

1


Who we know


VOCABULARY character, feelings and emotions • ethical problems in relationships


Character, feelings and emotions

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

DISCOVER THE UNEXPECTED ...

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

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

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

- 3> Read the posts again and answer the questions.

Which of the writers ...?

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

- 4> In your notebook, match the words and phrases in bold from the posts in exercise 2 with the definitions below.

- 1 unattractive or repellent
- 2 clever and amusing
- 3 having an air of superiority
- 4 friendly and easy to talk to
- 5 cheerful and fun-loving
- 6 easily becoming impatient or angry
- 7 not keeping up with current events or trends







Watch out!

As a rule, we hyphenate compound adjectives, e.g. **up-to-date tastes**. When a compound adjective follows a noun, a hyphen is usually not necessary, e.g. *His tastes are surprisingly up to date*.


Some established compound adjectives, however, are always hyphenated, e.g. **good-looking**, **fair-haired**, **bad-tempered**.

- 5> In your notebook, complete the email with the correct form of the highlighted phrases from the posts in exercise 2.

Hi Kayla,


Since you're new, I just wanted to see how you're getting on. I don't like to ¹ , but I noticed that you were a bit uncomfortable at the last school committee meeting and I wondered if you ²  or unwelcome for some reason. I know some people are ³  by the amount of information and everyone is not really ⁴  at first until they've had time to catch up. It took me ages to ⁵  and speak up in the meetings. Anyway, don't worry about not fitting in. We've already been ⁶  by your knowledge! Glad to have you on the committee.

Josh

- 6>  **CD 1.01** Listen to three young people. In your notebook, match questions a–c with speakers 1–3.

Which speaker explains ...?

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













- 7>  **CD 1.01** Listen again and answer the questions.

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

Vocabulary challenge!

- 8> Complete the sentences with the word pairs below in your notebook.

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

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

9> In your notebook, complete the sentences with the correct form of the words given.

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

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

Ethical problems in relationships

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

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

This speaker

- | | |
|---|--|
| a | wanted to improve their personal life. |
| b | was curious about their background. |
| c | was concerned about future health problems. |
| d | had a desire to help others. |
| e | was diagnosed with life-threatening illness. |

3> **CD 1.02** Listen again. Are the statements true (T) or false (F)? Write the answers in your notebook.

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

4> Work in pairs and discuss the questions.

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

5> Read the texts below and answer the questions in your notebook.

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

Text 1



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

6> In your notebook, complete the text with the adjectives in bold from the texts in exercise 5.

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

7> Complete the sentences with the opposites of some of the words in bold from the texts in exercise 5. Write the answers in your notebook.

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

8> In your notebook, rewrite the underlined parts of the sentences, using the phrasal verbs below. Make any necessary changes.

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

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


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

Text 2

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

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

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

- 1) Describe the pictures (1–3). Do any of them reflect your own experiences?
- 2) Work in pairs and answer the questions.
 - 1 How do you feel about online friendships?
 - 2 Do you think phones interfere with your social life?
 - 3 How do your parents feel about your phone use?
- 3)  CD 1.03 Listen to six speakers. Note down what aspect of phone and internet use each one of them is talking about. Which speakers do you agree with?
- 4) Read the statistics. Do any of them surprise you? Why?/Why not?

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

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

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

- 5) Read the text and answer the questions.

- 1 Does the writer try to justify using phones in social situations?
- 2 How does she deal with online bullies?
- 3 What does her phone represent to her?



IN MY OPINION

by Rayna Nowak

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

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

3 FACE-TO-FACE TIME

When I pick up my phone at the family dinner table, my parents go ballistic. When they see me with my friends and we're all focused on our phones, they wonder out loud why we even bother to get together. I don't really have a **cogent** argument to defend this kind of behaviour. My peers and I have all grown up multitasking, and our screens are where a good **portion** of our lives takes place. We still feel close, and we still enjoy each other's company, even when the phones pop up in the midst of our exchanges. I admit that I can get annoyed when I'm trying to have a conversation with a friend and she keeps checking her phone. On the other hand, I feel closer to my real friends because our online connections let us share our favourite things.

4 BULLYING AND FEELING INFERIOR

All right, bullying can be worse in the virtual space than in real life. Social media **is rife with** unhappy, aggressive people who only have negative things to say about others, and who **make no bones** about expressing their least worthy opinions for all to see. Yes, it's a problem, and I'm not sure what the solution is. My personal approach is to block or unfriend those who bully me or my friends. If the insults are really serious, I'll talk to an adult about it, because I don't think we should just shrug and let it happen. Another risk with social media is feeling inferior because your life isn't as exciting, busy, or glamorous as your friends'. I say, don't fret. There's no point comparing our lives. Also, take what you see on social media with a pinch of salt.

home add a comment contact



- 6> In your notebook, match the paragraphs (1–6) in exercise 5 with the questions below. There is one extra question.

In which paragraph does the author ...?

- suggest more than one possible solution to the problem
- show that a type of disagreement has always existed
- admit it's impossible to have a close virtual relationship
- point to the usefulness of devices to maturing teens
- express her purpose in writing the piece
- give advice on how to shield oneself from possible harm
- point out a fundamental difference in habits between the generations

Reading challenge!

- 7> In your notebook, complete the summary of the text in exercise 5 using appropriate words.

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

- 8> Work in pairs and discuss what you think about Rayna's article. In your notebook, write a short response which could be posted on her site.

5

SAFETY



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

6

PRIVACY








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

What are your thoughts? Post your reactions here.

Like it! • Share  22  6

Vocabulary development

- 9> In your notebook, match the words in bold from the text in exercise 5 with the definitions below.

- part or section of a whole 
- logical, based on reason 
- not harmful 
- negative or destructive things 
- causing someone to feel isolated or alone 
- easily hurt or harmed 
- full of, a lot of 

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

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

- 11> The parts of the collocations in the sentences below have been mismatched. Match up the correct parts of the phrases in bold. Write the answers in your notebook.

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

Vocabulary challenge!

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

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

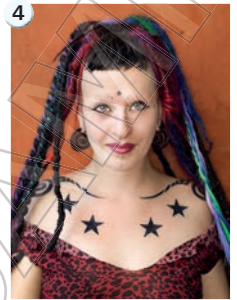
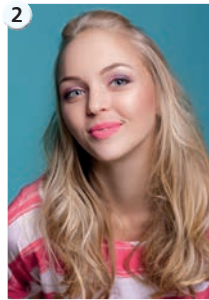
- I just know there's going to be trouble at the party this evening. I can feel sth in my bones.
- Carla cut to the bone her opinion of our plans. She says she thinks we need to start all over from the beginning.
- Texting during meals is a real bone of contention between us. I say it's impolite, and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

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

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

Perfect and continuous aspect

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



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

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

- 3> ANALYSE Read the texts in exercise 2 again. Find examples of each of the aspects listed below. Write the answers in your notebook.

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

! Watch out!

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

- 4> PRACTISE Choose the correct option to complete the text. Write the answers in your notebook.

Teddy lives in New York, and comes from a well-to-do family. He is now in his last year of high school, and he ¹*has been thinking / has thought* hard about where to go to university for some time now. His parents ²*had attended / have been attending* a prestigious Ivy League university before continuing with their professional studies, and they ³*will have assumed / are assuming* that he will follow the same path. Teddy ⁴*will have applied / will be applying* to most of the Ivy League schools by the time he finishes his applications, but what he ⁵*is being / has been* reluctant to tell his parents up to now is that he would prefer to go to a public university. He ⁶*will be sitting / will have sat* down with his parents at the end of the week, and he still ⁷*isn't deciding / hasn't decided* exactly how to convince them that his choice is the right one. He knows that they will probably understand him, but right now he almost wishes he ⁸*hasn't decided / hadn't decided* to go against the family tradition.

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



Narrative tenses and structures: past simple, past continuous, past perfect continuous; future in the past: *would / was to, was going / planning / hoping to*

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

2>  **CD 1.04 LANGUAGE IN CONTEXT** Read the story. Choose the correct option to complete it. Then listen and check your answers.








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

Lieutenant Charlie Brown was a bomber pilot during World War II, and at the time of this incident ¹*had been working / was working* as a pilot for only a short time. He had no idea that this flight ²*was to become / was becoming* an unforgettable part of his life. His plane ³*was / was being* severely damaged during a mission, and because he wasn't able to keep up with the rest of the formation, the lone plane was repeatedly hit by German fire. The engines ⁴*had sustained / had been sustaining* a lot of damage, and the crew ⁵*were flying / flew* almost literally 'on a wing and a prayer'. Franz Stigler, a more experienced German pilot, ⁶*was spotting / spotted* the plane from the ground and flew up to try to get the pilot to surrender. When they saw Stigler gesturing, Brown and his crew couldn't understand what Stigler ⁷*was trying / tried* to communicate, so they flew on. Stigler, who felt it would be unfair to shoot down such a severely disabled plane, actually ⁸*escorted / had escorted* it to open water. Inexplicably, a German fighter pilot ⁹*has made / had made* it possible for an American plane to return to the British coast. Evidently, both men ¹⁰*would continue / will continue* to think about this encounter, and in 1986 – after he ¹¹*had described / described* the event to a group of military veterans – Brown ¹²*made / was making* a decision. He ¹³*was going to track down / was tracking down* the mysterious German pilot. Four years and many public appeals later, he received a letter from a man named Stigler in Canada. 'I was the one,' it said. The men met and became close friends until their deaths.

















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







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

- 1 a one-time action in the past: 
- 2 an ongoing action at a point in the past: 
- 3 an action/situation before another past action/situation: 
- 4 an ongoing action/situation before another past action/situation: 
- 5 a future action/situation in the past: 

5> In your notebook, complete the dialogue with the correct form of the words in brackets.

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

6> Translate the Polish parts of the sentences into English. Write the answers in your notebook.

- 1 Miriam  (*próbowała od lat odnaleźć swojego dawnego przyjaciela*) when she received an email from him.
- 2 When they arrived at the cabin, it  (*mocno padał śnieg i wiało*).
- 3 James  (*wyłączył światło, zamknął drzwi na klucz*) and left his old life behind forever.
- 4 Lisa and Candice  (*zamierzały podróżować*) all over Europe before going to university, but then something happened to prevent it.
- 5 Laura  (*od tygodni słyszała pogłoski*) about the strange boy before she finally met him.
- 6 Clement knew he  (*miał być pierwszym w rodzinie*) to study abroad, and he was very proud of this.

? What's right?

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

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

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



1) Work in pairs and describe the pictures (1–5). Have you had similar experiences? How did you feel?

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

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

3) **CD 1.05** Listen again. In your notebook, match statements (a–f) with speakers (1–5). There is one extra statement.

This speaker

- a explains the reason for ending a friendship.
- b has realised their behaviour was misguided.
- c wishes they had learnt something sooner.
- d felt helpless in the face of a serious problem.
- e attributes a special intimacy to the length of a relationship.
- f expresses feelings about a situation.

4) Read the expressions below. What are their informal equivalents? Go to the transcript on page 130 and find them in the text. Write the answers in your notebook.

- 1 annoy someone
- 2 become extremely concerned
- 3 end a relationship (2 expressions)
- 4 someone you expect sympathy from
- 5 immediately and without reason
- 6 an arrangement with equal benefits
- 7 freely discuss intimate concerns
- 8 scold someone about something
- 9 fulfill a duty
- 10 realise that something is not as previously believed
- 11 help someone succeed

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

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

6) In your notebook, complete the paragraph below, using the correct forms of some of the words from exercise 5.

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

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

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

This speaker

- a feels that separation is changing a friendship.
- b is optimistic that a close friendship will not change.
- c made a deliberate effort to make more friends.
- d feels that distance has ended several friendships.
- e explains how a living situation limited their friendships.

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

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

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

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

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

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

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

Phrase Bank

► **Discussing your strengths and weaknesses**

*Do you consider yourself ...? | Do you tend to ...?
How capable / aware of ... are you?
Is ... your strong point? | Do you come across as ...?
Would you call yourself ...?*

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

Relationship between:

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

Phrase Bank

► **Expressing importance**

*Social intelligence is a key factor / of paramount importance when it comes to ...
It seems essential / crucial / indispensable / fundamental in the case of ...
It comes in handy / is of great use when we deal with ...
It decides on / determines the way people ...
It turns out to be central / particularly relevant to ...*

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

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

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

Robert Greene, author

Companies in pursuit of more than just high IQ

STEER CLEAR OF PEOPLE WITH LOW SI. DE-TOXIFY YOUR RELATIONSHIPS.

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

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

5> Use the Internet to find out about people with low levels of social intelligence who we often call 'toxic'. In pairs, prepare a short (10 to 15 minutes) presentation about them. Include the information below.

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

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

*As I'm sure many of you already know, ...
I'd imagine I'm not alone in thinking that ...
I'm more than certain that all of you in this room ...
I bet some of you must have had a similar experience ...
Hands up if you're also of the opinion that ...*

Remember to:

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

1) Work in pairs and discuss the questions.

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

2) In your notebook, complete the excerpt from a blog. Choose the correct option from each pair. The expressions are not given in the same order as they appear in the text.

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

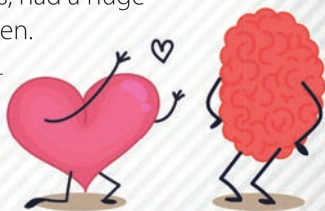


The other day, I ¹ a fascinating conversation. I was sitting in a bistro when two young women walked in and sat at a table next to ². They ³ over with excitement, talking about a new dating app. It ⁴ to help you find a true match based on what you represent intellectually rather than just on mutual physical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

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

know wise connect fall regard able skill resist

Well, there are people who consider intelligence to be the most ¹ quality in the opposite sex. Research has confirmed that we get drawn to those who have an inquisitive mind and are ² of holding animated philosophical discussions. These individuals are stimulated by someone else's vast ³ as well as by the mere fact that such relationships allow them to develop intellectually. Psychologists call such personal ⁴ between people the intellectual synergy. By way of illustration, let me remind you of Socrates, the ancient Greek philosopher, who ⁵ of his poverty, lack of high social status, and good looks, had a huge following, also among women. Perhaps in your life you ⁶ in love with someone's mind ... Let me know. Already looking forward to reading your comments.



People should fall in love with their eyes closed.

Andy Warhol

Nothing compares to a beautiful conversation with a beautiful mind.

Anonymous

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

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

! Watch out!

- Remember that some stative verbs may be used in continuous tenses, but then they change their meaning:
I expect that there will be some problems with the new student. (have an opinion)
I'm expecting Ann any time now. (wait for)
Helen is expecting a baby. (be pregnant)
- Note that in spoken English people use verbs such as *like, love, hate, want, hear* in continuous tenses.

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

- 1 I see now why you cut him off.
I'm seeing my boyfriend tonight.
- 2 My mood depends on the weather.
I'm depending on you for help in this project.
- 3 Tom appears to be a well-behaved boy.
Rita is appearing in a new play at the Grand Theatre tonight.
- 4 What do you mean by that?
I've been meaning to text you, but I forgot.
- 5 This soup smells divine.
Why are you smelling this blouse?
- 6 We consider Karen to be truly high-spirited.
We were considering leaving the party earlier, but we stayed on.
- 7 What does this dish taste of?
I'm tasting the soup to see if it's spicy enough.
- 8 I think that relationships should be built on trust.
They are thinking of getting married.
- 9 What type of people appeal to you?
The police are appealing for witnesses.
- 10 I weigh 60 kg and measure 1.65 m.
Why are you weighing and measuring yourself?

6) In your notebook, translate the Polish parts of the sentences into English. Use the verbs from exercise 4.

- 1 Right now, **czuję** that the task is too demanding for us and that we should ask someone else for help.
- 2 We **należymy do** this club for at least six years, and we intend to renew our membership.
- 3 Why **wąchasz** this cheese? Has it gone off?
- 4 Now our team **składa się z** five members.
- 5 I **Widzę się z / Mam umówioną wizytę u** my doctor tomorrow.
- 6 I **Rozważałem** leaving the country when I was at university, but decided against it.
- 7 When I look at you now, **przypominasz** your sister, especially when it comes to your gestures.
- 8 I **miałem zamiar** to ring my grandfather for ages, so when he called me himself I was embarrassed.

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

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

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

9) 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.

- 1 Ted's behaviour **get** nerves for ages before I eventually told him to stop being so stuck-up.
- 2 We **think / split**, but we've decided to work on our relationship.
- 3 I **feel / place** at this party ever since I got here, so I think I'm going to go home.
- 4 Tony's very shy, but he's beginning to **come / shell**.
- 5 If you want to see this actress in action, she **appear** a play at the Odeon theatre next week.
- 6 At the moment, I **consider / her / be** my best friend.
- 7 At this very moment in time, I **depend** you, so please don't let me down.

Challenge!

10) In your notebook, rewrite the sentences, using the idiomatic expressions with the word 'bone'.

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

11) Add the correct suffixes to the words or word parts below in order to create personality adjectives. Then work in pairs and tell each other about a person you regard as:

- confrontation **get**
- dismiss **get**
- quick-wit **get**
- high-spirit **get**
- push **get**
- reserv **get**



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

2) Read the story and answer the questions.



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

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

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

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

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

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

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

4) CD 1.08 Listen to the next part of Steven's story and answer the questions below in your notebook.

- 1 How had Steven felt about reconnecting with Kellen?
- 2 What prompted Steven to try and contact his friend?
- 3 What did Steven say in his email to Kellen?
- 4 When and how did Kellen eventually get in touch with Steven?

5) Read the first part of the story in exercise 2 and the transcript of its second part on page 131. Find six time expressions and complete the Phrase Bank below in your notebook.

Phrase Bank

► Time expressions for cohesion and coherence in a narrative

As soon as ... | By the time ... |

While ... | Several weeks passed ... |

On the Sunday of the third week | Immediately

1 2 3 4 5 6

6) The following sentences are too simple for a good story. In your notebook, rewrite the sentences using the prompts in brackets.

- 1 Evan entered the room where there was a party with a lot of people. (How did he feel? What was the room like? What were the people like?)
 - 2 He almost left, but he looked around and decided to stay. (What was his first reaction? What changed his mind? What feeling led to his decision?)
 - 3 He went to the buffet and got a drink, crossed the dance floor and met Janis. (How did he move? What drink did he choose? Who is Janis and how did he react to seeing her?)
 - 4 Janis looked at him and said that she didn't want to talk to him. (How did Janis look? What exactly did she say? How did Evan react or respond?)
 - 5 Janis turned and walked away. He felt bad. He decided to leave, but someone stopped him. (What was Janis' action like? How exactly did he feel? Who stopped him and what was his reaction?)
- 7) Read the ending to Steven and Kellen's story. It is lacking some elements of good writing. Rewrite it using connecting phrases, time phrases, vivid verbs and adjectives, and direct speech.

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

8) Write a story of 200–250 words. Start with the beginning provided below.

When they met, neither of them knew their lives were about to change forever.

Complete all the exercises on this page in your notebook.

1) Answer the questions.

When someone ..., what do they do?

- 1 keeps you in stitches
- 2 goes ballistic
- 3 freaks out
- 4 gives someone a leg up

—/4

2) Rewrite the sentences, using the words given.

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

—/7

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

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

—/9

Vocabulary challenge!

4) Choose the correct option.

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

—/9

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

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

- 5 Hello, *do you recognise* / *are you recognising* me? We *went* / *were going* to the same school.

- 6 When I was young, I *would* / *used to* prefer playing with boys rather than girls.

—/8

6) Correct nine verb forms in the text.

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

—/9

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

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

—/10

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

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

—/8

9) Work in pairs. Work in pairs and test each other.

Student A: go to page 105.

Student B: go to page 112.

2

A healthy goal

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



Competing and achieving success in sports

- 1 > Work in pairs and describe the pictures. What aspects of sport, success and fame do they show?
- 2 > Read the three texts and summarise each of them briefly.



SUCCEEDING AT SUCCESS

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



THE RISE AND FALL OF A STAR

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



READY FOR EVERY EVENTUALITY

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

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

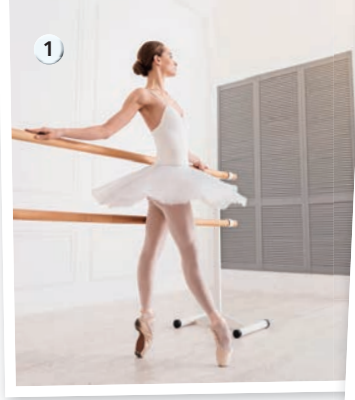
- 1 shortness in time or extent
- 2 sudden and spectacular
- 3 the most successful level
- 4 to judge, usually in comparison to a standard
- 5 making one think about something in a serious way
- 6 coming next in order
- 7 powerful and difficult to deal with
- 8 someone who shows talent at an early age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

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

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

- 5 > In your notebook, complete the sentences with the highlighted idioms from the texts in exercise 2. Explain their meanings and origin. One of them is not sport-related.

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



Body parts, injuries and illnesses

- 1) Look at the pictures (1–4). What problems could arise from these kinds of activities? What body parts are particularly affected?
- 2) CD 1.09 Look at the picture below. Name as many body parts as you can see. Then listen to the 4 speakers and add any new words to your list.



- 3) CD 1.09 Listen again and decide if the statements are true (T), false (F), or if no information is given (NI). Write the answers in your notebook.

- Speaker 1 knew right away she wanted to be a dancer.
- Speaker's 1 biggest problem is with one leg.
- Speaker's 2 mother had never done much exercise.
- The yoga teacher plans to advise speaker's 2 mother.
- Speaker's 3 injury was caused by an impact with the ball.
- Brain injuries are common amongst athletes.
- Speaker 4 became unable to control her need to exercise and restrict her diet.
- Speaker's 4 goal was to become a professional model.

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

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

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

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

- have get catch suffer from **a headache**
- feel be get have **nauseous**
- develop have get come down with **stiff muscles**
- get experience suffer from complain of **dizziness**
- suffer from have catch get **a sprain/strain**
- have get suffer from come down with **a fracture**
- come down with catch feel get **a cold**

Vocabulary challenge!

- 6) Which of the speakers from exercise 2 could make the statements below? In your notebook, translate the phrases in bold into Polish.

- 'I was **eating like a bird** and **exercising like a fiend**.'
- 'I am **dead set on** becoming a professional, and I won't let this injury **hold me back**.'
- 'No matter what the activity, she **jumps in with both feet**, but this approach can **come back and bite you**.'
- 'I **couldn't tell up from down** for a while, and I definitely thought I was going to **go out like a light**.'
- 'I **felt as if I'd been run over by a lorry** when I woke up, but I just **kept going back for more**.'
- 'The doctor **opened my eyes** to the problem and I've **done an about-turn** as far as my ambitions go.'
- 'I thought the pain was just **par for the course**, but I soon woke up to the fact I was wrong.'

- 7) In your notebook, complete the sentences with some of the idioms from exercise 6. Use the emojis to help you.

- I'm 🍏🐧 and 🏋️🔴 so I can lose some weight.
- I felt as if I'd been 🌟🧠🚚 after studying all night.
- I know you're nervous about starting karate, but I think you should 🏯👣!

- 8) Choose the option that does not correctly complete the sentences.

- Tamara has a *bad / heavy / small / nasty* cold.
- I have a *heavy / blinding / splitting / bad* headache.
- I've been so tired lately! I hope I don't *catch / take / come down with / contract* the flu.
- When I broke my leg, I was in *agonising / excruciating / acute / thorough* pain.
- I hope to *drop / shed / throw / lose* 15 kilos on this diet.
- I think I have a *slight / mild / low / minor* fever.
- People with *severe / serious / massive / acute* food allergies should carry an emergency injection.
- I can no longer *endure / accept / take / tolerate* the pain.
- I'm in *excellent / total / perfect / blooming* health.

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

- Hard work beats talent when talent doesn't work hard.*
Tim Notke - a high school coach
- Winners are not people who never fail, but people who never quit.*
- Your goals should be out of reach, but never out of sight.*
Anita DeFrantz - an American Olympic athlete (rowing)



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

2 > Read the article. In your notebook, match the paragraphs (1–5) with the headings (A–F). There is one extra heading.

A LOVING OUR TEAM ... NOT YOURS

B ALL WELL AND GOOD ... BUT WHO'S IN CHARGE?

C FOR YOUR OWN GOOD

D TO SPORT OR NOT TO SPORT?

E WHAT YOU GAIN FROM LOSING

F WHEN THE BAR IS SET TOO HIGH

1

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

2

There is a lot to be said for representing your school or local team. Team spirit **knits** communities **together around a common goal**, whether it's winning a match or carrying off the trophy in a regional championship. It also brings cohesiveness and a shared sense of purpose to groups which otherwise might not mesh. Neighbours support school teams, and college towns **root for** their college teams because proximity brings them together. On the other hand, there have been incidences of high school and college rivalries turning into dangerous confrontations. In fact, it may be true that the major downside of team spirit is that it can lead to a divisive us-versus-them attitude which can bring about problems in our social and political lives.

3

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

4

To my mind, the most praiseworthy aspect of sports is that of teamwork and cooperation. Participants learn the give-and-take of group endeavours, an ability which can be carried into the workplace and the tussles of everyday life. Rather than kicking against the pricks, team players learn how to follow reasonable guidance whilst contributing their own ideas towards the ultimate goal of success. Of course, this is ideal on the face of it, up to the point when cooperation turns into **blind adherence** to the word of the coach or other leader – which, to my mind, is an almost **inevitable outcome**. When it comes to political organisations or cut-throat businesses, whose operating principles are often sports-based, a winner-takes-all attitude can lead to the oppression of those who oppose the **guiding impulse** of the leader.

5

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



3> Read the article again and choose the correct answers.

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

Vocabulary development

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

- praise as the best solution to a problem
- the negative aspect of something
- there are numerous benefits
- focus on, usually a specific goal
- shared compromise for a common goal
- resist or resent outside control
- all-or-nothing approach in business or sports

5> In your notebook, complete the sentences with the words below. Check your answers with the highlighted phrases in exercise 2.

common lagging subpar knit root blind inevitable
guiding handle

- We're not particularly keen on sport, but we still meet every Friday and knit for our school football team.
- James used to find it difficult to resist pressure, but taking up karate has made him much calmer and self-confident.
- My parents are devastated by my poor academic results.
- The driving impulse behind our charity is to improve kids' self-esteem through sports and other activities.
- Very often, the long-term outcome of very early success is disappointment later in life.
- Developing social skills may be improved by group activities.
- Communities can bring people together around a shared goal.
- Adherence to traditional values may slow progress.

6> Complete the text with the correct forms of the words below.

relent oppress compete rival adhere

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

Vocabulary challenge!

7> In your notebook, complete the sentences with appropriate prepositions.

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

8> Choose the correct option to complete the sentences. Write the answers in your notebook.

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






















9> Think about your memorable experience with a sport. Prepare a short monologue about it and present it to the class.

Future forms

1) **CD 1.10 LANGUAGE IN CONTEXT** Listen to three recordings. Then answer the questions in your notebook.

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














2) **ANALYSE** In your notebook, copy and complete the table with the correct example sentences from the transcript on page 132. There is one example of tense use missing from the recording. Complete the appropriate line of the table with your own example sentence and the corresponding tense use.

Tense/expression	Example	Use
Present simple		a timetable scheduled action
Present continuous		a prearranged, mutually agreed action
Future simple 1		
Future simple 2		
Future simple 3		
going to		a definite plan
Future continuous		
Future perfect		
Future perfect continuous		an activity which will have continued up to a stated time in the future
be  to, be on the  of, be on the  of, be  to, be  to, be  to		actions in the near future, personal decision or circumstance

3) **PRACTISE** Choose the correct option to complete the sentences. Explain what the meaning of each tense is in the context given. Write the answers in your notebook.

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

4) Complete the text with the future forms of the verbs in brackets. Write the answers in your notebook.

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



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

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

Grammar challenge!

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

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

7) In your notebook, rewrite the sentences using past-future forms.

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

Modifying comparatives and superlatives

- 1) Think of three things you do to be healthy. Order them by importance. What evidence can support your ideas?
- 2) **LANGUAGE IN CONTEXT** Read the article. Do you share any of these beliefs? Are you convinced by the article?

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



Walking isn't real exercise

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

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

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

Good exercise is expensive

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

Sports drinks are better than water after exercise

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

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

Form	Example
comparatives with modifiers (slightly, a lot, a bit, far, etc.)	
superlatives with modifiers (by far, easily, possibly, etc.)	
(not) so / as ... as ... with modifiers (just, (not) nearly, almost, barely, every bit, etc.)	
the ... the ... comparisons	
comparative + comparative	

- 4) **PRACTISE** In your notebook, complete the sentences with the correct form of the words in brackets and suitable modifiers.

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

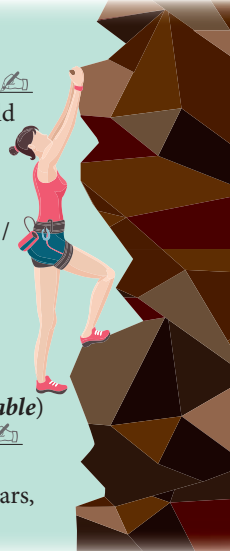


What's right?

- This energy bar has far less calories than the ones you eat.
- This energy bar has far fewer calories than the ones you eat.

- 5) In your notebook, complete the text with the correct form of the adjectives in brackets and the modifiers given.

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



- 6) In your notebook, rewrite the sentences, using the words in bold.

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

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



1



2



3



4

- 1) Work in pairs. Look at the pictures and discuss the health-related habits. Which of these are present in your life? Do any other routines affect your health in a positive or negative way?
- 2) Do you think you get enough sleep? If not, does lack of sleep influence your mood and performance? What would be a healthy sleep-life balance for you?
- 3) **CD 1.11** Listen to the interview with a doctor and answer the questions below.
- 1 What is Dr Weston's field of expertise?
 - 2 How many hours of sleep a night should teenagers get?
 - 3 What happens to teenagers who don't get enough sleep?
- 4) **CD 1.11** Listen again and choose the correct answers. Write them in your notebook.

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

- 5) In your notebook, complete 1-9 with the words below.

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

- | | | |
|-------------|------------|--------------|
| 1 set | 4 go | 7 there's |
| 2 be | 5 in stark | 8 contagious |
| 3 formative | 6 get | 9 pass sth |

- 6) In your notebook, complete the text with the phrases from exercise 5.

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



- 7) **CD 1.12** Listen to a video blog post. In your notebook, complete the sentences so that they are true according to what you hear. Write one to three words in each gap.
- 1 Casey posts her video blog on a basis.
 - 2 Today's post deals with a health issue, her usual posts.
 - 3 On average, she gets hours of sleep per night.
 - 4 She says she is and of constantly lacking energy.
 - 5 She claims napping during lessons is a experience.
 - 6 Casey has decided to go to bed at and get up at , but only .
 - 7 The expected advantages of her new routine are going to be , , as well as and concentration.

Vocabulary challenge!

- 8) Find and correct the mistakes in the sentences. Then read the transcript on page 132 to check your answers.
- 1 If you are really relaxed, you should fall asleep as soon as your head feels the pillow.
 - 2 I'm so sleepy all the time that I keep nodding out in classes!
 - 3 Staying up late to study is everything but ideal, but I'm so busy that I have no choice.
 - 4 I've decided on a stable bedtime of eleven o'clock.
 - 5 You think I should sleep more? Give me another one!
 - 6 Can you help me with this task? I can't seem to find it out.
 - 7 My French is a bit shaking, but I hope to improve it soon.

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

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



4> Study and complete the Phrase Bank below. Put one word in each space. Write the answers in your notebook.

Phrase Bank

► **Showing cause and effect**

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

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

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

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

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

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

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

2> In your notebook, complete the Phrase Bank below with the correct form of the words below.

convey leave look submit spring command
 epitomise speak

Phrase Bank

► **Describing a photo**

This image **depicts** / **portrays** / ¹ / **showcases** ...
 When I look at it, **what** ² / **comes to mind** is the idea of ...
 This visual **communicates** / ³ / **puts across** the concept of ...

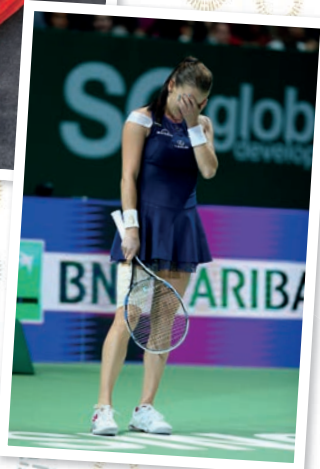
► **Expressing preference, giving arguments and comparing**

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

3> Look at the pictures to be used as part of a social mental health campaign *Be Good to Your Mind*. Work in pairs and discuss which aspects of mental well-being they show. Which one would be the best in your opinion. Why?



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



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

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

'Never let success get to your head. Never let failure get to your heart.'
Anonymous

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

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

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

1

Athletes are the kings and queens of modern society, along with actors and pop stars. We cheer them on in competition, but we also admire their enormous houses, gossip about their relationships, and listen to their opinions. The question remains as to how much this has to do with the spirit of fair play and the pursuit of excellence for its own sake. In my view, very little. In fact, I believe the true competitive spirit is being lost in today's professional sports, and this affects competitors and spectators alike.

2

There are definitely two schools of thought concerning the astronomical pay and obvious sense of entitlement on display in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. In contrast, others suggest that the extreme focus on fame and money is damaging the spirit of fair play and the pursuit of excellence for its own sake. Both viewpoints are worth considering.

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

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

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

Essay 1

- ① As a society, we admire athletes' accomplishments, but we also envy their enormous wealth and success. The question remains as to how far today's professional sports reflect the spirit of fair play and the pursuit of excellence. I am of the belief that the true competitive spirit is being lost, which affects competitors and spectators alike.
- ② From the competitors' side, the focus on fame and fortune can distract athletes from the true purpose of their pursuit. They may become so obsessed with winning that they resort to risky training methods or even doping. It is also true that the temptations of fame and fortune can lead them to neglect the hard work and rigorous training needed to maintain their success.
- ③ From the spectators' standpoint, successful athletes embody faultless role models. Upon witnessing their heroes' scandalous behaviour, vanity, or greed, fans may feel let down. This disappointment in individual sports icons may extend to professional sports as a whole when it comes to game-fixing or promotion of dishonest practices on an international scale. Alternatively, it can be argued that some athletes really do represent fair play and dedication to excellence, and they remind us of the true purpose of competition. It seems to me, however, that sports are heading generally in a less idealistic direction.
- ④ In conclusion, I believe that professional sports have moved far away from the spirit of fair play and true competitiveness which they should represent, and I hope something can be done to remedy this.

Essay 2

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



In essay 1,

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

In essay 2,

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

- 7) Look back at the two essays. In your notebook, list the phrases which do the following. Add two more phrases to each category.

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

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

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

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

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

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

1) In your notebook, complete the expressions to make a list of symptoms digital addicts may suffer from. Then work in pairs and answer the questions below.

neck stiff____ mood sw____s extreme fat____e
dep____n increased anx____y and irri____y
bloods_t eyes lack of conc____
b_s under your eyes weight l____or g____ inso____a

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

2) Read the first part of the text below and find the place where a word is missing in each line. Then insert the correct word. Write the answers in your notebook.

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

3) Read and complete the rest of the text in your notebook.

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

Watch out!

- We do not use *will* after certain expressions of time and condition, e.g. *when, as soon as, the moment, the minute, till, once, if, provided, providing, unless, as long as, on condition* etc.
- However, we may use *will* after *if* when we want to express a warning or sound polite.
If you will stare at your phone all day, you'll lose your sight.
If you will wait a moment, sir, the manager will be with you shortly.

4) In your notebook, translate the Polish parts of the sentences into English. Use no more than five words.

- The younger we are, (*tym bardziej podatni na uzależnienia*) we seem to be.
- By the end of 2020, I (*będę używał*) Twitter for ten years.
- You should take what Mark says (*z przymrużeniem oka*). He's a bit of a joker.

- The moment you (*wymyślisz*) a plan, will you text me, please?
- It goes (*bez wątpienia*) toddlers should not use mobiles.
- Recently, there (*jest wyraźnie więcej*) young people staring at their mobile screens than ever before.
- The woman complained that (*kręciło jej się w głowie*).
- (*Czy właśnie miałeś wyjść*)? If so, I can call you later.
- I'll be free to talk to you, Miss Jones, (*jeżeli będzie pani uprzejma poczekać*) a few minutes.

5) In your notebook, rewrite the sentences, using the words given. Write no more than five words.

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

Challenge!

6) In your notebook, correct two mistakes in each sentence. They can be grammatical, lexical or spelling mistakes.

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

7) Work in pairs and answer the questions.

- What do you think of the idea of digital detox?
- What other addictions can you name? Why do people become addicts? Is everyone prone to becoming addicted?
- Do you agree with the opinion that 'once an addict, always an addict'? Is it possible to overcome an addiction? What does it take to succeed?

Complete all the exercises on this page in your notebook.

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

- | | |
|--|--|
| <p>A handle go develop
change fall into
come down with</p> | <p>B notoriety the extra mile
pressure a cold
stiff muscles tack</p> |
|--|--|

- If something doesn't work, , and do it differently.
- Athletes must be able to if they want to be ahead of the game. Stress levels are pretty high in this job.
- Unfortunately for the history of sport, many athletes mainly because of illegal substance abuse.
- To beat your opponents, you have to , do more than the others. Only the most dedicated succeed.
- If you want to avoid , exercise on a regular basis.
- I think I . I feel feverish. _ / 12

2) Complete the sentences with appropriate verbs.

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

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

- Your self-worth develops during your (*form*) years.
- Blind (*adhere*) to anyone may be dangerous.
- People suffer from stress because of the (*relent*) expectations which they try to meet.
- The (*brief*) of a sporting career is a fact of life.
- Runners often experience (*repeat*) muscle strain.
- Following a (*concuss*), you may feel (*nausea*). _ / 7

Vocabulary challenge!

4) Rewrite the sentences, using the words in bold.

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

5) Add a word to make a correct collocation.

- | | |
|---------------------------|--|
| 1 to contract <u> </u> | 3 excruciating <u> </u> |
| 2 a blinding <u> </u> | 4 to endure <u> </u> _ / 4 |

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

- Skiing is **w** more spectacular to watch than handball.
- Yoga at home is not **n** as good as a gym work out.
- Joining a yoga class is **i** less costly than playing tennis.
- Music is by **f** the best pick-me-up for Nathaniel.
- Greg looks **n** slimmer than he did last month. _ / 5

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



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

Grammar challenge!

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

- Running is (*every / profitable*) cycling when it comes to keeping fit.
- We (*due / catch*) the 6:30 plane, but we missed it.
- How (*it / come*) you lost the match? You're the best!
- It was the first time my coach (*make / bones*) criticising players who wouldn't pull their weight.
- These days professional sports (*appear / rife*) doping and corruption scandals.
- Harry said that badminton seems to be (*near / demanding*) squash. _ / 6

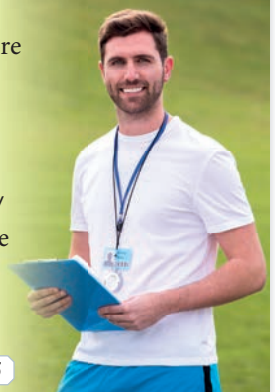
9) Answer the question. Use the prompts given to justify your opinion.

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

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

10) Complete the text, using the prompts in brackets.

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



11) Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.