

# 1

## Fun and games

### VOCABULARY socialising



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

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

Kerry x

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

Jenny (McIntyre-Palmer)

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

Marty

- 3) In your notebook, match the phrases in bold from the texts in exercise 2 with the definitions below.

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

- 4) In your notebook, complete the sentences with the correct verbs.

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

- 5) **CD 1.01** Listen to three voicemail messages. They are the responses to the texts in exercise 2. In your notebook, match each speaker with two of the statements below.

This speaker

- |   |  |
|---|--|
| a | has been doing something which may help with the plan. |
| b | suspects that the plan has already gone wrong.         |
| c | has had a lot to do recently.                          |
| d | is definitely accepting the invitation.                |
| e | expresses admiration for the sender of the message.    |
| f | promises to try to attend a get-together.              |

### » Vocabulary challenge! Unit 1, page 112, exercise 1

- 6) Work in pairs and role-play the dialogue. Use the language and ideas from the lesson.

You are organising your eighteenth birthday party. Discuss your ideas in pairs. Cover these four points:

- the venue,
- the guest list,
- how to tell your friends about the event,
- entertainment.

1) Work in pairs and answer the questions.

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

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

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



2) In your notebook, match 1–6 with a–f to form expressions of good wishes. On what occasion from exercise 1 could you use them?

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

3) CD 1.02 Listen to four recordings and answer the questions.

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

4) CD 1.02 Listen again and match statements a–e with speakers 1–4 in your notebook. There is one extra statement.

This speaker

- |   |  |
|---|--|
| a | has accomplished something unique in his/her family. |
| b | was not looking forward to a celebration.            |
| c | was not expecting a celebration.                     |
| d | had a fairly good time in spite of circumstances.    |
| e | enjoyed experiencing feelings from the past.         |

5) In your notebook, replace the underlined words and phrases with the words below.

packed relatives mistaken booking outstanding reception thrilled

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

6) CD 1.03 Listen to someone talking about the history of greetings card. Answer the questions.

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

7) CD 1.03 Listen again and complete the sentences below in your notebook.

- 1 People in Europe didn't see greetings cards until \_\_\_\_.
- 2 In 1840, the \_\_\_\_, and this made sending cards easier and more popular.
- 3 Copying \_\_\_\_ was an important step in the business, first taken in 1856.
- 4 The types of cards we send now are changing because of \_\_\_\_.

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

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



## Tense contrast: present perfect simple, present perfect continuous, past simple

- 1> Think of your family holiday tradition that has been celebrated for a long time. When did it start? How long have you been following it?
- 2> **CD 1.04 LANGUAGE IN CONTEXT** Listen to a dialogue between two friends and answer the questions.
- 1 What has Karl been doing recently?
  - 2 What has he accomplished and not accomplished up to now?
  - 3 What did he do the day before?
- 3> **ANALYSE** Read the dialogue and find examples of the present perfect simple, the present perfect continuous and the past simple.

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

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

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

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

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

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



- 4> In your notebook, complete the rules with the names of the correct tenses from exercise 3. Then match each rule with an example from the dialogue in exercise 3.

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

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

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

? **WHAT'S RIGHT?**

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

- 6> **PRACTISE** In your notebook, complete the dialogues with the correct form of the verbs in brackets. Use the past simple, the present perfect simple or continuous.

- 1 A I <sup>1</sup>  (address) holiday cards for hours! It feels like I'll never finish!  
B I <sup>2</sup>  (not start) mine yet. Actually, I <sup>3</sup>  (buy) them only yesterday.
- 2 A <sup>4</sup>  (you / see) New Year celebrations in Taipei?  
B I <sup>5</sup>  (watch) them on my computer for years, but I <sup>6</sup>  (not see) them in person.  
A My family and I <sup>7</sup>  (travel) there two years ago, and it <sup>8</sup>  (be) amazing! I <sup>9</sup>  (never / see) such amazing fireworks since then!

- 7> **HOUSE** In your notebook, find and correct a mistake in each sentence.

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

- 8> In your notebook, translate the sentences into English.

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

- 9> **NOW YOU DO IT** Work in pairs and discuss the topics below.

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

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

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

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

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

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

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

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

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

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

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



3> **ANALYSE** Find examples in the dialogue in exercise 2 to illustrate each pattern in the table below. Write the answers in your notebook.

	Certain	Less certain
<b>Present/Future</b> • modal verb + infinitive • modal verb + <i>be</i> + <i>-ing</i> form	1 <u>      </u> <i>must be doing</i>	<i>could be</i> 2 <u>      </u>
<b>Past</b> modal verb + <i>have</i> + past participle	<i>must have forgotten</i> 3 <u>      </u>	4 <u>      </u> 5 <u>      </u>

4> **PRACTISE** In your notebook, complete the dialogues with the correct form of the verbs in brackets.

- A Why isn't Debra here yet?  
B She        (*work*). They're very busy this week.

---

- A Do you know Mark Teller?  
B I'm not sure. I        (*meet*) him once at the school fair, but I don't really remember him.

---

- A I've just got a text from Karen. She's already at the cinema.  
B Really? She        (*leave*) her drama class early.

---

- A Did you hear that Sean has turned down our invitation?  
B He        (*do*) that! He told me just yesterday how much he wanted to come.

5> In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use modal verbs.

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

6> In your notebook, translate the Polish parts of the sentences in brackets into English.

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

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

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

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

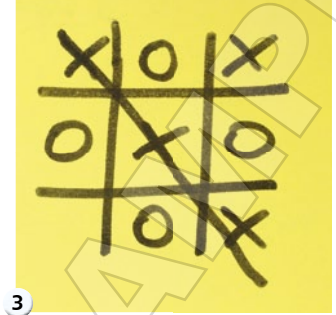




1



2



3

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

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

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

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

- 3) Read the two texts and choose the correct answers.

## Text 1

Last Friday, I was hoping to have a quiet night in. Just me and my book – a new spy story I had wanted to read all week long. Just as I was making myself comfortable on the sofa, the phone rang. It was my friend Tim. He sounded very excited about some escape room in the city centre, and he invited me to go with him and his mates to try it out. 'Come on! It's Friday night. You can't be stuck indoors. I've booked a spy room especially for you.' Frankly, if he hadn't mentioned that last piece of information, I might have turned the offer down, but the idea of playing spies in real life appealed to me. I got ready in no time and we left. On my way there, I didn't really know what to expect. I was both curious and a bit nervous as I am actually not big on group activities, like many other people I know.

On our arrival, the game master explained the rules to us. 'You are a team of spies who have just broken into the office of your colleague. He is suspected of leaking some classified information to your worst enemy,' he said. 'He's planning to drop the information off in a secret location, and your mission is to find out where. However, when you enter the room, you activate the security system, and the door locks behind you. You have 60 minutes to find both the location and escape route before being caught,' he added. And our adventure began.

We split up to look for the clues, and it soon turned out that each clue was connected to another, so we had to share the bits of the information if we wanted to succeed. Eventually, by working together, we figured out the secret location. Hurray! We had only 10 minutes left, and I was beginning to have serious doubts. Racing against time, we searched the room for more hints. I looked up in desperation and there it was. The secret code was written back to front on the lampshade above our heads. We finished right on time! One more second and we would have been caught.

Leaving the building, I really felt like I had just saved humanity from an evil traitor. In all honesty, I had a real laugh. It also made me discover that working with others was not such a bad thing after all. Without a doubt, I had a very exciting night out!

Alice

Like • Share



1 2

## Text 2

**ESCAPE ROOM games** were first invented in Japan and were originally online video games in which a player had to solve some puzzles to find a way out of a mysterious or scary place. Over a decade ago, their real-life version was introduced, and the **fad** for this kind of entertainment began. Escape rooms are growing in popularity, and now most big towns in the world boast at least a few. So, what makes these games so tremendously attractive?

For a start, escape room games are a novelty – they draw crowds of people who want to **have a go at** a new, stimulating activity. Secondly, games like these answer our brain's need to look for patterns and meaning and to solve riddles and mysteries. When we engage in a detective-like game in which we have to do a puzzle, we give our brain what it desires the most – a challenge. Escaping by cracking the code within the given time limit works like a reward for us. Then comes the human need to socialise and get involved in group activities in order to achieve a common goal. Unlike their computer counterparts, escape room games are not solitary **leisure** activities. The success in the game mainly depends on effective cooperation and communication between the team members who discover different clues, which they must share with

- The author of the text
  - was prepared to refuse the invitation.
  - did not need any persuasion to go out.
  - had no alternative plans for that Friday.
  - was enthusiastic about taking part in the game.
- Which of these sentences is **false** according to paragraph 3?
  - The members of the team looked for hints individually.
  - In the end, the final clue was discovered by one team member.
  - The author of the text was unsure of the final result at some point.
  - The team finished the game with a few minutes to spare.
- Which of the following is mentioned in the text as **an opinion**, not a fact?
  - The game had a set time limit.
  - The game was more enjoyable than expected.
  - The game had a storyline.
  - The game had two main objectives.



other participants. The element of physical activity also adds to their appeal. There is a good deal of action and just the right amount of excitement and tension to satisfy most people.

Escape rooms have proved popular with co-workers, who use this form of entertainment as a team building activity, as well as among friends and families as an alternative way of spending the weekend or celebrating someone's birthday. It looks like escape rooms have caught on and are here to stay.

- 4 Which of these statements is not given as a reason for the popularity of escape room games?
- They help people relax.
  - They help employees get on better.
  - They combine a number of activities people like.
  - They require mental effort.
- 5 From both texts we learn that escape room games
- allow people to pretend to be spies.
  - count on the participants' cooperation for a successful outcome.
  - have become a new fashion.
  - may appeal to both the young and the old.

- 4) 📧 In your notebook, complete the email below. Use between two and five words in each gap.

Hej Jasiu,

zastanawiałem się, jakie masz plany na swoje urodziny, i pomyślałem, że może chciałbyś je zorganizować w jednym z escape roomów w naszym mieście. Niedawno czytałem ciekawy <sup>1</sup> \_\_\_\_\_, napisany przez dziewczynę, która została zaproszona do escape roomu przez swojego kolegę. Na początku nie była pewna, czy dobrze zrobiła, zgadzając się na spędzenie piątkowego wieczoru w ten sposób. Idąc na miejsce, odczuwała zarówno <sup>2</sup> \_\_\_\_\_ z powodu udziału w zabawie zespołowej, ale ostatecznie okazało się, że ten rodzaj aktywności bardzo jej odpowiada. Głównym problemem Alice, podobnie jak w twoim przypadku, było to, że <sup>3</sup> \_\_\_\_\_ za grami zespołowymi, ale podczas wieczoru w escape roomie odkryła, że praca w <sup>4</sup> \_\_\_\_\_. Może Ty też się do niej przekonasz? Escape roomy cieszą się teraz sporą popularnością. Ludziom podoba się to, że spędzają czas razem, ruszają się, no i fakt, że <sup>5</sup> \_\_\_\_\_, co jest stymulujące dla mózgu. Co ciekawe, na początku swojego istnienia escape roomy wcale nie były miejscami, w których można spędzić czas z przyjaciółmi, tylko <sup>6</sup> \_\_\_\_\_.

Dasz się namówić? Daj znać!

Krzysiek

- 5) Work in pairs and discuss the questions.

- What do you think of escape rooms? Which aspects of this form of entertainment appeal to you the most/least? Why?
- Do you prefer individual or group activities? Why?

### Vocabulary development

- 6) Study the highlighted words and phrases in the two texts and choose the correct meaning of each expression.

- have a quiet night in** a go to sleep earlier than usual  
b have an evening when you stay at home and relax
- be stuck indoors** a be unable to leave the house  
b stay at home because you fancy it
- be big on sth** a be good at something  
b like something very much
- have a real laugh** a have a good time  
b laugh sincerely
- fad** a a problem you find hard to solve  
b something fashionable for a short time
- have a go at sth** a try to do something  
b go to a new place
- leisure** a hobby      b free time

- 7) 📓 In your notebook, complete the sentences with the correct form of the words and phrases from exercise 6. Which of the statements are true for you? Why?

- I think that escape rooms are just a \_\_\_\_\_ that will only last a year or two.
- Generally speaking, if I have a choice, I prefer to \_\_\_\_\_ rather than go out.
- I often \_\_\_\_\_ at new activities because I like challenges.
- I hate \_\_\_\_\_ on a sunny day, especially when I have to study a lot.
- I love playing games with my family. We always \_\_\_\_\_!

### » Vocabulary challenge! Unit 1, page 112, exercises 2 and 3

- 8) Imagine you work for an escape room company as part of your summer break. You have been asked to prepare a video clip advertising the room to young people. Work in pairs and prepare a short presentation for the clip and then the clip. Include the information below.

- the location, price, opening hours
- the themes of the rooms (e.g. any historical periods, different types of game plots – spy, detective, horror theme)
- the reasons why it's worth visiting

Why don't you visit ...?

We are located in ...

We stay open from ... to ...

We offer great entertainment for less than you imagine.

We offer discounts to ...

Our escape room is a perfect place to ...

You will have a chance to ...



- 1) Work in pairs. In your notebook, write down some words and phrases to describe the picture below. Consider the people, the setting, and the people's actions. How might the people in the picture be feeling?



- 2) **CD 1.06** Listen to a student describing the picture in exercise 1 and answer the questions.
- How does the student interpret the situation?
  - What two phrasal verbs does she use to talk about someone not coming when expected?
- 3) **CD 1.06** Listen again and, in your notebook, complete the sentences in the Phrase Bank with the correct words. Check your answers in the transcript on page 137.

## Phrase Bank

## ► Speculating about a picture

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

- 4) In your notebook, divide the adverbs into four groups according to how strong they are. Then use them to complete statements 1–5 about yourself.
- a bit   extremely   quite   very   rather   really**  
**fairly   terribly   slightly**
- I am  reliable when it comes to meeting with friends.
  - I get  upset when friends stand me up.
  - I become  worried when I don't hear from people I care about.
  - I tend to feel  annoyed when my friends can't agree on what to do.
  - I am  relaxed when it comes to changing plans at the last minute.



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

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

- A young woman is about to open her university examination results.
  - Young parents are bringing their newborn baby home for the first time.
  - A college graduate has received a car as a gift from his grandparents.
  - Some teenagers see a young child about to step into a busy street.
  - A young man has just proposed to his girlfriend and been rejected.
  - A homeless woman has learned that she has won the lottery.
- 6) **CD 1.07** Listen to another student answering three questions about the picture in exercise 1. In your notebook, write down the main points the student makes.
- Why do you think the young woman is worried?
  - How do you feel when your friends are late or don't show up?
  - Describe a situation when a friend didn't show up when you arranged to meet.
- 7) **CD 1.07** Listen again. Which of the phrases with *seem* below does the student use?

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

- 8) Work in pairs. Ask and answer the questions in exercise 6. Use the phrases from exercise 7 and your own ideas.
- 9) Work in pairs. Go to page 118. Take turns doing the speaking task and answering the three questions.



2

# WRITING

## a letter to the editor

1

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

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

2> Read the writing task and the example letter below. Does the author state the aim of the letter? Does the letter include the two underlined elements of the task? Give reasons to support your answer.

Niedawno przeczytałeś/przeczytałaś artykuł, którego autor uważa, że młodzież nie potrafi spędzać wolnego czasu w twórczy sposób i woli posiedzieć przed komputerem. Napisz **list do redakcji**, w którym nie zgodzisz się z autorem tego artykułu. <sup>1</sup>Opisz swój ulubiony sposób spędzania wolnego czasu i <sup>2</sup>wyjaśnij, jakie korzyści płyną z posiadania tego typu hobby.

Dear Sir/Madam,

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

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

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

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

Yours faithfully,  
XYZ

3> Which of the following is true of formal letters? In your notebook, complete the sentences with *use* or *don't use*.

In formal letters

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

4> In your notebook, match the phrases below with their more formal equivalents highlighted in the letter in exercise 2.

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

5> In your notebook, match each of the underlined fragments of the sentences with two of the phrases below.

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

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

6> In your notebook, rewrite the underlined parts of the sentences using formal language from exercises 4 and 5 as well as your own ideas.

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

7> Read the instructions and do the writing task in your notebook.

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



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

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

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

No one **enjoys** being bored, and most of us **want** to fill our every waking moment with activity. We believe that the more we do with our time, the more we will **manage** to achieve. However, contrary to popular belief, what **causes** us to develop our full potential is, quite surprisingly, boredom. When we **continue** to pack our calendars, we **fail** to find the time we need to think more creatively, and we **miss** having the opportunity to reflect on what we are doing. The constant busyness and lack of time **make** us perform less effectively because we are more easily distracted. So, the best piece of advice for you may actually be to **practise** doing less and **continue** choosing activities to say 'no' to. Having quality leisure time **allows** people to relax and **enables** them to do some thinking!



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

1 verb + <i>-ing</i>	<input type="checkbox"/>	4 verb + object + infinitive	<input type="checkbox"/>
2 verb + infinitive	<input type="checkbox"/>	5 verb + infinitive or <i>-ing</i> (little or no change in meaning)	<input type="checkbox"/>
3 verb + object + bare infinitive	<input type="checkbox"/>		

## 4) In your notebook, match the verbs below with one of the patterns above. Sometimes more than one answer is correct.

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

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

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

## 6) In your notebook, translate the Polish parts of the sentences in brackets into English.

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

## 7) Write sentences from the prompts in your notebook.

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

## ! Watch out!

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

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

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

## 8) In your notebook, complete the sentences with the correct form of the verbs in brackets. Give reasons to support your answers.

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

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

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

- 1) Read the text and choose the correct answer a, b, c or d.

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

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



- 2) In your notebook, complete the sentences with the correct form of the verbs in brackets.
- 1 a Did you remember  (*book*) the tickets for the festival?  
b She looks strange to me. I don't remember  (*meet*) her before.
  - 2 a Please try  (*find*) some time this week to celebrate your parents' 30<sup>th</sup> wedding anniversary.  
b You could try  (*get*) her some jewellery if you have no other ideas for a birthday present.
  - 3 a We stopped  (*say*) hello to our friend.  
b I'd like you to stop  (*gossip*) about me behind my back.
  - 4 a My sister regrets  (*not complete*) her English course.  
b We regret  (*inform*) you that the painting workshop will be cancelled tonight.
  - 5 a I meant  (*ask*) you for some advice, but I forgot.  
b Going on this trip means  (*get up*) early in the morning.

- 3) In your notebook, complete the second sentence so that it means the same as the first using the word given. Write no more than five words. Do not change the word given.
- 1 I suppose you were delighted to see your aunt after such a long time. **MUST**  
You  to see your aunt after such a long time.
  - 2 I suggest you buy Joanna a book for her birthday. It's always a safe option. **TRY**  
 a book for her birthday. It's always a safe option.
  - 3 We took up karate about three years ago. **BEEN**  
We  about three years.
  - 4 The last time Paula saw Tom was last week. **SEEN**  
Paula  last week.

- 4) In your notebook, translate the Polish parts of the sentences in brackets into English.
- 1 If Jill isn't here, she  (*na pewno ćwiczy grę*) the piano.
  - 2 This event  (*zawsze przyciągał*) crowds of people.
  - 3 I  (*nie mogę się powstrzymać od śmiechu*) at this joke.
  - 4 My grandparents  (*byli małżeństwem przez 40 lat*). Doesn't that sound great?
  - 5 Alan  (*nie mógł powiedzieć*) all this. We are friends and he never talks behind my back.

- 5) **CD 1.08** Listen to sentences 1–4 and choose the correct reactions (a–e). There is one reaction which you do not need to use.
- a Don't mention it.
  - b He comes across as very friendly and sociable.
  - c He can't have. There was no sign of him anywhere.
  - d He turned out to be a great speaker.
  - e He'd been meaning to, but he must have forgotten.
- 6) **Work in pairs and answer the questions.**  
Have you been to a cultural festival? If so, what was the event like? If not, what festival would you like to visit?

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

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



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

1) Choose the correct option to complete the sentences.

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

—/8

2) Complete the sentences with appropriate prepositions.

- The club is always packed *\_\_\_* people on Saturday night.
- Let's set our party *\_\_\_* as an event on Facebook.
- We sent *\_\_\_* invitations this morning.
- Helen is not really big *\_\_\_* group activities.
- My congratulations *\_\_\_* your achievement!

—/5

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

- We couldn't have this venue because it was booked for a *\_\_\_ (retire)* party.
- I was *\_\_\_ (mistake)* when I said that you couldn't make a *\_\_\_ (book)* at this restaurant.
- Jim has invited all his *\_\_\_ (relate)* to his birthday party.
- Our *\_\_\_ (graduate)* party was *\_\_\_ (stand out)*.
- You don't want to be stuck *\_\_\_ (door)* on such a beautiful day, do you?

—/7

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

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

—/8

5) Complete the sentences using the prompts in brackets.

- I'm not sure what Agnes is up to at the moment. She *\_\_\_ (may / get ready)* for her date with Tim.
- I *\_\_\_ (must / ring you)* a hundred times! Why didn't you answer?
- Olaf couldn't *\_\_\_ (enjoy / he)* at the party because he came back home an hour after it started.
- We have no idea why Jemma came so late to the meeting. She *\_\_\_ (may / forget)* about it.
- The DJ at our graduation party *\_\_\_ (keep / encourage / guests)* dance all the time.

6 Nothing would *\_\_\_ (make / I / take part)* an escape room game.

7 I *\_\_\_ (not remember / invite / Tom)* for dinner, so when he came, I was surprised.

—/7

6) Translate the sentences into English.

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

—/5

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

Dear Sir,

<sup>1</sup>I'm writing in response to the article which <sup>2</sup>says that youth <sup>3</sup>don't enjoy playing board games. I think this is a <sup>4</sup>completely wrong idea. <sup>5</sup>I think that playing board games is popular among young people. <sup>6</sup>Also, this <sup>7</sup>way of spending free time enables them to socialise.

<sup>8</sup>People often think that teenagers spend their free time in front of their computers, but let me <sup>9</sup>point out that this is not always the case.

<sup>10</sup>Best wishes,

XYZ

—/9

8) Complete the text with appropriate words.

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

—/6



9) Work in pairs and test each other.

Student A: go to page 123.

Student B: go to page 129.

## Socialising / Spotkania

**book a venue** /ˈbʊk ə ˈvenjuː/ zarezerwować lokal  
**catch up** /ˈkætʃ ʌp/ nadrobić zaległości,  
 dowiedzieć się, co słyshać  
**make a night of it** /ˈmeɪk ə ˈnaɪt əv ɪt/ imprezować  
 do późna  
**organise a get-together** /ˌɔː(r)ɡənəɪz ə ˈɡet.tə.ɡeðə(r)/  
 organizować spotkanie  
**put together a guest list** /pʊt tə.ɡeðə(r) ə ˈɡest  
 list/ sporządzić listę gości  
**send out invitations** /send ˌaʊt ɪnviˈteɪʃ(ə)nz/  
 wysłać zaproszenia  
**set it up as an event** /set ɪt ʌp əz ən ɪˈvent/  
 utworzyć wydarzenie (np. na Facebooku)  
**throw a big do** /θrəʊ ə ˈbɪɡ ˈduː/ zorganizować  
 dużą imprezę

Holidays and celebrations /  
Święta i uroczystości

**anniversary celebration** /ˌæniˈvɜː(r)s(ə)ri  
 seləˌbreɪʃ(ə)n/ jubileusz  
**baby shower** /ˈbeɪbi ˌʃəʊə(r)/ przyjęcie  
 organizowane przed narodzinami dziecka  
**birthday party** /ˈbɜː(r)θdeɪ ˌpɑː(r)tɪ/ przyjęcie  
 urodzinowe  
**booking** /ˈbʊkɪŋ/ rezerwacja  
**graduation celebration** /ˌɡrædʒuːˈeɪʃ(ə)n  
 ˌseləˌbreɪʃ(ə)n/ przyjęcie z okazji ukończenia  
 szkoły  
**mistaken** /mɪˈsteɪkən/ (być) w błędzie  
**outstanding** /aʊtˈstændɪŋ/ wyjątkowy, niezwykły  
**packed** /pækt/ zatłoczony, przeludniony  
**reception** /rɪˌsepʃ(ə)n/ przyjęcie  
**relative** /ˈrelatɪv/ krewny/krewna  
**retirement party** /rɪˈtaɪə(r)mənt ˌpɑː(r)tɪ/ przyjęcie  
 z okazji przejścia na emeryturę  
**thrilled** /θrɪld/ zachwycony  
**wedding reception** /ˈwedɪŋ rɪˌsepʃ(ə)n/ przyjęcie  
 weselne

Congratulatory and wishes /  
Gratulacje i życzenia

**Best wishes for a happy, healthy baby!**  
 Najlepsze życzenia z okazji narodzin dziecka!  
**Congratulations on your achievement.**  
 Here's to your future! Gratulacje z okazji  
 dotychczasowych sukcesów! Powodzenia  
 w przyszłości!  
**Congratulations to another twenty years  
 of a happy marriage!** Za kolejne szczęśliwe  
 dwadzieścia lat małżeństwa!  
**Here's to the newlyweds!** Wszystkiego dobrego  
 dla nowożeńców!

## Games and fun activities / Gry i zabawy

**be big on sth** /bi ˈbɪɡ ɒn ˌsʌmθɪŋ/ mieć bzika na  
 punkcie czegoś

**be stuck indoors** /bi ˈstʌk ɪnˌdoː(r)z/ siedzieć  
 w domu, być zamkniętym w czterech ścianach  
**fad** /fæd/ chwilowa moda  
**have a go at sth** /hæv ə ˈɡəʊ ət ˌsʌmθɪŋ/  
 spróbować czegoś  
**have a quiet night in** /hæv ə ˌkwaɪət ˈnaɪt ɪn/  
 spędzać spokojnie wieczór w domu  
**have a real laugh** /hæv ə ˌriəl ˈlɑːf/ świetnie się  
 bawić  
**leisure** /leɪʒə(r)/ czas wolny

## Games / Gry

**battleships** /ˈbæt(ə)lɪʃɪps/ gra w statki  
**board games** /ˈbɔː(r)d ˌɡeɪmz/ gry planszowe  
**computer games** /kəmˈpjʊːtə(r) ˌɡeɪmz/ gry  
 komputerowe  
**draughts** /draːfts/ warcaby  
**hangman** /ˈhæŋmən/ gra w wisielca  
**hide-and-seek** /haɪd ənd ˈsiːk/ zabawa  
 w chowanego  
**hopscotch** /ˈhɒp.skɒtʃ/ gra w klasy  
**Ludo** /ˈluːdəʊ/ Chińczyk  
**noughts and crosses** /ˌnɔːts ənd ˈkrɒsɪz/ kółko  
 i krzyżyk  
**outdoor games** /aʊtˈdoː(r) ˌɡeɪmz/ zabawy  
 na świeżym powietrzu  
**pencil-and-paper games** /ˌpens(ə)l ənd ˈpeɪpə(r)  
 ˌɡeɪmz/ gry z wykorzystaniem papieru i ołówka  
**role-playing games (RPG)** /ˌrɔːlpleɪɪŋ ˌɡeɪmz ˌɑː(r)  
 piː ˈdʒiː/ gry fabularne, RPG  
**scavenger hunt** /ˈskævɪŋdʒə(r) ˌhʌnt/ gra, w której  
 uczestnicy muszą zebrać zestaw różnych  
 przedmiotów  
**Scrabble** /ˈskræb(ə)l/ gra Scrabble  
**shooter games** /ˈʃuːtə(r) ˌɡeɪmz/ gry komputerowe  
 polegające na strzelaniu, strzelanki  
**tug-of-war** /ˈtʌɡ əv ˌwɔː(r)/ przeciąganie liny  
**word games** /wɜː(r)d ˌɡeɪmz/ gry słowne

## Formal language / Język formalny

**beneficial** /ˌbenɪˈfɪʃ(ə)l/ korzystny, pozyteczny  
**claim** /kleɪm/ twierdzić, utrzymywać  
**emphasise** /ˌemfəsaɪz/ podkreślać, uwypuklać  
**form of recreation** /ˌfɔː(r)m əv ˌrekriˈeɪʃ(ə)n/ forma  
 rozrywki, rekreacji  
**furthermore** /ˈfɜː(r)ðə(r)ˌmɔː(r)/ ponadto  
**give sb pleasure** /ɡɪv ˌsʌmbədi ˈpleʒə(r)/ sprawiać  
 komuś przyjemność  
**leisure activity** /leɪʒə(r) ækˈtɪvətɪ/ zajęcia  
 w wolnym czasie  
**misconception** /ˌmɪskənˈsepʃ(ə)n/ błędne  
 przekonanie

## Other words / Inne wyrazy

**absent-minded** /ˌæbs(ə)nt ˈmaɪndɪd/ roztrągniiony,  
 nieuważny  
**be up to sth** /bi ˈʌp tə ˌsʌmθɪŋ/ robić coś,

porabiać  
**boast sth** /ˈbəʊst ˌsʌmθɪŋ/ szczycić się, chlubić się  
 czymś  
**burst into tears** /bɜː(r)st ɪntə ˈtiə(r)z/ wybuchnąć  
 płaczem  
**catch on** /kætʃ ˈɒn/ przyjąć się, zyskać  
 popularność  
**ceremony** /ˌserəˈmɒni/ uroczystość, ceremonia  
**classified information** /ˌklæsɪfaɪd ɪnfə(r)ˈmeɪʃ(ə)n/  
 informacja poufna  
**clue** /kluː/ wskazówka, podpowiedź  
**contrary to sth** /kɒntrəri tə ˌsʌmθɪŋ/ wbrew  
 czemuś  
**crack a code** /kræk ə ˈkəʊd/ złamać kod  
**distracted** /dɪˈstræktɪd/ zdekoncentrowany,  
 rozproszony  
**drop sb a line** /ˌdrɒp ˌsʌmbədi ə ˈlaɪn/ napisać  
 do kogoś  
**extended family** /ɪkˈstendɪd ˈfæm(ə)li/ dalsza  
 rodzina  
**family gathering** /ˌfæm(ə)li ˈɡæðərɪŋ/ spotkanie  
 rodzinne  
**gain in popularity** /ɡeɪn ɪn ˌpɒpjʊˈlærəti/ zyskiwać  
 popularność  
**greetings card** /ˈɡriːtɪŋz ˌkɑː(r)d/ kartka  
 z życzeniami  
**hazard a guess** /ˌhæzə(r)d ə ˈɡes/ zaryzykować  
 przypuszczenie  
**host sth** /hɒst ˌsʌmθɪŋ/ być gospodarzem,  
 organizować  
**leak** /liːk/ ujawniać (informacje)  
**make it** /meɪk ɪt/ dotrzeć, dać radę  
**nappy** /ˈnæpi/ pielucha  
**nevertheless** /ˌnevə(r)ðəˈles/ niemniej, jednakże  
**occasion** /əˈkeɪʒ(ə)n/ okazja, powód świętowania  
**on purpose** /ɒn ˈpɜː(r)pəs/ celowo, umyślnie  
**overhear** /əʊəvə(r)ˈhɪə(r)/ podsłuchiwać  
**pregnancy** /ˈpregnənsɪ/ ciąża  
**profitable** /ˈprɒfɪtəb(ə)l/ dochodowy, zyskowy  
**reunion** /riːˈjuːniən/ zjazd (rodzinny)  
**setting** /ˈsetɪŋ/ otoczenie, sceneria  
**show up for an appointment** /ʃəʊ ʌp fə(r) ən  
 əˈpɔɪntmənt/ przyjść na spotkanie  
**slip your mind** /slɪp jə(r) ˈmaɪnd/ umknąć  
 (z pamięci)  
**solitary** /ˈsɒlət(ə)ri/ samotny, w pojedynkę  
**stand sb up** /stænd ˌsʌmbədi ʌp/ wystawić  
 kogoś, nie przyjść na spotkanie  
**turn down an offer** /tɜː(r)n ˌdaʊn ən ˈɒfə(r)/  
 odrzucić ofertę  
**turn up** /tɜː(r)n ʌp/ pojawić się, przyjść

## Challenge!

**achieve / reach a goal** /əˈtʃiːv ˌriːtʃ ə ˈɡəʊl/  
 osiągać cel  
**approachable** /əˈprəʊtʃəb(ə)l/ przyjazny,  
 przystępny  
**attract / draw / pull (in) crowds of people**  
 /əˈtrækt ˌdrɔː ˌpʊl ɪn ˈkraʊdz əv ˌpiːp(ə)l/  
 przyciągać tłumy ludzi  
**(be) a scream** /bi ə ˈskriːm/ (być) przezabawnym  
**do an activity** /duː ən ækˈtɪvətɪ/ wykonywać jakąś  
 czynność  
**engage in / take part in an activity** /ɪnˌɡeɪdʒ ɪn  
 ˌteɪk ˌpɑː(r)t ɪn ən ækˈtɪvətɪ/ brać udział w jakiejś  
 czynności, zdarzeniu

**free-time / leisure activity** /friːˌtaɪm ˌleɪʒə(r)  
 ækˈtɪvətɪ/ hobby, rozrywka  
**good sport** /ˈɡʊd spɔː(r)t/ równy gość (osoba  
 pogodna, z dystansem do siebie, chętna do  
 pomocy innym)  
**gregarious** /ɡrɪˈɡeəriəs/ rozmowny, towarzyski  
**hang out / mess about / socialise with your  
 friends** /hæŋ ˈaʊt ˌmes əˈbaʊt ˌsəʊʃəlaɪz wɪθ jə(r)  
 ˌfrendz/ spędzać czas z kolegami/koleżankami  
**invent a puzzle** /ɪnˌvent ˌə ˈplʌz(ə)l/ wymyślić  
 łamigłówkę  
**loner** /ˈlɒnə(r)/ samotnik/samotniczka  
**pursue a goal** /pə(r)sjuː ə ˈɡəʊl/ dążyć do celu

**solve / do a puzzle** /sɒlv ˌduː ə ˈplʌz(ə)l/  
 rozwiązywać łamigłówkę, zagadkę  
**stimulating activity** /ˌstɪmjʊleɪtɪŋ ækˈtɪvətɪ/  
 stymulujące zajęcie  
**the centre of attention** /ðə ˌsentə(r) əv əˈtenʃ(ə)n/  
 centrum uwagi  
**the life of the party** /ðə ˌlaɪf əv ðə ˌpɑː(r)tɪ/ dusza  
 towarzystwa  
**wet blanket** /wet ˈblæŋkɪt/ smutas, sztywniak  
 (osoba psująca innym nastrój)



# 2

## Success and failure

### VOCABULARY describing levels of performance

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

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



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



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



2) In your notebook, match some of the words and phrases in bold from the texts in exercise 2 with the definitions below.

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

4) CD 1.09 Listen to a sportsperson talking about their career. Answer the questions.

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

» **Vocabulary challenge!** Unit 2, page 112, exercise 1

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

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

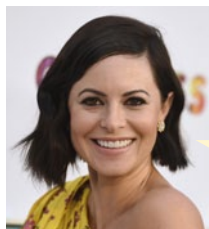
3) In your notebook, complete the text with the words and phrases below.

**lead victories winning undefeated loss fall second neck and neck match**

Generally, athletes have very short careers. They can be <sup>1</sup> at the age of 25, never losing a contest – then they suddenly suffer a serious <sup>2</sup>, or just come in <sup>3</sup> in a type of contest where they are normally first, and it looks like the beginning of the end. Some athletes want to keep trying. Maybe they were in the <sup>4</sup> for so long that they can't accept that their <sup>5</sup> streak might be at

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





Stop competing with others.  
Start competing with yourself.

SOPHIA AMOROSO

- 1 Explain in your own words what the quote above means. Does it apply to your own life? How?
- 2 Look at the picture. What sport is it? What do you think the rules might be? What other unusual sports can you name?



- 3 **CD 1.10** Listen to the interview and, in your notebook, complete the sentences.
  - 1 The sport they are discussing is popular .
  - 2 Lucy first moved to Singapore when she .
  - 3 When Lucy first saw sepak takraw, she thought it .
  - 4 In sepak takraw, the winning team has to .
  - 5 During the game, it is easy to get .
- 4 **CD 1.10** Listen again and choose the correct answers.
  - 1 Before taking up sepak takraw, Lucy
    - a knew a little about the sport.
    - b had not participated much in sports.
    - c had played a similar sport.
    - d had seen it played on television.
  - 2 Which sentence is true regarding the rules of sepak takraw?
    - a Players must be replaced regularly during the game.
    - b Players may only touch the ball with their lower limbs.
    - c The ball must never touch the floor.
    - d A match can end in a draw.
  - 3 What does Lucy say about getting ready for a match?
    - a It needs no preparation at all.
    - b You can do a quick warm-up and stretch.
    - c You should practise jumping and kicking.
    - d You must take time to prepare your muscles.
  - 4 What does Lucy say about sepak takraw in the UK?
    - a It is already very well-known.
    - b It is becoming increasingly popular.
    - c It interests football fans.
    - d It is more or less unknown.

- 5 In your notebook, rewrite the sentences using the phrasal verbs below in the correct form.
 

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

  - 1 Sue decided to start playing polo after watching a friend play.
  - 2 Do you think sepak takraw will become popular in Poland?
  - 3 Tim had to stop running the race after he hurt his foot.
  - 4 I became interested in dance after seeing my sister perform.
  - 5 Our school doesn't have a track team, so we are going to organise one.
  - 6 Because of my injury, I had to stop doing sports for a while.
  - 7 It's important to prepare your body slowly before strenuous exercise.
  - 8 Sue is going to participate in her first swimming competition tomorrow.
- 6 **CD 1.11** Listen to the podcast. Answer the questions.
  - 1 What activities does Devin take part in?
  - 2 What does he say is true of those activities?
  - 3 Who do you compete against in the activities Devin enjoys?
  - 4 Why are exam scores mentioned?
  - 5 According to Devin, what should be appreciated rather than final sports or exam results?
- 7 **CD 1.11** Listen again and, in your notebook, complete the sentences with the correct words.
  - 1 Devin believes that most people who follow sports  and losing.
  - 2 He is not sure if athletes are being  they focus mainly on improving themselves.
  - 3 He feels that athletes  the attitudes of the public.
  - 4 Devin would prefer  by how much they want to improve.
  - 5 Devin believes that failure  in becoming successful.
- 8 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.
  - 1 Do you agree or disagree with Devin's opinions about competing? Why?/Why not?
  - 2 Do you think that failure can be a useful part of life? Why?/Why not?
  - 3 Consider this quote by Michael Jordan: 'I can accept failure. Everyone fails at something. But I can't accept not trying again.' How do you understand his words? Do you agree with them? Why?/Why not?
  - 4 Do you think successful people should try to influence public opinion in fields other than their own; for example, should famous athletes talk about politics? Why?/Why not?



## Past tenses

- 1) Have you ever taken part in a sporting event or another type of competition? Did you have to prepare before the competition took place? What was the result?
- 2) **LANGUAGE IN CONTEXT** Read the text in exercise 3 and answer the questions.
- 1 What happened to Kristen yesterday?
  - 2 Why didn't her teachers want her to compete at the age of thirteen?
  - 3 What happened in her first competition? How does she explain it?
- 3) **CD 1.12** In your notebook, complete the article with the correct past tense form of the verbs in brackets. Then listen and check.



Figure-skater Kristen Lane <sup>1</sup> \_\_\_ (*practise*), as usual, early yesterday morning when she <sup>2</sup> \_\_\_ (*hear*) the news that the National Skating Committee <sup>3</sup> \_\_\_ (*choose*) her to be on the national team. 'I <sup>4</sup> \_\_\_ (*not expect*) to hear anything for days,' the 16-year-old skater said. 'So I <sup>5</sup> \_\_\_ (*be*) totally surprised. I actually <sup>6</sup> \_\_\_ (*stop*) skating for a while and <sup>7</sup> \_\_\_ (*sit*) down to take in the news.' Kristen was a late starter by the standards of the figure-skating world. 'I <sup>8</sup> \_\_\_ (*never skate*) at all before I turned ten years old,'

she explains. 'Then, my mum <sup>9</sup> \_\_\_ (*take*) some friends and me to an ice rink for a birthday treat, and I was instantly hooked! I worked really hard to catch up with the other students. But when I <sup>10</sup> \_\_\_ (*want*) to compete at the age of thirteen, my teachers told me I <sup>11</sup> \_\_\_ (*skate*) long enough. They thought I would be too nervous and have problems.' After Kristen convinced her teachers to let her enter one competition, she <sup>12</sup> \_\_\_ (*work*) harder than ever. And to everyone's surprise, she <sup>13</sup> \_\_\_ (*win*) a medal. 'I <sup>14</sup> \_\_\_ (*practise*) every day for about five hours, morning and evening, just because I <sup>15</sup> \_\_\_ (*not want*) to embarrass myself or my teachers. I knew I was good, but it hadn't occurred to me that I might win anything!'

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

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

## ? WHAT'S RIGHT?

Did Susan win the swimming competition?

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

- 5) **PRACTISE** In your notebook, complete the sentences with the correct past tense form of the verbs in brackets.

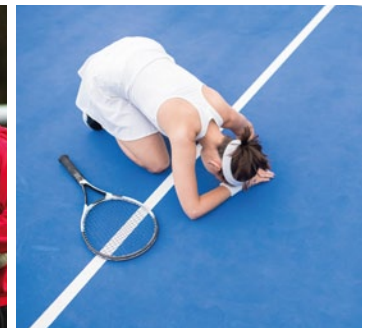
- 1 \_\_\_ (*Colin / decide*) which team he \_\_\_ (*want*) to play for before he was drafted?
- 2 Jamie \_\_\_ (*go*) to the rink, \_\_\_ (*put*) on his skates and \_\_\_ (*start*) his warm-up routine.
- 3 Dennis \_\_\_ (*try*) to join the team three times before he was accepted.
- 4 Strangely, I \_\_\_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

- 6) **IN YOUR NOTEBOOK** In your notebook, translate the sentences into English.

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

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

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



## Talking about present and past habits

- 1> Talk about a habit you currently have that involves sport or exercise. How often do you do it? Are there any activities you did in the past that you no longer keep up?
- 2> **CD 1.13 LANGUAGE IN CONTEXT** Listen to two people talking about their exercise routines. Answer the questions.
- How often did David use to run? How often does he run now?
  - What was Kim's opinion of exercise before?
  - What offer does David make?
- 3> **ANALYSE** Go to the transcript on page 138. Copy and complete the table with the example sentences for each structure. Then answer the questions.

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

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

### Tip

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

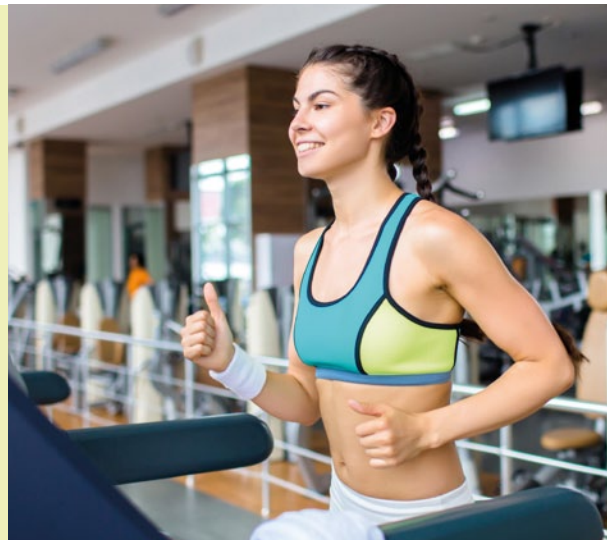
- 4> **PRACTISE** In your notebook, complete the blog entry with the correct form of the words in brackets. Use the correct structures to talk about habits. There may be more than one possible answer.

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

- 5> In your notebook, rewrite the underlined parts of the sentences. Use the structures for habits.
- Sam once believed he could be a professional footballer, but later he realised he wasn't skilled enough.
  - Sarah is in the habit of doing yoga every day before school.
  - In the past, Kevin lost his temper when things didn't go his way, and it got on everyone's nerves.
  - Some professional tennis players have the annoying habit of shouting when they hit the ball.
- 6> In your notebook, translate the Polish parts of the sentences in brackets into English.
- When I was a little boy, I  (*miałem w zwyczaju biegać*) around for hours, but now I quickly get tired.
  - Mary  (*ciągle krytykuje*) the way I play baseball. It drives me crazy!
  - I don't enjoy exercising, but I  (*codziennie chodzę na siłownię*).
  - Tom  (*chodził na trening hokejowy*) every weekend, but lately he is more interested in swimming.

### » Grammar challenge! Unit 2, page 113, exercise 1

- 7> **NOW YOU DO IT** Work in pairs. Talk about the following situations. Use the structures for habits.
- Talk about an activity which you didn't want to try in the past, but which you enjoy on a regular basis now.
  - Describe three things which your sibling or close friend does that really get on your nerves.
  - Imagine you are a professional sports star. Describe the things you do on a daily basis.
  - Talk about a dream or ambition you had when you were younger which no longer seems possible.







FOULING



MATCH-FIXING



DOPING

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

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

2) Read the three texts. In your notebook, match them with the correct headlines below. There are two extra headlines.

- 1 **PAYING THE HIGHEST PRICE**
- 2 **Exposing a cheat by accident**
- 3 **GIVING THE DRUGS UP**
- 4 **BUYING SUCCESS**
- 5 **COMPETING AGAINST THE BEST**

3) Decide if the following statements refer to one, two or all three athletes described in texts A–C. In your notebook, match each statement with one, two or all three texts.

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

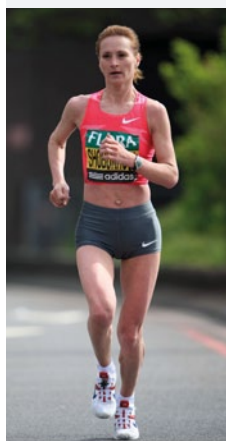
### A

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



### B

When Liliya Shobukhova, the second fastest female marathon runner in history, admitted to doping and bribery, it shocked the world of athletics. The disbelief was even greater when the investigation into this scandal showed that the athlete had been blackmailed by three top Russian IAAF officials who, in exchange for the money, covered up the irregularities in her biological passport (an electronic record in which the results of doping tests are compared to detect illegal substances). When, in 2014, she refused to pay, she was banned from competitive events for life. This is what made her come clean. Consequently, she was stripped of all her medals and titles.



However, there was a positive outcome: the scandal exposed the enormous scale of doping and corruption in Russian athletics and made the World Anti-Doping Agency take tough action against it.



### C

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

- 4> 📖 In your notebook, complete the sentences with the information from the texts in exercise 2.

**Text A**

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

**Text B**

- 3 Liliya Shobukhova refused      anymore, and that's why she came clean, which resulted in her ban later on.
- 4 All her sports trophies      as a result of the scandal.

**Text C**

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

- 5> 📧 In your notebook, complete the email with the information from the texts in exercise 2.

Hi Josh!

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

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

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

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

Any good? Let me know.

Best,  
Sylvia

- 6> Work in pairs and answer the questions.

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

## Vocabulary development

- 7> In your notebook, match 1–8 with a–h to form phrases. Then translate the expressions into Polish.

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

- 8> 🏠 In your notebook, complete the sentences with the phrases from exercise 7 in the correct form.

- 1 The athlete     . She said she had been forced to make the payments.
  - 2 Some athletes      because they believe the substances will help them      and, in this way, beat their opponents.
  - 3 All the athletes who are found guilty of cheating should     . They should lose every single one.
  - 4 The runner was only      during this season, but I think he should have been      and never allowed to compete again.
  - 5 The officials had been suspecting mechanical doping for a while, so they decided to      bikes more frequently to catch any dishonest cyclists.
  - 6 When athletes decide to      suddenly, they often begin to feel severely depressed.
- 9> Find words which were made from the following root words in the texts in exercise 2. What parts of speech are they? Translate them into Polish.

promise strong close sculpt believe regular  
compete mistake discover

- » **Vocabulary challenge!** Unit 2, pages 112–113, exercises 2, 3, 4 and 5

- 10> Read the information about steroid abuse among teens below. Record a short clip to be used as part of a social campaign to alert young people to the dangers of steroid abuse. Include the information below. Present it in class.
- Explain how dangerous the problem is.
  - Say what makes young people turn to performance-enhancing drugs.
  - Warn peers about the consequences of taking such drugs.
  - Suggest where to turn to for help.

### STEROID ABUSE AMONG TEENS/YOUTH (12–19 years old)

About **one in 20** teenagers have used steroids

It takes about **1** second to find steroids for sale online!

**Reasons:** to look more attractive, to have better results in sports competitions, to boost self-esteem

**Consequences:** mood swings, aggression, oily skin and acne, depression, paranoia, hyperactivity



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



- 2) **CD 1.14** Listen to students doing the task below. Which points do they agree on? Which points do they disagree on?

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

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

- 3) **CD 1.14** Listen again. Answer the questions.

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

- 4) In your notebook, complete the sentences with the correct words or phrases. Check your answers in the transcript on page 138.

#### Phrase Bank

##### ► Raising a point

So we're <sup>1</sup> \_\_\_ to discuss ideas for ...

What <sup>2</sup> \_\_\_ organising ...?

We need to <sup>3</sup> \_\_\_ how to promote the event.

##### ► Agreeing and disagreeing

I'm not <sup>4</sup> \_\_\_ I agree because ...

That's an <sup>5</sup> \_\_\_ idea! | OK, we're in <sup>6</sup> \_\_\_ about that.

Oh no, I can't go <sup>7</sup> \_\_\_ with that.

I'm <sup>8</sup> \_\_\_ you, though, if you mean ...

That would be <sup>9</sup> \_\_\_! | That <sup>10</sup> \_\_\_ work.

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

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

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

- 7) **CD 1.15** Listen to two students discussing the arts day at school. Did they reach the same solutions you did? If not, how did your ideas differ? What factors influenced your choices?

- 8) **CD 1.15** Listen again. Choose the correct words to complete the phrases with *would* that the students use and write them in your notebook.

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

- 9) **CD 1.15** Work in pairs and role-play the speaking task below. Use the language from the lesson.

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

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

- 1) 📖 In your notebook, complete the text with the correct form of the words below. There are two extra words.

fit enable devote protest differ health  
let impress

**Not everybody is into sports, and not everybody is a <sup>1</sup> \_\_\_ sports fan.**

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



! **Watch out!**

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

- 2) 📖 In your notebook, rewrite the sentences below, using *It is / was the first time ...*

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

- Jo has never taken part in a sports competition before.
- It was our second time skiing in the Alps.
- It's my first time in the gym.
- It was Jack's third foul in the match.

- 3) 📖 In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- Kirstin won the race because she \_\_\_ (*practise / months*) before the competition.
- \_\_\_ (*you / use / play*) outside a lot when you were younger?
- My brother \_\_\_ (*always / borrow*) my tennis racket without asking! How annoying!
- I \_\_\_ (*get into / swim*) long before I joined this club. It has always been my passion.
- It was the second time this athlete \_\_\_ (*drop*) of the marathon because of an injury.
- Luke \_\_\_ (*be / lead*) since the race began. It looks like he may win it.

- 4) 📖 In your notebook, complete the second sentence so that it means the same as the first using the words given. Use no more than five words. Do not change the word given.

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

- 5) 📖 In your notebook, translate the sentences into English.

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

- 6) **WHAT DO YOU THINK?** Work in pairs and answer the questions.

- Do you support the ideas expressed by the group *Sports Suck*? Why?/Why not?
- Should children and teenagers be encouraged to play competitive sports? Why?/Why not?



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

## THREE RACES – ONE GOAL



3.8 km  
swim



180 km  
bicycle ride



42.2 km marathon  
without a break

- 1 What information about an Ironman Triathlon can you gather from the pictures above? What aspects of this event make it so challenging?
  - 2 What may motivate people to participate in such an event?
  - 3 What preparation does this competitive sports event involve?
- 2) Read the writing task and the example article below. Find two elements of the task and answer the questions (1–2).

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

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

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

- 3) Read the article in exercise 2 again and decide where each of the following paragraphs should start and end.
- |                |               |
|----------------|---------------|
| 1 Introduction | 3 Paragraph 2 |
| 2 Paragraph 1  | 4 Conclusion  |

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

- BE SENSIBLE ABOUT IT!**
- READY TO RISK IT ALL?**
- IRON MAN FEELS IRONED**
- NO PAIN, NO GAIN**
- TO TRAIN OR NOT TO TRAIN**

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

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

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



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

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

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

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

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

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

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

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

8) In your notebook, match the highlighted phrases from the article in exercise 2 with the expressions from the Phrase Bank which have a similar meaning.

#### Phrase Bank

##### ► Narrating

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

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

#### Phrase Bank

##### ► Ordering your points

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

10) In your notebook, write a paragraph of an article using the prompts below as well as the phrases from exercise 9.

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

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

People / play team sports / chance / make new friends. Doing sport / certainly / benefit / individual / more ways than one.

11) Choose the correct option to complete the text. Write the answers in your notebook.

My sister <sup>1</sup>*was feeling / had been feeling* low for some time and no one had any idea of how to help her. I knew she **wanted** a change in her life, so I **said** she should **take up** a sport.

<sup>2</sup>*Initially / Eventually*, she regarded the idea as 'suitable only for people with **great** motivation'. However, after a few days, she **said** that she would try. She signed up for a karate course, and <sup>3</sup>*it was not long before / as soon as* she became fascinated by this sport. She did not mind all the **hard** training she <sup>4</sup>*must do / had to do*. She <sup>5</sup>*would spend / had spent* a few hours in the karate club every day, and she never complained. Actually, <sup>6</sup>*the moment / soon afterwards* she **took up** karate, she grew more self-confident and became a more optimistic person. Her case proved that sport can have a **great** effect on a person. <sup>7</sup>*What is more / Primarily*, it can help people make a difference in their lives. All you need to do is to **want** a change! Then, even **hard** exercise is not a problem.

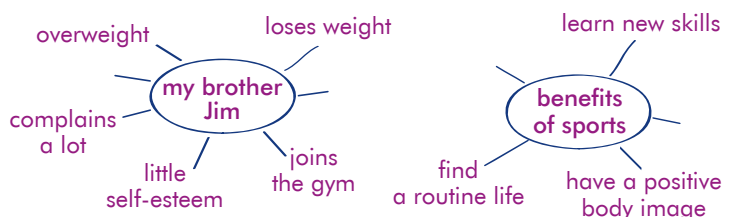


12) In your notebook, replace some of the highlighted words and expressions from the text in exercise 11, which have been repeated. Use the words below in the correct form.

**suggest incredible crave start practising announce extraordinary demanding**

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

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



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



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

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

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

\_\_\_/12

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

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

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

\_\_\_/15

3> Correct five mistakes in the text.

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



\_\_\_/5

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

When Eric Moussambani Malonga went to the Olympics in Australia in 2000, he <sup>1</sup>  (*never / take part*) in a competition. In fact, he <sup>2</sup>  (*be*) there only because the International Olympic Committee <sup>3</sup>  (*set up*) a lottery system before to allow athletes from developing countries to compete on an international stage. Moussambani, who is from Equatorial Guinea in Africa, <sup>4</sup>  (*swim*) regularly since he left school, but he <sup>5</sup>  (*not train*) to compete in any sport. By the time he arrived in Sydney, he <sup>6</sup>  (*train*) for less than three months, and he <sup>7</sup>  (*still / never / see*) an Olympic-size swimming pool. Obviously, he <sup>8</sup>  (*fail*) to qualify for the main events, but some members of the public <sup>9</sup>  (*feel*) inspired by his fighting spirit.

\_\_\_/9

5> Choose the correct option to complete the dialogue.

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

\_\_\_/17

6> Complete the text with the correct phrases using the prompts in brackets. Then replace the words and phrases in italics to avoid repetition.

**HARRY'S BLOG**



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

\_\_\_/14

7> Work in pairs and test each other.

- Student A: go to page 123.  
Student B: go to page 129.

**Describing levels of performance /  
Opis osiągnięć sportowych**

**be an/no equal match (for sb)** /bi ən, nəʊ ,i:kwəl 'mætʃ fə(r), ,sʌmbədi/ być/nie być godnym przeciwnikiem (dla kogoś)  
**be in great form** /bi in ,ɡreɪt 'fɔ:(r)m/ być w świetnej formie  
**be in the lead** /bi in ðə 'li:d/ prowadzić  
**be neck and neck (with sb/sth)** /bi: 'nek ən 'nek wiθ ,sʌmbədi, ,sʌmθɪŋ/ iść łąb w łąb (z kimś/ czymś)  
**be on a winning/losing streak** /bi ɒn ə ,wɪnɪŋ, ,lu:zɪŋ 'stri:k/ mieć dobrą/złą passę  
**catch up (with sb)** /kætʃ 'ʌp wiθ ,sʌmbədi/ nadrobić stratę, nadgonić, doścignąć  
**champion** /tʃæmpiən/ mistrz/mistrzyni; czempion  
**come in first/second** /kʌm in fɜ:(r)st, 'sekənd/ być pierwszym/drugim na mecie  
**end in a draw** /end in ə 'drɔ:/ zakończyć się remisem  
**fall behind** /fɔ:l bi 'haɪnd/ pozostawać w tyle  
**fight to the finish** /,faɪt tə ðə 'fɪnɪʃ/ walka do końca  
**in a row** /ɪn ə 'rəʊ/ kolejno, z rzędu  
**suffer a loss** /sʌfə(r) ə 'lɒs/ ponieść porażkę  
**undefeated** /ʌndɪ'fi:tɪd/ niepokonany  
**victory** /'vɪkt(ə)ri/ zwycięstwo

**Competitive sports / Sporty wyczynowe**
**Phrasal verbs Czasowniki złożone**

**catch on** /kætʃ 'ɒn/ przyjąć się, zyskać popularność  
**drop out of** /drɒp 'aʊt əv/ odpaść z, wycofać się z  
**get into** /get 'ɪntə/ zacząć coś, zainteresować się czymś  
**give up** /ɡɪv 'ʌp/ zrzucić, przestać coś robić  
**put together** /pʊt tə'geðə(r)/ zebrać, utworzyć (drużynę)  
**take part in** /teɪk 'pɑ:(r)t ɪn/ brać udział w  
**take up** /teɪk 'ʌp/ zacząć (uprawiać), zainteresować się  
**warm up** /wɔ:(r)m 'ʌp/ rozgrzewać się, robić rozgrzewkę

**Dishonesty in sports / Nieuczciwość w sporcie**

**admit to bribery** /əd'mɪt tə 'braɪb(ə)ri/ przyznać się do łapówkarstwa  
**be banned for life** /bi ,bænd fə(r) 'laɪf/ mieć dożywotni zakaz  
**be stripped of all the medals** /bi ,striptɔvɔ:l ðə 'med(ə)lz/ zostać pozbawionym wszystkich medali

**be suspended from further races** /bi sə'spendɪd frəm ,fɜ:(r)ðə(r) 'reɪsɪz/ zostać czasowo zawieszonym w zawodach  
**boost your athletic performance** /bu:st jə(r) æθ'letɪk pə(r)'fɔ:(r)məns/ poprawić swoje wyniki sportowe  
**competitive** /kəm'petɪtɪv/ wyczynowy, ambitny  
**disbelief** /,dɪsbɪ'li:f/ niedowierzanie  
**disclose** /dɪ'skloʊz/ ujawnić  
**discovery** /dɪ'skʌv(ə)ri/ odkrycie  
**irregularities** /ɪ'regjə'lærətɪz/ nieprawidłowości  
**mistakenly** /mɪ'steɪk(ə)nli/ błędnie, mylnie  
**promising** /'prɒmɪsɪŋ/ obiecujący, dobrze się zapowiadający  
**quit taking drugs** /kwɪt teɪkɪŋ 'drʌgz/ przestać stosować doping  
**run checks on sth** /rʌn 'tʃeks ɒn ,sʌmθɪŋ/ przeprowadzać kontrole (czegoś)  
**sculpted** /skʌlptəd/ wyrzeźbiony  
**strength** /streŋθ/ siła  
**turn to performance-enhancing drugs** /tɜ:(r)n tə pə(r),fɔ:(r)məns ɪn ,hɑ:nɪŋ 'drʌgz/ sięgnąć po środki dopingowe

**Other words / Inne wyrazy**

**assign** /ə'saɪn/ przydzielić, wyznaczyć  
**athletics** /æθ'letɪks/ lekka atletyka  
**be on the increase** /bi ɒn ðə 'ɪŋkri:s/ wzrastać, rosnać  
**birthday treat** /'bɜ:(r)θdeɪ ,tri:t/ prezent urodzinowy, niespodzianka urodzinowa  
**blackmail** /'blæk meɪl/ szantażować  
**booked up** /'bʊkt 'ʌp/ całkowicie zarezerwowany  
**collapse** /kə'læps/ zasłabnąć, zemdleć  
**come clean** /kʌm 'kli:n/ przyznać się, wyznać prawdę  
**competitor** /kəm'petɪtə(r)/ uczestnik, zawodnik  
**cool down** /ku:l 'daʊn/ uspokoić się, ochłodzić  
**cover up** /'kʌvə(r) 'ʌp/ tuszować (fakty), ukrywać (prawdę)  
**crave** /kreɪv/ pragnąć, łaknąć  
**demanding** /dɪ'mɑ:ndɪŋ/ wymagający, trudny  
**dietitian** /,daɪə'tɪʃ(ə)n/ dietetyk  
**do more harm than good** /dʊ ,mɔ:(r) 'hɑ:(r)m ðən 'ɡʊd/ przynosić więcej szkody niż pożytku  
**exercise regime** /'eksə(r)saɪz reɪʒɪ:m/ program ćwiczeń fizycznych  
**expose** /ɪk'spəʊz/ ujawniać, demaskować  
**extraordinary** /ɪk'strɔ:(r)d(ə)n(ə)ri/ niezwykle, zadziwiający  
**faculty** /'fæk(ə)lti/ wydział (na uczelni)  
**failure** /'feɪljə(r)/ porażka

**fighting spirit** /'faɪtɪŋ ,spɪrɪt/ duch walki  
**flyer** /'flaɪə(r)/ ulotka  
**from start to finish** /frəm ,stɑ:(r)t tə 'fɪnɪʃ/ od początku do końca  
**heart condition** /,hɑ:(r)t kən'dɪʃ(ə)n/ choroba serca  
**ice rink** /'aɪs rɪŋk/ lodowisko  
**incredible** /ɪn'kredəb(ə)l/ niewiarygodny, niezwykły  
**jump in** /dʒʌmp 'ɪn/ wkroczyć, rzucić się w wir  
**keep in shape** /ki:p 'ɪn 'ʃeɪp/ utrzymywać formę  
**lap** /ləp/ okrażenie  
**mood swings** /'mu:d swɪŋz/ wahania nastroju  
**no pain, no gain** /nəʊ 'peɪn, nəʊ 'geɪn/ bez pracy nie ma kolaczy  
**overcome obstacles** /əvəvə(r), kʌm 'ɒbstəkl(ə)lz/ pokonywać przeszkody  
**overdo** /,əvəvə(r)'du:/ przesadzić (z czymś)  
**pose a danger** /pəʊz ə 'deɪndʒə(r)/ stanowić zagrożenie  
**pursuit** /pə(r)'sju:t/ zajęcie, hobby  
**push your body to the limit** /pʊʃ jə(r) 'bɒdi tə ðə 'lɪmɪt/ doprowadzać ciało do kresu wytrzymałości  
**put on an event** /pʊt ,ɒn ən 'ɪvent/ zorganizować imprezę, wydarzenie  
**score** /skɔ:(r)/ wynik, punkt; zdobyć punkt  
**self-esteem** /self 'sti:m/ poczucie własnej wartości  
**show off your skills** /ʃəʊ ,ɒf jə(r) 'skɪlz/ popisywać się umiejętnościami  
**stretch out muscles** /stretʃ aʊt 'mʌs(ə)lz/ rozciągać mięśnie  
**tie game** /taɪ geɪm/ gra zakończona remisem  
**train under professional supervision** /treɪn ʌndə(r) prə'feʃ(ə)nəl ,su:pə(r)'vɪz(ə)n/ trenować pod okiem profesjonalisty  
**undergo medical tests** /ʌndə(r) ɡəʊ 'medɪk(ə)l ,tɛsts/ przechodzić badania lekarskie  
**upside down** /'ʌpsaɪd 'daʊn/ do góry nogami  
**wing** /wɪŋ/ skrzydło (budynku)  
**withdraw from sth** /wɪð'drɔ: frəm ,sʌmθɪŋ/ wycofywać (się) z czegoś

**Challenge!**

**adventurous / unadventurous** /əd'ventʃ(ə)rəs, ,ʌnəd'ventʃərəs/ żądny przygód / banalny, konwencjonalny  
**backboard** /'bæk,bɔ:(r)d/ tablica (w koszykówce)  
**backhand** /'bæk,hænd/ bekhend  
**backstroke** /'bæk,straʊk/ styl grzbietowy  
**comfortable / uncomfortable** /'kʌmfətb(ə)l, ,ʌn'kʌmfətb(ə)l/ wygodny / niewygodny  
**competitive / uncompetitive** /kəm'petɪtɪv, ,ʌnkəm'petɪtɪv/ wyczynowy, konkurencyjny / niekonkurencyjny  
**defender** /dɪ'fendə(r)/ obrońca  
**dive** /daɪv/ nurkować  
**downhill** /daʊn'hɪl/ zjazd, narciarstwo zjazdowe  
**dribble** /'drɪb(ə)l/ kozłować (w koszykówce); dryblować (w piłce nożnej)  
**expensive / inexpensive** /ɪk'spensɪv, ,ɪnɪk'spensɪv/ drogi / niedrogi  
**flip turn** /'flɪp tɜ:(r)n/ nawrót (w pływaniu)

**header** /'hedə(r)/ główka (w piłce nożnej)  
**lane** /leɪn/ tor (np. na basenie)  
**legal / illegal** /'li:g(ə)l, 'ɪli:g(ə)l/ legalny / nielegalny  
**logical / illogical** /'lɒdʒɪk(ə)l, 'ɪ'lɒdʒɪk(ə)l/ logiczny / nielogiczny  
**net** /net/ siatka  
**penalty** /'pen(ə)ltɪ/ (rzut) karny  
**personal / impersonal** /'pɜ:(r)s(ə)nəl, ɪm'pɜ:(r)s(ə)nəl/ osobisty / bezosobowy  
**pitch** /pɪtʃ/ boisko  
**poles** /pəʊlz/ kijki (narciarskie)  
**prepared / unprepared** /prɪ'peə(r)d, ,ʌnprɪ'peə(r)d/ przygotowany / nieprzygotowany  
**racket** /'rækɪt/ rakieta (np. tenisowa)  
**replaceable / irreplaceable** /rɪ'pleɪsəb(ə)l, ,ɪrɪ'pleɪsəb(ə)l/ wymieniały / niezastąpiony  
**respected / disrespected** /rɪ'spektɪd, ,dɪsɪ'spektɪd/ szanowany, uznany / ignorowany, nieszanowany  
**respectful / disrespectful** /rɪ'spektf(ə)l, ,dɪsɪ'spektf(ə)l/ pełen szacunku / lekceważący, obraźliwy

**satisfactory / unsatisfactory** /sætɪs'fækt(ə)ri, ,ʌnsætɪs'fækt(ə)ri/ satysfakcjonujący / niezadowolający  
**satisfied / dissatisfied** /'sætɪsfaɪd, ,dɪs'sætɪsfaɪd, ,ʌn'sætɪsfaɪd/ usatysfakcjonowany / niezadowolony / niezaspokojony  
**satisfying / unsatisfying** /'sætɪs'faɪŋ, ,ʌn'sætɪs'faɪŋ/ porządny, dający dużo satysfakcji / niezadowolający  
**serve** /sɜ:(r)v/ serwis; serwować  
**shoot** /ʃu:t/ strzelać (np. do bramki)  
**slalom** /'sla:ləm/ slalom  
**slam dunk** /'slæm dʌŋk/ wsad (w koszykówce)  
**slope** /sləʊp/ stok (narciarski)  
**successful / unsuccessful** /sək'sesf(ə)l, ,ʌnsək'sesf(ə)l/ odnoszący sukcesy / nieudany, przegrany  
**tolerant / intolerant** /'tɒlərənt, ɪn'tɒlərənt/ tolerancyjny / nietolerancyjny