

1

What a character!

VOCABULARY personality

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

- In your notebook, match the adjectives below with sentences 1–10 in exercise 2. Which of the adjectives describe you? Compare your answers in pairs.

funny patient confident honest sociable
reliable sensitive bossy ambitious generous

- Divide the adjectives into positive, negative and neutral. Write the answers in your notebook.

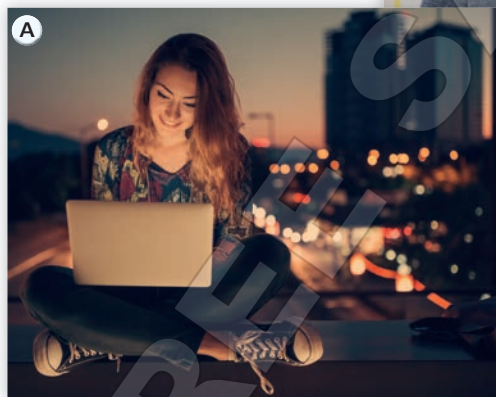
hard-working dishonest talkative silly quiet
helpful friendly kind rude serious clever
lazy shy nasty modest polite mean

- CD 1.01** Listen and repeat the words from exercises 3 and 4.
- In your notebook, match the adjectives with their opposites.

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

- In your notebook, complete the sentences with the correct adjectives from exercise 4.

- Miss Parks is very . When I couldn't think of ideas for my project she gave me lots of useful advice.
- My brother is a bit . He never pays for anything when we go out! And he earns a lot of money!



- I was really 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 and never talks about them.
- Our new classmate, Harry, is very . The teacher always has to tell him to be quiet!
- Kyle works hard in class and doesn't smile very often. He's so .

- CD 1.02** Listen to the girl and boy from exercise 1 talking about their personalities. In your notebook, write down three adjectives to describe each person.

Speaker 1:

Speaker 2:

» Vocabulary challenge! Unit 1, page 108, exercise 1

- 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 ...

- 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

LISTENING AND VOCABULARY

listening for detail • emotions • personality

1



Pretty Little Liars



The Big Bang Theory



Stranger Things

1) Work in pairs and discuss the questions.

- 1 Which TV series do you watch? Why?
- 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 1.03** 🎧 Listen to a film director talking about three characters in a new TV series. In your notebook, complete the gaps with a word or a phrase. Write no more than three words.

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

» Vocabulary challenge! Unit 1, page 108, exercise 2

- 4) **CD 1.04** 🎧 Listen to students at the audition reading two sections from a scene and, in your notebook, answer the questions.

Dialogue 1

- 1 Why is Ella angry?
- 2 What does Charlie want?

Dialogue 2

- 3 Why is Sophie worried?
- 4 How can Charlie help her?

- 5) In your notebook, complete the sentences with adjectives below.

proud stressed nervous embarrassed upset

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

- 6) 📖 Complete the sentences about yourself in your notebook.

- 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/koleżanki i powiedz, jak ta osoba się zwykle zachowuje.)

Present simple and present continuous

- 1> Work in pairs. Write two sentences in your notebook about a) something you do every day and b) something somebody in your class is doing now.
- 2> **CD 1.05 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 Jenni 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 in your notebook with the correct words.

Present simple

Affirmative	I often ¹ ___ letters. Lisa often ² ___ letters.
Negative	I ³ ___ often write letters. He ⁴ ___ often write letters.
Yes/No question	⁵ ___ you often write letters? ⁶ ___ she often write letters?
Wh- question	When ⁷ ___ Jodi write letters?

Present continuous

Affirmative	I ⁸ ___ an email to my English friend. She ⁹ ___ an email to her English friend.
Negative	I ¹⁰ ___ an email to my English friend. He ¹¹ ___ an email to his English friend.
Yes/No question	¹² ___ he writing an essay? ¹³ ___ you writing an essay?
Wh- question	What ¹⁴ ___ the students writing?

- 4> In your notebook, complete the rules with the name of the correct tense: *present simple* or *present continuous*.

- 1 We use the ___ to talk about regular actions and routines.
- 2 We use the ___ to talk about something that is happening now.

- 3 We use the ___ for things that are generally true.
- 4 We use the ___ to talk about something that is temporary, or happening around now.
- 5 We use the ___ for a future arrangement.

- 5> In your notebook, 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.

? WHAT'S RIGHT?


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

- 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> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- 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.

- 8>  In your notebook, 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 ___ (*wait*) for the teacher. It's an English class and at the moment we ² ___ (*read*) a book by Agatha Christie. It's really good. ³ ___ (*you/like*) Agatha Christie? ⁴ ___ (*you/often/study*) crime writers at school? Oh, the teacher ⁵ ___ (*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**) maths and science in the afternoon. UGHH! I ⁷ (**not like**) maths and science. And the teacher ⁸ (**give**) us a test today! What ⁹ (**you / do**) later today?
Love,
Emily

5 > **PRACTISE** Read the chat session with Amelia. In your notebook, complete it with the correct form of the verbs in brackets.

Amelia
+ 18:40

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

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

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

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

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

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

Harry *is typing ...*

- 9 > **NOW YOU DO IT** Write six sentences about things that you do or don't do at the weekends, using **always, sometimes, usually** and **never**. Include two sentences which are false.
- 10 > Work in pairs. 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.*

Verb + -ing form / infinitive

- 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?
 - 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!

>> **Grammar challenge!** Unit 1, page 108, exercise 1

- 6 > Complete the second sentence in your notebook so that it means the same as the first, using the verbs given. Do not change the verbs given.
- 1 My friend asked me to help him with his homework and I said yes. **AGREED**
I my friend with his homework.
 - 2 I invited Mark to the party, but he didn't want to go. **REFUSED**
Mark to the party.
 - 3 I'm not patient when I have to wait in a queue. **CAN'T STAND**
I in a queue.
 - 4 I think our trip to London will be fantastic. **LOOKING FORWARD**
I our trip to London.
 - 5 It's fun to learn foreign languages. **ENJOY**
I foreign languages.
 - 6 I worked on this essay for an hour. **SPENT**
I on this essay.
 - 7 Anna would really like to go to this party on Thursday. **KEEN**
Anna is really to the party on Thursday..

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

verb + -ing form	verb + to + infinitive
<i>spend time</i>	<i>would like</i>

- 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



- 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) In your notebook, 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 is bike racing for people who like extreme sports. You need a special bike to do difficult tricks.
- 2 is making video journals on the web about your life and interests.
- 3 is researching family history and creating an online family tree.
- 4 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) Read the descriptions (A–D) again and answer the questions (1–5). Write the answers in your notebook.

Which description mentions people who

- 1 are happy alone as well as with friends?
- 2 love socialising?
- 3 aren't very interested in sports?
- 4 prefer meeting their friends via the Internet?
- 5 like doing new things?

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 or play computer games.
 - 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 Facebook.
 - 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 do nothing and just relax.
 - d browse the Internet for new ideas.

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



5) Read the descriptions again and find sentences which have a similar meaning to the sentences below. Write the answers in your notebook.

- 1 You constantly change your pastimes. (text D)
- 2 You enjoy spending time with other people. (text A)
- 3 You have aims in your life. (text B)
- 4 You don't like going to parties very much. (text C)
- 5 You adapt easily to new situations. (text D)

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 Skype **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.

Vocabulary development

6) Complete the text with the correct prepositions in your notebook.

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 dance, so I go to dance classes twice a week. I also keep a blog about modern dance. I'm keen ² music, especially rock and blues. I'm a great fan ³ reggae too. I'm ⁴ modern technologies and I'd like to take ⁵ vlogging, but I need to get a good camera first. I'm not really interested ⁶ socialising online, because I prefer meeting my friends in real life ⁷ having Snapchat or Skype 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 sports, though, but 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) In your notebook, complete the questions with the verbs below.

play get do go find

- 1 How often do you *clubbing* / *swimming* / *running*?
- 2 Do you *sports* / *yoga* / *crosswords*?
How often?
- 3 How easily do you *bored with an activity* / *involved in a new activity*?
- 4 Do you reading books *interesting* / *boring* / *so-so*?
Why?/Why not?
- 5 How often do you *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 ...



1) Describe the picture and answer the questions.

- Do you think these teenagers are enjoying the party? Why do you think so?
- What could they be talking about?

2) **CD 1.06** Read and listen to the dialogue. Answer the questions.

- Where are the speakers? Do they know each other well or are they strangers?
- Where are they from?
- What similar interests do they have?

Matt Hi. You look like you don't know anybody 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 in your notebook. Translate the expressions into Polish.

Phrase Bank

► **Introducing yourself**

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

► **Talking and asking about interests and opinions**

So what are you ³ ___? / What do you do in your free time?
Well, I ⁴ ___ / adore dancing and listening to music.
I'm quite ⁵ ___ on sports.
Sports aren't really my cup of ⁶ ___. / I don't really like ...
What do you ⁷ ___ of the music / food here?
It's ⁸ ___ 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 1.07** Listen to two dialogues at a party. Are the sentences true or false? Write the answers in your notebook.

Dialogue 1

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

Dialogue 2

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

6) In your notebook, 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 o jedzeniu na przyjęciu.
B Powiedz, że jest świetne.
- A Powiedz, że uwielbiasz grać w siatkówkę.
B Odpowiedz, że nie interesujesz się sportem.

8) **CD 1.08** Listen to the recordings (1–5) and choose the correct replies (A–C). Write the answers in your notebook.

- | | |
|---------------------------------------|--------------------------------|
| 1 A I really enjoy our school discos. | 4 A Mark is really nice. |
| B My boyfriend loves discos. | B Nice to meet you, Jane. |
| C Discos are so boring! | C Good luck! |
| 2 A Why not? | 5 A She's funny and confident. |
| B I'm not really sure. | B She's busy now, I'm afraid. |
| C Really? Me too. | C She goes to school with me. |
| 3 A Why not? | |
| B Don't worry about it. | |
| C Not really, sorry. | |

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 imprezy;
- powiedzcie, skąd znacie Alana.



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!

- 1) Read the description of PenPal Schools, a popular online site for students. Work in pairs and answer the questions below.
 - 1 What do you think of this site? What similar sites do you know?
 - 2 Imagine you joined PenPal Schools. What information about yourself would you like to share with the other members?
 - 3 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 in your notebook. There is one extra heading.
 - a personal information and hobbies
 - b family and friends
 - c appearance and personality
 - d why you are writing
 - e who you are looking for



Hi from Jessica and Josh.

- 1 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.
- 2 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.
- 3 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!
- 4 We're looking for friends who share our passion for music. Please write soon and tell us about yourself and your life.

- 3) In your notebook, complete the Phrase Bank, using words and expressions from the profile.

Phrase Bank

► Giving personal information
 I'm 17 years old and I ¹ the USA.
 I dream ² a good photographer. | I'm ³ sports.
 I'm very easygoing and I ⁴ be pretty lazy sometimes.
 I want to meet people ⁵ me.
 I'm ⁶ friends who share my passions.

WRITING

a personal profile

1

! 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.

- 1 I'm **very** / **quite** confident.
- 2 I can be a **bit** / **terribly** bossy sometimes.
- 3 People say I'm a **rather** / **pretty** serious person.
- 4 I'm not a **very** / **really** hard-working person.
- 5 I think I tend to be **extremely** / **pretty** talkative.

- 5) In your notebook, complete the profile with appropriate words. Then number the paragraphs in the correct order.

Hi,

- a I'm ¹ ambitious and really want to achieve a lot in my life. Sometimes I can be a ² 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 ³ me and who have similar interests.
- c I'm Lucy. I ⁴ 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 ⁵ in music and dancing. I really would ⁶ to become a professional dancer when I finish school. I'm also ⁷ on sports. My favourite sports are ice hockey and cycling. In my ⁸ time I often read books and I also ⁹ a blog.

Please write to me!

Lucy

- 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.

- 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 ¹ (*nosić*) certain colours simply because we like them. We probably very often ² (*nie wiemy*) why we tend to go for, for example, blue but avoid green. Businesses, however, take a more serious approach to colours and ³ (*są dobrzy w*) using them to influence their customers. Marketing specialists realise that almost 85% of customers decide ⁴ (*kupić*) something mainly on the basis of the colour of the product. As a result, companies spend their time ⁵ (*analizując*) what we call the psychology of colour. So, restaurants regularly ⁶ (*używają*) red to stimulate appetite, while yellow ⁷ (*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 in your notebook. Then translate them into Polish.

- What's he like?
 - What would he like to do?
 - What does he look like?
 - What does he like doing?
- He'd like to go to the cinema.
 - He's tall and very handsome.
 - He loves swimming and cycling.
 - He's a bit shy but very friendly.

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

- I really (*lubię*) wearing blue clothes. This colour suits me.
a mind b enjoy c prefer
- 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

- Mark suggested (*pójść*) to the cinema on Saturday night.
a going b to go c go
- 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
- 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. Write the answers in your notebook.

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 socialising 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.

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

- 6) In your notebook, 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.

- I'd like to start a course in photography – it sounds really interesting. UP
I'm thinking about photography – it sounds really interesting.
- I always choose light colours over dark ones. PREFER
I dark ones.
- She's a keen reader of crime stories. FOND
She crime stories.
- I lose interest in things very quickly. BORED
I very quickly.

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

- What are your favourite colours when it comes to clothes and decorating a room?
I prefer ... to ... because it makes me feel more optimistic / it suits me.
- What colour combinations would you never wear?
I would never wear ... and ... together because for me they look really bad / they don't go with each other.
- What colours are fashionable at the moment? Why?
I think that the most fashionable colours at the moment are ...
- Is it important to be fashionable? Why?/Why not?
- Who is the trendiest person you know? Why do you think he / she is trendy?

STEP BY STEP

listening

1

- 1) Read the instructions for the listening task in exercise 5 and answer the questions.
- 1 What is the topic of the interview?
 - 2 What do you expect the coach to say?
 - 3 What should you concentrate on while listening: the main message of the recording or the specific information related to the gaps in the sentences?

- 2) **CD 1.09** Listen to the interview in exercise 5 and answer the questions.

- 1 How does Nathalie help teenagers?
- 2 How does the interviewer react to what Nathalie says?
- 3 Are you surprised by what Nathalie says in the interview?

Tip

Zadanie polegające na uzupełnieniu zdań na podstawie nagranej wypowiedzi wymaga zrozumienia szczegółowych informacji przekazanych w nagraniu. Do prawidłowego uzupełnienia luk może być potrzebne przetworzenie usłyszanej informacji tak, aby pasowała ona do luki pod względem logicznym i gramatycznym.

- 3) Paraphrase the sentences from the interview. Focus on the words in bold. What kind of changes did you have to make in order to complete the second sentence?

- 1 'I **support** young people in their self-development.'
Nathalie ___ young people in their self-development.
- 2 'I **advise** teenagers, their parents and teachers.'
Nathalie Richardson ___ to teenagers, their parents and teachers.
- 3 'Young people mainly measure their **success** by how good their test results are.'
Teenagers often believe that they are **only** as ___ as their grades.
- 4 'Young people often **forget** about all the other aspects such as personal qualities.'
Teens should always ___ about their good personality traits.

- 4) Work in pairs. Decide how many words you think are missing in each gap in exercise 5 and what part of speech these words could be.

- 5) **TEST IT!** **CD 1.09** Usłyszysz dwukrotnie wywiad z doradcą na temat mocnych stron nastolatków. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–6. Luki należy uzupełnić w języku angielskim.

- 1 Nathalie Richardson helps young people change their ___ and attitude.
- 2 Teenagers often don't ___ that they have many strengths.

- 3 Parents and teachers usually have no ___ to coach young people.
- 4 ___ is a quality that a lot of young people can demonstrate.
- 5 Some teenagers discover that they are good at ___ well.
- 6 Realising your strengths helps you become more ___.

- 6) Look at the strengths below. Then answer the questions.

self-esteem passion intelligence intuition kindness manners hard work creativity empathy determination

- 1 Which of the strengths above do you have, and how might they help you in life?
- 2 Which strengths would you like to have and why?
- 3 Is it possible to develop these strengths? If so, how?

- 7) **CD 1.10** Listen to a student talking about her strong and weak sides. Do you share any of her strengths or weaknesses?

- 8) **CD 1.10** Listen again. Complete the summary of the recording with the correct words or expressions below. There are six extra words/expressions.

attends ambitious strengths decides do well goes bossy confidence recommends weaknesses find out who you are advice confident ambition are good

Anna ¹ ___ to a secondary school and she ² ___ talking to a coach. She believes such an experience helps you ³ ___ and learn why you ⁴ ___ in some areas, but don't succeed in others. She now knows that it depends on your ⁵ ___ and ⁶ ___. She realises her strong sides include ⁷ ___ and ⁸ ___. She is also aware of her weaker points such as being a little too ⁹ ___. Anna is trying to use the coach's ¹⁰ ___ and she can see the results of her transformation.

- 9) **TEST IT!** **CD 1.11** Usłyszysz dwukrotnie wypowiedź na temat cech charakteru, które gwarantują sukces w życiu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5. Luki należy uzupełnić w języku angielskim.

History shows that you don't have to be ¹ ___ to be successful. People who really succeed in life have a lot of ² ___ and passion. In order to achieve success, you just need to work hard on what you are ³ ___ in doing. This is ⁴ ___ for teenagers who worry that they don't have any big talents. Success will eventually come to people who ⁵ ___ hard and take time to get to ⁶ ___ who they are.

🏠 Complete all the exercises on this page in your notebook.

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

- 1 lazy h___-w___g
 2 serious f___y
 3 mean g___s
 4 silly c___r
 5 rude p___e
 6 talkative q___t

___/6

2> Complete the text with appropriate words.

HOBBIES BY ZODIAC SIGNS



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

___/6

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

A Why ¹ ___ (Veronica / cry)? She usually ² ___ (smile) all the time.

B She's upset because she ³ ___ (have) a lot of problems at school at the moment.

A What ⁴ ___ (Josh / like)?

B He's quite shy, so he ⁵ ___ (not / be keen on) group or team activities. He often ⁶ ___ (go) cycling on his own.

A Where ⁷ ___ (you / go) this summer?

B I ⁸ ___ (not know) yet. I usually ⁹ ___ (go) to the seaside, but this year may be different. Most of my friends ¹⁰ ___ (plan) a holiday in the mountains, so I'll probably go with them.

___/10

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

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

___/15

5> React to the sentences. More than one reaction is possible.

- 1 What are you into?
 2 How do you know Luke?
 3 What do you think of Jackie?
 4 I really love dancing.
 5 Are you having a good time at the party?

___/15

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

- 1 dream / a / of / I / famous / becoming / actor / often
 2 I / extremely / an / person / ambitious / am
 3 my / talkative / be / quite / a / best friend / can / person
 4 a / boring / is / rather / this / party
 5 good / terribly / I / am / a / not / swimmer

___/15

7> Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.



Personality / Osobowość

ambitious /æm'biʃəs/ ambitny
bossy /'bɒsi/ apodyktyczny, władczy
clever /'klevə(r)/ mądry, sprytny
confident /'kɒnfɪd(ə)nt/ pewny siebie
dishonest /dɪs'ɒnɪst/ nieuczciwy, nieszczerzy
easygoing /i:zɪ'gəʊɪŋ/ wyluzowany, spokojny
friendly /'frendli/ przyjazny, życzliwy
funny /'fʌni/ zabawny
generous /'dʒenərəs/ hojny
hard-working /hɑ:d'wɜ:(r)kɪŋ/ pracowity
helpful /'helpf(ə)l/ pomocny
honest /'ɒnɪst/ uczciwy, szczerzy
independent /,ɪndɪ'pendənt/ niezależny
kind /kaɪnd/ miły
lazy /'leɪzi/ leniwy
loyal /'lɔɪəl/ lojalny
mean /mi:n/ skąpy
modest /'mɒdɪst/ skromny
nasty /'nɑ:sti/ 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 /ru:d/ nieuprzejmy
sensitive /'sensətɪv/ wrażliwy
serious /'sɪəriəs/ poważny
shy /ʃaɪ/ nieśmiały
silly /'sɪli/ niemądry, głupi
social /'səʊʃ(ə)l/ towarzyski
talkative /'tɔ:kətɪv/ gadatliwy, rozmowny
your good/bad points /jə(r)'gʊd, 'bæd ,pɔɪnts/ twoje mocne/słabe strony

Personality expressions /
Wyrażenia związane z osobowością

be the centre of attention /,bi ðə 'sentə(r) əv ə'tenʃ(ə)n/ być w centrum uwagi
get into trouble /,get ,ɪntə 'trʌbl(ə)l/ wpadać w tarapaty, kłopoty
keep secrets /,ki:p 'si:kri:ts/ dochować tajemnicy
let sb down /,let ,sʌmbədi 'daʊn/ zawieść kogoś, sprawić zawód
trust sb /'trʌst ,sʌmbədi/ ufać komuś

Emotions / Emocje

embarrassed /ɪm'bærəst/ zażenowany
nervous /'nɜ:(r)vəs/ zdenerwowany, nerwowy
proud of sth /'praʊd əv ,sʌmθɪŋ/ dumny z czegoś
stressed /strest/ zestresowany
tired /'taɪə(r)d/ zmęczony
upset /ʌp'set/ zmartwiony, poruszony
worried /'wɔ:riəd/ zaniepokojony, zmartwiony

Hobbies and interests /
Pasje i zainteresowania

biking /'baɪkɪŋ/ jazda na rowerze
blogging /'blɒɡɪŋ/ prowadzenie bloga
collecting things /kə'lektɪŋ θɪŋz/ kolekcjonowanie rzeczy
cooking /'kʊkɪŋ/ gotowanie
do crosswords /,du: 'krɒs,wɜ:(r)ds/ rozwiązywać krzyżówki

Challenge!

adore /ə'dɔ:(r)/ uwielbiać
broad-minded /brɔ:d'maɪndɪd/ tolerancyjny
chill out /tʃɪl 'aʊt/ relaksować się
computer geek /kəm'pjʊ:tə(r) ,gi:k/ maniak komputerowy
enjoy /ɪn'dʒɔɪ/ lubić
enthusiast /ɪn'θju:ziæst/ entuzjasta, miłośnik

do sports/yoga /,du:'spɔ:(r)ts, 'jəʊgə/ uprawiać sport / praktykować jogę
drawing /'drɔ:ɪŋ/ rysowanie
find sth interesting/boring /,faɪnd ,sʌmθɪŋ 'ɪntrəstɪŋ, 'bɔ:ɪŋ/ uważać coś za ciekawe/nudne
find sth so-so /,faɪnd ,sʌmθɪŋ 'səʊ,səʊ/ uważać, że coś jest średnie, takie sobie
fishing /'fɪʃɪŋ/ wędkarstwo
gardening /'gɑ:(r)d(ə)nɪŋ/ ogrodnictwo, prace w ogrodzie
get bored with an activity /,get 'bɔ:(r)d wɪð ən æk,tɪvəti/ znużyć się jakimś zajęciem
get involved in an activity /,get ɪn'vɒlvəd ɪn ən æk,tɪvəti/ zaangażować się w jakieś zajęcie
go clubbing /,gəʊ 'klʌbɪŋ/ chodzić do klubów
go swimming/running /,gəʊ'swɪmɪŋ, 'rʌnɪŋ/ iść popływać/pobiegać
hiking /'haɪkɪŋ/ chodzenie na piesze wycieczki
jogging /'dʒɔ:ɪŋ/ jogging, bieganie
listening to music /,lɪs(ə)nɪŋ tə 'mju:zɪk/ słuchanie muzyki
photography /'fə'tɒɡrəfi/ fotografowanie
play card and board games /,pleɪ 'kɑ:(r)d ənd 'bɔ:(r)d ,geɪmz/ grać w gry karciane i planszowe
play computer games /,pleɪ kəm'pjʊ:tə(r) ,geɪmz/ grać w gry komputerowe
play the guitar /,pleɪ ðə 'ɡɪ:tɑ:(r)/ grać na gitarze
rollerblading /'rɒləblædɪŋ/ jazda na rolkach
skateboarding /'skeɪt,bɔ:(r)dɪŋ/ jazda na deskorolce
social networking /,səʊʃ(ə)l 'netwɜ:(r)kɪŋ/ media społecznościowe
take drums lessons /,teɪk 'drʌmz ,les(ə)nz/ brać lekcje gry na perkusji
taking photos /,teɪkɪŋ 'fəʊtəʊz/ fotografowanie

Talking about hobbies and interests /
Mówienie o pasjach i zainteresowaniach

be a fan of /,bi ə 'fæn əv/ być fanem czegoś
be fond of /,bi 'fɒnd əv/ bardzo coś lubić
be interested in /,bi 'ɪntrəstɪd ɪn/ interesować się czymś
be into /,bi 'ɪntə/ interesować się czymś
be keen on /,bi 'ki:n ɒn/ przepadać za czymś
be mad about /,bi 'mæd ə,bəʊt/ szaleć na punkcie czegoś
don't mind sth /,dɒnt 'maɪnd ,sʌmθɪŋ/ nie mieć nic przeciwko czemuś
have a passion for /,hæv ə 'pæʃ(ə)n fə(r)/ pasjonować się czymś, mieć zamiłowanie do czegoś
prefer sth to sth /prɪ'fɜ:(r) ,sʌmθɪŋ tə ,sʌmθɪŋ/ woleć coś od czegoś
take up a hobby /'teɪk ,ʌp ə 'hɒbi/ zająć się jakimś hobby

Other words / Inne wyrazy

achieve a lot /ə'tʃi:v ə ,lɒt/ osiągnąć wiele
admit /əd'mɪt/ przyznawać (że coś jest prawdą)
advice /əd'vaɪs/ rada
ambition /əm'biʃ(ə)n/ ambicja
audition for a part /'ɔ:dɪʃ(ə)n fə(r) ə ,pɑ:(r)t/ brać udział w przesłuchaniu do roli (aktorskiej)
behaviour /bi'heɪvɪə/ zachowanie
bunch of people /'bʌntʃ əv ,pi:p(ə)l/ grupa ludzi, paczka

castle /'kɑ:s(ə)l/ zamek, pałac
classmate /'kla:s,meɪt/ kolega/koleżanka z klasy
coach /kəʊtʃ/ trener, doradca
confidence /kɒnfɪd(ə)ns/ pewność siebie
creativity /,kri:'eɪtɪvɪ/ pomysłowość
decide /dɪ'saɪd/ decydować
determination /dɪ,tə:'mɪneɪʃ(ə)n/ determinacja
dream of sth /'dri:m əv ,sʌmθɪŋ/ marzyć o czymś
dreamer /'dri:mə(r)/ marzyciel/marzycielka
extremely /ɪk'stri:mli/ niezwykle, wyjątkowo
family tree /'fæm(ə)li ,tri:/ drzewo genealogiczne
find out who you are /faɪnd 'aʊt hoʊ jə: / dowiedzieć się, kim się jest
friendship /'frendʃɪp/ przyjaźń
get top marks /,get ,tɒp 'mɑ:(r)ks/ dostawać najlepsze oceny
give advice /gɪv əd'vaɪs/ udzielać rad
go red /,gəʊ 'red/ czerwienić się
goal-oriented /'gəʊl,ɔ:rientɪd/ nastawiony na cel
how come ...? /,haʊ 'kʌm/ jak to się stało, że ...?
keep a blog /,ki:p ə 'blɒɡ/ prowadzić bloga
keep quiet /,ki:p 'kwaɪət/ milczeć, zachowywać w sekrecie
look forward to /,lʊk 'fɔ:(r)wəd tə/ niecierpliwie czekać na coś, oczekiwać czegoś
make people laugh /,meɪk ,pi:p(ə)l 'lɑ:f/ rozbawiać ludzi
mix with others /'mɪks wɪð ,ləðə(r)z/ udzielać się towarzysko
not be your cup of tea /,nɒt ,bi ,jə(r) ,kʌp əv 'ti:/ nie przepadać za czymś
on your own /,ɒn ,jə(r) 'əʊn/ sam/sama, samodzielnie
organising /'ɔ:g(ə)nɪzɪŋ/ organizowanie, porządkowanie
partygoer /'pɑ:(r)ti ,gəʊə(r)/ imprezowicz/ imprezowiczka
promise /'prɒmɪs/ obietnica
quite/pretty /kwaɪt, 'prɪti/ dość
recommend /,rekə'mend/ polecać
refuse /rɪ'fju:z/ odmawiać
rely on /rɪ'laɪ ,ɒn/ polegać na kimś
share your passion /,ʃeə(r) ,jə(r) 'pæʃ(ə)n/ dzielić się swoją pasją
speak in public /,spi:k ɪn 'pʌblɪk/ przemawiać publicznie
stay up late /,steɪ ,ʌp 'leɪt/ położyć się późno spać
strengths /strenθs/ mocne strony
support /sə'pɔ:t/ wspierać
talented /'tələntɪd/ utalentowany
tell jokes /tel 'dʒɔ:ks/ opowiadać dowcipy
tell lies /tel 'laɪz/ kłamać
tend to do sth /tend tə ,du: ,sʌmθɪŋ/ robić coś zwykle; mieć tendencję do czegoś
text your friends /'tekst ,jə(r) ,frendz/ wysyłać wiadomości tekstowe do znajomych
training /'treɪnɪŋ/ przeszkolenie
waste time /,weɪst taɪm/ tracić czas
What a character! /,wɒt ə 'kærɪktə(r)/ Ależ charakterek!
your personal profile /jə(r)'pɜ:(r)s(ə)nəl ,praʊfaɪl/ własny profil, własne konto






party animal /'pɑ:(r)ti 'ænim(ə)l/ bywalec imprez, imprezowicz
pastime /'pɑ:s,tam/ rozrywka, hobby
rebellious /rɪ'beljəs/ buntowniczy
relax /rɪ'læks/ relaksować się, odprężyć się
sports fan /'spɔ:(r)ts ,fæn/ kibic sportowy
sympathetic /,sɪmpə'tetɪk/ współczujący
unwind /ʌn'waɪnd/ rozluźnić się, odprężyć

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) In your notebook, 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 basketball football swimming ice hockey
gymnastics weightlifting motor racing rowing
karate cycling surfing skating table tennis
snowboarding volleyball



3) **CD 1.12** Listen and repeat the words from exercise 2.

4) Work in pairs. Which of the sports in exercise 2 are:
a) team sports? b) individual sports? c) both?

5) Copy and complete the table in your notebook with the sports below. Then add the sports from exercise 2 to each column.

handball tennis judo rugby badminton sailing
canoeing skating golf long jump skiing

play (team sports, games)	go (most sports ending in <i>-ing</i>)	do (other sports)
<input type="text"/>	<input type="text"/>	<input type="text"/>

6) Complete the sentences in your notebook with the correct verb + sport from exercises 2 and 5. Use the correct form of the verbs.

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

7) **CD 1.13** Listen to four people talking about different sports. In your notebook, write down the names of the sports. Give reasons for your answers.

- Speaker 1:
- Speaker 2:
- Speaker 3:
- Speaker 4:

» **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
- children learn how to swim / keep fit / work in a team

LISTENING AND VOCABULARY

2

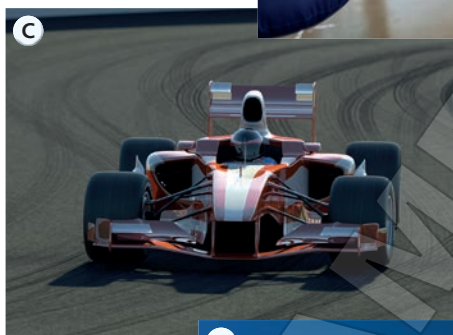
listening for gist and detail • extreme and dangerous sports • professional sports

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) In your notebook, match pictures A–D with four of the dangerous sports below. What do the other sports involve?

mountain climbing boxing parachuting
snowboarding bungee jumping canyoneering
free running motor racing



3) CD 1.14 Listen to a TV programme. In your notebook match the pictures from exercise 2 with the film titles 1–4.

- 1 Senna
- 2 The Crash Reel
- 3 127 Hours
- 4 Million Dollar Baby

4) CD 1.14 Listen again. In your notebook, match the statements a–e with the speakers: Holly, Davy, Kyle, Alex. There are two statements which match the same speaker.

This speaker

- | | |
|---|--|
| a | mentions a sport that is usually more popular for men. |
| b | believes that the film teaches viewers a lot about a sport. |
| c | talks about competition between two people. |
| d | chooses a film about a person who doesn't become a champion. |
| e | describes a film about a person who couldn't move. |

5) What films about dangerous sports can you remember? Did you enjoy them? Discuss with your partner.

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

injured support coach compete spectator
champion train

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

7) CD 1.15 Listen to Gail and Mark talking about dangerous sports. In your notebook, write down two positive and two negative points about the dangerous sports they mention.

» **Vocabulary challenge!** Unit 2, page 108, exercise 2

8) **WHAT DO YOU THINK?** Work in pairs. Discuss the questions, using the prompts below.

- 1 What can you do to practise an extreme sport as safely as possible?
check your equipment • wear a helmet • train well
• go with other people • wait for good weather
- 2 Do films about extreme sports encourage young people to do dangerous things?
Yes: it's fun / it's exciting to ... go fast / climb high
• they want to imitate famous people ...
No: a film is just a story • see problems • not want to take risks

Used to and past simple

- 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. In your notebook, 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!



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

Present simple

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

- 4) Which of the highlighted verbs in the text in exercise 2 are regular and which are irregular?
- 5) In your notebook, 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	loved	worried	went

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

Used to

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

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

- We use used to to talk about past actions and past states.
 - We use used to to stress that things which were true in the past are different now.
 - We use used to 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** In your notebook, complete the sentences with the correct form of *used to* and the verbs in brackets.

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

- 9) In your notebook, 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 (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 got up (get up) at five thirty 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 and now she only swims a couple of times a week.



10 > **NOW YOU DO IT** Write questions in your notebook from the prompts. Use the past simple (questions 1–2) or *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.

Past continuous and past simple

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

2 > **CD 1.16 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!

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

Past continuous	
Affirmative	I ¹ ___ volleyball yesterday. They ² ___ volleyball yesterday.
Negative	I ³ ___ volleyball yesterday. They ⁴ ___ volleyball yesterday.
Yes/No question	⁵ ___ you ___ volleyball yesterday? ⁶ ___ she ___ volleyball yesterday?
Wh- question	Where ⁷ ___ you/ ___ he ___ volleyball yesterday?

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

- 1 We use the past continuous to talk about an action that was in progress at a particular moment in the past.
- 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).

3 We use the past simple to talk about completed actions in the past that happened one after another.

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. Write the answers in your notebook.

- 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*.


? WHAT'S RIGHT?

- 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.

6 > In your notebook, 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 ¹ ___ (*start*) in Yorkshire, in the UK. The sun ² ___ (*shine*) and people all over the world ³ ___ (*watch*) the first stage of the race on TV. Thousands ⁴ ___ (*wait*) for the competitors at the finish line. They ⁵ ___ (*want*) the famous British rider Mark Cavendish to win. Mark was nearly there! But then a disaster happened! When he ⁶ ___ (*cycle*) past the leaders, he ⁷ ___ (*hit*) another rider and they ⁸ ___ (*fall*) to the ground. Mark ⁹ ___ (*not win*), but when he ¹⁰ ___ (*look*) up, all the people ¹¹ ___ (*cheer*). Unfortunately, he couldn't continue the race because of his fall.

>> **Grammar challenge!** Unit 2, page 109, exercises 1 and 2

7 >  In your notebook, 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 ___.

8 > **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

- 1) Work in pairs. In your notebook, 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

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



SPORTS TRIVIA QUIZ

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

- 3) Read texts 1-3. Choose the correct answer and write it in your notebook.

What are the three texts about?




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

- 4) Read the texts again. Choose the correct answers and write them in your notebook.

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 twenty 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?
- To inform about interesting sports.
 - To advertise the museum.
 - To show the importance of sports inventions.

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
- mainly the athletes.
 - both the athletes and the referees.
 - mainly the referees.

Text 3

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 changed sports shoe production completely.

- 5 > Read the texts again. Answer the questions a–d in your notebook. 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?
- talk about something which helps more than one group of people?
- say it is possible to try out something?
- suggest that he / she is surprised by something?

Vocabulary development

- 6 > In your notebook, 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

- | | |
|--------------|----------------|
| 1 hit | 5 save |
| 2 break | 6 bounce |
| 3 compete in | 7 take part in |
| 4 score | |

- 7 > In your notebook, complete the sentences with the phrases from exercise 6. Use the correct form of the verbs.

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

- 8 > In your notebook, complete the definitions with the highlighted words from Text 2.

- Sportspeople who take part in sporting events are called .
- Another name for 'sportspeople' is .
- People who support their favourite teams are called .
- People who make sure that the sportspeople follow the rules are called (e.g. in football).
- Professional sportspeople are usually very – 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?

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



- 2) **CD 1.17** Read and listen to the dialogue. In your notebook, 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 in your notebook.

Phrase Bank

Talking and asking about a past event

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

Describing feelings and emotions

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

Reacting to what people say

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

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

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

- 5) **CD 1.18** Listen to questions 1–4 and, in your notebook, 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 audioscript on page 132.

1 ___ 2 ___ 3 ___ 4 ___

- a Plenty. We would stay outdoors for most of the day.
b It didn't happen until I was ten 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. In your notebook, write the numbers of the questions you can answer based on his story. Then listen again and answer these questions.

- Where did Liam stay during last year's camp?
- What happened on the first day of the camp?
- What did the trainer decide to do one night?
- Why was Liam afraid of insects?

- 7) **CD 1.20** Listen to the sentences from the story and complete them in your notebook with the correct words and phrases.

- ___, everything was fine, but ___ our trainer woke us up.
- I was scared like ___.
- ___, I pretended to be brave and finished the walk.
- ___, we went back to sleep.
- ___, I woke up and screamed, 'A spider!'
- I couldn't ___.

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

- 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.
- A Zapytaj, co się nie udało podczas wycieczki.
B Powiedz, że zgubiłeś/zgubiłaś portfel, a następnego dnia czymś się zatrueś/zatruełaś.
- A Powiedz, że na obozie sportowym trenowałeś z Leo Messim.
B Wyraź niedowierzanie.

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

Opowiedz koledze/koleżance 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.

WRITING

an email

2



A



B



C



D

1) In your notebook, match the pictures with the names of famous sporting events below. Do you find these events interesting? Why?/Why not?

- 1 The Wimbledon Championships
- 2 A Champions League football match
- 3 A cycling race in the Tour de France
- 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 in your notebook.

- 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. Write them in your notebook.

sporting event result atmosphere concert match day

! Watch out!

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

4) In your notebook, replace the underlined words with the adjectives from the *Watch out!* box. Use *was* if necessary.

- 1 The match was good.
- 2 The atmosphere during the tournament was great.
- 3 The goalkeeper played well.
- 4 The competition was interesting.
- 5 The tournament was really nice.
- 6 The race was nice to watch.

5) Read the email. Write sentences in your notebook 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 an old friend of mine from school. 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 Szkołki 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 miało tam miejsce;
- wyraż swoją opinię o tej imprezie.

1) Put the sentences in the correct order to make a logical dialogue. Write the answers in your notebook.

- 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?
- Well, 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 and write them in your notebook.

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

- Sounds great.
- What a shame!
- Never again!

2 X How was your weekend?
Y It was a total disaster.
X ___

- What went wrong?
- What made it so good?
- Don't even ask!

3 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.
- I'm sorry, but extreme sports aren't my cup of tea.

4 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!
- I couldn't believe my eyes.
- He can be ambitious, you know.

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

- He ___ to swim regularly when he was younger. I ___ my new wetsuit and it felt very comfortable.
a went b took c used
- Does she still ___ yoga? They didn't ___ any sports while they were on holiday.
a do b play c compete
- It isn't easy to ___ world records these days. How did he manage to ___ his arm again?
a beat b hit c break
- The team just couldn't ___ a goal for the whole match. How many points did you ___ in this competition?
a score b kick c get

5 In the end, she ___ the decision not to go to the sea. Last year I ___ part in a marathon, but I didn't do very well.

- a made b had c took

4) In your notebook, match the sentences with the Polish translations.

- 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) In your notebook, 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 spacerki.

6) In your notebook, complete the text with appropriate words. Put one word in each space.



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 ___ the competition on TV, supporting the ski jumper. A new generation of his fans wanted to learn as ² ___ 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 ___ the Olympic Games. He was used to ⁴ ___ very hard, because his dream was to win a medal at this prestigious competition. His dream ⁵ ___ true when he beat his rivals in Sochi in 2014!

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.

- 1) Work in pairs. Describe the pictures. Then answer the questions below.



- 1 Have you ever won anything? What was it? How did it make you feel?
- 2 Why do people run marathons?
- 3 How easy / difficult is it for you to accept a situation in which you lose e.g. in a competition / argument?

- 2) Look at the pictures in exercise 1 again. Decide what you could say to each of the people.

- 3) Read the sentences. In what situations may people say them? Try to imagine and describe these situations.

- a Why doesn't he take up a sport?
- b I think he's right.
- c He's very demanding.
- d It was quite disappointing, I'm afraid.
- e It's not the end of the world. Cheer him up!

Tip

Gdy wykonujesz zadanie polegające na dobieraniu właściwych reakcji do nagranych wypowiedzi, najpierw bardzo dokładnie przeczytaj podane opisy reakcji i zastanów się, jakiej sytuacji mogą one dotyczyć.

- 4) **CD 1.21** Listen to four sentences. Match them with the correct responses from exercise 3. There is one extra response.

1 2 3 4

- 5) **TEST IT! CD 1.22** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (a–e). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

1 2 3 4

- a My football team came second in an important tournament.
- b Yes, I did when I was at school.
- c I dream of winning a gold medal.
- d Don't even ask! I crossed the line last!
- e No, in fact I wasn't, because my leg was in plaster.

Tip

Wykonując zadanie polegające na dobraniu właściwej reakcji do nagranej wypowiedzi, uważaj na tak zwane 'false friends', czyli angielskie słowa, które wyglądają lub brzmią podobnie do polskich słów/sformułowań, których użyłbyś/użyłabyś reagując na wypowiedź z nagrania po polsku.

- 6) Read the statements and questions 1–3 and choose the correct reaction (a or b).

- 1 X: Mary, I'm thinking of spending a weekend on my yacht. Would you like to join me?
Y:
a Great idea! It would be fantastic to go on a race!
b Great idea! I'd love to go sailing with you!
- 2 X: Tim, what do you think about the last FC Barcelona match?
Y:
a They were absolutely terrifying!
b They hardly scored a goal.
- 3 X: Terry, do you know who the world champions in football are at the moment?
Y:
a The current champions are France.
b The actual champions are France.

Tip

Wykonując zadanie polegające na dobraniu właściwej reakcji do nagranej wypowiedzi, uważaj na sformułowania, które wykorzystują te same słowa. Mogą one wyglądać bardzo podobnie, ale używane są w odmiennych sytuacjach.

- 7) Read the situations and choose the correct answer.

- 1 Jack! You need to be more careful! You've stepped on my foot again!
a You should be sorry for that!
b I feel sorry for myself.
c I'm sorry. I didn't mean it.
- 2 Do you remember it's Annie's birthday next week?
a Yes, I do. What would you like to get?
b Yes, I do. Can you help me get something for her?
c I don't get it! Why should we buy her anything?!
- 3 I can't come to your party because I'm away at a sports camp this week.
a Are you having a good time there?
b Have you got the time?
c Have you got any time off?

- 8) Work in pairs. Look at the incorrect options in exercise 6. In what situations could you use them?

- 9) **TEST IT! CD 1.23** Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Do każdej z nich dobierz właściwą reakcję (A, B lub C).

- | | |
|---------------------------------|--|
| 1 A It's no use.
B Why not?! | 3 A I'm afraid so.
B Don't give up! |
| C You're welcome. | C I could give it a try. |
| 2 A How can you say that?! | 4 A That's so cool!
B She's not really my type. |
| B Why do you think so? | C Why not? |
| C What you've said may be true. | 5 A Sorry, I can't.
B Yes, it's wonderful.
C The first day was OK. |

🏠 Complete all the exercises on this page in your notebook.

1> Complete the sentences with the appropriate words.

- 1 People use in table tennis to hit the ball.
- 2 In drivers wear helmets on their heads.
- 3 To go skating you need a pair of .
- 4 Skiers wear to protect their eyes.
- 5 Boxers use boxing to fight.
- 6 Windsurfers put on before they go into the sea.
- 7 In , players use their hands to hit the ball over the net.
- 8 You need a boat to go .

—/8

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

- 1 When I was at school, I used to take p t in many sporting e ts.
- 2 The footballer s d a goal, but the r e said it was offside.
- 3 Jill goes c g in the country every Friday. She has a really nice, modern mountain bike.
- 4 More than 300 million s rs watched the finals on TV.
- 5 Usain Bolt won the gold medal at the Olympic Games and became the world c n.

—/7

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

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

—/6

4> Find and correct a mistake in each sentence.

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

—/4

5> Complete the mini-dialogues with the appropriate words.

- 1 X How was the match yesterday?
Y It was a total ¹ ! We lost really badly.
- 2 X Did you enjoy your sports camp?
Y Yes, it was really ² . But I couldn't ³ my eyes when I saw some classmates from my primary school there!
- 3 X So ⁴ was your weekend?
Y Well, I went surfing in the ocean. A big wave came and I almost drowned. I was scared like ⁵ before.

—/5

6> Replace the underlined adjectives with their synonyms.

I went to watch a volleyball match. It was really nice. My team played very well. They won in the end. It was a good result. The atmosphere was great too. I really liked the match. It was very interesting!

—/4

7> Work in pairs and test each other.

Student A: go to page 120.

Student B: go to page 125.



Sports / Dyscypliny sportowe

athletics /æθ'letiks/ lekkoatletyka
badminton /'bædmɪntən/ badminton
basketball /'bɑːskɪt,bɔːl/ koszykówka
boxing /'bɒksɪŋ/ boks
canoeing /kə'nuːɪŋ/ kajakerstwo
climbing /'klaɪmɪŋ/ wspinaczka
cycling /'saɪk(ə)lɪŋ/ jazda na rowerze, kolarstwo
do judo/karate/weightlifting /,duː 'dʒuːdʒo, kə'raːti, 'weɪt,lɪftɪŋ/ uprawiać dzudo/karate/ podnoszenie ciężarów
football /'fʊt,bɔːl/ piłka nożna
go swimming/skiing /,gəʊ 'swɪmɪŋ, 'skiːɪŋ/ uprawiać pływanie/narciarstwo
golf /gɒlf/ golf
gymnastics /dʒɪm'næstɪks/ gimnastyka
handball /'hænd,bɔːl/ piłka ręczna
horse racing /'hɔːs ,reɪsɪŋ/ jazda konna, jeździectwo
ice hockey /'aɪs,hɒki/ hokej na lodzie
individual/team sports /,ɪndɪ'vɪdʒuəl, 'tiːm ,spɔː(r)ts/ sporty indywidualne/zespołowe
long jump /'lɒŋ,dʒʌmp/ skok w dal
motor racing /'məʊtə(r) ,reɪsɪŋ/ wyścigi samochodowe
play tennis/rugby /,pleɪ 'tenɪs, 'rʌɡbi/ grać w tenisa/rugby
rowing /'rəʊɪŋ/ wioślarstwo
sailing /'seɪlɪŋ/ żeglarstwo
skating /'skeɪtɪŋ/ łyżwiarstwo
ski jumping /'skiː ,dʒʌmpɪŋ/ skoki narciarskie
skiing /'skiːɪŋ/ narciarstwo
snowboarding /'snəʊ,bɔː(r)dɪŋ/ jazda na snowboardzie
surfing /'sɜː(r)fɪŋ/ surfing
swimming /'swɪmɪŋ/ pływanie
table tennis /'teɪb(ə)l ,tenɪs/ tenis stołowy
volleyball /'vɒli,bɔːl/ siatkówka
weightlifting /'weɪt,lɪftɪŋ/ podnoszenie ciężarów
wrestling /'res(ə)lɪŋ/ zapasy

Extreme and dangerous sports / Sporty ekstremalne i niebezpieczne

bungee jumping /'bʌndʒiː ,dʒʌmpɪŋ/ skoki na bungee
canyoneering /,kænjə'nɪərɪŋ/ eksploracja kanionów, jaskiń
free running /'friː ,rʌnɪŋ/ bieg miejski z elementami widowiskowych akrobacji
mountain climbing /'maʊntɪn ,klaɪmɪŋ/ wspinaczka wysokogórska
parachuting /'pærə'ʃuːtɪŋ/ spadochroniarstwo

Professional sports / Sport profesjonalny

champion /'tʃæmpɪən/ mistrz/mistrzyni
coach /kəʊtʃ/ trener/trenerka
compete for sth /,kəm'piːt fə(r) ,sʌmθɪŋ/ walczyć, konkurować o coś
competition /,kɒmpə'tɪʃ(ə)n/ zawody, konkurencja

get injured /,get 'ɪndʒə(r)d/ doznać kontuzji, zranić się
spectator /spek'teɪtə(r)/ widz, kibic
support /sə'pɔː(r)t/ kibicować komuś
train /treɪn/ trenować
trainer /'treɪnə(r)/ trener/trenerka

Sports equipment / Sprzęt sportowy

ball /bɔːl/ piłka
bat /bæt/ rakieta (do tenisa stołowego), kij (do baseballu)
board /bɔː(r)d/ deska (do surfingu, do snowboardu)
boat /bəʊt/ łódka
football boot /'fʊt,bɔːl ,buːt/ but piłkarski, korek
gloves /glʌvz/ rękawice
goal /gəʊl/ bramka
goggles /'gɒɡ(ə)lz/ gogle narciarskie, okulary pływackie
helmet /'helɪmɪt/ kask
net /net/ siatka
racket /'rækt/ rakieta (do tenisa, badmintonu)
skates /'skeɪts/ łyżwy
ski /skiː/ narta
trainers /'treɪnə(r)z/ buty sportowe
wetsuit /'wet,suːt/ pianka do nurkowania, surfowania

Sporting events / Wydarzenia sportowe

break a record /,breɪk ə 'rekɔː(r)d/ pobić rekord
compete in/take part in a sporting event /,kəm'piːt ɪn ,teɪk 'pɑː(r)t ɪn ə 'spɔː(r)tɪŋ ɪ'vent/ startować/brać udział w zawodach sportowych
competitive /kəm'petətɪv/ ambitny, lubiący współzawodnictwo
competitor /kəm'petɪtə(r)/ zawodnik/zawodniczka
game /geɪm/ gra, rozgrywka
bounce/hit/throw a ball /,baʊns ,hɪt, θrəʊ ə 'bɔːl/ odbijać/uderzać/rzucać piłkę
match /mætʃ/ mecz
race /reɪs/ wyścig
referee /,refə'riː/ sędzia sportowy
save/score a goal /,seɪv ,skɔː(r) ə 'gəʊl/ bronić/strzelać gola
supporter /sə'pɔː(r)tə(r)/ kibic sportowy
tournament /'tʊə(r)nəmənt/ turniej, zawody

Other words / Inne wyrazy

a good sport /ə ,gʊd 'spɔː(r)t/ osoba, która zachowuje się wspaniałomyślnie w trudnych sytuacjach; dobry kolega/koleżanka
achievement /ə'tʃiːvm(ə)nt/ osiągnięcie
be afraid of insects /bi ə ,freɪd əv 'ɪnsektz/ bać się owadów
break somebody's iPad /,breɪk ,sʌmbədɪz 'aɪpæd/ uszkodzić czyjś iPad
bring sb luck /,brɪŋ ,sʌmbədi 'lʌk/ przynieść komuś szczęście

chant /tʃɑːnt/ skandować
cheer /tʃɪə(r)/ kibicować, wiwatować
climb /klaɪm/ wspinąć się
crash /kræʃ/ zderzyć się, rozbić się
current /'kʌr(ə)nt/ aktualny
do exercise /,duː 'eksə(r)saɪz/ wykonywać ćwiczenie, ćwiczyć
demanding /dɪ'mɑːndɪŋ/ wymagający
encourage /ɪn'kʌrɪdʒ/ zachęcać
energetic /,enə(r)'dʒetɪk/ energiczny
exciting /ɪk'saɪtɪŋ/ fascynujący, ekscytujący
fall down /fɔːl 'daʊn/ upaść, przewrócić się
fall off a chair /fɔːl ,ɒf ə 'tʃeə(r)/ spaść z krzesła
feel sick /fiːl 'sɪk/ czuć się niedobrze, mieć mdłości
feel sorry about oneself /fiːl ,sɒri ə ,bəʊt wʌn'self/ uzalać się nad sobą
fight /faɪt/ walczyć
football pitch /'fʊt,bɔːl ,pɪtʃ/ boisko do piłki nożnej
frightened /'fraɪt(ə)nd/ przestraszony
get on the wrong train /,get ɒn ðə ,rɒŋ 'treɪn/ wsiąść do niewłaściwego pociągu
give something a try /gɪv ,sʌmθɪŋ ə 'trɪ/ spróbować czegoś
go to a sports camp /,gəʊ tə ə 'spɔː(r)ts ,kæmp/ jechać na obóz sportowy
goalkeeper /'gəʊl,kɪ:pə(r)/ bramkarz/bramkarka
gym /dʒɪm/ siłownia
have bad luck /hæv 'bæd ,lʌk/ mieć pecha
have time off /hæv ,taɪm 'ɒf/ mieć wolne
hole /həʊl/ dziura
hurt your back /,hɜː(r)t jə(r) 'bæk/ doznać urazu pleców
incredible /ɪn'kredəb(ə)l/ niesamowity, niewiarygodny
join a swimming club /,dʒɔɪn ə 'swɪmɪŋ ,klʌb/ wstąpić do klubu pływackiego
keep fit /kiːp 'fɪt/ być w dobrej formie
leisure centre /'leɪʒə(r) ,sentə(r)/ centrum rekreacyjne, ośrodek sportowy
muscles /'mʌs(ə)lz/ mięśnie
play sth outdoors/indoors /,pleɪ ,sʌmθɪŋ ,aʊt'dɔː(r)z, ɪn'dɔː(r)z/ uprawiać sport na powietrzu/w hali
plaster /'plɑːstə(r)/ gips
pool /puːl/ basen
result /rɪ'zʌlt/ wynik
run a half marathon /,rʌn ə ,ha:f 'mærəθ(ə)n/ biegać w półmaratonie
scream /skriːm/ krzyczeć, wrzeszczeć
skate park /'skeɪt ,pɑː(r)k/ plac z przeszkodami do jazdy na deskorolce
sporting career /'spɔː(r)tɪŋ kə,rɪə(r)/ kariera sportowa
waves /weɪvz/ fale
What a shame! /,wɒt ə 'ʃeɪm/ Jaka szkoda!
wonderful /'wʌndə(r)f(ə)l/ wspaniały, cudowny

Challenge!

athlete /'æθliːt/ lekkoatleta/lekkoatletka
bang your head /,bæŋ jə(r) 'hed/ uderzyć się w głowę
beat another team / your rival /,biːt ə ,nʌðə(r) 'tiːm, jə(r) 'raɪv(ə)l/ pokonać inną drużynę / swojego rywala
beat the world record / the champion /,biːt ðə ,wɜː(r)ld 'rekɔː(r)d, ðə 'tʃæmpɪən/ pobić rekord świata / pokonać mistrza
break your leg /,breɪk jə(r) 'leg/ złamać nogę
canoeist /kə'nuːɪst/ kajakerz/kajakarka
check your equipment /tʃek jə(r) 'i'kwɪpmənt/ sprawdzać swój sprzęt
climber /'klaɪmə(r)/ alpinista/alpinistka

cyclist /'saɪklɪst/ rowerzysta/rowerzystka, kolarz/kolarka
footballer /'fʊt,bɔːlə(r)/ piłkarz/piłkarka
go climbing /,gəʊ 'klaɪmɪŋ/ wspinąć się, uprawiać wspinaczkę
golfer /'gɒlfə(r)/ golfista/golfistka
gymnast /'dʒɪmnæst/ gimnastyk/gimnastyczka
jockey /'dʒɒki/ dżokej/dżokejka
make a decision /,meɪk ə dɪ'sɪʒ(ə)n/ podejmować decyzję
put your life in danger /,pʊt jə(r) ,laɪf ɪn 'deɪndʒə(r)/ narażać życie
rugby player /'rʌɡbi ,pleɪə(r)/ zawodnik/zawodniczka rugby
sailor /'seɪlə(r)/ żeglarz/żeglarzka

ski jumper /'skiː ,dʒʌmpə(r)/ skoczek narciarski
skier /skiːə(r)/ narciarz/narciarka
take risks /,teɪk 'rɪskz/ podejmować ryzyko
take up a sport /teɪk ,ʌp ə 'spɔː(r)t/ rozpocząć uprawianie jakiegoś sportu
tennis player /'tenɪs ,pleɪə(r)/ tenisista/tenisistka
win a gold medal / by two points /,wɪn ə ,gəʊld 'med(ə)l, baɪ tuː ,pɔɪnts/ zdobyć złoty medal, wygrać dwoma punktami
win the World Cup /,wɪn ðə 'wɜː(r)ld ,kʌp/ wygrać mistrzostwa świata
wrestler /'reslə(r)/ zapaśnik/zapaśniczka

CHALLENGE

UNIT 1 Vocabulary challenge

- 1) Match the personality adjectives below with speakers 1–5 in your notebook.

**jealous rebellious moody broad-minded
sympathetic**

- It doesn't matter what you tell me. I won't be shocked.
- I don't want to talk to anybody. Leave me alone.
- Valerie is talking to Mark. That's wrong. She's my girlfriend.
- I'm so sorry to hear about your argument with Pat. Do you want to talk about it?
- I don't agree with my parents and I'm not going to do what they say!

- 2) Match sentences 1–5 with explanations a–e in your notebook.

- You can't trust Jerry.
 - Mary would never let you down.
 - Jessica can keep secrets.
 - Kate loves to be the centre of attention.
 - Tom always gets into trouble.
- a You can rely on him/her.
b He/She won't tell anybody things you've said.
c You shouldn't believe what he/she says.
d He/She often has problems at school.
e He/She wants people to listen to and look at him/her.

- 3) Match words a–d with the words below which have a similar meaning. Then complete sentences 1–2 with appropriate words. Write the answers in your notebook.

**pastime enthusiast chill out leisure activity
adore unwind fan enjoy**

- love
- hobby
- lover
- relax

- My favourite is going to the cinema, because I best by watching a good movie. I'm a real sci-fi film .
- Snowboarding is a great for me, because I when I do winter sports. I also skiing.

- 4) In your notebook, match 1–4 with a–d to form collocations.

- | | |
|------------|----------|
| 1 party | a reader |
| 2 computer | b fan |
| 3 sports | c geek |
| 4 keen | d animal |

UNIT 1 Grammar challenge

Some verbs can be followed by both the *-ing* form and the infinitive, but they change their meaning.

STOP

I **stopped** going to drama classes. (stop an activity)
I often **stop** to chat to friends on my way home from school.
(in order to chat)

TRY

I **tried** to text my friend but my phone wasn't working. (I tried but failed)
The soup tasted horrible, so I **tried** adding more salt. (I did an experiment)

- 1) Choose the correct option to complete the sentences. Write the answers in your notebook.

- I tried **learning / to learn** five English words every day, and I got better.
- I was late for school because I stopped **to chat / chatting** to an old friend.
- Helena stopped **to wear / wearing** glasses a long time ago. She has contact lenses now.
- I tried **to finish / finishing** my homework before bed, but I was too tired.

UNIT 2 Vocabulary challenge

- 1) What do we call the people who do different sports? Copy the table in your notebook and complete it with the names of sportspeople.

**sailing rugby golf cycling athletics gymnastics
skiing climbing ski jumping horse racing
wrestling**

+ -er/-or	+ player	+ -ist	other
footballer	tennis player	canoeist	<input type="checkbox"/>

- 2) Choose the correct verbs to complete the text. Write the answers in your notebook.

Jamie Barton ¹**took / did** up a lot of dangerous sports when he was a teenager because he liked ²**doing / taking** risks. One day, he ³**went / did** climbing, but it was raining and he didn't ⁴**look / check** his equipment. Jamie fell and ⁵**kicked / broke** his leg. He also ⁶**broke / banged** his head and he was unconscious for a few hours. Another climber, Tom Bailey, saw him and helped him. Tom ⁷**put / took** his own life in danger to save Jamie. Jamie ⁸**did / made** the decision to climb in bad weather. In my opinion, that was wrong.

- 3> In your notebook, complete the headlines with the correct form of *beat* or *win*.

You *beat* somebody or something you are playing against.

You *win* a game, a competition, a prize.

- 1 GERMANY THE WORLD CUP FINAL
- 2 RADWAŃSKA DIDN'T HER BIGGEST RIVAL
- 3 POLAND BY TWO POINTS
- 4 CAN ANYONE THE 200M WORLD RECORD?
- 5 STOCH ANOTHER GOLD MEDAL
- 6 **It's impossible to the champion. Usain Bolt rules!**
- 7 ENGLAND EASILY AUSTRALIA IN THE CRICKET MATCH

UNIT 2 Grammar challenge

- 1> Read sentences a–b and notice the difference between the past simple (completed action) and past continuous (action still in progress). Answer the question below for each sentence.

Did Jane start cooking the dinner before or after Mark came home?

- a When Mark came home, Jane was making dinner.
- b When Mark came home, Jane made dinner.

- 2> In each pair, which sentence, a or b, goes before the sentence in bold? Write the answers in your notebook.

- 1 a When I got to class, Maggie was telling a joke.
b When I got to class, Maggie told a joke.
 I didn't hear the beginning.
- 2 a When the bell rang, we were doing the last exercise.
b When the bell rang, we did the last exercise.
 We were quite late for break.

UNIT 3 Vocabulary challenge

- 1> In your notebook, complete the sentences with the words below.

outside main suburbs city right on an estate
next door

- 1 We live on a road and it's a bit noisy.
- 2 I live to my best friend which is cool.
- 3 We live in the now, but Mum would like to live in the centre.
- 4 My uncle lives just London and commutes to work every day.
- 5 In summer we rent a house that is the beach.
- 6 I live on like a lot of my friends – all our houses look the same.

- 2> Choose the correct words to complete the sentences. Write the answers in your notebook.

- 1 a Let's go *home* / *house*. It's quite late.
b We're moving *house* / *home* next week.
- 2 a I bought a new *cooker* / *cook*.
b He's a great *cooker* / *cook*.
- 3 a When you do *housework* / *your homework*, you work on school stuff.
b When you do *your homework* / *housework*, you clean and tidy your house.
- 4 a Washbasins are in the *bathroom* / *kitchen*.
b Sinks are in the *kitchen* / *bathroom*.
- 5 *Rugs* / *carpets* are smaller than *carpets* / *rugs*.
- 6 a Cushions are on a *sofa* / *bed*.
b Pillows are on a *bed* / *sofa*.

- 3> In your notebook, complete the text with the correct words from exercise 11.

My friend and I have just found a nice new flat to rent, so we're ¹ soon. We decided to share the ² , so I will do things like tidying up and she will make the meals, because she's a good ³ . The flat is almost ready to move into. We just need a ⁴ in our kitchen to wash up in and a ⁵ in the bathroom to wash our hands in. We already have a big ⁶ in the living room, but we still need a couple of ⁷ to put on the floor in our bedrooms. A few ⁸ to decorate the sofa would also be a good idea! We're going to make it as cosy as possible.

5 hours ago

5 1

UNIT 3 Grammar challenge

- 1> Match sentences 1–2 with explanations a–b in your notebook.

- 1 Gary has gone to his friend's house.
- 2 Gary has been to his friend's house.
a Gary went to his friend's house and came back.
b Gary went to his friend's house and is still there.

- 2> Complete the sentences with *been* or *gone* in your notebook.

- 1 I've to the shops. Here are the biscuits you wanted.
- 2 Paul has to the library. You can wait for him if you like.
- 3 I haven't to school today because I'm feeling a bit ill. Have you got any notes for me?
- 4 Jack's holiday starts today. He hasn't to the airport yet because he can't find his passport!