

1

WHAT A CHARACTER!

VOCABULARY

personality

- 1 Look at pictures A and B. Do you think you would like to meet these people? Why? / Why not?



- 2 Work in pairs and do the quiz.

Do you ...

1	usually admit it when something is your fault?	✓	✗
2	happily spend money on presents for your family and friends?	✓	✗
3	usually wait calmly for buses or trains?	✓	✗
4	like telling people what to do?	✓	✗
5	often speak in public and enjoy it?	✓	✗
6	cry during sad films?	✓	✗
7	always do what you tell your friends you'll do?	✓	✗
8	go out a lot with your friends in your free time?	✓	✗
9	make people laugh when you tell jokes?	✓	✗
10	work hard to be as good as possible at things?	✓	✗

- 3 Match the adjectives below with sentences 1–10 in exercise 2. Which of the adjectives describe you? Compare your answers in pairs.

funny 9 patient 3 confident 5 honest 1 sociable 8
reliable 7 sensitive 6 bossy 4 ambitious 10 generous 2

- 4 Divide the adjectives into positive, negative and neutral.

hard-working dishonest talkative silly quiet
helpful friendly kind rude serious clever
lazy shy nasty modest polite mean

Exercise 4

Possible answers:

Positive: hard-working, helpful, friendly, kind, clever, modest, polite

Negative: dishonest, silly, rude, lazy, nasty, mean

Neutral: talkative, quiet, serious, shy

- 5 **CD 1.01** Listen and repeat the words from exercises 3 and 4.

- 6 Match the adjectives with their opposites.

g 1 generous	a nasty
e 2 hard-working	b dishonest
f 3 shy	c talkative
c 4 quiet	d rude
a 5 nice	e lazy
b 6 honest	f confident
d 7 polite	g mean

- 7 Complete the sentences with the correct adjectives from exercise 4.

- Miss Parks is very **helpful**. When I couldn't think of ideas for my project, she gave me lots of useful advice.
- My brother is a bit **mean**. He never pays for anything when we go out! And he earns a lot of money!
- I was really **lazy** when I was younger, and I never did any work at home at all!
- Did you know that Zoe has won lots of quiz competitions? She's very **modest** and never talks about them.
- Our new classmate, Harry, is very **talkative**. The teacher always has to tell him to be quiet!
- Kyle works hard in class and doesn't smile very often. He's so **serious**.

- 8 **CD 1.02** Listen to the girl and boy from exercise 1 talking about their personalities. Write down three adjectives to describe each person.

Speaker 1: **shy, hard-working, bossy**

Speaker 2: **lazy, rude, clever**

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 1

- 9 What are you and your friends like? Work in pairs. Tell your partner about yourself or your best friend. Use adjectives from the lesson and the phrases below.

My good points are that ... • As for my bad points ...
I am a bit / quite ... because ... • I can be ... at times.
I tend to be ... when ...

- 10 **WHAT DO YOU THINK?** Read and discuss the English saying below. What do you think it means? Do you think it is true? Use the ideas below to help you.

You can't tell a book by its cover.

I think this sentence is true because ...

- some people look shy/really sociable / look bored/really interested
- First impressions are sometimes false. For example, my friend/brother/classmate ...

I don't think this sentence is true because ...

- eyes tell the truth • expression shows feeling

Lead-in

- Teaching Notes page 3

Extra activity for Challenge Exercise 1

- Teaching Notes page 3

Extra activity for Exercise 10

- Teaching Notes page 3

Audioscript

- Student's Book page 138 and Teacher's Resource Centre

Further practice

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

Homework suggestion

- Teaching Notes page 3

- 1 Work in pairs. Write two sentences about
a) something you do every day and b) something
somebody in your class is doing now.

- 2 **CD 1.03 LANGUAGE IN CONTEXT** Read and listen
to the dialogue. Find examples of the present simple
and present continuous.

Lisa Hi! What are you doing? Is it your English homework?
Tomek No! I'm writing an email to my English friend. So,
yeah, I'm using English, but not for my homework!
Lisa Do you write to him every week?
Tomek Yes, sometimes twice a week. I'm staying with
him this summer, so we're arranging lots of things
at the moment. He lives in London. Should be fun!
Lisa Brilliant! My friend Jenny doesn't write very often.
She does a lot of sports and she's always busy.
She's competing in a big event on Saturday. She
doesn't write about anything else! We don't have
similar interests really. She likes sports – I don't.
I read a lot – she doesn't.
Tomek That's a shame. Mike and I enjoy a lot of the
same things. I think that's important for a good
friendship.
Lisa You're right. Can I write to Mike too?

- 3 **ANALYSE** Copy and complete the table with
the correct words.

PRESENT SIMPLE

Affirmative	I often ¹ write letters. Lisa often ² writes letters.
Negative	I ³ don't often write letters. He ⁴ doesn't often write letters.
Yes/No question	⁵ Do you often write letters? ⁶ Does she often write letters?
Wh- question	When ⁷ does Jodi write letters?

PRESENT CONTINUOUS

Affirmative	I ⁸ m/am writing an email to my English friend. She ⁹ s/is writing an email to her English friend.
Negative	I ¹⁰ m/am not writing an email to my English friend. He ¹¹ isn't/is not writing an email to his English friend.
Yes/No question	¹² Is he writing an essay? ¹³ Are you writing an essay?
Wh- question	What ¹⁴ are the students writing?

- 4 Complete the rules with the name of the correct
tense: **present simple** or **present continuous**.

- We use the **present simple** to talk about regular actions
and routines.
- We use the **present continuous** to talk about something
that is happening now.
- We use the **present simple** for things that are generally
true.
- We use the **present continuous** to talk about something
that is temporary or happening around now.
- We use the **present continuous** for a future arrangement.

- 5 Match the sentences from the dialogue
with rules 1–5 in exercise 4.

- a I'm using English, but not for my homework!
- b Do you write to him every week?
- c We're arranging lots of things at the moment.
- d He lives in London.
- e I'm staying with him this summer.

- 6 Which of the time expressions do we NOT use with
the present simple?

often sometimes **right now** on Mondays never
always once a month **at the moment** usually hardly ever

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

- ① He often plays video games. ③ She doesn't usually tidy her
2 He plays often video games. room.

- 8 **PRACTISE** Choose the correct option to complete
the sentences.

- 1 Sara **usually does** / **does usually** her homework before dinner,
but today she **does** / **is doing** it after dinner instead.
- 2 I **live** / **am living** in London, but I **stay** / **am staying** with my friend
in Manchester for a few days.
- 3 My brother **doesn't watch** / **isn't watching** TV very often.
He **spends** / **is spending** a lot of time on his computer.
- 4 **Do you go** / **Are you going** swimming every Friday? **Do you play** /
Are you playing tennis on Fridays too?
- 5 'What **do you do** / **are you doing** later today?'
'I **go** / **am going** to town. Do you want to come?'
- 6 How often **does your dad travel** / **is your dad travelling** for work?
- 7 My dad **works** / **is working** in the US at the moment.

- 9 Complete the emails with the correct form of the verbs
in brackets. Use the present simple or present continuous.

Hi Emily,
How are you? I'm in class and I ¹ m/am waiting (wait) for
the teacher. It's an English class, and at the moment we
² re/are reading (read) a book by Agatha Christie. It's really
good. ³ Do you like (you / like) Agatha Christie? ⁴ Do you often
study (you / often / study) crime writers at school? Oh, the
teacher ⁵ is coming (come). Speak later! Bye!
Eva

Hi Eva,
Great to hear from you. I'm at school too, but it's
lunchtime. On Tuesdays we ⁶ have (have) maths and
science in the afternoon. UGH! I ⁷ don't like (not like) maths
and science. And the teacher ⁸ is giving (give) us a test
today! What ⁹ are you doing (you / do) later today?
Love, Emily

- 10 **NOW YOU DO IT** Write six sentences about things
that you do or don't do at weekends, using **always**, **sometimes**,
usually and **never**. Include two sentences which are false. Read
out your sentences. Can your partner guess the false ones?

- A I never watch TV at the weekend.
B I don't think it's true. You sometimes watch TV.

Exercise 2

present simple
present continuous

Lead-in

- Teaching Notes page 3

Extra activity after Exercise 7 or 8

- Teaching Notes page 3

Grammar Reference

- Student's Book page 126

Audioscript

- Student's Book page 138 and Teacher's
Resource Centre

Further practice

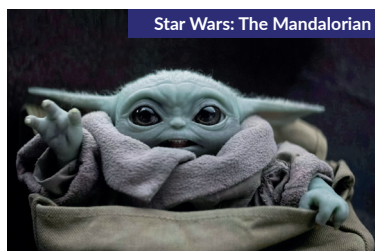
- Workbook page 5
- Student's App > On-the-Go Practice

Kompedium gramatyczne

- Workbook page 108

Homework suggestion

- Teaching Notes page 3



1 Work in pairs and discuss the questions.

- 1 Do you watch TV series? Why? / Why not?
- 2 Look at the pictures. Do you know these characters from TV series? What are they like?
- 3 Think of some other TV or film characters. Describe them to your partner.

2 Read the notice. What is the purpose of the text?

- a To advertise a new TV series about a school.
- b** To find some actors for a new TV series.
- c To ask for comments about a new TV series.

Want to be in a TV series?

Well, here's your chance!

We are filming a new series in this area and we're looking for people to play some of the small parts. The series is about a secondary school and we need YOU to audition for the parts of students in the classes. So – would you like to be on TV? Do you have some free time at the weekends to do the filming? Do you like acting? Then come along on Saturday, 15 June, to Eastlight Theatre for an audition. We start at 9 a.m.

See you on Saturday!

3 CD 1.04 Listen to a film director talking about three characters in a new TV series. Complete the sentences.

- 1 The film director wants to find **three people** to act in the series.
- 2 **Dishonesty** is Charlie's biggest fault.
- 3 Ella tries to be the **centre** of attention all the time.
- 4 Sophie finds tests and exams very **stressful**.
- 5 Both Charlie and Sophie are **loyal** to the people they care about.

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 2

4 CD 1.05 Listen to students at the audition reading two sections from a scene and complete the answers to the questions.

Dialogue 1

- 1 Why is Ella angry?
Because Charlie is going to give away the secrets **of her family**.
- 2 What does Charlie want money for?
For being **quiet**.

Dialogue 2

- 3 Why is Sophie worried?
She's got a test and she needs to **get good marks**.
- 4 Why does Sophie always forget everything she knows during a test?
She gets **nervous**.
- 5 Why does Sophie care about good marks so much?
She'd like her parents to feel **proud (of her)**.
- 6 What does Ella offer to do?
She offers to **test Sophie**.

5 Complete the sentences with adjectives below.

proud stressed nervous embarrassed upset

- 1 Liam is good at sports. He's **proud** of his medals.
- 2 Carl likes acting, but he always gets **nervous** before he goes on stage.
- 3 Ian is a new student. He's very shy. He gets **embarrassed** and goes bright red if the teacher asks him a difficult question.
- 4 Pam is in the same class as Ella. She gets very **stressed** when she has too much work to do. Ella tells her to relax.
- 5 Laura got **upset** in class yesterday because her marks were the worst in the class. She nearly cried.

6 Complete the sentences about yourself.

- 1 I am proud of .
- 2 I get nervous when .
- 3 I get stressed when .
- 4 I get embarrassed when .

7 Role-play the dialogue, using the prompts in brackets.

- Student A Hi, how are you feeling after the test?
- Student B (Powiedz, jak się czujesz.)
- Student A Well, it's finished! Hey – what do you think of the new student, Liam?
- Student B (Opisz osobowość nowego kolegi.)
- Student A Really? Why do you say that?
- Student B (Uzasadnij swoją opinię na temat kolegi i powiedz, jak on się zwykle zachowuje.)

Culture Note for Exercise 1

- Teaching Notes page 4

Extra activity after Exercise 1

- Teaching Notes page 4

Extra activity for Challenge Exercise 2

- Teaching Notes page 4

Extra support: Challenge section

- Teaching Notes page 4

Audioscript

- Student's Book page 138 and Teacher's Resource Centre

Further practice

- Workbook page 6
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 4

- 1 Work in pairs. What do you usually like doing after school? What would you like to do after school today?

- 2 **LANGUAGE IN CONTEXT** Read Amelia's blog and answer the questions.

- 1 What is Amelia's job? *She's an actress.*
2 Do you like her lifestyle? Why? / Why not?

Amelia's BLOG

Morning guys! The new series is fantastic and I'm so happy to be in it!



But life is so busy at the moment. Every morning I get up at about 6.30 – yes, that's 6.30 – and go to the studio. I **would like to stay** in bed and **spend more time sleeping**, but filming starts at 8.00. I don't **enjoy getting up** early, but I don't have a choice!

I'm working a lot with Jack Reeves this week. I **love acting** with him. He's really helpful. He **doesn't mind giving** me advice when we're filming. He's **agreed to help** me with my lines too. I **suggested practising** our words together and he said yes!

Anyway, it's evening now. I don't **want to do** anything, just watch TV. I'm just **looking forward to going** to bed. It's a busy week, but I **hope to relax** at the weekend. More tomorrow!

Like • Share

1 2

- 3 **ANALYSE** Which verbs are followed by the infinitive and which ones by the -ing form? Copy and complete the table with the highlighted verbs from the blog.

verb + -ing form	verb + to + infinitive
spend time, enjoy, love, doesn't/don't mind, suggest, look forward to	would like, agree, want, hope

- 4 Put the verbs below in the correct columns in the table in exercise 3. One verb can go in both columns with no change of meaning. Which one?

plan refuse be keen on decide continue
can't stand offer promise

verb + -ing form: be keen on, can't stand
verb + to + infinitive: plan, refuse, decide, offer, promise
both: continue

- 5 **PRACTISE** Read the chat session with Amelia. Complete it with the correct form of the verbs in brackets.

Hannah Hi Amelia. What are you planning ¹to do (do) after this series? Do you want to continue ²to work / working (work) in TV?

Amelia Good question. After this series I want ³to act (act) in the theatre! It's good to have a real audience.

Luke Hi Amelia. What do you look forward to ⁴doing (do) most when you start a new project?

Amelia That's hard! I like the excitement, but I hate ⁵learning (learn) my words!

Ruth Hi Amelia! What do you like ⁶doing (do) when you're not working?

Amelia Well, I'm pretty sociable, and I get bored quite easily, so I enjoy ⁷going (go) out. And I have a passion for sports, so I love ⁸watching (watch) my favourite football team play!

Harry is typing ...

GRAMMAR CHALLENGE! Unit 1, page 108, exercise 1

- 6 Complete the second sentence so that it means the same as the first, using the verbs given. Do not change the verbs given.
- My friend asked me to help him with his homework and I said yes. **AGREED**
I **agreed to help** my friend with his homework.
 - I invited Mark to the party, but he didn't want to go. **REFUSED**
Mark **refused to go** to the party.
 - I'm not patient when I have to wait in a queue. **CAN'T STAND**
I **can't stand waiting** in a queue.
 - I think our trip to London will be fantastic. **LOOKING FORWARD**
I **'m looking forward to (going on)** our trip to London.
 - It's fun to learn foreign languages. **ENJOY**
I **enjoy learning** foreign languages.
 - I worked on this essay for an hour. **SPENT**
I **spent an hour working** on this essay.
 - Anna would really like to go to this party on Thursday. **KEEN**
Anna is really **keen on going** to the party on Thursday.

- 7 **NOW YOU DO IT** Write questions from the prompts. Then ask and answer the questions in pairs.

- What / you / like / do / on Saturdays?
What do you like doing on Saturdays?
- What / you / plan / do / during the next holiday?
What do you plan to do during the next holiday?
- What / you / spend most time / do / in the evenings?
What do you spend most time doing in the evenings?
- What / you / stand / do / at home?
What can't you stand doing at home?
- What job / you / want / do / after school?
What job do you want to do after school?
- When / you / usually / stop / watch TV / at night?
When do you usually stop watching TV at night?

Lead-in

- Teaching Notes page 4

Extra activity after Exercise 5

- Teaching Notes page 4

Grammar Reference

- Student's Book page 126

Further practice

- Workbook page 7
- Vocabulary and Grammar worksheet 1, Teacher's Book page 333
- Student's App > On-the-Go Practice

Kompendium gramatyczne

- Workbook page 109

Homework suggestion

- Teaching Notes page 4



- 1 Work in pairs. Which of the hobbies sound the most interesting/boring to you? Put them in order starting from the most interesting.

drawing collecting things skateboarding cooking
taking photos social networking listening to music
gardening playing computer games fishing jogging
rollerblading blogging biking hiking

- 2 Match the definitions with the names of hobbies below. There is one extra hobby. Which of the hobbies would you like to try? Why?

zine writing cryptozoology online genealogy
vlogging BMXing

- 1 **BMXing** is bike racing for people who like extreme sports. You need a special bike to do difficult tricks.
2 **Vlogging** is making video journals on the web about your life and interests.
3 **Online genealogy** is researching family history and creating an online family tree.
4 **Cryptozoology** is studying the mythical or legendary animal creatures such as Big Foot, Chupacabra or unicorns.

- 3 Do the quiz to find out what your hobbies say about your personality. Compare your score in pairs. How true are the descriptions for you?

- 4 **CD 1.06** Read the descriptions (A–D) again and match them with questions (1–6). There are two extra questions.

- B 1 Who looks for specific tasks to do?
2 Who is fascinated by technology?
A 3 Who suffers without friends?
4 Who doesn't like learning?
D 5 Who likes doing extraordinary things?
C 6 Who likes sharing his/her thoughts?

- 8 **ŻYCIE PRYWATNE** Rozumienie tekstów pisanych *Dobieranie*

Quiz

1 You are outdoors. You spend your time

- a playing sports games with your friends.
- b jogging.
- c reading a book or a magazine.
- d taking photos of the nature around you.

2 When you're on the bus or tram, you usually

- a talk to a friend on your mobile phone.
- b think about your next project or task.
- c worry about your problems.
- d watch others.

3 When it rains and you cannot go outside, you often

- a watch TV with your family.
- b help your parents around the house.
- c listen to music or do puzzles.
- d look out of the window and dream.

4 During breaks between lessons, you usually

- a chat with other students.
- b check your emails or go on a social networking site.
- c read something or listen to music.
- d go outside and spend your time in the fresh air.

5 When you have a free day, you

- a spend it with family or friends.
- b spend your time reading books or magazines.
- c talk to your friends online.
- d browse the Internet for new ideas.

Your score: Add up your points: a=1, b=2, c=3, d=4

Extra activity for Exercise 2

- Teaching Notes page 5

Extra support for Exercise 5

- Teaching Notes page 5

Extra activity after Exercise 5

- Teaching Notes page 5

Videoscript

- Teacher's Book page 330 and Teacher's Resource Centre

A (4–7) BMXer

Mixing with others is your true hobby and the only activity which makes you really happy. You relax by talking to people and doing things together. You don't like spending time on your own; instead you prefer team sports and project work. You adore going to parties and social networking sites! You're also **mad about** music. You listen to it all the time.

B (8–12) Genealogist

You are goal-oriented and you get bored easily when there is nothing to do. You are **keen on** new tasks and you don't mind challenges. You enjoy organising activities for others and you are good at it. You feel comfortable on your own and with your friends, but you dislike too much noise. You're **fond of** learning anything new! You are a great **fan of** documentary and nature programmes.

C (13–16) Vlogger

You like thinking a lot, reading, writing or blogging about life, feelings and problems of all sorts. You **are into** music, literature and film. You aren't a sports fan or a partygoer. You don't go clubbing, but you don't mind socialising. You **prefer** chatting with friends on social networking sites **to** going out. A lot of people say you are a bit sensitive.

D (17–20) Cryptozoologist

You are a bit of a dreamer. You **take up** different hobbies all the time. You are **interested in** different, often unusual things, but you don't have any specific aims in your life. You are easygoing and you accept changes without any problems. You relax best by doing nothing or browsing the Internet to find some strange facts. Friends are important to you, but going out isn't your cup of tea. You prefer texting your friends rather than actually meeting them.

5 Read the descriptions again and find sentences which have a similar meaning to the sentences below.

- You constantly change your pastimes. (text D)
You take up different hobbies all the time.
- You enjoy spending time with other people. (text A)
Mixing with others is your true hobby... / You relax by talking to people and doing things together.
- You have aims in your life. (text B)
You are goal-oriented...
- You don't like going to parties very much. (text C)
You aren't ... a partygoer.
- You adapt easily to new situations. (text D)
...you accept changes without any problems.

3 How easily do you **get bored with an activity / involved in a new activity**?

4 Do you **find** reading books **interesting / boring / so-so**? Why? / Why not?

5 How often do you **play computer games / card and board games**?

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 3 and 4

9 Work in pairs. Ask and answer the questions from exercise 8.

10 Write a reply to Dominica's email in exercise 6 (100–150 words). Use ideas and language from the exercises in this lesson. Underline the new words or phrases you have used. Include this information:

- how old you are and where you come from,
- what you like doing in your free time,
- which activities you're not too keen on.

Dear Dominica,
Thanks for your email. Let me tell you about myself ...

Vocabulary development**6** Complete the text with the correct prepositions.

Hi,
Let me tell you about myself. I'm Dominica. I'm 16 years old. I have a passion for dancing, and I also love blogging. I'm mad ¹**about** dance, so I go to dance classes twice a week. I also keep a blog about modern dance. I'm keen ²**on** music, especially rock and blues. I'm a great fan ³**of** reggae too. I'm ⁴**into** modern technologies and I'd like to take ⁵**up** vlogging, but I need to get a good camera first. I'm not really interested ⁶**in** socialising online because I prefer meeting my friends in real life ⁷**to** having online conversations with them. Taking photos is also one of my hobbies. I love taking pictures of people and buildings. I'm not too fond ⁸**of** sports, though I don't mind cycling.
How about you?
Love,
Dominica

7 Now look at the highlighted phrases in texts A–D and check your answers to exercise 6.

8 Complete the questions with the verbs below.

play get do go find

- How often do you **go clubbing / swimming / running**?
- Do you **do sports / yoga / crosswords**? How often?

Critical thinking

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

- Many people believe that photography is a fascinating activity. Why do you think it is the case? What's interesting about it?
- What makes a good photograph?
- Why do some people dislike it when somebody wants to photograph them?



▶ VIDEO 01

Further practice

- Workbook pages 8–9
- Reading worksheet 1
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 5

Video worksheet

- Workbook page 13

Assessment

- Short test 1
- Challenge Short Test 1

1 Describe the picture and answer the questions.

- Do you think these people are enjoying themselves? Why do you think so?
- What could they be talking about?



Exercise 6

- I don't know many people here.
- So how do you know Charlie?
- They are a great bunch of people.
- How come you know him?
- Are you having a good time at the party?

Exercise 7

Possible answers:

- A Are you having a good time at the party?

B Oh yes. It's a fantastic/great party.
- A What do you think of the food here?

B It's great/awesome.
- A I am keen on playing volleyball.

B Well, sport isn't my cup of tea.

2 CD 1.07 Read and listen to the dialogue. Answer the questions.

- Where are the speakers? Do they know each other well or are they strangers? *The speakers are two young people, guests at a party. They are strangers. / They don't know each other.*
- Where are they from? *Matt is British, Paula is Polish.*
- What similar interests do they have? *They both like dancing and (listening to) music.*

Matt Hi. You look like you don't know anyone here.

Paula You're right. I'm new here. I'm Polish and I've just arrived in Britain.

Matt Wow! Your English is *great*. I'm Matt and I'm Tom's cousin. And you?

Paula My name's *Paula* and I'm Tom's new *classmate*. Nice to meet you, *Matt*.

Matt Nice to meet you too. So what are you into?

Paula Well, I love *dancing and listening to music*. What about you?

Matt Me too! I'm also quite keen on *sports*. I really like *football and cricket*.

Paula Well, *sports aren't* really my cup of tea, but I think *they* must be a great hobby.

Matt Yes, they are! Anyway, what do you think of the *music* here?

Paula It's really *great*!

3 Read the dialogue again and complete the Phrase Bank. Translate the expressions into Polish.

PHRASE BANK

Introducing yourself

I'm ¹Tom's cousin. / Hi, I'm Paula.
Nice to ²meet you (too).

Talking and asking about interests and opinions

So what are you ³into? / What do you do in your free time?
Well, I ⁴love/adore dancing and listening to music.
I'm quite ⁵keen on sports.
Sports aren't really my cup of ⁶tea. / I don't really like ...
What do you ⁷think of the music/food here?
It's ⁸really great/awesome/OK!

Reacting to what people say

Really? Wow! / That's great! / That's cool!
What about you? / And you? / Why not? / Me too.

4 Work in pairs. Practise reading the dialogue, changing the words in red.

5 CD 1.08 Listen to two dialogues at a party. Are the sentences true or false?

Dialogue 1

- Mark is enjoying the party. *T*
- Claire knows a lot of people at the party. *F*
- All three speakers are keen on dancing. *T*

Dialogue 2

- Charlie and the boy are neighbours. *T*
- The girl is in the same class as Charlie. *T*
- The girl is not very happy in her new class. *F*

6 Put the words in the correct order to make sentences.

- here / I / know / people / many / don't / .
- you / do / Charlie / so / how / know / ?
- of / they / great bunch / are / people / a / .
- you / how / know / him / come / ?
- you / party / a / good time / having / are / at / the / ?

7 Work in pairs. Role-play the dialogues, using the prompts below.

- A Zapytaj kolegę/koleżankę*, czy dobrze się bawi na przyjęciu.
B Odpowiedz.
- A Zapytaj kolegę/koleżankę, co sądzi na temat potraw/jedzenia podanego na przyjęciu.
B Powiedz, że jest świetne.
- A Powiedz, że uwielbiasz grać w siatkówkę.
B Odpowiedz, że nie interesujesz się sportem.

* W całej serii *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 etykietałnymi współczesnej polszczyzny.

8 CD 1.09 Listen to the recordings (1–5) and choose the correct replies (a–c).

- a I really enjoy our school discos.

b My boyfriend loves discos.

c Discos are so boring!
- a Why not?

b I'm not really sure.

c Really? Me too.
- a Why not?

b Don't worry about it.

c Not really, sorry.
- a Mark is really nice.

b Nice to meet you, Jane.

c Good luck!
- a She's funny and confident.

b She's busy now, I'm afraid.

c She goes to school with me.

9 Work in pairs. Read the instructions and role-play the dialogue. Use the expressions from the Phrase Bank.

Jesteś na grillu (*barbecue*) zorganizowanym przez Twojego przyjaciela Alana. Rozpocznij rozmowę z osobą, której nie znasz. W rozmowie:

- przedstawcie się sobie nawzajem,
- opiszcie swoje hobby,
- powiedzcie, co sądzicie na temat spotkania,
- powiedzcie, skąd znacie Alana.

Matura Speaking Task for Exercise 1

- Teaching Notes page 5

Extra activity for Exercise 7

- Teaching Notes page 5

Audioscript

- Student's Book page 138 and Teacher's Resource Centre

Further practice

- Workbook page 10
- Speaking worksheet 1
- Communicative activity worksheet 1, Teacher's Book pages 341–342

Homework suggestion

- Teaching Notes page 6

- 1** Read the description of PenPal Schools, a popular online site for students. Work in pairs and answer the questions below.

PenPal Schools is one of the most popular sites for students who want to find friends all over the world and cooperate with them on various international projects. Members from over 150 countries join 'online classrooms' and share their opinions and ideas in writing to learn from each other about the world, different cultures and values. It's a truly international experience!

- What do you think of this site? What similar sites do you know?
- Imagine you joined PenPal Schools. What information about yourself would you like to share with the other members?
- How important is it to have an interesting photo on your personal profile? Do you upload selfies or photos of you taken by other people?

- 2** Read a personal profile from PenPalSchools.com. Match headings a–e with the paragraphs. There is one extra heading.

- personal information and hobbies
- family and friends
- appearance and personality
- why you are writing
- who you are looking for

PenPal SCHOOLS Hi from Jessica and Josh.

- We want to have one profile for the two of us because it's something different. We are interested in the same things and want to meet friends who are like us.
- We are 17 years old and we both come from Boston, USA. We are students at a local high school. We dream of becoming musicians. I'm into rock music, but Josh prefers metal music. I'm learning to play the guitar and Josh is taking drum lessons.
- We are both tall, have dark hair and almost look like twins, but we are very different people. I'm quite confident, very easygoing and extremely talkative. Josh can be rather shy, pretty serious and a bit quiet, but he's a great friend!
- We're looking for friends who share our passion for music. Please write soon and tell us about yourself and your life.

- 3** Complete the Phrase Bank, using words and expressions from the profile.

PHRASE BANK

Giving personal information

I'm 17 years old and I ¹come from the USA.
I dream ²of becoming a good photographer. | I'm ³into sports.
I'm very easygoing and I ⁴can be pretty lazy sometimes.
I want to meet people ⁵(who are) like me.
I'm ⁶looking for friends who share my passions.

! Watch out

Aby określić stopień natężenia jakiejś cechy, przed niektórymi przymiotnikami możemy zastosować przysłówki:

a little / a bit funny
quite/rather/pretty funny
very/really/extremely/terribly funny

- 4** Read the **Watch out!** tip and choose the words which describe you best. Give examples.

I'm quite confident because I am not afraid to speak in front of the class.

- I'm **very** / **quite** confident.
- I can be **a bit** / **terribly** bossy sometimes.
- People say I'm a **rather** / **pretty** serious person.
- I'm a **little** / **really** interested in history.
- I think I tend to be **extremely** / **pretty** talkative.

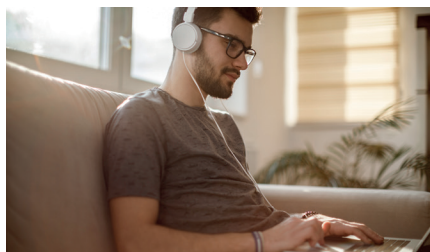
- 5** Complete the profile with appropriate words. Then number the paragraphs in the correct order.

Hi,
a I'm ¹pretty/very/extremely/terribly ambitious and really want to achieve a lot in my life. Sometimes I can be a ²bit/little shy, but I'm learning to be more self-confident. I'll need that when I become a dancer!
b I'd love to meet people who are ³like me and who have similar interests.
c I'm Lucy. I ⁴come from Canada. I'm a seventeen-year-old high school student. I'm pretty tall and I have dark hair and brown eyes.
d I've got a few hobbies. I'm ⁵interested in music and dancing. I really would ⁶like to become a professional dancer when I finish school. I'm also ⁷keen on sports. My favourite sports are ice hockey and cycling. In my ⁸free time I often read books and I also ⁹keep a blog.
Please write to me!
Lucy

1c 2d 3a 4b

- 6** Write a personal profile (100–150 words) about yourself for a social networking site. Include the following points:

- your name, age, nationality;
- your personality;
- your hobbies and interests;
- your pet hates.



Background note for Exercise 1

- Teaching Notes page 6

Sample answer for Exercise 6

- Teacher's Resource Centre

Further practice

- Workbook page 10
- Writing worksheet 1

Homework suggestion

- Teaching Notes page 6



- 1 Work in pairs. What are your favourite colours when it comes to clothes and interior design? Which colours are the most popular to wear in your class? What colours are in and out of fashion at the moment?

- 2 Read the text and translate the Polish parts of the sentences into English.

We prefer ¹to wear (*nosić*) certain colours simply because we like them. We probably very often ²don't know (*nie wiemy*) why we tend to go for, for example, blue but avoid green. Businesses, however, take a more serious approach to colours and ³are good at (*są dobrzy w*) using them to influence their customers. Marketing specialists realise that almost 85% of customers decide ⁴to buy (*kupić*) something mainly on the basis of the colour of the product. As a result, companies spend their time ⁵analysing (*analizując*) what we call the psychology of colour. So, restaurants regularly ⁶use (*używają*) red to stimulate appetite, while yellow ⁷appears (*pojawia się*) in shop windows to attract attention. Purple, on the other hand, is often the colour of beauty products, because it makes us think of relaxation.

- 3 Match the questions with the answers. Then translate them into Polish.

- d 1 What's he like? (*Jaki on jest?*)
a 2 What would he like to do? (*Co chciałby zrobić?*)
b 3 What does he look like? (*Jak on wygląda?*)
c 4 What does he like doing? (*Co lubi robić?*)
a He'd like to go to the cinema. *Chciałby pójść do kina.*
b He's tall and very handsome. *Jest wysoki i bardzo przystojny.*
c He loves swimming and cycling. *Uwielbia pływać i jeździć na rowerze.*
d He's a bit shy but very friendly. *Jest trochę nieśmiały, ale bardzo przyjacielski.*

- 4 Choose the answer a, b or c which means the same as the Polish part of the sentence in brackets.

- 1 I really (*lubię*) wearing blue clothes. This colour suits me.
a mind b enjoy c prefer
2 My mum (*nigdy nie nosi*) black clothes because it makes her feel depressed.
a doesn't often wear
b hardly ever wears
c never wears
3 Mark suggested (*pójść*) to the cinema on Saturday night.
a going b to go c go
4 Anna (*szykuje się*) for a party at the moment. We're leaving in about 15 minutes.
a gets ready b get ready c is getting ready
5 I have no idea (*jaka ona jest*). I hope she's nice.
a what she likes b what she's like
c what she looks like

- 5 Read the text and choose the correct answer: a, b or c.

Psychologists say that your favourite colour really matters. It ¹ other people about your personality and feelings. People who love red and ² wear clothes in this colour are very active individuals. They are keen ³ sports and action movies. People who prefer yellow and blue like peace and quiet while those who like orange enjoy meeting people because they are very ⁴ by nature. Individuals who prefer black would like ⁵ in control of others while those who like white are independent. As you can see, colours show more than you think.

- 1 a is telling b tells c tell
2 a now b rarely c often
3 a of b on c at
4 a sensitive b sensible c sociable
5 a to be b being c be forward

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

- 1 I'd like to start a course in photography – it sounds really interesting. **UP**
I'm thinking about **taking up** photography – it sounds really interesting.
2 I always choose light colours over dark ones. **PREFER**
I **prefer light colours to** dark ones.
3 She's a keen reader of crime stories. **FOND**
She **is fond of reading** crime stories.
4 I lose interest in things very quickly. **BORED**
I **get bored** very quickly.
5 Why don't you add more salt? The dish will taste better. **TRY**
You could **try adding** more salt. The dish will taste better.
6 We are very tired, so we need a break from work. **STOP**
We need to **stop working** because we are very tired.

Critical thinking



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

- 1 What do you think makes this woman's job rewarding and hard at the same time?
2 Would you like to work as a volunteer at a place like this one? Why? / Why not?
3 Is it a good idea to try to turn your hobby into a job?

12 CZŁOWIEK

Znajomość środków językowych *Tłumaczenie fragmentów zdań (zadanie zamknięte), Wybór wielokrotny (tekst), Transformacje zdań (zadanie otwarte)*

Extra support for Exercise 2

- Teaching Notes page 6

Extra activity after Exercise 2

- Teaching Notes page 6

Video worksheet

- Workbook page 15

Videoscript

- Teacher's Book page 327 and Teacher's Resource Centre

Further practice

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

- Student's App > On-the-Go Practice

Matura Reference

- Workbook pages 124–138

Homework suggestion: Matura Writing Task

- Teaching Notes page 7

Vocabulary MP3 01

admit	/əd'mɪt/	przyznawać (że coś jest prawdą)
advice	/əd'vɪs/	ambitny
ambitious	/æm'bɪʃəs/	apodyktyczny, władczy
bossy	/'bɒsi/	mądry, sprytny
clever	/'klevə(r)/	pewny siebie
confident	/'kɒnfɪd(ə)nt/	nieuczciwy, nieszczerzy
dishonest	/dɪs'ɒnɪst/	przejrzysty, życzliwy
friendly	/'frendlɪ/	zabawny
funny	/'fʌni/	hojny
generous	/dʒen(ə)rəs/	dostawać
get top marks	/'get_tɒp'mɑː(r)ks/	najlepsze oceny
give advice	/gɪvəd'vɪs/	udzielać rad
go red	/'gəʊ'red/	czervenieć się
hard-working	/'hɑːd'wɜː(r)kɪŋ/	pracowity
helpful	/'helpf(ə)l/	pomocny
honest	/'ɒnɪst/	uczciwy, szczerzy
kind	/'kaɪnd/	miły
lazy	/'leɪzi/	leniwy
make people laugh	/'meɪk_pɪːp(ə)l'laːf/	rozbawiać ludzi
mean	/'miːn/	skąpy
modest	/'mɒdɪst/	skromny
nasty	/'nɑːsti/	okropny, niemiły
nice	/'naɪs/	miły
patient	/'peɪʃ(ə)nt/	cierpliwy
polite	/'pə'laɪt/	uprzejmy
quiet	/'kwaɪət/	cichy
reliable	/'rɪ'laɪəb(ə)l/	godny zaufania, niezawodny
rude	/'ruːd/	nieuprzejmy
sensitive	/'sensɪtɪv/	wrażliwy
serious	/'sɪəriəs/	poważny
shy	/'ʃaɪ/	nieśmiały
silly	/'sɪli/	niemądry, głupawy
sociable	/'səʊʃəb(ə)l/	towarzyski
speak in public	/'spiːkɪn'pʌblɪk/	przemawiać publicznie
stay up late	/'steɪ_ʌp'leɪt/	kłaść się późno
talkative	/'tɔːkətɪv/	spać
tell jokes	/'tel'dʒɔːks/	gadatliwy, rozmowny
tend to do sth	/'tend_tə_duː_səmθɪŋ/	opowiadać dowcipy
tired	/'taɪə(r)d/	robić coś zwykle; mieć tendencję do czegoś
What a character!	/'wɒt_ə'kærɪktə(r)/	zmęczony
		Ależ charakterek!

Grammar 1 MP3 02

friendship	/'frendʃɪp/	przyjaźń
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Listening and vocabulary MP3 03

audition for a part	/'sɔːdʃ(ə)n_fə(r)_ə_pɑː(r)t/	brać udział w przesłuchaniu do roli (aktorskiej)
be the centre of attention	/'bi_ðə'sentə(r)_əv_ə_tenʃ(ə)n/	być w centrum uwagi
embarrassed	/'ɪm'bærəst/	zażenowany
get into trouble	/'get_ɪntə'trʌb(ə)l/	wpadać w tarapaty, kłopoty
keep quiet	/'kiːp_kwaɪət/	milczeć, zachowywać w sekrecie

keep secrets

let sb down	/'let_sambdaɪn/	zawieść kogoś, sprawić zawód
loyal	/'loɪəl/	lojalny
nervous	/'nɜː(r)vəs/	zdeenerwowany, nerwowy
proud of sth	/'praʊd_əv_səmθɪŋ/	dumny z czegoś
stressed	/'strest/	zestresowany
tell lies	/'tel_'laɪz/	kłamać
trust sb	/'trʌst_sambdaɪ/	ufać komuś
upset	/'ʌp'set/	zmarznięty, zmartwiony
waste time	/'weɪst'taɪm/	tracić czas
worried	/'wɒrɪd/	zaniepokojony, zmartwiony

Grammar 2 MP3 04

decide	/'dɪ'saɪd/	decydować
look forward to	/'lʊk_fɔː(r)wəd(r)_tə/	niecierpliwie czekać na coś, oczekiwać czegoś
refuse	/'rɪfjuːz/	odmawiać
your good/bad points	/'jə(r)'gʊd,'bæd_pɔɪnts/	twoje mocne/słabe strony

Reading and vocabulary MP3 05

be a fan of	/'bi_ə'fæn_əv/	być fanem czegoś
be fond of	/'bi_'fɒnd_əv/	bardzo coś lubić
be interested in	/'bi_'ɪntərɪstɪdɪn/	interesować się czymś
be into	/'bi_'ɪntə/	interesować się czymś
be keen on	/'bi_'kiːn_ɒn/	przepadać za czymś
be mad about	/'bi_'mæd_əbaʊt/	szaleć na punkcie czegoś
biking	/'baɪkɪŋ/	jazda na rowerze
blogging	/'blɒɡɪŋ/	prowadzenie bloga
collecting things	/'kɒlɪktɪŋ_θɪŋz/	kolekcjonowanie, zbieranie rzeczy
cooking	/'kʊkɪŋ/	gotowanie
do crosswords	/'duː_'krɒs,wɜː(r)dz/	rozwiązywać krzyżówki
do sports / yoga	/'duː_'spɔː(r)ts,'jəʊgə/	uprawiać sport / praktykować jogę
don't mind sth	/'dɒnt_'maɪnd_səmθɪŋ/	nie mieć nic przeciwko czemuś
drawing	/'driːŋ/	rysowanie
dreamer	/'driːmə(r)/	marzyciel/ marzycielka
easygoing	/'iːzi'gəʊɪŋ/	wyluzowany, spokojny
family tree	/'fæm(ə)li_'triː/	drzewo genealogiczne
find sth boring / interesting	/'faɪnd_səmθɪŋ_'bɔːrɪŋ,'ɪntərɪstɪŋ/	uważać coś za nudne/ciekawe
find sth so-so	/'faɪnd_səmθɪŋ_səʊ_səʊ/	uważać, że coś jest średnie, takie sobie
fishing	/'fɪʃɪŋ/	wędkarstwo
gardening	/'gɑː(r)d(ə)nɪŋ/	ogrodnictwo, prace w ogrodzie
get bored with an activity	/'get_'bɔː(r)d_wɪð_ən_æk'tɪvəti/	znudzić się jakimś zajęciem
get involved in an activity	/'get_ɪn'vɒlvɪdɪn_ən_æk'tɪvəti/	zaangażować się w jakieś zajęcie
go clubbing	/'gəʊ_'klʌbɪŋ/	chodzić do klubu

go running / swimming

goal-oriented	/'gəʊlˌɔːrɪəntɪd/	oszczędny
have a passion for	/'hæv_ə'pæʃ(ə)n_fə(r)/	mieć pasję do czegoś
hiking	/'haɪkɪŋ/	spacerowanie
jogging	/'dʒɒɡɪŋ/	jogging, bieganie
keep a blog	/'kiːp_ə'blɒɡ/	prowadzić bloga
listening to music	/'lɪs(ə)nɪŋ_tə'mjuːzɪk/	łuchanie muzyki
mix with others	/'mɪks_wɪð_ˌʌðə(r)z/	udzielać się towarzysko
not be your cup of tea	/'nɒt_bɪ_jə(r)_kʌp_əv'tiː/	nie przepadać za czymś
on your own	/'ɒn_jə(r)'ɒn/	sam/sama, samodzielnie
organising	/'ɔːɡ(ə)nɪzɪŋ/	organizowanie, porządkowanie
partygoer	/'pɑː(r)tɪ_gəʊə(r)/	imprezowicz/ imprezowiczka
photography	/'fə'tɒɡrəfi/	fotografowanie
play card and board games	/'pleɪ_'kɑː(r)d_ænd_'bɔː(r)d_ɡeɪmz/	grać w gry karciane i planszowe
play computer games	/'pleɪ_kəm'pjjuːtə(r)_ɡeɪmz/	grać w gry komputerowe
prefer sth to sth	/'prɪ'fɜː(r)_səmθɪŋ_tə_səmθɪŋ/	woleć coś od czegoś
rollerblading	/'rɒləblædɪŋ/	jazda na rolkach
skateboarding	/'skeɪt_bɔː(r)dɪŋ/	jazda na deskorolce
social networking	/'səʊʃəl_'netwɜː(r)kɪŋ/	media społecznościowe
take up a hobby	/'teɪk_ʌp_ə'hɒbi/	zająć się jakimś hobby
taking photos	/'teɪkɪŋ_'fəʊtəʊz/	fotografowanie
text your friends	/'tekst_jə(r)'frendz/	wysyłać wiadomości tekstowe do znajomych

Speaking MP3 06

bunch of people	/'bʌntʃ_əv_'piːp(ə)l/	grupa ludzi, paczka
classmate	/'klɑːsmeɪt/	kolega/koleżanka z klasy
how come ...?	/'həʊ_'kʌm/	jak to się stało, że...?

Writing MP3 07

achieve a lot	/'ə'tʃiːv_ə_'lɒt/	osiągnąć wiele
dream of sth	/'driːm_əv_səmθɪŋ/	marzyć o czymś
extremely	/'ɪk'striːmli/	niezwykle, wyjątkowo
play the guitar	/'pleɪ_ðə'gɪtə(r)/	grać na gitarze
quite / pretty	/'kwɑɪt,'prɪti/	dość
rather	/'rɑːðə(r)/	dość, raczej, niż/aniżeli
share your passion	/'ʃeə(r)_jə(r)'pæʃ(ə)n/	dzielić się swoją pasją
take drum lessons	/'teɪk_'drʌm_'les(ə)nz/	brać lekcje gry na perkusji
terribly	/'terəb(ə)li/	okropnie
your personal profile	/'jə(r)_pɜː(r)ʃ(ə)nəl_pɹəʊfəl/	własny profil, własne konto

Challenge! MP3 08

adore	/'ə'dɔː(r)/	uwielać
broad-minded	/'brɔːd'maɪndɪd/	tolerancyjny
chill out	/'tʃɪl_'aʊt/	relaksować się
computer geek	/'kəm'pjjuːtə(r)_'giːk/	maniak komputerowy
enjoy	/'ɪn'dʒɔɪ/	lubić
enthusiast	/'ɪn'θjuːzɪəst/	entuzjasta, miłośnik
fan	/'fæn/	fan
jealous	/'dʒeləs/	zazdrośny
leisure activity	/'leʒə(r)'æk'tɪvəti/	hobby, rozrywka
lover	/'lʌvə(r)/	miłośnik (czegoś)
moody	/'muːdi/	humorzysty
pastime	/'pɑːs'taɪm/	rozrywka, hobby
rebellious	/'riːbeljəs/	buntowniczy
relax	/'rɪ'læks/	relaksować się, odprężyć się
rely on	/'riːlaɪ_ɒn/	polegać na kimś
sports fan	/'spɔː(r)ts_fæn/	kibic sportowy
sympathetic	/'sɪmpə'θetɪk/	współczujący
unwind	/'ʌn'waɪnd/	rozluźniać się, odprężyć



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Write the adjectives with the opposite meaning. Then suggest three other pairs of adjectives with opposite meanings.

- | | |
|-------------|---------------------|
| 1 lazy | hard-working |
| 2 serious | funny |
| 3 mean | generous |
| 4 silly | clever |
| 5 rude | polite |
| 6 talkative | quiet |

- 2 Complete the text with appropriate words.



Hobbies in the stars

When you know the personality of a person, you can guess what they are ¹interested in. It is usually not true, but some people of the same star sign often ²take up the same hobbies. For example, Aries (21 March – 19 April) and Gemini (21 May – 20 June) individuals ³prefer active to passive pastimes and they easily get ⁴bored with activities such as reading or watching TV. Taurus (2 April – 20 May) and Pisces (19 February – 20 March) individuals, on the other hand, choose artistic hobbies. They are ⁵into painting, music, singing or dancing. Virgos (23 August – 22 September) and Capricorns (22 December – 19 January) are ⁶fond of more intellectual activities, so they tend to read a lot.

GRAMMAR

- 3 Complete the mini-dialogues with the correct forms of the verbs in brackets. Use the present continuous or present simple.

- A Why ¹is Veronica crying (*Veronica / cry*)? She usually ²smiles (*smile*) all the time.
B She's upset because she ³is having (*have*) a lot of problems at school at the moment.

- A What ⁴is Josh like (*Josh / like*)?
B He's quite shy, so he ⁵isn't / is not keen on (*not / be keen on*) group or team activities. He often ⁶goes (*go*) cycling on his own.

- A Where ⁷are you going (*you / go*) this summer?
B I ⁸don't know (*not know*) yet. I usually ⁹go (*go*) to the seaside, but this year may be different. Most of my friends ¹⁰are planning (*plan*) a holiday in the mountains, so I'll probably go with them.

- 4 Complete the sentences with the correct form of the verbs in brackets.

- I avoid **spending** (*spend*) time with people I don't know. So, if you don't mind, I'd like **to stay** (*stay*) at home.
- I can't stand **listening** (*listen*) to metal music, but I'm quite keen on **listening** (*listen*) to punk music.
- I always hope **to make** (*make*) new friends wherever I go and I never refuse **to talk** (*talk*) to strangers.
- When I decide **to do** (*do*) something, I always do it. When I promise **to help** (*help*) someone, I never forget to do it.
- I hate **doing** (*do*) team sports, so I'm not planning **to take** (*take*) part in the basketball tournament.

- 5 Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.

ENGLISH IN USE

- 6 **TRANSFORMACJE ZDAŃ** Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i form podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- Grace enjoys playing board games with her friends. **KEEN**
Grace **is keen on playing** board games with her friends.
- I'm not fond of gardening – I get bored easily. **CUP**
Gardening isn't **my cup of tea** – I get bored easily.
- Jess would like to take up a new hobby. **OF**
Jess **is thinking of taking** up a new hobby.
- I tend to get stressed when I have to speak in public. **USUALLY**
I **usually get stressed** when I have to speak in public.
- How long does it take you to learn to play a new song on a guitar? **SPEND**
How much time **do you spend learning** to play a new song on a guitar?
- Ken can't wait to go to his friend's birthday party – he's such a party animal! **FORWARD**
Ken **is looking forward** to his friend's birthday party – he's such a party animal!

- 7 **MINIDIALOGI (ZADANIE ZAMKNIĘTE)** Uzupełnij poniższe minidialogi (1–3). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- | | |
|---|---|
| 1 X ☒ ?
Y I'm a huge fan of hiking.
X Wow, that's so cool!
A What are you up to?
☒ B What are you into?
C What are you doing? | 3 X Hi, how are you?
Y ☒ ?
A Yes, I'm sure.
B Sorry, I'm late.
☒ C I'm fine, thanks. |
| 2 X I'm taking part in a swimming race this weekend.
Y ☒ !
X Thanks, I'll need it.
A Good idea!
☒ B Good luck!
C Goodbye! | |

Extra activity before Exercise 1

- Teaching Notes page 7

Follow-up activity

- Teaching Notes page 7

Extra activity after Exercise 5

- Teaching Notes page 7

Audioscript

- Student's Book page 139 and Teacher's Resource Centre

Test each other

- Student's Book, pages 120 and 125

Video worksheet: Life Skills

- Workbook pages 157–166



LISTENING

- 8 CD 1.10 ZDANIA Z LUKAMI** Usłyszysz dwukrotnie wykład na temat osobowości. Na podstawie informacji zawartych w nagraniu uzupełnij zdania tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Personality lecture – notes

- 1 In the past, psychologists believed that personality traits were stable, so you wouldn't be able to **change** them.
- 2 Nowadays, research shows that it is possible, although it's not **easy**.
- 3 First of all, you need to define **what you want / what you'd like** to achieve – which personality trait you'd like to change.
- 4 The most important thing is that if you really want to change, you have to **stick to** your plan and never give up – even if you feel nervous at the beginning.
- 5 You have to **believe in** yourself because science shows that change is possible.



SPEAKING

- 9 ROZMOWA Z ODGRYWANIEM ROLI** Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Rozpoczynasz zajęcia na wakacyjnym kursie językowym za granicą. Rozmawiasz z nowo poznaną osobą, która będzie z Tobą w grupie. W rozmowie z uczniem B omów poniższe cztery kwestie.

podstawowe informacje (wiek, kraj pochodzenia)

hobby i zainteresowania

powody wyboru kursu za granicą

ulubione sposoby spędzania czasu na wakacjach

Uczeń B

Rozpoczynasz zajęcia na wakacyjnym kursie językowym za granicą. Właśnie poznałeś/poznałaś osobę, która będzie z Tobą w grupie. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- powiedz, że lubisz udzielać się towarzysko / lubisz poznawać nowych ludzi,
- powiedz, że niezbyt odpowiada Ci sposób spędzania czasu wolnego, który lubi uczeń A,
- zaproponuj uczniowi A wspólne spędzenie popołudnia.

WRITING

- 10 WPIS NA BLOGU** Przeczytaj polecenie i wypowiedz się na poniższy temat.

Chciałbyś/Chciałabyś podzielić się swoją opinią na temat osoby, którą podziwiasz, na międzynarodowym blogu. Zredaguj **wpis** (100–150 wyrazów), w którym:

- wyjaśnisz, kim jest ta osoba i czym się zajmuje,
- opisziesz, jakie cechy charakteru ma ta osoba,
- wyjaśnisz, dlaczego podziwiasz tę osobę i w jaki sposób bierzesz z niej przykład,
- zachęcisz innych uczestników forum do podzielenia się informacją o tym, kogo podziwiają.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

*Hi Everybody,
Today, I'd like to write about somebody who I really admire.*

...

15

Videoscript

- Teacher's Book pages 324–326 and Teacher's Resource Centre

Sample answer for Exercise 10

- Teacher's Resource Centre

Further practice

- Workbook page 12
- Review worksheet 1
- Student's App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 7

Assessment

- Unit Test I

2

A GOOD SPORT

VOCABULARY

sports

- 1 Read the web forum entries below. Which person do you agree with? Why?

Leocool I'm really into sports. I love playing football, swimming and doing a bit of everything really!

Anna I don't do much sport. I prefer watching it on TV – especially big events like the Olympics.

FrodoB I'm a bit lazy, but I'd like to do some sports, maybe start swimming or learn to play tennis.

Becky17 I HATE sports!

Jasper I have loads of sports apps on my phone and I play them all the time.

- 2 Match the sports below with the sports apps 1–16. Do you do any of these sports, or do you know someone who does? Discuss in pairs.

boxing 12 basketball 4 football 14 swimming 2 ice hockey 8
gymnastics 15 weightlifting 5 motor racing 9 rowing 10
karate 15 cycling 7 surfing 5 skating 16 table tennis 1
snowboarding 6 volleyball 11



- 3 **CD 1.11** Listen and repeat the words from exercise 2.

- 4 Work in pairs. Which of the sports in exercise 2 are
a) team sports? basketball, ice hockey, volleyball, football
b) individual sports? weightlifting, surfing, snowboarding, boxing, karate, skating
c) both? table tennis, swimming, cycling, motor racing, gymnastics, rowing

- 5 Copy and complete the table with the sports below. Then add the sports from exercise 2 to each column.

handball tennis judo rugby badminton sailing athletics canoeing skating golf long jump skiing		
play (team sports, games)	go (most sports ending in -ing)	do (other sports)
handball, tennis, rugby, badminton, golf, table tennis, basketball, ice hockey, volleyball, football	sailing, canoeing, skiing, skating, swimming, surfing, snowboarding, cycling, rowing	athletics, judo, long jump, weightlifting, motor racing, boxing, gymnastics, karate

- 6 Complete the sentences with the correct verb + sport from exercises 2 and 5. Use the correct form of the verbs.

- I often **go swimming** at the weekends at my local pool or in the sea if it's not too cold.
- My best friend **goes canoeing/sailing/rowing** regularly. She likes going down rivers where bigger boats can't go.
- I **go skating** with about six of my friends quite often. It's just for fun. I love moving on the ice.
- My uncle **does weightlifting**. He trains every day. He's got really strong muscles now.
- My family **goes skiing/snowboarding** every winter in the mountains. I learned when I was quite young, and now I can go quite fast.
- When you **play volleyball**, you need to be energetic to jump up and hit the ball over the net.

- 7 **CD 1.12** Listen to four people talking about different sports. Write down the names of the sports. Give reasons for your answers.

Speaker 1: **cycling** Speaker 3: **athletics**
Speaker 2: **surfing** Speaker 4: **boxing**

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 1

- 8 Think about a sport and write down some information about it, but do not give its name. Use the prompts below. Read out your information for the class to guess the sport.

This is an individual sport / a team sport.
You usually play it outdoors/indoors.
In this sport you need to fight / throw a ball / jump / run.
You wear / don't wear special clothes.

- 9 **WHAT DO YOU THINK?** Work in pairs and discuss the question, using the prompts below. Give reasons for your opinion.

Which sports do you think are good for children to do at school? Why?

I think swimming/basketball is good for children because ...

- it can save lives.
- they learn how to keep fit / work in a team.

16 SPORT

Lead-in

- Teaching Notes page 8

Extra activity after Exercise 6

- Teaching Notes page 8

Extra activity at the end of the lesson

- Teaching Notes page 8

Audioscript

- Student's Book page 139 and Teacher's Resource Centre

Further practice

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

Homework suggestion

- Teaching Notes page 8

- 1 Tell your partner about a sport or a hobby that you did when you were younger but don't do now.

- 2 **LANGUAGE IN CONTEXT** Read the text. Write down three things that have changed about tennis.

Some interesting things you might NOT know about sports!

Tennis is a very popular sport today and people play it all over the world. I **learned** to play ten years ago, when I was five years old. I **didn't belong** to a club – my dad **taught** me, and I **won** lots of competitions at school. But ... **did you know** that tennis today is very different from the original game? When it **started**, people didn't use to play it outdoors. This was because in the game they used to hit the ball against the walls of a room! The balls used to be smaller and heavier and the racket used to be smaller too. The rules also used to be very different! Players could hit the balls into openings in the walls – like goals! It **was** a hard, fast game!



place, balls, rackets, rules

- 3 **ANALYSE** Look at the underlined past simple forms in the text. Then copy and complete the table with the correct words.

PAST SIMPLE

Affirmative	I ¹ learned to play tennis 10 years ago.
Negative	He ² didn't learn to play tennis 10 years ago.
Yes/No question	³ Did you learn to play tennis 10 years ago?
Wh- question	When ⁴ did you learn to play tennis?

- 4 Which of the highlighted verbs in the text in exercise 2 are regular and which are irregular?

regular verbs: learned, started

irregular verbs: taught, won, was, knew

- 5 Copy and complete the table with the past simple forms of the verbs below. When do we need to double the consonant when adding the -ed ending?

hear run cry kick live carry hope catch
try see write hurry watch walk close play
have plan

verb + -ed	verb + -d	verb ending in -y → -i + -ed	irregular verbs
opened, stopped, kicked, watched, walked, played, planned	loved, heard, lived, hoped, closed	worried, cried, carried, tried, hurried	went, ran, caught, saw, wrote, had

We double the consonant when there is a vowel before the final consonant.

- 6 Find sentences with **used to** in the text in exercise 2. Then copy and complete the table with the correct words.

USED TO

Affirmative	They ¹ used to play tennis indoors.
Negative	They ² didn't use to play tennis outside.
Yes/No question	³ Did they use to play tennis with a hard ball?
Wh- question	Where ⁴ did they use to play tennis?

- 7 Complete the rules with **used to** or the past simple. Sometimes more than one answer is correct. Then match the rules with sentences a–c below.

- a 1 We use **past simple / used to** to talk about past actions and past states.
c 2 We use **used to** to stress that things which were true in the past are different now.
b 3 We use **past simple** for actions that happened only once.
- a I went to a sports club every Friday when I was younger.
b I won a swimming competition when I was eight.
c We used to live near the town centre but now we don't.

- 8 **PRACTISE** Complete the sentences with the correct form of **used to** and the verbs in brackets.

- 1 I **used to go** (go) swimming with my friend every Friday after school. It was fun.
2 My brother and I **didn't use to like** (not like) PE lessons at primary school, but now we love playing football.
3 Where **did you use to go** (you go) canoeing when you were younger? I'd like to try it.
4 **Did Mr Banks use to be** (Mr Banks / be) your football coach? He's our coach now and he's brilliant.
5 We **didn't use to do** (not do) gymnastics at school. Now we've got some new equipment and we can join an after-school club.

- 9 Complete the text with the correct form of the verbs in brackets. Use **used to** where possible.

Jenna ¹**started** (start) swimming when she was eight and she ²**joined** (join) the local swimming club a year later. She ³**trained / used to train** (train) twice a week after school, but then she ⁴**became** (become) really fast, and they asked her to train early mornings as well. She ⁵**used to get up** (get up) at 5.30 and swim for an hour and a half before school! Jenna ⁶**swam** (swim) for the UK in the last Olympics, but she ⁷**didn't win** (not win) a medal. The following year she ⁸**gave up** (give up) competitive swimming, so now she only swims a couple of times a week.

- 10 **NOW YOU DO IT** Write questions from the prompts. Use the past simple (questions 1–2) and **used to** (questions 3–4).

- 1 What TV programmes / watch / last week / ?
2 What / hate / eat / when you were younger / ?
3 What subjects / enjoy at school / when you were a child / ?
4 What music / listen to / when you were small / ?

- 11 Work in pairs. Ask and answer the questions in exercise 10. Include at least two sentences in your answer.

Exercise 6

When it started, people didn't use to play it outdoors. This was because in the game they used to hit the balls against the walls of the room! The balls used to be smaller and heavier and the racket used to be smaller too. The rules also used to be very different!

Exercise 10

- 1 What TV programmes did you watch last week?
2 What did you hate eating when you were younger?
3 What subjects did you use to enjoy at school when you were a child?
4 What music did you use to listen to when you were small?



Lead-in

- Teaching Notes page 8

Extra support for Exercise 9

- Teaching Notes page 9

Grammar Reference

- Student's Book page 127

Further practice

- Workbook page 17

Extra Grammar Practice

- Workbook pages 110–111

Homework suggestion

- Teaching Notes page 9

1 Work in pairs and discuss the questions.

- 1 What dangerous or extreme sports do you know?
- 2 Would you like to take up an extreme sport? Why? / Why not?
- 3 Do you like films about famous sportspeople? Why? / Why not?

2 Match pictures A–E with five of the dangerous sports below. What do the other sports involve?

parachuting snowboarding C boxing B bungee jumping
 canyoneering A free running mountain climbing A
 BMXing E motor racing D



parachuting – jumping off a plane with a parachute
 bungee jumping – jumping from a great height with an elastic cord attached
 free running – running while performing acrobatic tricks

3 CD 1.13 Listen to five people talking about films connected with sport. Match the pictures from exercise 2 with the film titles 1–5.

- D 1 Rush A 3 127 Hours B 5 Creed
 C 2 The Crash Reel E 4 The Ride

18  SPORT Rozumienie ze słuchu Dobieranie (zdań do wypowiedzi)

4 CD 1.13 Listen again. Match the statements A–F with the speakers 1–5. There is one extra statement.

This speaker's film

- 4 A suggests that doing sport can help you with your problems.
- 1 B talks about rivals and their relationship in private life.
- 5 C does not talk about the typical aspects of sport.
- D tells the story of a great sporting champion.
- 2 E talks about a person who has to give up his favourite sport.
- 3 F describes the story of a person who has to escape from somewhere.

5 What films about dangerous sports can you remember? Did you enjoy them? Discuss with your partner.6 Complete the sentences with the correct form of the words below.

injure support coach compete spectator
 champion train

- 1 The spectators were very happy when their team won the match.
- 2 Mr Briars is a boxing coach, and he regularly trains several young boxers after school.
- 3 I always go to swimming competitions to support my sister, who is very fast.
- 4 Jack got injured last week in a basketball game, so he can't play at the moment.
- 5 Our school volleyball team will compete for an important prize this month.
- 6 My dream is to become a tennis champion and win the big, gold cup at Wimbledon!

7 CD 1.14 Listen to Gail and Mark talking about dangerous sports. Write down two positive and two negative points about the dangerous sports they mention.
 positive: it's exciting; you keep fit
 negative: you take risks; you might have an accident; you can break a leg; you can bang your head

VOCABULARY CHALLENGE! Unit 2, page 108, exercise 2

Critical thinking



VIDEO 03



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

- 1 What can you do to practise an extreme sport, such as climbing, as safely as possible?
- 2 How can weather affect doing a sport?
- 3 Why do people decide to take up climbing or any of its forms?

Background Note for Exercise 2

- Teaching Notes page 9

Extra activity for Challenge Exercise 2

- Teaching Notes page 9

Video worksheet

- Workbook page 25

Videoscript

- Teacher's Book page 330 and Teacher's Resource Centre

 Audioscript

- Student's Book page 139 and Teacher's Resource Centre

Further practice

- Workbook page 18

 Homework suggestion

- Teaching Notes page 9

1 What are you doing now? What were you doing at this exact time yesterday?

2 **CD 1.15** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. How did Lola get hurt?



Andy Hi Lola! I called you half an hour ago, at 6.30.

Lola I'm sorry, Andy. I left my phone in the bedroom. I was watching the women's football final downstairs. England won! Was it important?

Andy No, not really. I'm going swimming later. Do you want to come?

Lola I'd love to, but I can't. I hurt my back while I was playing volleyball yesterday. I've got to rest.

Andy Oh no! How did it happen?

Lola It was so silly, really. The sun was shining and it was a great afternoon for a match. I jumped for a ball but the sun was in my eyes. I didn't see Dani. She was jumping for it too. She crashed into me and I fell on my back.

Andy Oh, poor you!

She was playing volleyball and hurt her back. Someone crashed into her. They were jumping for the same ball.

3 **ANALYSE** Find the past continuous forms in the dialogue. Then copy and complete the table with the correct words.

was watching, was playing, was shining, was jumping

PAST CONTINUOUS

Affirmative	I ¹ was playing volleyball yesterday. They ² were playing volleyball yesterday.
Negative	I ³ wasn't playing volleyball yesterday. They ⁴ weren't playing volleyball yesterday.
Yes/No question	⁵ Were you playing volleyball yesterday? ⁶ Was she playing volleyball yesterday?
Wh- question	Where ⁷ were you / was he playing volleyball yesterday?

4 Match sentences a-d from the dialogue with the correct rules 1-4.

- d **1** We use the past continuous to talk about an action that was in progress at a particular moment in the past.
- c **2** We often use the past simple and past continuous together. We use past simple for actions in the past that happened when another action was in progress (past continuous).
- a **3** We use the past simple to talk about completed actions in the past that happened one after another.

b **4** We use the past continuous to describe the background situation of a story.

- a She crashed into me and I fell on my back.
- b The sun was shining.
- c I hurt my back while I was playing volleyball yesterday.
- d I was watching the women's football final at 6.30.

5 **PRACTISE** Choose the correct option to complete the sentences.

- 1 I was walking / walked home when I was seeing / saw Terry and I was waving / waved at him.
- 2 The bell was ringing / rang while the teacher was explaining / explained the rules of the game.
- 3 When we were arriving / arrived at the football match, it was raining / rained really hard.
- 4 At lunchtime Dave was coming / came over and was asking / asked me to play in the tennis match.
- 5 While dad was driving / drove my sister to the leisure centre, a cat was running / ran across the road and they were nearly crashing / nearly crashed.

6 **WHAT'S RIGHT?** Choose the correct sentence. There may be more than one correct answer.

- ① I was waiting for the bus when I met Karen.
- ② While I was waiting for the bus, I met Karen.
- ③ I was waiting for the bus while I met Karen.

7 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

A few years ago the Tour de France ¹started (start) in Yorkshire, in the UK. The sun ²was shining (shine) and people all over the world ³were watching (watch) the first stage of the race on TV. Thousands ⁴were waiting (wait) for the competitors at the finish line. They ⁵wanted (want) the famous British rider Mark Cavendish to win. Mark was nearly there! But then a disaster happened! When he ⁶was cycling (cycle) past the leaders, he ⁷hit (hit) another rider and they ⁸fell (fall) to the ground. Mark ⁹didn't win (not win), but when he ¹⁰looked (look) up, all the people ¹¹were cheering (cheer). Unfortunately, he couldn't continue the race because of his fall.

GRAMMAR CHALLENGE! Unit 2, page 109, exercises 1 and 2

8 Complete the sentences in your own words.

- 1 I was getting breakfast when .
- 2 My friends and I found a gold necklace while .
- 3 After the last lesson, I hurried home and .
- 4 While the teacher was explaining the grammar, .

9 **NOW YOU DO IT** Work in pairs. Ask and answer questions about what you were doing at the times below.

- A What were you doing at 8.30 this morning?
- B I was sitting on the bus to school.

- 1 at 8.30 this morning
- 2 this time yesterday
- 3 fifteen minutes ago
- 4 at lunchtime on Sunday

GRAMMAR REFERENCE page 127

19



Extra activity for Challenge Exercise 1

- Teaching Notes page 9

Extra activity after Exercise 7

- Teaching Notes pages 9-10

Grammar Reference

- Student's Book page 127

Audioscript

- Student's Book page 140 and Teacher's Resource Centre

Extra Grammar Practice

- Workbook page 111

Further practice

- Workbook page 19
- Vocabulary and Grammar worksheet 2, Teacher's Book page 334

Homework suggestion

- Teaching Notes page 10

- 1 Work in pairs. Write down at least two sports disciplines in which the following pieces of equipment are used.

ball gloves helmet net skates racket skis
goal goggles bat wetsuit

Possible answers:

ball: football, tennis
gloves: boxing, skiing
helmet: motor racing, skiing
net: volleyball, tennis
skates: skating, roller skating
racket: tennis, badminton

skis: skiing, ski jumping
goal: football, ice hockey
goggles: skiing, swimming
bat: table tennis, baseball
wetsuit: surfing, diving

- 2 Work in pairs. Match sentences 1–5 with pictures A–E. Then do the quiz. Check your answers on page 119.

A



B



C



D



E



Sports trivia quiz

- C 1 People did not use swimming goggles before the 20th century. T / F
- D 2 Modern wetsuits are an American invention. T / F
- A 3 King of England Henry VIII (1491–1547) had a pair of football boots. T / F
- B 4 Table tennis players use rackets. T / F
- E 5 The highest speed you can reach on skis is 120 km/h. T / F

1 F (known in the 14th century); 2 T; 3 T; 4 F (they use bats); 5 F (over 252 km/h)

- 3 1.16 Read texts 1–3. Choose the correct answer.

What are the three texts about?

- a famous inventors in the world of sports
b the use of technology in sport
c products which made a change
d competition in sport

20



SPORT, NAUKA I TECHNIKA Rozumienie tekstów pisanych Wybór wielokrotny, Dobieranie (zdań do tekstów)

- 4 Read the texts again. Choose the correct answers.

Text 1

DO YOU WANT TO LEARN SOME FASCINATING FACTS ABOUT YOUR FAVOURITE SPORTS? THEN COME AND VISIT OUR MUSEUM.

Don't miss the exhibition about the history of the tennis ball. Learn some fascinating facts about it.



The tennis ball was the idea of Charles Goodyear, who spent 20 years trying to construct a rubber ball that did not smell bad or break easily.



Goodyear's invention helped other sports, like football, develop because players could now bounce and hit the ball with no problem.



The original colour of tennis balls was white or black. They became yellow only in 1972 to be more visible for TV viewers.

Come and play a game of tennis using old-type balls and have fun!

Lots of interactive displays waiting for you!

- 1 What is the writer's purpose in writing the text?
- a To inform about interesting sports.
b To advertise the museum.
c To show the importance of sports inventions.
d To interest readers in tennis.

Text 2

SPORTS AND TECHNOLOGY made friends some time ago. The world of sport became terribly **competitive** because more and more **athletes** wanted to break world records. Technological inventions allow those who compete in sporting events to run or swim faster, and score or save more goals. IT also helps sports **referees** to make right decisions quickly. One such example is Hawk-Eye. This computer system uses a camera that takes photos along the lines on the football pitch. The computer analyses the information and sends it to the referee. In this way, it's easier to make sure the final result is fair and that both the **competitors** and the **supporters** are happy!

- 2 The technology in sport helps
- a mainly the athletes.
b both the athletes and the referees.
c football fans see what's going on.
d mainly the referees.

Lead-in

- Teaching Notes page 10

Extra support for Exercise 5

- Teaching Notes page 10

Video worksheet

- Workbook page 27

Videoscript

- Teacher's Book page 327 and Teacher's Resource Centre

Further practice

- Workbook pages 20–21
- Reading worksheet 2

Hi,

I love skateboarding and I can't imagine doing this sport without my sneakers. I take part in different skateboarding competitions. I believe that my favourite sneakers bring me luck. I learned not long ago that these shoes were also lucky for their designer, Paul Van Doren.

Can you believe that Van Doren left school at the age of 14? He took a boring job at a shoe factory, and that's how his career began. He started to make shoes according to people's individual needs. A client could come in the morning to order the trainers and then collect them in the afternoon. What a cool idea – don't you think? The business did very well and now the shoes break records of popularity among young people.



- 3 Why did Paul Van Doren become successful?
- His first job was very interesting.
 - He made standard types of shoes.
 - He took an innovative approach to designing shoes.**
 - He made shoes that brought luck to people.

- 5 Read the texts again. Answer the questions a–d. There is one question which has no answer in any of the texts.

In which text does the author

- talk about somebody who became famous all over the world? **Text 3**
- talk about something which helps more than one group of people? **Text 2**
- say it is possible to try out something? **Text 1**
- suggest that he/she is surprised by something? **no answer in the texts**

- People who are fans of a particular sports team are called **supporters**.
- People who make sure that the sportspeople follow the rules are called **referees** (e.g. in football).
- Professional sportspeople are usually very **competitive** – they always try to win and be better than others.

VOCABULARY CHALLENGE! Unit 2, page 109, exercise 3

- 9 Work in pairs. Imagine you are famous sportspeople. Take turns to ask and answer the questions below to interview each other. Use as many words and phrases from the exercises in this lesson as possible.

- What is your greatest success?
- Why do you think you are so successful?
- How often do you train?
- What equipment do you usually use?
- What's your dream in your sporting career?
- What sporting events do you watch on TV?

Vocabulary development

- 6 Match the nouns below with one or two verbs to make collocations. Then find the phrases in the texts in exercise 4 and check your answers.

a ball a record a sporting event a goal

- hit **a ball**
- break **a record**
- compete in **a sporting event**
- score **a goal**
- save **a goal**
- bounce **a ball**
- take part in **a sporting event**

- 7 Complete the sentences with the phrases from exercise 6. Use the correct form of the verbs.

- In sports like tennis or squash you must **hit** the ball really hard, while in basketball you must be good at **bouncing** it.
- The team played very well. They **scored** three **goals** and their goalkeeper **saved** a lot of **goals**.
- Thirty two teams **compete / take part** in the FIFA World Cup every four years.
- All athletes want to **break** records because the best sportspeople are rich and famous.

- 8 Complete the definitions with the highlighted words from Text 2.

- Sportspeople who take part in sporting events are called **competitors**.
- Another name for 'sportspeople' is **athletes**.

Critical thinking



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

- What makes people go for challenges like this one?
- How did he feel when he finished his journey?
- What do you think his next challenge could be?



VIDEO 04

Homework suggestion

- Teaching Notes page 10

Extra activity (interview with a famous sportsperson)

- Teaching Notes page 10

Assessment

- Short Test 2
- Challenge Short Test 2

- 1 Look at the cartoons. What do you think is happening?



- 2 CD 1.17 Read and listen to the dialogue. Make a list of all the bad things which happened to Tim.

- Anna Hi Tim. How's life? How was your long weekend?
 Tim Don't even ask! It was the worst time of my life!
 Anna You must be joking! You went to the seaside on a sports camp, didn't you? What went wrong?
 Tim Well, the first day went OK. We went swimming and played different games, but after that it was a total disaster. While I was playing a basketball match, I fell and banged my head really badly. I couldn't do any sports anymore!
 Anna Oh, I'm so sorry to hear that.
 Tim But that was just the beginning! The next day I ate something bad and I felt sick all day long. The day after that I lost my wallet. Can you believe it?
 Anna Oh no! You really had bad luck. That sounds horrible!
 Tim Yes, it does. It was just awful. Anyway, what did you do?
 Anna My weekend was really great. I didn't go away, but I had a great time with my friends. We went to the cinema and to the skate park. We met some new friends as well.
 Tim That sounds really cool. What a shame I didn't stay here!

- 3 Read the dialogue again and complete the Phrase Bank.

PHRASE BANK

Talking and asking about a past event

¹How was your long weekend? | What went ²wrong?
 The first day ³went OK. | But that was just the ⁴beginning!
 The ⁵next day, I ...

Describing feelings and emotions

It was the worst/best time of my ⁶life!
 It was a total ⁷disaster.
 It was really awful/great.

Reacting to what people say

Don't even ⁸ask! | You must be ⁹joking!
 I'm so ¹⁰sorry to hear that.
 That ¹¹sounds pretty horrible/cool!

- 4 Work in pairs. Practise reading the dialogue in exercise 2, changing the words in colour. Use the prompts below and your own ideas.

I fell off a chair in a café.
 I got on the wrong train.
 I broke my friend's tablet.
 I put on someone else's trainers.

- 5 CD 1.18 Listen to questions 1–4 and match them with the correct replies a–e below. There is one extra reply. Then work in pairs and ask and answer the questions from the transcript on page 140.

1 e 2 d 3 c 4 a Extra: b

- a Plenty. We would stay outdoors for most of the day.
 b It didn't happen until I was 10 years old.
 c It was a week ago. Do you honestly think I remember?
 d You must be joking!
 e It was the worst time of my life!

- 6 CD 1.19 Listen to Liam's story. Write the numbers of the questions you can answer based on his story. Then listen again and answer these questions. 1, 3

- 1 Where did Liam stay during last year's camp?
 in the middle of a forest
 2 What happened on the first day of the camp?
 3 What did the trainer decide to do one night?
 He took the students for a walk in the dark.
 4 Why was Liam afraid of insects?

- 7 CD 1.20 Listen to the sentences from the story and complete them with the correct words and phrases.

- 1 In the beginning, everything was fine, but one night our trainer woke us up.
 2 I was scared like never before.
 3 Anyway, I pretended to be brave and finished the walk.
 4 After that, we went back to sleep.
 5 Suddenly, I woke up and screamed, 'A spider!'
 6 I couldn't believe my eyes.

- 8 Work in pairs. Role-play the dialogues, using the prompts below.

- 1 A Zapytaj kolegę/koleżankę, jak minął mu/jej pierwszy tydzień na obozie sportowym.
 B Powiedz, że nie był udany, ponieważ zgubiłeś/zgubiłaś jakiś sprzęt sportowy i nie mogłeś/mogłaś trenować.
 2 A Zapytaj, co się nie udało podczas wycieczki.
 B Powiedz, że zgubiłeś/zgubiłaś portfel, a następnego dnia czymś się zatruteś/zatrutaś.
 3 A Powiedz, że na obozie sportowym trenowałeś/trenowałaś z Leo Messim.
 B Wyraż niedowierzanie.

- 9 Work in pairs. Read the instructions and prepare a dialogue. Use the expressions from the Phrase Bank.

Opowiedz koledze/koleżance z Irlandii o jakimś ciekawym wydarzeniu, które miało miejsce podczas wakacji. W rozmowie:

- powiedz, gdzie i z kim spędziłeś/spędziłaś wakacje,
- opisz wakacyjne wydarzenie,
- powiedz, jak się wtedy czułeś/czułaś,
- zapytaj kolegę/koleżankę o jego/jej wakacje.



Lead-in

- Teaching Notes page 10

Extra support for Exercise 6

- Teaching Notes page 11

Audioscript

- Student's Book page 140 and Teacher's Resource Centre

Further practice

- Workbook page 22
- Speaking worksheet 2
- Communicative activity worksheet 2, Teacher's Book pages 343–344

Homework suggestion: Matura Writing Task

- Teaching Notes page 11



- 1 Match the pictures with the names of famous sporting events below. Do you find these events interesting? Why? / Why not?

- B 1 The Wimbledon Championships
C 2 A Champions League game
D 3 The Tour de France
A 4 A Super Bowl game in the USA

- 2 Read the email about a sporting event and say what each paragraph is about. Complete gaps 1–4 with sentences a–d.

- a The match and the concert were absolutely fantastic!
b It's the most exciting sporting event here in the USA.
c It was really entertaining.
d What a wonderful result!

Dear Piotr,
Thanks for your email. Here is my news.
Last weekend I went to watch the Sunday Super Bowl match in New Jersey. ¹ It's almost like a national holiday!
The atmosphere was just amazing. Everybody was chanting and cheering for their team. I was supporting the Seattle Seahawks and they won 43:8 in the end. ²
I also enjoyed the music show during the break. The concert is always one of the greatest music performances in the USA. This year it was Bruno Mars and the Red Hot Chili Peppers. ³ I had lots of fun. ☺
All in all, it was the best Super Bowl ever. ⁴ So, the day was just incredible!
Have you got similar sporting events in Poland? Let me know.
Bye for now,
Jimmy

- 3 Read the email again and find the adjectives used to describe the things below.

sporting event result atmosphere concert match day

! Watch out

Kiedy piszesz e-mail, unikaj stosowania pospolitych przymiotników, takich jak: **good, nice, interesting**. Zastąp je rzadszymi synonimami, np.: **exciting, fascinating, amazing**.

- 4 Replace the underlined words with the adjectives from the Watch out! box. Use **was** if necessary. Possible answers:

- 1 The match was good. **exciting**
2 The atmosphere during the tournament was great. **amazing**

- 3 The goalkeeper played well. **was amazing**
4 The competition was interesting. **exciting**
5 The tournament was really nice. **fascinating**
6 The race was nice to watch. **exciting**

- 5 Read the email. Write sentences to develop each paragraph, using the prompts in brackets.

Hi Julia,
I've got something to tell you. I went to see a volleyball match yesterday. It took place at ¹ (Napisz, gdzie odbył się mecz i kto brał w nim udział).
The atmosphere was ² (Napisz, jaka była atmosfera i komu kibicowałeś/kibicowałaś).
Guess what! I met a famous sportsperson at the game. ³ (Napisz, kogo spotkałeś/spotkałaś, i opisz swoje wrażenia). I had a chance to talk to him about ⁴ (Napisz, o czym rozmawiałeś/rozmawiałaś z tą osobą).
And then, to my surprise, I realised that one of the players was my childhood friend. ⁵ (Opisz jego grę i zachowanie na boisku). All in all, I think the match was a fantastic experience.
How are you? Please write and tell me your news.
All the best,
Jacek

- 6 Read the instructions and do the writing task.

Napisz do kolegi/koleżanki ze Szkocji e-mail (100–150 słów) i opisz w nim jakąś ciekawą imprezę sportową, którą oglądałeś/oglądałaś w telewizji lub w której uczestniczyłeś/uczestniczyłaś. W e-mailu:

- napisz, jaka to była impreza oraz gdzie i kiedy się ona odbyła,
- opisz atmosferę panującą podczas tej imprezy,
- zrelacjonuj jakieś ciekawe wydarzenie, które się tam odbyło,
- wyraż swoją opinię o tej imprezie.

Exercise 3

sporting event: exciting
result: wonderful
atmosphere: amazing
concert: fantastic, entertaining
match: fantastic
day: incredible

Exercise 5

Possible answers:

- the local stadium. It was the Polish school championship final, so the best two teams were playing.
- fantastic. I supported my friends who played / were playing for our school.
- Bartosz Kurek / Mariusz Wlazły came to see the match and talk to the players and coaches. It was absolutely fantastic.
- his trainings and plans for the next season.
- He played very well and helped his team get a lot of points.

Culture note for Exercise 1

- Teaching Notes page 11

Extra support for Exercise 5

- Teaching Notes page 11

Sample answer for Exercise 6

- Teacher's Resource Centre

Further practice

- Workbook page 22
- Writing worksheet 2

Matura Reference

- Workbook page 141

Homework suggestion

- Teaching Notes page 11

- 1 Put the sentences in the correct order to make a logical dialogue. **d a f b c e g**
- It was really great!
 - The fact that he talked about how to become a good footballer.
 - So, what did he say about that?
 - How was the meeting with Robert Lewandowski?
 - He gave a lot of useful tips about tactics in football.
 - What did you like the most about it?
 - Well, I suppose it sounds interesting if you're into football.

- 2 Choose the correct answers a, b or c to complete the mini-dialogues.

- X Did you enjoy the match?
Y It was pretty boring.
X

 - Sounds great.
 - (b)** What a shame!
 - Never again!
- X How was your weekend?
Y It was a total disaster.
X

 - (a)** What went wrong?
 - What made it so good?
 - Don't even ask!
- X Let's go bungee jumping.
Y

X I'm surprised. I thought you liked them.

 - Great. I'm really into that!
 - I can't. I don't feel very well.
 - (c)** I'm sorry, but extreme sports aren't my cup of tea.
- X You were probably quite shocked when you saw him with a gold medal around his neck.
Y

X Just like me! I think it was just good luck.

 - You must be joking!
 - (b)** I couldn't believe my eyes.
 - He can be ambitious, you know.

- 3 Complete each pair of sentences with one word.

- used**
 - He ... to swim regularly when he was younger.
 - I ... my new wetsuit and it felt very comfortable.
- do**
 - Does she still ... yoga?
 - They didn't ... any sports while they were on holiday.
- break**
 - It isn't easy to ... world records these days.
 - How did he manage to ... his arm again?
- score**
 - The team just couldn't ... a goal for the whole match.
 - How many points did you ... in this competition?
- take**
 - Mary is a quite careful person and she doesn't usually ... any risks.
 - Next year, I'd like to ... part in a marathon race. I hope I'll do well.

- 4 Match the sentences with the Polish translations. Compare your answers with other students.

- I used to train for six hours every day.
- I was used to training for six hours every day.
- Byłem/Byłam przyzwyczajona do trenowania po sześć godzin dziennie.
- Kiedyś trenowałem/trenowałam po sześć godzin dziennie.

! Watch out

used to + infinitive
be used to + *-ing* form

- 5 Translate the sentences, using *used to* or *be used to*.

- Byli przyzwyczajeni do pływania w zimnej wodzie.
- Kiedy byłem młodszy, pływałem w zimnej wodzie.
- Czy w szkole podstawowej graliście w różne gry?
- Czy byłeś przyzwyczajony do wczesnego wstawania?
- Nie chodziłam z moim tatą na mecze piłki nożnej.
- Nie byliśmy przyzwyczajeni do chodzenia na tak długie spacery.

- 6 Complete the text with appropriate words. Put one word in each gap.



When Kamil Stoch won another gold medal at the Winter Olympic Games in 2018 in South Korea, the whole of Poland went crazy again. People ¹ *watched/followed* the competition on TV, supporting the ski jumper. A new generation of his fans wanted to learn as ² *much* as possible about their idol. Many were surprised that Stoch took

up ski jumping when he was only four! His first coach says that as a child Kamil was always determined to compete ³ *in* the Olympic Games. He was used to ⁴ *working/training/practising* very hard because his dream was to win a medal at this prestigious competition. His dream ⁵ *came* true when he beat his rivals in Sochi in 2014! More success followed. Between 2014 and 2021 he stood up on the podium to collect either the bronze, silver or gold medal for his individual jumps or for the Polish ski jumping team. No wonder many people consider him to be one of the greatest Polish athletes.

- 7 **WHAT DO YOU THINK?** Work in pairs. Ask and answer the questions, using the prompts below.

- Which sportsperson do you admire most? Why?
I really admire ... because he/she ...
- How do young people keep fit?
Young people often go ... or play ...
Some of them do ...
- Is sport an important part of your life?
I could / couldn't imagine my life without sport because ...
- Tell us about a situation when you or a friend got injured while doing a sport.

24 **SPORT** Znajomość środków językowych *Minidialogi (zadanie zamknięte), Sety leksykalne (dwa zdania), Uzupełnianie luk w tekście jednym wyrazem*

Lead-in

- Teaching Notes page 12

Extra support for Exercise 6

- Teaching Notes page 12

Further practice

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

Matura Reference

- Workbook pages 124–138

Homework suggestion

- Teaching Notes page 12

Vocabulary MP3 09

a good sport	/əˈɡʊdˈspɔː(r)t/	osoba, która zachowuje się wspaniałomyślnie w trudnych sytuacjach; dobry kolega / dobra koleżanka
athletics	/æθˈletiks/	lekkoatletyka
badminton	/ˈbædmɪntən/	badminton
basketball	/ˈbɑːskɪtˌbɔːl/	koszykówka
boxing	/ˈbɒksɪŋ/	boks
canoeing	/kəˈnuːɪŋ/	kajakarstwo
cycling	/ˈsaɪk(ə)lɪŋ/	jazda na rowerze, kolarstwo
do judo / karate / weightlifting	/ˈdʊːˈdʒuːdʌʊ, kəˈrɑːti, weɪtˌlɪftɪŋ/	uprawiać judo/karate/ podnoszenie ciężarów
energetic	/ˈenəˈdʒetɪk/	energiczny
fight	/faɪt/	walczyć
football	/ˈfʊtˌbɔːl/	piłka nożna
go skiing / swimming	/ˈɡəʊˈskiːɪŋ, ˈswɪmɪŋ/	uprawiać narciarstwo/ pływanie
golf	/ɡɒlf/	golf
gymnastics	/dʒɪmˈnæstɪks/	gimnastyka
handball	/ˈhændˌbɔːl/	piłka ręczna
ice hockey	/ˈaɪsˌhɒki/	hokej na lodzie
individual / team sports	/ˌɪndɪˈvɪdʒʊəl, ˈtiːmˈspɔː(r)ts/	sporty indywidualne/ zespołowe
judo	/ˈdʒuːdʌʊ/	judo
karate	/kəˈrɑːti/	karate
keep fit	/kiːpˈfɪt/	być w dobrej formie
long jump	/ˈlɒŋˌdʒʌmp/	skok w dal
motor racing	/ˈməʊtəˈreɪsɪŋ/	wyścigi samochodowe
muscles	/ˈmʌs(ə)lz/	mięśnie
play sth outdoors / indoors	/ˌpleɪˌsʌmɪŋ ˈaʊtˈdɔː(r)z, ˈɪnˈdɔː(r)z/	uprawiać sport na powietrzu / w hali
play rugby / tennis	/ˌpleɪˈrʌɡbi, ˈtenɪs/	grać w rugby/ tenisa
pool	/puːl/	basen
rowing	/ˈrəʊɪŋ/	wioślarstwo
rugby	/ˈrʌɡbi/	rugby
sailing	/ˈseɪlɪŋ/	żeglarsstwo
skating	/ˈskeɪtɪŋ/	łyżwiarstwo
skiing	/ˈskiːɪŋ/	narciarstwo
snowboarding	/ˈsnaʊˌbɔː(r)dɪŋ/	jazda na snowboardzie
surfing	/ˈsɜː(r)fɪŋ/	surfing
swimming	/ˈswɪmɪŋ/	pływanie
table tennis	/ˈteɪb(ə)l ˈtenɪs/	tenis stołowy
tennis	/ˈtenɪs/	tenis
volleyball	/ˈvɒliˌbɔːl/	siatkówka
waves	/weɪvz/	fale
weightlifting	/ˈweɪtˌlɪftɪŋ/	podnoszenie ciężarów

Grammar 1 MP3 10

join a swimming club	/ˈdʒɔɪn əˈswɪmɪŋˌklʌb/	wstąpić do klubu pływackiego
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Listening and vocabulary MP3 11

achievement	/əˈtʃiːvm(ə)nt/	osiągnięcie
BMXing	/ˌbiːˈemˈɛksɪŋ/	jazda na rowerze typu BMX
bungee jumping	/ˈbʌndʒiːˌdʒʌmpɪŋ/	skoki na bungee
canyoneering	/ˌkænjəˈniəriŋ/	eksploracja kanionów, jaskiń
champion	/ˈtʃæmpɪən/	mistrz/mistrzyni
climb	/klaɪm/	wspinać się
coach	/kəʊtʃ/	trener/trenerka
compete for sth	/kəmˈpiːt fə(r)ˌsʌmɪŋ/	walczyć, konkurować o coś
competition	/ˌkɒmpəˈtɪʃ(ə)n/	zawody, konkurencja
fall down	/fɔːlˈdaʊn/	upaść, przewrócić się
free running	/ˈfriːˈrʌnɪŋ/	bieg miejski z elementami widowiskowych akrobacji
get injured	/getˈɪndʒə(r)d/	doznać kontuzji, zranić się
hole	/həʊl/	dziura
motor racing	/ˈməʊtəˈreɪsɪŋ/	wyścigi samochodowe i motocyklowe
mountain climbing	/ˈmaʊntɪnˌklaɪmɪŋ/	wspinaczka
parachuting	/ˈpærəˌdʒuːtɪŋ/	wysokogórska spadochroniarstwo
spectator	/ˈspekˈteɪtə(r)/	widz, kibic
support	/səˈpɔː(r)t/	kibicować komuś
train	/treɪn/	trenować
trainer	/ˈtreɪnə(r)/	trener/trenerka

Grammar 2 MP3 12

hurt your back	/ˌhɜː(r)t jə(r)ˈbæk/	doznać urazu pleców
leisure centre	/ˈleɪʒə(r)ˌsentə(r)/	centrum rekreacyjne, ośrodek sportowy

Reading and vocabulary MP3 13

athlete	/ˈæθliːt/	sportowiec
ball	/bɔːl/	piłka
bat	/bæt/	rakietka (do tenisa stołowego), kij (do baseballu)
board	/bɔː(r)d/	deska (do surfingu, do snowboardu)
bounce / hit / throw a ball	/ˌbaʊns, ˈhɪt, θrəʊ əˈbɔːl/	odbijać/uderzać/ rzucić piłkę
break a record	/ˌbreɪk əˈrekɔː(r)d/	pobić rekord
bring sb luck	/ˌbrɪŋ ˌsʌmbdɪˈlʌk/	przynosić komuś szczęście
compete in / take part in a sporting event	/kəmˈpiːt ɪnˌteɪk ˈpɑː(r)t ɪn əˈspɔː(r)tɪŋ ɪˈvent/	startować / brać udział w zawodach sportowych
competitive	/kəmˈpetətɪv/	ambitny, lubiący współzawodnicstwo

competitor	/kəmˈpetɪtə(r)/	zawodnik/ zawodniczka
demanding	/dɪˈmɔːndɪŋ/	wymagający
do exercise	/ˌdʊːˈeksə(r)saɪz/	wykonujący ćwiczenia, ćwiczyć
football boot	/ˈfʊtˌbɔːlˌbuːt/	but piłkarski, korek
football pitch	/ˈfʊtˌbɔːlˌpɪtʃ/	boisko do piłki nożnej
game	/ɡeɪm/	gra, rozgrywka
gloves	/ˈɡlʌvz/	rękawice
goal	/ɡoʊl/	bramka
goggles	/ˈɡɒɡ(ə)lɪz/	gogle narciarskie, okulary pływackie
helmet	/ˈhelmt/	kask
match	/mætʃ/	mecz
net	/net/	siatka
race	/reɪs/	wyścig
racket	/ˈrækt/	rakietka (do tenisa, badmintonu)
referee	/ˌrefəˈriː/	sędzia sportowy
result	/rɪˈzʌlt/	wynik
save / score	/ˌseɪv, ˈskɔː(r)/	bronić/strzelać
a goal	əˈɡoʊl/	gola
skates	/ˈskeɪts/	łyżwy
ski	/skiː/	narta
sporting career	/ˈspɔː(r)tɪŋ kəˈnɪə(r)/	kariera sportowa
supporter	/səˈpɔː(r)tə(r)/	kibic sportowy
tournament	/ˈtɔː(r)nəmənt/	turniej, zawody
trainers	/ˈtreɪnə(r)z/	buty sportowe
wetsuit	/ˈwetˌsuːt/	strój, kombinezon do nurkowania, surfowania

Speaking MP3 14

be afraid of	/bi əˈfreɪd əvˈɪnseks/	bać się owadów
insects	ˈɪnseks/	
break somebody's tablet	/breɪk ˌsʌmbədɪzˈtæblət/	uszkodzić czyjegoś tableta
fall off a chair	/fɔːl ˌɒf əˈtʃeə(r)/	spaść z krzesła
feel sick	/fiːlˈsɪk/	czuć się niedobrze, mieć mdłości
frightened	/ˈfraɪt(ə)nd/	przestraszony
get on a wrong train	/ˌget ɒn əˈrɒŋˌtreɪn/	wsiąść do niewłaściwego pociągu
go to a sports camp	/ɡəʊ tə əˈspɔː(r)tsˌkæmp/	jechać na obóz sportowy
have bad luck	/hævˈbædˌlʌk/	mieć pecha
scream	/skriːm/	krzyczeć, wrzeszczeć
skate park	/ˈskeɪtˌpɑː(r)k/	plac z przeszkodami do jazdy na deskorolce
What a shame!	/ˈwʌt əˈʃeɪm/	Jaka szkoda!

Writing MP3 15

incredible	/ɪnˈkredəb(ə)l/	niesamowity, niewiarygodny
wonderful	/ˈwʌndə(r)fʊl/	wspaniały, cudowny

Challenge! MP3 16

athlete	/ˈæθliːt/	lekkoatleta/ lekkoatletka
bang your head	/ˌbæŋ jə(r)ˈhed/	uderzyć się w głowę
beat another team / your rival	/biːt əˌnʌðə(r)ˈtiːm, jə(r)ˈraɪv(ə)l/	pokonać inną drużynę / swojego rywala
beat the world record / the champion	/biːt ðəˈwɜːldˌrɛkɔː(r)d, ðəˈtʃæmpɪən/	pobić rekord świata / pokonać mistrza
break your leg	/breɪk jə(r)ˈleg/	złamać nogę
canoeist	/kəˈnuːɪst/	kajakarz/ kajakarka
check your equipment	/tʃek jə(r)ˈɪkwɪpmənt/	sprawdzać swój sprzęt
climber	/ˈklaɪmə(r)/	alpinista/ alpinistka
climbing	/ˈklaɪmɪŋ/	wspinaczka
cyclist	/ˈsaɪklɪst/	rowerzysta/ rowerzystka
footballer	/ˈfʊtˌbɔːlə(r)/	piłkarz/piłkarka
go climbing	/ɡəʊˌklaɪmɪŋ/	wspinać się
golfer	/ˈɡɒlfə(r)/	golfista/golfistka
gymnast	/dʒɪmˈnæst/	gimnastyk/ gimnastyczka
horse racing	/ˈhɔːsˌreɪsɪŋ/	wyścigi konne
jockey	/ˈdʒɒki/	dżokej/dżokejka
make a decision	/ˌmeɪk ə dɪˈsɪʒ(ə)n/	podejmować decyzję
put your life in danger	/ˌpʊt jə(r)ˌlaɪf ɪnˈdeɪndʒə(r)/	narażać życie
rugby player	/ˈrʌɡbiˌpleɪə(r)/	rugbysta/ rugbystka
sailor	/ˈseɪlə(r)/	żeglarz/żeglarka
skier	/ˈskiːə(r)/	narciarz/narciarka
ski jumper	/ˈskiːˌdʒʌmpə(r)/	skoczek narciarski
ski jumping	/ˈskiːˌdʒʌmpɪŋ/	skoki narciarskie
take risks	/ˌteɪk ˈrɪskz/	podejmować ryzyko
take up a sport	/teɪk ʌp əˈspɔː(r)t/	rozpocząć uprawianie jakiegoś sportu
tennis player	/ˈtenɪsˌpleɪə(r)/	tenisista/ tenisistka
win a gold medal / by two points	/wɪn əˈɡoʊldˌmed(ə)l, baɪ tuːˈpɔɪnts/	zdobyc złoty medal, wygrać dwoma punktami
win the world cup	/wɪn ðəˈwɜːldˌkʌp/	wygrać puchar świata
wrestler	/ˈreslə(r)/	zapaśnik/ zapaśniczka
wrestling	/ˈres(ə)lɪŋ/	zapasy



Complete all the exercises from this section in your notebook.

VOCABULARY

- Complete the sentences with the appropriate words.
 - People use **bats** in table tennis to hit the ball.
 - In **motor racing** drivers wear helmets on their heads.
 - To go skating you need a pair of **skates**.
 - Skiers wear **goggles** to protect their eyes.
 - Boxers use boxing **gloves** to fight.
 - Windsurfers put on **wetsuits** before they go into the sea.
 - In **volleyball** players use their hands to hit the ball over the net.
 - You need a boat to go **sailing**.

- Complete the sentences with the missing words. Use the correct form of the verbs.

- When I was at school, I used to take **part** in many sporting **events**.
- The footballer **scored** a goal, but the **referee** said it was offside.
- Jill goes **cycling** in the country every Friday. She has a really nice, modern mountain bike.
- More than 300 million **spectators** watched the finals on TV.
- Usain Bolt won the gold medal at the Olympic Games and became the world **champion**.

GRAMMAR

- Make sentences, using the prompts and the past simple or past continuous.

- While / I / swim in the sea, I see / a shark.
- you / go / to the gym yesterday?
- We / not win / the match because the other team / be / much better.
- My brother / fall off his bike while he / cycle.
- When / I / finish my training / I / go home straightaway.
- What / your sister / do at five o'clock yesterday?

- Find and correct a mistake in each sentence.

- Did Peter ~~used to~~ do much exercise when he was younger?
- I ~~used to~~ running a lot when I was at university.
- He ~~not used to~~ like football when he was a boy.
- What sports she ~~used to~~ play 10 years ago?

- Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.



ENGLISH IN USE

- UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM** Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

I don't usually remember exactly what I was doing on a given day a few months or years ¹ago. However, I do remember that on Saturday afternoon, 10 October 2020, I was ²watching TV, hoping that Iga Świątek would become the first Polish champion at a Grand Slam tournament – and she did! It was a great achievement, as Iga was only 19 when she ³won the Roland-Garros in Paris, her first major tournament. Another of Iga's impressive victories was winning the tournament in Rome in May 2021, in which she ⁴beat/defeated the former champion Karolina Plíšková 6-0 in just 46 minutes! However, tennis was not the first sport that Iga and her sister Agata did regularly: when they were children they ⁵used to practise swimming. However, when her sister started to ⁶play tennis, Iga switched into tennis too – luckily for Polish fans.

READING

- WYBÓR WIELOKROTNY** Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

It is the winter of 1891–1892 in Springfield, USA. A group of students are waiting for their PE lesson to start in the college gym. It's too cold to train outside, and the young men would like to burn off energy with some exciting new game. They have already tried doing lots of different types of exercise, but none of them work. As a result, the boys become bored and start behaving badly. It seems that nothing can replace the outdoor sports, such as football or lacrosse, in which they could exercise their muscles by running, fighting with each other or hitting and throwing a ball.

James Naismith, a PE teacher and a great fan of team sports enters the story at this point. Springfield college gives him two weeks to create a new game. Two other teachers tried this before, but they couldn't invent anything. Mr Naismith has to think quickly because the bored students are noisy and start getting into trouble with the other teachers. He has to remember the following things. The new game should be fast and exciting, but also demanding, so the students stay interested. There should be two teams which play against each other. There shouldn't be a lot of physical contact between players so they don't get injured or hurt themselves. Finally, it should be a game which you can play indoors, in limited space.

James Naismith writes 13 rules which describe how to bounce and throw the ball, what the players and the referee can and cannot do and how long the game should take. On 21 December 1891, he plays it with his

Extra activity after Exercise 2 or as a lead-in

- Teaching Notes page 12

Extra activity after Exercise 3

- Teaching Notes page 12

Test each other

- Student's Book, pages 120 and 125

Video worksheet: Life Skills

- Workbook pages 157–166

Videoscript

- Teacher's Book pages 324–326 and Teacher's Resource Centre

Further practice

- Workbook pages 24, 28–29
- Review worksheet 2
- Student's App > On-the-Go Practice



students for the first time. They use a football and two fruit baskets hanging from opposite sides of the gym. This is how basketball was born, out of the creative mind of a 31-year-old teacher and elements of different team sports such as rugby, American football and European football, known as soccer in the United States.

Everybody liked the game and it quickly became really popular. In 1936, after only 45 years, it was played at the Olympic Games for the first time. Luckily, James Naismith was alive to see this great success of his invention.

Nowadays, basketball is one of the most popular sports around the world. It has got many fans, and some of its best players, such as Michael Jordan, Kobe Bryant or LeBron James, have become legends – even people who are not interested in the sport know their names.

1 According to the article,

- A people played basketball outdoors at first.
- B you can't play basketball very fast.
- C it is easy to get injured playing basketball.
- ☒ D people enjoyed playing basketball from the beginning.

2 From the first paragraph we can conclude that the students

- A were not very energetic.
- ☒ B did not enjoy doing indoor exercise.
- C trained too hard.
- D felt it was too cold to do exercise.

3 James Naismith was asked to invent a game which would

- A be exciting but not very fast.
- B involve lots of physical contact.
- ☒ C be demanding but quite safe for the players.
- D be a fast outdoor sport.

4 James Naismith

- A did not live long enough to see basketball in the Olympic Games.
- B was under 30 when he invented basketball.
- C invented the game of basketball in 1892.
- ☒ D was asked to come up with a new game after others failed.

5 Which is the best title for the article?

- ☒ A How The History of Basketball Was Made
- B What Makes Basketball Incredible
- C Basketball – the American Dream
- D The Real Legends of Basketball

SPEAKING

8 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Weźmiesz wkrótce udział w zawodach sportowych, w których będziesz reprezentować swoją szkołę. Rozmawiasz z kolegą/koleżanką z zagranicy, którego/którą chcesz zaprosić na te zawody. W rozmowie z uczniem B omów poniższe cztery kwestie.

czas i miejsce zawodów

rola kibiców i atmosfera na trybunach

powody, dla których trenujesz ten sport

Twoje sportowe sukcesy i porażki

Uczeń B

Przebywasz na wymianie międzynarodowej w szkole w Polsce. Rozmawiasz z kolegą/koleżanką z klasy o zbliżających się szkolnych zawodach sportowych. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj ucznia A, jak popularne są szkolne zawody sportowe w Polsce,
- wyraż wątpliwość, czy będziesz rozumieć, co się dzieje na zawodach, nie znając języka polskiego,
- opowiedz o swojej ulubionej dyscyplinie sportu.

WRITING

9 E-MAIL Przeczytaj polecenie i wypowiedz się na poniższy temat.

Napisz do kolegi/koleżanki z Anglii e-mail

(100–150 wyrazów) i opisz w nim zawody sportowe, w których uczestniczyłeś/uczestniczyłaś, reprezentując swoją szkołę. W e-mailu:

- napisz, jakie to były zawody oraz gdzie i kiedy się odbyły,
- opisz, od jak dawna reprezentujesz szkołę w zawodach sportowych i jak często trenujesz,
- poinformuj, jaki Ty i/lub Twoja drużyna osiągnąłeś/osiągnęłaś/osiągnęła/osiągnęliście wynik,
- wyraż swoją opinię na temat zawodów i opisz, jak się na nich czułeś/czułaś.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznanąca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Hi Peter,

Thanks for your email. Here is my news.

...

Sample answer for Exercise 9

- Teacher's Resource Centre

Homework suggestion

- Teaching Notes page 12

Assessment

- Unit 2 Test 2
- Speaking Test 1–2, Student's Book page 113