen ɪt ˈkʌmz tə ˌsʌmθɪŋ/
/ˌwɜː(r)k ˌsʌmθɪŋ ˈaʊt/

ustalona pora snu
skupić się na czymś
utrzymywać przyjacielskie
stosunki
zezwoilić komuś na
nieograniczoną swobodę
natychmiast zasnąć
powstrzymywać, spowalniać
kogoś
skupić całą swoją uwagę
na czymś
w (np. przyjazny,
nieprzyjemny) sposób
w pełni się (w coś)
zaangażować
uporczywie, nieustannie
do czegoś wracać
liczyć się z czymś, rozważać
możliwość czegoś
wyglądać na coś,
zdawać się czymś
sprawdzać coś
(np. w słowniku)
liczyć na kogoś w czymś
lekka gorączka
przysnąć
mieć obsesję na punkcie
czegoś
zamartwiać się czymś
regularnie
od czasu do czasu, przy
okazji
bardzo rzadko, od wielkiego
dzwonu
otworzyć komuś oczy na coś
do przewidzenia
mierny, słaby (o wiedzy,
umiejętnościach)
Niemożliwe!
bezkompromisowy
perfekcjonista
jeśli chodzi o coś
rozgrzyźć coś, rozpracować