

1

Fun and games

VOCABULARY socialising

1) Write words which match definitions a–f. Then use the words in the correct form to complete the text below.

- a a party with many guests: **b** _____ **d** _____
- b a place where an organised event takes place: **v** _____
- c a meeting between people who haven't seen one another for a long time: **r** _____
- d a meeting held for a specific purpose: **g** _____
- e a relaxed social occasion: **g** _____-**t** _____
- f a reservation: **b** _____

I must say the school ¹ _____ was truly a night to remember. To begin with, it didn't resemble the informal ² _____ from previous years. This time the organisers threw a ³ _____, with more than 200 guests. They managed to ⁴ _____ a conference hall at the Holiday Inn! I have to say that the choice of the ⁵ _____ was perfect – the party was very elegant, and we all felt really special. In fact, I liked the place so much I might even consider organising our next family ⁶ _____ there.



2) Choose the correct answers.

- 1 I haven't seen Laura for ages. It would be great to meet and catch _____.
a on b up c in
- 2 Does Tim expect us to _____ a big do for his birthday?
a run b take c throw
- 3 We had such a great time at the class reunion. In fact, we _____ a real night of it.
a took b made c had
- 4 I've finally finished writing the invitations. Now I just need to send them _____!
a on b out c to
- 5 Before you plan anything for the party, _____ together a guest list.
a write b get c put
- 6 Do you think it's a good idea to _____ my birthday up as an event on Facebook?
a set b make c do

3) Translate the Polish parts of the sentences into English.

- Paul** Are you going ¹ _____ (*uczestniczyć w zjeździe rodzinnym*) next month?
- Luke** I'm not sure yet. Why?
- Paul** I'm supposed to ² _____ (*pomóc zorganizować to spotkanie*). So I'm trying to find out what the guests are expecting.
- Luke** Just make sure it's in the same place as last year! The food in the restaurant was awful.
- Paul** I know! But I'm not responsible for ³ _____ (*zarezerwowanie lokalu*).
- Luke** So what exactly is your job?
- Paul** Generally speaking, I'm to handle the social media. I need ⁴ _____ (*utworzyć wydarzenie*) on Facebook. I'm going to post important information and some old family pictures.
- Luke** How's it going so far?
- Paul** Not so good. Very few people ⁵ _____ (*przyjęło zaproszenie*). We're worried that the party might turn out to be a flop.
- Luke** Cheer up! I'm sure the Facebook event will encourage some people to come. Why don't you run a poll to make sure everyone can have a say?

Vocabulary challenge!

» Student's Book, page 112, UNIT 1, ex. 1

4) Match the parts of the sentences. There is one extra part.

- 1 I hadn't realised Susan was such a loner
 - 2 No wonder people don't want Pete in the team –
 - 3 Kevin didn't use to be so gregarious, but now he seems to be the life
 - 4 Ever since I met Jake, he has enjoyed being the centre
 - 5 Andy turned out to be a good sport
 - 6 Jane isn't much of a scream,
- a and helped me to complete the project on time.
 - b and told some really good jokes.
 - c and soul of the party whenever we meet.
 - d until she told me she hated socialising.
 - e but she is very approachable and a good friend.
 - f he can be a real wet blanket and spoil the fun for everyone.
 - g of attention – he's always got to be noticed.

5) Complete the sentences so that they are true for you.

- 1 My dream venue for my 18th birthday party is _____.
- 2 If I could catch up with any of my childhood friends, I'd choose _____ because _____.
- 3 The last time I threw a big do was _____.
- 4 I decided to make a night of it and _____.

1) Read the text and choose the correct answers.



Despite being criticised by many people, break-up parties are growing in popularity. Their main aim is to offer help and support to those who need to cope with a difficult change in their lives. Usually thrown by friends and family, break-up parties are seen as a social occasion to announce that someone's single again and open to new experiences. You might consider throwing a big do for a friend who has just broken up with their boyfriend or girlfriend unless they clearly disapprove of such a party. However, remember that your friend might still be miserable, despite the positive attitude they show on the outside. So, here are some *DOs* and *DON'Ts* to bear in mind ...

- 1 Break-up parties are a good occasion to
 - a change something in your life.
 - b celebrate your new status in life.
- 2 To organise a break-up party for your friend, you need to
 - a make sure that the person wants to have one.
 - b wait until they feel better about the situation.

2) **MP3 01** Listen to four people talking about special occasions. Complete the sentences.

Text 1

The gifts that the woman had received were going to come handy because _____.

Text 2

The wedding reception was far from perfect in spite of the fact that _____.

Text 3

It was the first time someone in the girl's family _____.

Text 4

At the beginning of the evening, the man was astonished that _____.

3) Choose the correct option to complete each sentence.

- 1 Do you think we should put *on / up* more decorations?
- 2 We had quite *an enjoyable / a perfect* time at the barbecue last weekend.
- 3 The concert they had arranged made their engagement party a night to *remember / recall*.
- 4 If you were to name *a forgetful / an unforgettable* experience from your childhood, what would it be?
- 5 Quite unexpectedly, when John's father was making a speech, he burst into *tears / cry* in front of the guests.

Revision ■ Student's Book, page 5

4) Complete the speeches with the words below. There is one extra word. What occasions are the speeches for?

best to happy to on

1 I'd like to propose a toast. Congratulations _____ my baby girl, who grew up to be a beautiful, smart woman with a brilliant career ahead of her. May this degree be the first of many outstanding achievements in her life. _____

2 Brian, this company wouldn't be the same without you. Congratulations _____ all your achievements that have made this business so successful. We're going to miss you, mate! _____

3 Let's make a toast! Maggie, Ben – it's been wonderful and inspiring to watch your relationship grow over the last twenty years. _____ wishes for the future! _____

4 There is nothing more exciting than to watch our family get bigger. Here's _____ the baby boy who will keep me busy in my retirement! _____

5) Complete the words with the missing letters.

- 1 Everyone was impressed by the *o _ _ s _ _ n _ _ g* celebration the Greens organised – it was excellent.
- 2 At the family reunion, I had a chance to talk to some distant *r _ l _ _ i _ _ s* whom I'd never met before.
- 3 If you want to throw your birthday party in this restaurant, you'd better make a *_ o _ _ i _ g* soon.
- 4 I thought Ellen would help us organise the event, but I was sadly *_ s _ k _ n*.
- 5 You could see that Dennis was *_ h _ _ l _ d* with his birthday present – he couldn't stop smiling!
- 6 The concert hall was *p _ k _ _* with fans – the organisers should have chosen a bigger venue.
- 7 It would be inappropriate to wear this shirt to a wedding *_ _ c _ p _ _ n!*

6) Write 4–5 sentences about the most memorable party or celebration you've ever been to.

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

Czasu **present perfect simple** używamy, aby opisać swoje lub czyjeś doświadczenia bez określania, kiedy miały one miejsce. Aby opisać czynności i wydarzenia, które miały miejsce w określonym momencie w przeszłości, stosujemy czas **past simple**.

I've met some of my dad's relatives.

I met some of my cousins last summer.

Czasu **present perfect simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który się jeszcze nie zakończył. Czasu **past simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który już się zakończył.

I've taken part in two wedding receptions this year.

As a child, I didn't take part in many family meetings.

Czasu **present perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce do chwili obecnej i mogą wydarzyć się ponownie. Czasu **past simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce w przeszłości i już się nie wydarzą.

As a journalist, Mark has written more than 20 front-page articles.

Charles Dickens wrote more than ten novels.

Czasów **present perfect simple** oraz **present perfect continuous** używamy, aby opisać czynności i wydarzenia, które rozpoczęły się w przeszłości i nadal trwają. Aby podkreślić skutek jakiejś czynności, stosujemy **present perfect simple**.

Aby podkreślić samą czynność i jej czas trwania, stosujemy

present perfect continuous.

John has sent out 50 invitations.

John has been sending out invitations all morning.

Past simple – typowe określenia czasu:

(two days) ago, in (2019), last (month),

When ...?, then, after that.

Present perfect – typowe określenia czasu:

this (morning), never, ever, so/thus far, since (November),

How long ...?, recently, lately, for (the past few months),

just, already, yet.

1) Choose the correct answers.

- I _____ my room all morning. I'm almost done now.
a have painted b have been painting
- Judy _____ Russian as a child, but she's forgotten most of it now.
a has been learning b learned
- It seems Dave _____ visiting his parents a long time ago.
a has stopped b stopped
- My grandma _____ the best Christmas parties out of all the family. I wish she was still with us.
a organised b has been organising
- Patty's been sitting in front of the TV all day. I wonder how many films she _____.
a has been watching b has watched
- Nobody _____ him since last week.
a saw b has seen
- Do you know if any of your friends _____ an invitation?
a have received b received

2) Complete the sentences with appropriate words. Write one word in each gap.

- We've had terrible weather _____ last month.
- How _____ have they been waiting for the guests to arrive?
- _____ did Stephanie attend the school reunion?
- Lucy has been organising her wedding reception _____ months.
- You can't change your mind now! I've _____ bought the tickets for the concert.
- Tom was sick _____ week and stayed at home.
- She's lost two umbrellas _____ week.
- I've read three of Andrzej Sapkowski's novels _____ far, and I have to say he's a great writer.
- Have you _____ considered getting married without having a big reception?
- A: Have you invited your grandparents?
B: Well, I haven't called them _____, but I'll do it today.

3) Choose the correct option to complete each sentence. Sometimes both answers are correct.

- Tom and I *have worked / have been working* on this project for so long that we cannot wait to finally show it to everyone.
- Dave *has been saving / has saved* for months to buy a new Xbox. So far, he *has been saving / has saved* half the sum he needs.
- How long *have you lived / have you been living* with your aunt?
- You *'ve been watching / 've watched* TV all morning. Don't you think it's time to stop?
- How many people *have been responding / have responded* to the online invitation?
- So far, we *'ve been booking / 've booked* the venue and the band, and we are currently choosing flowers for the ceremony.

4) Complete the text with the correct forms of the verbs below.

graduate be appear gain study help

Dear Sir/Madam,

I'm writing in connection with the advertisement that

1 _____ in the last issue of *Weekly Career*. I would like to apply for the position of a children's party planner at your company.

Since I 2 _____ pedagogy at university and

3 _____ with a BA degree, I am convinced that

I 4 _____ the necessary qualifications to work with children.

Since my graduation, I 5 _____ my aunt run

her business – organising birthday parties for children.

I 6 _____ responsible for making all the bookings and

checking the venues before the events, which I believe further makes me a suitable candidate for the job. I hope you will consider my application.

Yours faithfully,

Margaret Green

5) Translate the Polish parts of the sentences into English.

- Lucy** 1 _____ (*Zaplanowałeś*) all the activities for the games night at your place next week yet?
- Mark** I'm afraid not. 2 _____ (*Myszę o tym*) for a week, but I am not sure what the guests would like. 3 _____ (*Dotąd kupiłem*) a few board games, but it might not be enough.
- Lucy** I guess you're right. Kevin 4 _____ (*przyniósł*) some board games for Tom's birthday party and many guests 5 _____ (*uważało, że były nudne*).
- Mark** So what should I do? I guess I 6 _____ (*skończyły mi się*) of ideas.
- Lucy** Why don't you ask someone for help? Someone who 7 _____ (*brał udział w*) a similar event. Take Peter, for example, last summer 8 _____ (*urządzał*) such parties at his house regularly.
- Mark** Sounds like a good idea. But we're not very close friends.
- Lucy** Don't worry! We 9 _____ (*znamy się*) for years. I'll talk to him for you.

6) Complete the second sentence so that it means the same as the first. Use the word given.

- 1 I last spoke to Timmy over two years ago.
I _____ for over two years. NOT
- 2 It's a long time since we ate out together.
We _____ a long time. FOR
- 3 Sue began reading when she came home, and she hasn't stopped yet.
Sue _____ came home. BEEN
- 4 The last time there was a wedding in my family was in 2018.
There _____ 2018. NO
- 5 We still need to book a venue for the reception.
We _____. YET
- 6 Paul has been out for three hours now.
Paul _____. AGO
- 7 How long has it been raining?
When _____? START

7) Write answers to the questions below.

- 1 How long have you been living in your house?

- 2 How many times have you thrown a party this year?

- 3 When did you last attend an unforgettable celebration?

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

Konstrukcji *may/might/could/can't/must* + bezokolicznik bez *to* oraz *may/might/could/can't/must* + *be* + *-ing* używamy, aby wyrazić przypuszczenie dotyczące teraźniejszości lub przyszłości.

*The film starts in 5 minutes. I'm afraid we **might be** late.*
*They **can't be** friends – they never talk to each other.*
*The lights are on. They **must be** at home.*
*Call them. They **may be** waiting for you in a different café.*

Konstrukcji *may/might/could/can't/must* + *have* + past participle używamy, aby wyrazić przypuszczenie dotyczące przeszłości.

*The lights are off – Sue **must have left**.*
*Look at this mess! Who **may have made** it?*

Czasowników *may, might* i *could* używamy, gdy chcemy powiedzieć, że jakieś zdarzenie jest prawdopodobne.

*Lucy **may/might/could be** at home now.*
(It is likely that she is at home.)
*She **may/might/could have forgotten** about the party.*
(She probably forgot about the party.)
*She's not answering the phone – she **may/might/could be sleeping**.*
(Perhaps she is sleeping.)

Czasownika modalnego *must* używamy, gdy jesteśmy w dużym stopniu pewni naszych przypuszczeń.

*You **must be** tired. (I'm sure you are tired.)*
*He **must have returned** by now.*
(It is certain that he has returned by now.)
*She **must be waiting** at the bus stop.*
(I'm sure she's waiting at the bus stop.)

Czasownika modalnego *can't* używamy, gdy jesteśmy pewni, że coś się nie dzieje lub się nie wydarzyło.

*She's got naturally blonde hair. She **can't be** Japanese. (I'm sure she's not Japanese.)*
*She **can't have done** it. (I'm sure she didn't do it.)*
*Tom **can't be telling** the truth. (I'm sure Tom isn't telling the truth.)*

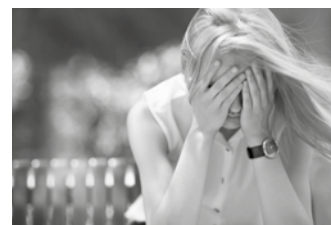
Grammar challenge! » Student's Book, page 112, UNIT 1

W odniesieniu do zdarzeń ogólnych używamy czasowników *can* i *could*; natomiast aby powiedzieć, że coś jest możliwe w konkretnej sytuacji, używamy czasowników *may, might* i *could*:
*A tennis match **can/could** last for a couple of days.*
*Sally **may/might/could be** at home now.*

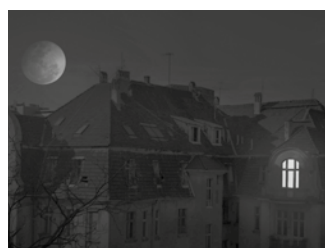
1) Write sentences to speculate about each picture.



- 1 He must _____
- 2 He can't _____



- 3 She must be _____
- 4 She might have _____



- 5 They could be _____
- 6 They might have _____

2) Choose the correct option to complete each sentence.

- 1 Can you hear the music? The neighbour **must practise / must be practising** the violin.
- 2 The school-leaving party **can't have been planned / can't be planned** by a professional. It was a disaster.
- 3 I can't find my phone, and I don't know where to look for it. It **must / could** be anywhere.
- 4 Stella **can't / might** refuse to come to your birthday party as she doesn't like such occasions.
- 5 Congratulations on passing the exam with such a great result. You **might / must** have worked very hard.
- 6 You've forgotten to book a table? You **can't / must** be joking!
- 7 It **can't / might** be raining in the afternoon, so you'd better take an umbrella.
- 8 Laura **must go / must have gone** shopping. She said she needed a new dress for the wedding reception.

3) Complete the sentences with the correct modal verbs. Sometimes more than one answer is possible.

- 1 Sarah _____ have stolen the money. She's too honest to do such a thing.
- 2 The baby has been crying for ten minutes. It _____ be hungry.
- 3 Look at that man waving. He _____ be trying to get your attention.
- 4 It's a pity she didn't decide to continue her education. She _____ have become a very good doctor.
- 5 I haven't got my keys. Ah, I _____ have left them in the office. Hold on, I'll be back in a minute.
- 6 Have you seen Harry's new car?! It's a Ferrari! It _____ have cost a fortune!
- 7 You're going to buy Mary a day at a spa as a graduation gift? You _____ be serious!
- 8 I wouldn't ignore his opinion. He _____ know more than we think.

4) Complete the mini-dialogues with modal verbs and the correct forms of the words in brackets.

- 1 A Where is Toby?
B I don't know. He (**have / lunch**) _____ in the cafeteria.
- 2 A Have you got any idea who made the booking for Friday?
B It (**not be / Jeff**) _____ – he isn't organising our party.
- 3 A I can't find my jacket anywhere.
B You (**leave**) _____ it in the locker – I'm pretty sure you came home without it.
- 4 A You (**be / hungry**) _____. You've only just eaten!
B I wouldn't say 'only just'. I had lunch more than 30 minutes ago ...
- 5 A I haven't found any suitable accommodation for my stay in New York.
B Betty (**agree**) _____ to put you up for a few nights. Just give her a call.
- 6 A So the graduation ceremony is next week. You (**be / thrilled**) _____.
B I am! I am really looking forward to it.

5) Add five missing words to the email below.

Mark,

Just a quick one to let you know that Betty hasn't shown up for grandma and grandpa's anniversary. Can you believe it? She must know the celebration is today. I mean, she accepted the invitation. Nobody really knows what's happened. She might have missed her train and might waiting to catch the next one. But she have her phone with her, right? She have left it at home! She can't that careless, right? Anyway, if she contacts you, let me know.

Henry

6) Write a sentence to speculate about each situation.

- 1 Your friend is falling asleep during a lesson.

- 2 You can see your friend carrying some flowers.

- 3 Some of your classmates didn't come to your birthday party.

- 4 Your cousin has called off her wedding unexpectedly.

- 5 Your mum has been in a very good mood all day.

Grammar challenge! » Student's Book, page 112, UNIT 1, ex. 1

7) Find and correct the mistakes in the sentences below. Some sentences are correct.

- 1 Peter can be abroad at the moment. Try calling him when he's back.
- 2 Eating too much could make you sleepy.
- 3 Do you think your ex-boyfriend can show up at the party?
- 4 If you don't know the way, you could easily get lost in the dark.
- 5 I love my younger brother, but he may be so annoying at times.
- 6 It might get very cold here at this time of the year.
- 7 Ask Peter! He might remember Alice's phone number.

8) CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- 1 _____ (*Jak długo mieszkasz*) in this neighbourhood?
- 2 _____ (*Nie możliwe, że Betty zapomniała*) about your birthday.
- 3 _____ (*Znalazłeś te klucze? Szukasz ich*) for three hours now!
- 4 How many times _____ (*Ken wygrał odkad zaczęliście*) playing?
- 5 As a teenager, _____ (*nie miałem zbyt wielu*) friends.
- 6 They _____ (*wzięli ślub na studiach i są szczęśliwi*) ever since.
- 7 I've been collecting stamps for years and I _____ (*udało mi się zebrać*) some pretty valuable ones.
- 8 ✨ Sheila _____ (*potrafi być bardzo towarzyska*) when it suits her.

1) Read the text below and answer the question.

What's the best title for this text?

- a How rich kids have fun
- b Birthday parties are getting more and more expensive
- c There are many ways to celebrate coming of age

2) Read the text again and answer the questions (1-5).

The birthday which marks the crossing of the threshold between childhood and adulthood is always considered a reason for a special celebration. Typically, this is when one legally **comes of age**, i.e. acquires certain legal rights such as voting or marrying. In the United States, however, there are often different legal ages for voting, buying alcohol or marrying, depending on the state you live in. To somehow work around the problem, Americans have settled on what's known as the *sweet sixteen* as the party that welcomes the birthday boy or girl into adulthood.

Most people organise a conventional family gathering or a private party for friends to celebrate their sweet sixteen. However, more and more teenagers are growing tired of regular parties and go for something totally different. Popular alternatives to traditional restaurant dinners include fancy picnics or murder mystery dinners where someone pretends to be murdered and the other guests have to guess who did it. Others **take their friends out** and go go-cart racing, spend a day at an amusement park or go away for the weekend on a camping trip.

Another idea that seems to be gaining in popularity, especially for girls, originated in Latin America.



This is a formal ball, often held at a restaurant or country club. There may be more than a hundred guests at such events. The guests receive beautiful invitations, which usually announce that you are cordially invited to the Sweet Sixteen of *such and such* and that an **RSVP** is required if they wish to attend. The food at such parties is supplied by professional **caterers**, and the place is usually lavishly decorated, while the guests are required to wear either formal **gowns** or **tuxedos**. The birthday girl is queen for a night. She wears a tiara and a gorgeous ball gown. The highlight of the evening is when she dances with her father. Needless to say, there are also the children of millionaires, whose parties are so ridiculously extravagant that the celebrity magazines gossip about them for weeks afterwards. To please their sweet sixteen-year-olds, richer parents rent out hip-hop clubs for **theme parties** or have top celebrities, such as Jay-Z or Kanye West, to **entertain** the guests. They may even present their kids with the latest model of Mercedes or Range Rover. The general impression is one of showing off and outdoing everyone else. For most people, however, the sweet sixteen is not about how much money one has: it's more about spending the day in a way that guarantees you'll always look back on it with fondness.

- 1 Why did Americans choose the sweet sixteen as the coming-of-age celebration? _____
- 2 What are the most conventional ways of celebrating sweet sixteen? _____
- 3 What is a typical venue for a formal ball? _____
- 4 What seems to be the main idea behind the extravagant parties held by affluent families? _____
- 5 What is the main purpose of the text? _____

3) Match the expressions in bold from the text with the definitions below.

- a an abbreviation used on written invitations asking to say whether or not you will attend: _____
- b a social occasion where the food, decorations and clothes are related to a particular subject or a historical period: _____
- c very formal jackets: _____
- d very formal dresses: _____
- e provide enjoyment: _____
- f legally becomes an adult: _____
- g people who organise the food for events: _____
- h to go somewhere with someone and pay for it: _____



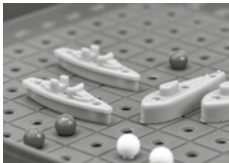
4) Complete the sentences with appropriate words or phrases from exercise 3 on page 9 in the correct form.

- 1 My cousin throws a Halloween _____ every year, and the guests have to dress up as monsters or ghosts.
- 2 Do you have any ideas for _____ the guests at my birthday party? I'd like everyone to have a really good time.
- 3 I think the perfect idea for grandma's birthday would be to _____ her _____ to some nice restaurant.
- 4 The card in the envelope said, 'You're cordially invited to the Sweet Sixteen of Mary Jane, August 15. _____ please'.
- 5 All the students looked so grown up in their _____ and _____ on their prom night that it was difficult to recognise some of them.
- 6 In Poland, people _____ when they turn 18.
- 7 There's no way she could have cooked all that food herself. She must have hired a professional _____.

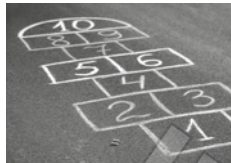
Revision ■ Student's Book, pages 8–9

5) Complete the names of games 1–9 with the words below. There are two extra words.

scotch games (x2) war ships crosses Ludo man draughts seek hunt



1 battle _____



5 hop _____



2 board _____



6 noughts and _____



3 hang _____



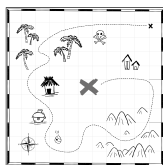
7 tug-of-_____



4 hide-and-_____



8 shooter _____



9 scavenger _____

6) Complete the sentences with the correct forms of the words below.

be have (x3) fad leisure in on at

- 1 We've _____ stuck indoors all week because of the rain.
- 2 Let's play Ludo again – we _____ a real laugh last time we played.
- 3 Instead of going out, I'm going to _____ a quiet night _____.
- 4 I can't do this puzzle – why don't you _____ a go _____ it?
- 5 Everyone is big _____ colouring books these days, but I think they're just a _____ and will not be so popular next year.
- 6 Ever since I learned how to spell words, playing Scrabble has been my favourite _____ activity.

Vocabulary challenge!

» Student's Book, page 112, UNIT 1, ex. 2 and 3

7) Complete the words with the missing letters. Some letters have been given.

- 1 We need to think of some really _t_ _u_ _____ activities for the guests so they won't get bored.
- 2 My grandpa says that _o_ _____ at least one puzzle a day keeps his brain active.
- 3 My family's support helps me to _u_ _____ even the most ambitious goals.
- 4 Friday night has always been an opportunity to _s_ _____ t with my friends.
- 5 Once Jeremy _n_ _g_ in one of his favorite activities, he soon forgets about the world.
- 6 Summer concerts always a _____ crowds of people, so we'd better get there early.
- 7 Our class team didn't win the scavenger hunt, but we've _____ v _____ a more important goal – getting to know one another better.

8) Complete the sentences so that they are true for you.

- 1 Whenever we're stuck indoors, my family _____.
- 2 The last time I had a real laugh was when _____.
- 3 If I want to have a quiet night in, I usually _____.
- 4 A fad that I simply do not understand is _____.
- 5 I've never been big on _____ because _____.
- 6 The best way to achieve your goal is to _____.
- 7 Solving puzzles is _____.
- 8 The best place to hang out with my friends is _____.
- 9 _____ always attracts crowds of people because _____.

SPEAKING

speculating about the picture •
answering the three questions

- 1) Write sentences from the prompts to describe the picture. You will need to change the form of some words and add any necessary words.



- 1 it / look / as if / photo / take / picnic

- 2 judge / they / appearance / I / say / they / be / father and son

- 3 I / guess / something / unpleasant / might / happen / boy

- 4 he / cover / face / as if / he / cry / and / he / appear / rather / upset

- 5 I / imagine / the father / cheer up / he

- 2) Match the parts of the sentences. Which question in exercise 3 do they help to answer?

- 1 She must be very upset,
 - 2 They don't seem to
 - 3 It doesn't seem
 - 4 She might
 - 5 Chances are
 - 6 Maybe she's failed her exams, then she is bound
- a have had an argument with either her boyfriend or her parents.
 - b know how to help her.
 - c like the girl has been hurt.
 - d or so it seems, because she's crying.
 - e that she has received some bad news.
 - f to feel terribly depressed and that's why she needs her friends.

- 3) Describe the picture and answer the questions.

TEST IT! 🕒 3 minuty



- 1 What might have happened to make the girl cry?
- 2 Who do you turn to when you have a problem? Why?
- 3 Describe a situation when you had to cheer up a friend in a difficult situation.

WRITING

a letter to the editor

1

- 1) Which of the underlined fragments are not suitable for a formal letter? Write more formal equivalents.

¹Dear Newspaper Editor,

²I'm 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.

³I think that's an incorrect idea, and I would like to offer my point of view on the matter.

My best friend and I have been solving word puzzles for six years. Our interest in word games started with magazine crosswords, ⁴but we soon discovered we had a real talent for them. We became passionate about word games and began searching bookshops and the Internet for various kinds of challenges. It soon became more than just a form of recreation. Now ⁵we take great pleasure in creating our own word puzzles.

⁶From my point of view, this hobby ⁷is really good for you for many reasons. Firstly, our range of vocabulary is much broader than that of many of our peers. Secondly, we have learned to think creatively and logically. ⁸Also, we ⁹make up crosswords in ¹⁰English and Spanish. We're learning them at school. I believe it is the reason for our good grades in vocabulary quizzes.

In conclusion, ¹¹let me emphasise the fact that many teenagers have creative hobbies, which range from constructing model planes to cooking, and I firmly believe they develop knowledge as well as a sense of taste.

¹²Thank you for your attention,

XYZ

- 2) Read the writing task in exercise 3. Match the ideas (a-h) with the correct category. There is one extra idea which does not match any category.

Positive aspects of using technology: _____

Ways of avoiding the negative effects: _____

- a always in touch with friends and family
- b it's easy to follow the events in our friends' lives
- c meeting people in real life, not just online
- d it's easy to organise social events
- e limiting the amount of time spent in front of the computer
- f there are many dangers present for children on the Internet
- g social media remind us about people's birthdays
- h talking to people instead of texting them

- 3) Read the instructions and do the writing task.

TEST IT! Przeczytałeś/Przeczytałaś w gazecie młodzieżowej artykuł o negatywnym wpływie nowoczesnych technologii na wiele aspektów naszego życia, m.in. na życie towarzyskie. Napisz **list do redakcji** tej gazety (200–250 słów), w którym nie zgodzisz się z autorem artykułu, podając przykłady pozytywnego wpływu technologii na życie towarzyskie, oraz opisziesz, jak można ustrzec się przed ich negatywnym wpływem.

1) Find and correct one grammatical mistake in each sentence. One sentence is correct.

- 1 Bad music can make your guests to leave a party early.
- 2 A fight with her boyfriend caused Mandy go home.
- 3 I can't help thinking that we should have done more for her.
- 4 Can you help me setting the table?
- 5 I've been enjoying snowboarding since I was five.
- 6 What took you so long? I sat here for 45 minutes!

2) Complete the sentences with the correct forms of the verbs below.

happen mean arrange bother regret miss fail avoid

- 1 I've been _____ to ask you for ages – could you give me the recipe for your amazing blueberry muffins?
- 2 I _____ not taking my phone to Justin Timberlake's concert – he was taking selfies with anyone who asked for one!
- 3 If you _____ to talk to Sandra, please give her my love.
- 4 Don't _____ asking Chloe for help. She always refuses.
- 5 Now that I've moved out, I _____ chatting with my family at the dinner table every night.
- 6 I _____ to see what all the excitement about escape rooms is.
- 7 They _____ to meet in secret because they didn't want the paparazzi to follow them.
- 8 I knew something was wrong when she _____ looking me in the eye.

3) Complete the text with appropriate words. Write one word in each gap.



When was the last time you attended a wedding reception? I've been ¹ _____ three lately, and I'm confused. I understand that everyone wants to have a big do, but do we have to play games all night? At the last one I went to, all the guests ² _____ to take part in different contests. We played tug-of-war, and then the bride went missing and we had to participate in a scavenger hunt to help the groom get her back from the 'kidnappers.' Some people might have ³ _____ a real laugh but not me. Whatever happened to good old-fashioned dancing and catching ⁴ _____ with relatives that you often only get to see at such events? Now I am helping my daughter, Marta, organise her 18th birthday party. We've already put ⁵ _____ a guest list and booked a venue. But now I'm stuck because I started thinking that possibly people ⁶ _____ be expecting games at birthday parties as well. Marta ⁷ _____ reading about celebrities – should I hire one to come as a guest? My sister says I should. It's the first time I ⁸ _____ heard of such a thing, but apparently it's possible. But how does one go about it? Anyone had similar problems? Any suggestions would be welcome!

4) Complete the sentences with the correct forms of the words in brackets. Add any necessary words. Write no more than five words in each gap.

- 1 Doing yoga (*enable / I / keep / fit*) _____ and relax at the same time.
- 2 He said he was my cousin? He (*must / be / mistake*) _____ – I'm not related to anyone by that name.
- 3 I (*be / stick / indoors*) _____ two weeks now because of my broken leg.
- 4 It (*be / commonly / believe*) _____ that word games improve your memory.
- 5 She (*play / chess*) _____ since she was a little girl – no wonder she's so good at it.
- 6 The Willards have renovated their house. They (*might / think / sell*) _____ it.
- 7 We're throwing Sam a surprise party. He (*bound / be / thrill*) _____.
- 8 I'm sorry, I don't (*seem / remember / meet*) _____ you. What's your name again?
- 9 The teacher (*listen / student / play*) _____ the whole piece before giving his comments.

5) Choose the correct answers. Sometimes two or all three options are correct.

- 1 Jake! I haven't seen you for ages! What _____ all this time?
 - a did you do
 - b have you done
 - c have you been doing
- 2 Although Sarah is a very busy person, she _____ me with all the preparations for the party.
 - a is helping
 - b has helped
 - c has been helping
- 3 Have you heard? Jake has cancelled tonight's party. He must _____.
 - a be having problems with his parents
 - b have a good reason for doing it
 - c have changed his mind and decided to study for tomorrow's finals after all
- 4 The concert is in Berlin. It _____ be difficult to convince mum to let us go.
 - a might
 - b can
 - c could
- 5 My brother has always enjoyed being _____ at parties.
 - a a scream
 - b a good sport
 - c the centre of attention
- 6 I'm sure he's gone. I saw him _____ so fast that he almost hit the gatepost.
 - a get in the car and leave
 - b got in the car and left
 - c getting in the car and leaving
- 7 Furthermore, allow me to draw your attention to the fact that young people do not seem to have much time to _____ with their friends as they believe they have too many responsibilities.
 - a hang out
 - b mess about
 - c socialise
- 8 I must say that I _____ you my secrets.
 - a am regretting to tell
 - b now regret telling
 - c have often regretted telling
- 9 If you want to find Sam, you _____ his sister – she usually knows where he is.
 - a could try calling
 - b must have tried calling
 - c might be trying to call

Rozumienie ze słuchu *Dobieranie* • Rozumienie pisanych tekstów
Dobieranie • Mówienie *Rozmowa na podstawie materiału stymulującego*

- 1) **MP3 02 TEST IT!** Usłyszysz dwukrotnie cztery wypowiedzi na temat wydarzeń organizowanych poprzez media społecznościowe. Do każdej wypowiedzi (1–4) przyporządkuj właściwe zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga:** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A doesn't understand his/her friend's passion.
- B was surprised when it turned out he/she needed help.
- C says organising events is easy thanks to social media.
- D was worried about being by himself/herself among strangers.
- E wants to organise similar events in the future.

1	
2	
3	
4	

- 2) Match the expressions in bold from the text in exercise 3 with the definitions below.

- 1 a person who listens when you talk about your problems: _____
- 2 shared by two or more people: _____
- 3 sadness which you keep to yourself it: _____
- 4 complaining: _____
- 5 behave calmly after being very upset: _____
- 6 crying: _____
- 7 all the stages in dealing with something difficult: _____
- 8 understand someone's feelings: _____

- 4) Do the speaking task and answer the questions.

TEST IT! Po zakończeniu roku szkolnego i egzaminów maturalnych maturzyści postanowili zorganizować imprezę dla wszystkich uczniów ze swojego rocznika, aby razem świętować ukończenie szkoły. Jesteś jednym z organizatorów i masz do wyboru dwa plakaty reklamujące tę imprezę.

- Wybierz ten, który najlepiej zachęci absolwentów do udziału w imprezie i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Proms are very often organised at school. What are the advantages and disadvantages of choosing such a venue?
- 2 How important is it for a school to organise fun events such as dances, concerts or sports days for the students?

- 3) **TEST IT!** Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki 1–4 litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga:** jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.



Sadness is as much a part of our lives as happiness. Couples break up, students fail important exams, and teenagers often argue with their parents. ¹_____ In such situations, most people tend to curl up into a ball, pull the blanket over their head and cry. This is often called having a pity party. But if it's one of your friends, you might consider not letting them go through this difficult time alone. Instead, you can do what many people have been doing lately – taking the 'party' part literally. After all, it seems only logical that since we celebrate the good times with our friends, we should also share the bad ones with them.

So call all your **mutual** friends and have the most tearful pity party ever. Be careful when putting together a guest list, though. ²_____ They need a **shoulder to cry on**, someone who will **sympathise** and continue supplying tissues all night. Decorations are not required, but there are plenty of 'Life sucks' and 'Why me?!' banners and balloons available if you want to go all the way. As for the activities, most pity parties involve dusk-till-dawn heartfelt

whining and **sobbing**, depressing music playing in the background, tearful movie marathons and plenty of comfort food, such as junk food and ice cream.

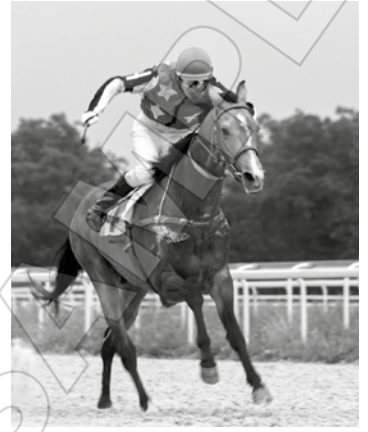
Spending an evening together complaining about life instead of trying to cheer a sad friend up might sound strange at first. ³_____ However, it's part of the **coping process**. We shouldn't deny ourselves the right to express negative emotions. **Bottled-up grief** or anger only tend to blow up in our faces at the least expected moments. It's much better to let them out in the safe and supportive environment of your friends. So, if something horrible happens, enjoy your pity party and cry your eyes out – it's therapeutic. Only don't make a habit of it. ⁴_____ After all, the point is not to get stuck in self-pity, but to let go of bad emotions so as to be able to get on with your life.

- A All these can cause a person to feel that life's not fair and they just can't go on any longer.
- B Once the party is over, get a good night's sleep and then try to **pull yourself together**.
- C A pity party is all about allowing people to feel sorry for themselves, so don't invite people who are going to tell the sad person to stop complaining.
- D That's why, instead of turning off the phone, you should call them and tell them to bring boxes of tissues and comfort food of your choice.
- E After all, ours is a culture which favours strength, and we're always told to be tough and deal with problems.

2

Success and failure

VOCABULARY describing levels of performance



1) Choose the correct option to complete each sentence.

- 1 Bolt and Stevens are neck **to / and** neck in the final round. It's hard to predict who is going to win this time.
- 2 After the first lap, Fraser is still in the **win / lead**, with the remaining runners some distance behind her.
- 3 Davidson used to be a top performer, but he's been on a losing **string / streak** since the beginning of this season.
- 4 Will a 1:1 **draw / equal** be enough to take England to the semi-finals?
- 5 After a few miles into the race, Tala fell **out / behind** and never managed to make up for the lost time.
- 6 As always, the Wizards fought to the **equal / finish** and never gave up.
- 7 You could see that Irinova was no **match / form** for Greene, and she still needs to learn a lot.

2) Replace the phrases in bold with more appropriate words or phrases with similar meanings.

- 1 The swimmer has worked so hard to achieve his goal that he truly deserves the **winning of a competition**. v. _____
- 2 Next week, Thomas is playing against last year's **winner in the competition**. c. _____
- 3 We rarely see a United's **failure in a game**, but yesterday's match was an exception. l. _____
- 4 The New York Giants remain **without any losses** this season. u. _____
- 5 Due to her knee injury, which she sustained earlier this season, Williams is no longer **able to perform very well**. in g. _____ f. _____

3) Complete the text with appropriate prepositions.

The best game I've ever watched was the Handball Championship finals. Our team had only to win one more game in order to become the best team in Europe. Early on in the game, we were ¹_____ the lead, ahead of our opponents by a few points. But then suddenly, our players started falling ²_____ and lost the ball a few times. From then on, the match was like a roller-coaster ride! As soon as the team had managed to catch ³_____ a bit, they started losing again. I can't describe the emotions. The crowd went wild! As if this was not enough, the match ended ⁴_____ a draw and went into extra time. We remained neck and neck ⁵_____ the other team, but in the end we were in second place. Nevertheless, it was a game to remember!



Vocabulary challenge!

» Student's Book, page 112, UNIT 2, ex. 1

4) Choose the odd one out.

- 1 dive backstroke lane shoot
- 2 backboard slam dunk poles dribble
- 3 defender racket net backhand
- 4 penalty pitch flipturn header
- 5 slope serve slalom downhill

5) Complete the sentences with the correct forms of some words from exercise 4.

- 1 Both teams were still drawn 1:1 after extra time, so the match had to be settled with _____.
- 2 Sheila was going quite fast down the _____ when an inexperienced skier crashed into her.
- 3 A standard football _____ is about 105 metres long by 68 metres wide.
- 4 As a basketball fan, Oliver loves watching the NBA _____ contest – the way the players jump high in the air is quite spectacular.
- 5 Do you lose points in tennis if the ball touches the _____ after a serve?
- 6 How deep can you _____? I mean, how long can you stay underwater?
- 7 In basketball, you mustn't _____ with two hands at the same time, only one hand can touch the ball.

6) Write a few sentences about a memorable sporting event you have watched.

- 1) **MP3 03** Complete the sentences (a–d) with the verbs below. There is one extra word. Then listen and choose the correct answer.

enumerate inform share tell encourage

What is Devin doing in the podcast?

- a _____ing listeners about different sporting activities he's taken up.
- b _____ing listeners to take up parkour.
- c _____ing listeners how to be more competitive.
- d _____ing his opinions about success and failure.

- 2) Listen again and complete the email below.

Cześć Tomek!

Co słyhać? Bardzo się cieszę, że wróciłeś do pływania :) Ostatnio słuchałam ciekawego podcastu na temat sportu. Jego autor, Devin, nie jest ¹_____, ale lubi wspinaczkę i parkour, czyli taką aktywność fizyczną, która nie jest oparta na ²_____. Według niego taki rodzaj ćwiczeń powoduje, że człowiek ³_____, a wygrywa nie dzięki zdobytym punktom, ale jeśli uda mu się zrobić coś, czego ⁴_____. Oczywiście wielu profesjonalnych sportowców uważa, że ich największym przeciwnikiem są ⁵_____. Jednak musi im być ciężko, bo są przecież oceniani przez pryzmat swoich wygranych i porażek. Zgadzam się z Devinem, że miarą sukcesu nie powinny być jedynie wyniki egzaminu czy wygrane mecze. Zamiast tego powinniśmy doceniać to, że ktoś ⁶_____ umiejętności. Miarą sukcesu powinna być nasza chęć do bycia lepszym, a porażkę powinniśmy postrzegać jako ⁷_____ osiągnięcia celu.

Daj znać, co o tym myślisz!

Ania

- 3) Complete the table with the correct forms of the verb **compete**.

verb	compete with/against somebody, compete in
nouns (abstract noun, person)	_____, _____, _____
adjective	_____

- 4) Complete the sentences with the words from exercise 3 in the correct form.

- 1 It's always been Tom's dream to compete _____ the Olympics _____ the best athletes in the world.
- 2 She's a highly _____ swimmer, and she's determined to break a world record.
- 3 How many _____ participated in the final round of the Runmageddon?
- 4 Most journalists seem to believe that the team stands a good chance of winning the _____.
- 5 Lucy's _____ is truly impressive – she fights from start to finish in every match.

Revision ■ Student's Book, page 17

- 5) Match the parts of the following sentences.

- 1 Before he retired from sports, Adams took
- 2 Sports drinks caught
- 3 Teenagers often take
- 4 She got injured and, as a result, dropped
- 5 Tamara has recently got

- a on I sports in order to impress their friends.
- b out II in three Olympic Games.
- c into III in Poland two decades ago.
- d part IV climbing and is planning a trip to the Alps soon.
- e up V of the competition.

- 6) Insert five missing words in the text below.

Coach Jackson:

'The fact that we've managed to put such a great water polo team within just a few months is a major achievement for our school. Most of the boys are swimmers who into water polo only several months ago. They had never taken part swimming competitions or considered taking a competitive sport! Luckily, my team is very ambitious, and I believe they can achieve quite a lot. In fact, the last three victories have shown we are just warming.'



- 7) Write 2–3 sentences to answer the questions below.

- 1 Which sport that you've never tried before would you most like to take up and why?

- 2 Which activity do you most regret having given up?

- 3 If you could drop out of something you don't like, what would it be?

Past tenses

Czasu **past simple** używamy, aby opisać kilka wydarzeń z przeszłości, które nastąpiły po sobie.

*Laura **took part** in the competition, **won** the first prize, and **joined** the national team.*

Czasu **past continuous** używamy, aby opisać czynność, która trwała, kiedy wydarzyło się coś innego. **Past continuous** używany jest wówczas często z czasem **past simple**.

*I **was exercising** in the gym when the lights **went out**.
We **were warming up** when someone **ran onto** the pitch.*

Czasu **past continuous** używamy również, aby opisać dwie czynności, które miały miejsce w tym samym czasie.

*While the players **were warming up**, the coach **was talking** to the press.*

Czasu **past perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce przed innym wydarzeniem w przeszłości.

*When I **turned on** the TV, the match **had already started**.
They **were tired** because they **had just left** the gym.*

Czasu **past perfect continuous** używamy, aby opisać czynności, które trwały do pewnego momentu w przeszłości.

*I **was very tired** because I **had been jogging**.*

*He **had been playing** for the Bulls for five years before he **moved** to France.*

Czasu **past perfect simple** używamy do podkreślenia skutku czynności/ wydarzenia, a czasu **past perfect continuous** do podkreślenia, jak długo ona trwała / ono trwało.

*They **knew** the score because they **had watched** the game.*

*When I **arrived**, they **had been watching** the game for almost an hour.*

Zdania twierdzące i przeczące

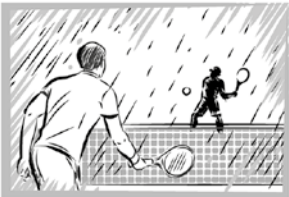
I/You/We/They/ He/She/It	had been playing hadn't been playing	football.
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Pytania i krótkie odpowiedzi

Had	I/you/we/they he/she/it	been playing	football?	Yes, she had. No, she hadn't.
-----	----------------------------	-----------------	-----------	----------------------------------

- 1) Complete the sentences about each picture using the pairs of verbs below in the correct form.

exercise / watch sports play tennis / start to rain
be exhausted / jog arrive / be closed



- 1 When Tom and Bob _____,
it _____.
- 2 When Tina _____
at the gym, it _____
for half an hour.



- 3 Jeff _____
because _____
for two hours.
- 4 When Julia _____,
her brother James _____
on TV.

- 2) Choose the correct verb forms in each sentence.

- The coach **had asked** / **asked** all players to come closer, **had stepped** / **stepped** onto a chair, and **began** / **was beginning** his speech.
- Sally **was working** / **worked** out when she suddenly **was feeling** / **felt** intense pain in her left knee.
- When Shaun **was waiting** / **waited** for his flight at the airport, he suddenly **had seen** / **saw** his favourite footballer, who **had been travelling** / **was travelling** with his family.
- Martha was very angry with me yesterday, as she **had waited** / **had been waiting** for hours for me to call her back.

- When we entered the room, everybody **was playing** / **played** a strange game that we **never saw** / **had never seen** before.
- When I **had wanted** / **wanted** to pay for the tickets, I **was realising** / **realised** that I **had had** / **had** no money on me because I **left** / **had left** my wallet at home.
- Before our team **had won** / **won** the championship, we **had been losing** / **had lost** several competitions.

- 3) Complete the text with the correct forms of the verbs in brackets.

The Champions League Final is a major event for every football fan, so my brother and I ¹ _____ (**decide**) to invite a bunch of friends round and watch the game at home. We wanted to make sure that everything was well-planned. First, we ² _____ (**clean**) the flat, ³ _____ (**order**) some snacks and beverages, and we even ⁴ _____ (**decorate**) the living room with the flags of the two teams. On the actual day, we ⁵ _____ (**sit**) on the couch and ⁶ _____ (**wait**) for the game to begin. When I ⁷ _____ (**switch**) on the TV, it ⁸ _____ (**turn**) out that we ⁹ _____ (**miss**) one detail – we ¹⁰ _____ (**not pay**) to watch the broadcast! Obviously, the final was a pay-per-view event. Unfortunately, due to some technical issues, by the time we managed to pay for watching the game, it ¹¹ _____ (**already end**).

- 4) Choose the correct answers. There are two correct options for each sentence.

- _____ so I didn't know the rules of the game.
 - I had never played it before,
 - I wasn't playing water polo,
 - I hadn't been paying attention during PE classes,
- I wanted to believe him, but _____.
 - he didn't tell the truth before.
 - it seemed like he was lying.
 - he had already lied to me a few times.

- 3 When I woke up this morning, _____
 a my parents had already left for work.
 b it was raining heavily.
 c I had taken a shower.
- 4 _____ when our school team finally scored the first goal.
 a We had been thrilled
 b They had been playing for more than an hour
 c Unfortunately, I wasn't watching the match
- 5 The teacher was really irritated _____
 a because most of the students had forgotten to do their homework.
 b when we arrived late for class.
 c as she was marking our tests all night.

5) Write sentences from the prompts using the correct past tenses.

- 1 How long / you / take driving lessons / before you / take the test?

- 2 While / Tina / sleep / her phone / ring / three times.

- 3 After / Helen / join the national team / she / win championship twice.

- 4 While / the teacher explain / English grammar, Chris / look out of the window.

- 5 I / already lie in bed / when / I realise / I not buy anything / for mum's birthday.

- 6 Lucy / hear a knock / get up / and open the door / but there be no one there.

6) Complete the sentences with your own ideas.

- 1 Before I arrived in class this morning, _____
 _____.
- 2 I was just leaving the house yesterday when _____
 _____.
- 3 I was exhausted last night because _____
 _____.
- 4 While I was getting ready to school yesterday, I suddenly realised _____
 _____.

Talking about present and past habits

Aby opisać czynności i sytuacje, które w przeszłości powtarzały się regularnie, używamy konstrukcji **used to / would** + **czasownik**.

*My sister **used to / would go** to a dietician once a month.*

*The team **used to / would fight** to the finish, but now they give up easily.*

Uwaga!

Would nie używamy w zdaniach przeczących ani do opisywania stanów i uczuć.

*He **didn't use to study** hard, but now he's top of the class.*

Aby podkreślić, że przeszłe nawyki obecnie nie mają już miejsca, używamy **used to**.
*I **used to be** a fan of the Chicago Bulls, but now I support the Washington Wizards.*

*He **used to be** a very popular tennis player when he was young.*

Do opisanie czynności powtarzających się regularnie w teraźniejszości używamy czasu **present simple** z przysłówkami **always, every day, often** etc.

*Barry **always warms up** for at least an hour before a match.*

*I **often take part** in sports competitions.*

Aby opisać czynności, które powtarzają się w określonym przedziale czasowym, stosujemy czas **present continuous**.

*This month I **am going** swimming every day in order to get back in shape.*

Do opisanie czynności powtarzających się w przeszłości lub teraźniejszości, które nas irytują, używamy czasu **past continuous** lub **present continuous** (z **always, constantly**).

*As a teenager, Helen **was always losing** everything.*

*You're **always arriving** late for practice sessions.*

*Tim is **always refusing** to be goalkeeper!*

Grammar challenge! » Student's Book, page 113, UNIT 2

Konstrukcji **be used to** + **czasownik** + **-ing** używamy, aby powiedzieć, że jesteśmy do czegoś przyzwyczajeni.

*I'm **used to jogging** early in the morning.*

Konstrukcji **get used to** + **czasownik** + **-ing** używamy, aby powiedzieć, że przyzwyczajamy się do czegoś, do czego wcześniej nie byliśmy przyzwyczajeni.

*As a popular sportsperson, he will soon **get used to giving** autographs.*

1) Match the parts of the sentences.

- Paul used
 - My younger sister is always
 - How many times a week does Sheila
 - When my dad was at university, he would
 - When we were kids, Sam was
 - What sports are you
- do aerobics?
 - playing in your PE classes this month?
 - to be sportier before.
 - go to the swimming pool every morning.
 - borrowing my clothes without asking for permission.
 - constantly forgetting to bring his sports kit to school.

2) Complete the sentences with the correct forms of **used to** or **would** and the words in brackets. In some sentences both forms are correct.

- Tina _____ (**visit**) us more often some time ago. Do you know why she's stopped coming?
- As children, we _____ (**not receive**) any pocket money as our parents could not afford it.
- When my brother and I were little, dad _____ (**take**) us to basketball matches every month.
- _____ (**Ronaldo / play**) for Manchester United?
- When we lived in the countryside, we _____ (**have**) a little pony, which everyone loved.

3) Find and correct the mistakes in the sentences.

Two sentences are correct.

- There would be two cinemas in our town, but one closed down last year.

- Did Fiona used do martial arts in the past? She fights really well.

- You're always calling me when I am already in bed!

- Ian doesn't go jogging this month. He's twisted his ankle.

- My mum would not wear long hair when she was little.

- At primary school, Lisa was always eating during lessons, which made all the teachers angry.

4) Translate the Polish parts of the text into English.

The sportsperson that I admire the most is my younger brother Tim, mainly because of how much he's changed since he took up sport. As a child, he ¹ _____ (*był*) a very weak boy, who hated PE classes. At home, he ² _____ (*zawsze narzekał*) when I wanted to play some sports with him, which made me really mad. Then one day, dad signed him up for karate classes. It came as a surprise to everyone that Tim got into it quite quickly. Usually, he ³ _____ (*uczęszcza na*) the karate classes twice a week, but now he ⁴ _____ (*trenuje*) three to four times every week as he's taking part in a school competition next month. Recently, he's reached 4 KYU and he's preparing for his brown belt. The only thing I still find annoying is that he ⁵ _____ (*ciągle się chwali – boast*) about his victories. But I guess many successful athletes are a little vain.

5) Write sentences about the following things.

- something you used to do with pleasure, but which you no longer do

- something you didn't use to do as a child, but now you quite enjoy it

- something you do very often, which your parents do not approve of

- something your friend is always doing, which you find rather irritating

Grammar challenge! » Student's Book, page 113, UNIT 2, ex. 16) Complete the sentences with the correct forms of the verbs in brackets and either *be used to*, *get used to* or *used to*.

- Even after having lived in London for six months, I _____ still _____ (*drive*) on the left.
- I'm not looking for a flatmate, as I _____ (*live*) alone.

- John _____ (*jog*) three times a day, but now he only goes once a day.
- I hope one day my daughter _____ (*eat*) fresh vegetables. At the moment, she refuses to eat her greens.
- As a teenager, I used to sleep in a lot, but a few years ago I _____ (*get*) up early.
- Sheila _____ (*study*) at night ever since we were at college, and I guess she still prepares for exams when everyone else is sleeping.
- I know that winning the cup has made me famous, but I _____ never _____ (*be*) the centre of attention.

7) CUMULATIVE GRAMMAR Complete the second sentence so that it has a similar meaning to the first. Use the words given.

- Ted left the stadium before I arrived. **ALREADY**
When I arrived, _____ left the stadium.
- This room was once my older brother's bedroom. **SLEEP**
My older brother _____ in this room.
- Ann's recently become quite selfish! **USE**
Ann _____ so selfish!
- During dinner, the phone rang. **WE**
While _____, the phone rang.
- I started cooking two hours before you came home. **FOR**
When you came home, I _____ two hours.
- I often went fishing with my grandad. **WOULD**
My grandad _____ me fishing with him.
- In the past, people had to live without electricity. **USE**
In the past, people _____ have electricity.
- It's common for Helen to start crying for no reason. **OFTEN**
Helen _____ for no reason.
- I don't usually eat such a big breakfast! **USED**
I'm _____ such a big breakfast!
- He still finds it difficult to speak English all the time. **GOT**
He still hasn't _____ English all the time.

8) Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary.

- Look at the scores. Paul _____ (*can't / win / last / game*) because he's no longer in the lead.
- Please be quiet as not everyone _____ (*wake up / yet*). They _____ (*must / fall / sleep*) very late last night.
- Steve _____ (*can't / part / Olympics*) – he was never that good.
- How long _____ (*you / play / together / team*)?
- Thomas _____ (*must / feel / exhausted*) when he arrived last night. He _____ (*just / drive*) 400 kilometres.
- The phone _____ (*may / ring / while / I / take*) a shower, but I couldn't hear a thing.
- I _____ (*not / be / use / go / bed*) so late at night, so I _____ (*might / tired / morning*).
- Margaret _____ (*can / extreme / compete*) at times, but few people know that side of her.

1) Read the text in exercise 2 and decide what these names and numbers refer to.

- 1 Tom Gregory – _____
- 2 The English Channel – _____
- 3 16 – _____
- 4 32 – _____

2) Match the headings (A-F) with the correct paragraphs (1-4). There are two extra headings.

- A IT'S NOT ABOUT THRILLS OR HI TECH GEAR
- B NEW BAN TO PREVENT ACCIDENTS
- C A RECIPE FOR DISASTER?
- D AN UNLIKELY SUCCESS STORY
- E THE HIGH PRICE OF SUCCESS
- F THE DIFFERENCE BETWEEN SINKING AND SWIMMING



SWIMMING THE ENGLISH CHANNEL

1 _____

The English Channel, known as *La Manche* in French, is the stretch of dark, cold and rough water that separates Great Britain from France. Although it's not very deep, the Channel has strong currents since it joins the North Sea with the Atlantic. At its narrowest point it's 32 km wide, but the currents mean that swimming in a straight line is virtually impossible, so any swimmers who wish to cross the Channel are forced to cover a greater distance. In fact, the swim is so dangerous that France has banned swimmers from departing from its shore. Yet, many people are tempted by the challenge.

2 _____

Open water swimming is a unique kind of extreme sport, and in the case of Channel swimming, it really is extreme. Unlike many other extreme sports, whose appeal lies in the high speed or huge height at which they are performed and the accompanying adrenaline rush, open water swimming appears child's play. What's more, most extreme sports involve using modern equipment such as wingsuits or parachutes. However, to swim the Channel you can only rely on your own physical strength in order to do the impossible. The success stories show that the preparations require both determination and years of hard work, and even that does not guarantee success.

3 _____

The youngest person to brave these rough waters was Thomas Gregory. When he was picked as a candidate for the swim by his coach, Gregory didn't look like a likely record-breaker. He was a chubby 7-year-old who had joined his local swimming club simply because his friends had as well. It took 4 years of systematic training, both in the swimming pool and in lakes, before the boy was ready for his 12-hour swim. His success was remarkable, but the British Channel Swimming Association did not approve of the idea of such young people risking their lives, and later raised the age limit for Channel swimmers to 16.

4 _____

So, what is the secret ingredient in the recipe for success of those who have managed this feat? The answer, surprisingly enough, seems to be self-awareness. The statistics of record-breakers suggest that almost anyone with enough persistence can build up the necessary physical endurance to face this challenge. The list of those who have made it includes men and women of all nations and ages. What they have in common is that they'd prepared methodically and avoided the temptation to push themselves too far. Sadly, most of the swimmers who died while attempting to swim the Channel had refused to stop even when it was clear they ought not to go on.

3) Read the text again and complete the summary below.

Przeplłynąć kanał La Manche

- Kanał La Manche oddziela Wielką Brytanię od Francji. Ma 32 kilometry w ¹ _____, jednak pływcy muszą liczyć się z ² _____, które uniemożliwiają przepłynięcie kanału w linii prostej.
- Przepłynięcie kanału wpraw jest uważane za sport ekstremalny. Nie potrzeba do tego specjalnego sprzętu, ponieważ pływcy ³ _____ na swojej sile. Aby osiągnąć sukces potrzeba nie tylko determinacji, ale również lat ciężkiej pracy (choć nawet to nie gwarantuje sukcesu).
- Najmłodszym pływakiem, który przepłynął kanał La Manche był Thomas Gregory (miał wtedy zaledwie

- ⁴ _____). Początkowo nie wydawał się idealnym kandydatem do tego zadania, jednak po latach intensywnych treningów udało mu się przepłynąć kanał.
- Ze względu na duże ryzyko śmierci, jakiś czas temu ⁵ _____ zostało zmienione – aby podejść do próby samodzielnego przepłynięcia kanału, trzeba mieć minimum 16 lat.
- Przepis na sukces? Ani płeć, ani wiek nie mają większego znaczenia. Liczą się jedynie ⁶ _____. Nie wolno jednak przesadzić – osoby, które w odpowiednim momencie nie potrafiły zrezygnować z osiągnięcia celu i zaakceptować swoich słabości, poniosły śmierć.

SPEAKING

agreeing and disagreeing • developing points in the task

- 1) Correct one mistake in each sentence by adding, crossing out or replacing a word.
- How would you prefer to let the students to know?
 - Oh no, I can't be along with that.
 - OK, we're with agreement about that.
 - So, we're here to discuss ideas at the Sports Day.
 - That's the excellent idea!
 - We need to decide how promote our competition.



- 2) Complete the mini-dialogues. Then read the speaking task in exercise 3 and decide which points (1-4) each mini-dialogue refers to.

- A I think one of the teachers should be the referee.
 B I am not sure I _____ because he might not be objective.
- A Then who do you suggest?
 B What would you _____ of asking the hotel owner to be the referee?
- A What if the teachers don't want to participate?
 B I am sure that the teachers _____ love to show that they are unbeatable.
- A Do you think we need some prizes for the winners?
 B I do. What _____ buying some local souvenirs for the winning team?
- A We need to decide where to organise the match.
 B I would _____ that the pitch behind the hotel is an ideal place.

- 3) Read the instructions and do the speaking task.

TEST IT! Jesteś na obozie młodzieżowym za granicą. Razem z kolegami/koleżankami chcecie zorganizować towarzyski mecz piłki nożnej między uczestnikami obozu a opiekunami. W rozmowie z jednym z opiekunów omów poniższe kwestie.

- zachęcenie opiekunów do udziału w meczu
- sędziowanie
- czas i miejsce meczu
- nagrody dla zwycięzców

Rozmowę rozpoczyna zdający.

WRITING

an article

2

- 1) Read the writing task and the article below. Then complete the text with the words below. There is one extra word.

Lokalna gazeta ogłosiła konkurs na artykuł zatytułowany *Learning from the mistakes of others*. Napisz swój artykuł (200–250 słów) na ten konkurs. Przedstaw w nim sylwetkę sportowca, który okazał się nieuczciwy, oraz napisz, jakie wnioski mógłby wyciągnąć młody człowiek, dla którego ten sportowiec był idolem.

apart from this craved eventually harm all in all
by the time pose demanding it wasn't long before initially

Famous athletes often become our idols and we can learn a lot from them, even when they make mistakes. Lance Armstrong is a good example.



Armstrong was into running and swimming, and as a teenager combined these passions by taking up triathlon – a very ¹ _____ discipline. However, his love for cycling ² _____ won, and at 18, he became a professional cyclist. Getting to the top took a few years, but ³ _____ he was 21, he was winning many of the world's most important championships. Diagnosed with cancer at 25, he never gave up. After successful therapy, he returned to professional sports to reach the top again. However, it turned out he ⁴ _____ victory so much, he was taking performance-enhancing drugs. ⁵ _____ he was stripped of all his Tour de France medals and banned from cycling for life. Armstrong ⁶ _____ denied all the accusations, but later admitted to everything.

⁷ _____, foul play does more ⁸ _____ than good, as athletes who are found to be involved in doping lose their trophies. Trying to win by cheating is not worth it because when your medals are taken away, someone else will be the winner anyway. ⁹ _____, you risk losing more than your medals – you're endangering your entire career.

- 2) Read the writing task in exercise 3. Divide the phrases below into problems and ways of dealing with problems.

Problems: _____

Ways of dealing with problems: _____

- | | |
|--|--------------------------------|
| a equipment failure | g do not give up easily |
| b injuries | h analyse your opponents' game |
| c lack of strategy in team games | i always check your equipment |
| d lack of persistence | j know your limits |
| e train under professional supervision | k overtraining |
| f learn to work as a team | |

- 3) Read the instructions and do the writing task.

TEST IT! Młodzieżowa gazeta sportowa ogłosiła konkurs na artykuł pt.: *Failure can lead to success*. Napisz artykuł (200–250 słów), w którym opiszysz czyjaś sportową porażkę oraz wyjaśnisz, jak na dłuższą metę pomogła ona tej osobie osiągnąć sportowy sukces.

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

Hi TJ,

How are things? A lot has been happening over here. Remember going to the lakes in the summer when we were younger? We ¹ _____ our kayaks and go exploring together, and you ² _____ my oars! Well, all that rowing comes very handy now, because I have joined a rowing club. Our new PE teacher talked us into it. We were sceptical at first, but then a few classmates decided to join, and so it ³ _____. Actually, half of my class are now in the school team. We've been on a winning ⁴ _____ for months now, and we've qualified for the national finals. Unfortunately, our best rower was suspended from ⁵ _____ races after it turned out he had been taking some performance-enhancing substances. ⁶ _____ this, another good rower broke his arm last week, so I'm not confident about our next race.

Anyway, congratulations ⁷ _____ your test results! Let me know which university you get into!

All the best,

Kate



- | | | | |
|-------------------------|----------------------|---------|------------|
| 1 a were used to taking | c had been taking | | |
| b have taken | d would take | | |
| 2 a did always hide | c could always hide | | |
| b were always hiding | d have always hidden | | |
| 3 a took on | c caught on | | |
| b turned up | d broke through | | |
| 4 a streak | b line | c time | d period |
| 5 a more | b further | c later | d another |
| 6 a Despite | b Besides | c Aside | d Moreover |
| 7 a for | b to | c on | d with |

2) Translate the Polish parts of the sentences into English.

1 By the time the Ironman triathlon finished, 25 participants _____ (*już odpadli*).

2 Sandy _____ (*nie przyzwyczała się do*) wearing glasses yet.

3 It's the first time _____ (*osiągnąłem*) such success.

4 Sue and Steve were all wet, because _____ (*biegali*) in the rain.

5 The two presidential candidates _____ (*idą łeb w łeb*), so it's difficult to say who'll win.

6 The fans _____ (*są niezadowoleni z*) our team's performance this season.

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

- She's an experienced and _____ (*respect*) teacher. I'm glad she's going to teach us physics.
- Seven teams will participate in this _____ (*compete*).
- My _____ (*adventure*) parents are planning to climb Mt Blanc during the long weekend.
- It was only thanks to our two great _____ (*defend*) that we didn't lose the game.
- If you have problems, try talking to Ms Hudson – she's the most _____ (*approach*) of all the teachers here.
- Everyone was waiting _____ (*impatient*) for the results of the test.
- Our team has been _____ (*defeat*) for four seasons now, so I'm sure we'll win our next game.

4) Complete each pair of sentences with one word.

- If the game ends in a _____, we will not qualify for the quarter finals.
We need a bigger venue. I'm sure his concert will _____ a crowd.
- Radwańska was no _____ for Cornet, who easily beat her in Roland Garros Tournament in 2017.
These trousers and that shirt don't _____ – I need to change.
- Małysz _____ to be a ski jumper before he got into car races.
I am not _____ to running so much, could we please take a break?
- Volleyball is a game where two teams are separated by a _____.
She spent hours surfing the _____, but she finally found the recipe she was looking for.
- Sam's knee was giving him problems, so he fell _____ the other runners.
The swimming pool is _____ the school – just go through the back door and you'll see it.
- I need to buy some new ski _____ before we go skiing this year.
His life goal is to visit the Arctic and Antarctica and walk to both the _____.



- 1) **TEST IT!** Przeczytaj dwa teksty związane z kontuzjami w sporcie. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

Tekst 1.

Late in the evening, on June 11, 2010, some shocking news was announced on the sports bulletins – one of the best Polish handball players, Karol Bielecki, had been badly injured. His eye had been damaged during a match with Croatia. Bielecki was immediately taken to a local hospital, where it was established that he had to be taken to Lublin in order to undergo surgery. To make matters worse, it was getting dark, so a helicopter was out of the question; the only option was a conventional ambulance. It was hours until the specialists in Lublin could finally examine him.

Like many other handball fans, I spent the next few days anxiously waiting for more information. Was he going to lose his eye? Was this going to be the end of his brilliant career? Bielecki's road to stardom had been impressive. Fascinated with handball since he was little, he applied to a high school specialising in the sport in order to come under the wing of a well-known coach who trained the Polish junior team. The school, however, believed him to be unsuitable for handball and asked him to leave. Karol promised himself that he would prove them wrong and within months he had become the youngest player in a regular second league club, Wisła Sandomierz, and then he was accepted by Iskra Kielce. By the time he was twenty, he'd participated in a number of national and European championships with these clubs and had been selected for the Polish national team.

And now all that was hanging in the balance. The whole Polish handball community held its breath. Bielecki was transferred from Lublin to a clinic in Germany. Finally, a week after the horrible accident the worst scenario turned out to be true. Bielecki announced that he had lost one of his eyes and he would quit sports. Luckily, however, he did not allow his disability to ruin his career and reconsidered his decision within days. Despite warnings from his doctors, he decided to return to the court. Wearing special protective goggles, Bielecki took part in a friendly competition. The fans were amazed and ecstatic. The goggles worked and over a month later, he returned to play in the Bundesliga. When his German club came to Poland for a match, hundreds of fans greeted him back on his home court in Kielce with banners saying 'Hats off to the pride of handball'*.

*Cały kraj, cała hala chyli czoła przed dumą handballa

- Which is true about Bielecki's accident?
 - It was a result of foul play.
 - Bielecki underwent surgery immediately after the accident.
 - It was impossible to take Bielecki to Lublin by air.
 - It took a few days before the news reached the media.
- During his early sporting career, Bielecki
 - played for a club that won many championships.
 - trained in a junior team with a famous coach.
 - was told he wasn't fit enough to be a handball player.
 - made some bad decisions when choosing clubs.
- Soon after it was announced that Bielecki had lost his eye,
 - doctors forbade him from participating in sports.
 - the handball fans helped him get into a German clinic.
 - his fans displayed banners around his home to cheer him up.
 - he thrilled his fans by changing his mind about his career.

Tekst 2.

No one would deny that sport is part of a healthy lifestyle. Naturally, there's no avoiding muscle aches and bruises while practising a sport. Yet, it seems that the number of sport-related injuries among children has risen to alarming proportions. Two independent reports, released by the US Center for Disease Control (CDC) and Safe Kids Worldwide, confirm that millions of children every year need medical treatment as a result of sport injuries. These injuries range from twisted ankles and broken toes to brain damage. What both institutions stress, however, is that many of them could easily have been predicted, and CDC believes that more than half of them could have been prevented.

Of course, accidents will always happen, but a lot could be done to improve the situation. Statistics show, for instance, that despite the fact that only about half of the injuries take place during actual games, many parents fail to ensure that their kids obey health and safety guidelines during practice sessions. This is possibly the first thing that could be looked into – practice sessions contain the same risks as the game itself.

Besides accidents, there's another problem – overuse. This basically means training too much or too hard. Researchers have found that the number of hours a child trains each week should be equal to their age. If children exceed this limit, then the probability of injury increases to 70% and children are likely to develop problems common for their chosen discipline. According to the statistics, almost half the number of sport injuries among 11 to 18-year-olds are a consequence of overuse. That's why it's important that everyone – young athletes, their parents and their coaches alike – is made aware of the problem. They need to learn to recognise the early symptoms of overuse and, more importantly, learn how to prevent it. This means, among other things, remembering to warm up and cool down, correcting your technique and allowing your body a proper rest between training sessions.

- Which of the following is presented in the text as an opinion, and not a fact?
 - Overuse is the cause of over 50% of sport injuries among young people.
 - Over 50% of sport injuries need not have happened.
 - The amount of time children should spend on training depends on their age.
 - Many parents allow their kids to ignore advice on health and safety during practice sessions.
- The author of this text
 - criticises parents and coaches who ignore safety guidelines while children are doing sports.
 - explains who is responsible for so many sport injuries among young people.
 - expresses doubts on whether children should be encouraged to do sports.
 - highlights safety problems and suggests ways of avoiding them.

2) **Read the instructions and do the writing task.**

TEST IT! W gazecie młodzieżowej przeczytałeś/przeczytałaś artykuł, którego autor twierdzi, że uczniowie nie lubią lekcji WF w szkole i należałoby je zlikwidować, dając uczniom czas na uprawianie sportów we własnym zakresie. Napisz list do redakcji, w którym nie zgodzisz się z autorem artykułu, wyjaśniając, dlaczego ważne jest, aby w szkole odbywały się zajęcia WF, oraz na przykładzie swojej szkoły opisziesz, jakie zmiany sprawiłyby, że uczniowie bardziej polubiliby te zajęcia.

Wypowiedź powinna zawierać od 200 do 250 słów.