

MATURA Prime Time

Intermediate

Student's Book

Virginia Evans – Jenny Dooley



Express Publishing

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Irregular Verbs

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Starter module

Transport

- 1 Complete the sentences with the types of transport in the list. There are two words that you don't need to use.
- plane • bus • underground • ferry • bike
 - car • motorbike • taxi
- Mr Holmes is flying to Spain on a business trip. His leaves at 6:00.
 - The fastest way to travel in London is below the city on the
 - Hannah was very late for work and had to call for a
 - We went to the Isle of Man by last weekend. The sea was calm.
 - Tom loves riding his in the park every afternoon.
 - People don't often take their into the city centre because there is too much traffic.

Places in a city

- 2 Complete the table with the words.
- block of flats • petrol station • post office
 - traffic lights • tunnel • bungalow
 - semi-detached house • road sign • hospital
 - cottage • library • bus stop • bus lane
 - detached house • community centre

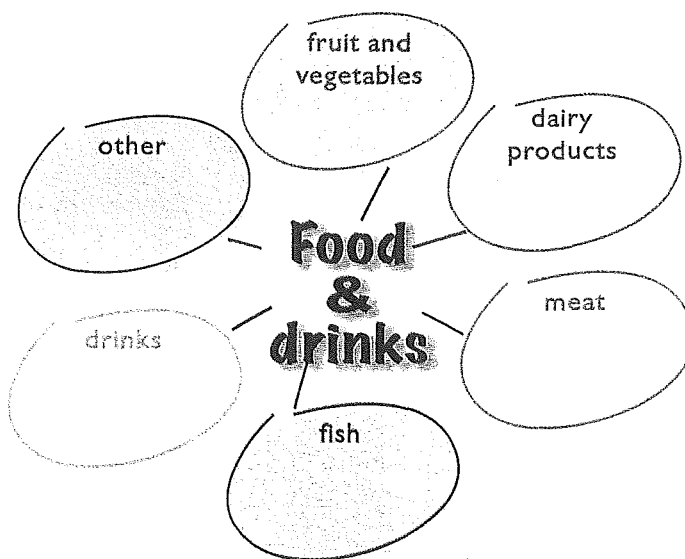
Types of Home	
Features of a Town/City	
Public Services/Facilities	

Household chores

- 3 Fill in: *do, lay, mop, iron, dust, make, take out, Hoover*
- | | |
|-----------------------|------------------------|
| 1 the furniture | 5 the rubbish |
| 2 the bed | 6 the floor |
| 3 the clothes | 7 the washing-up |
| 4 the table | 8 the carpets |

Food & drinks

- 4 Complete the spidergram. Use these words. Add one to each category.
- tomatoes • yogurt • chicken • orange juice
 - cauliflower • bread • salmon • grapes
 - rice • lamb • milk • eggs • cherries • tuna
 - tea • peppers



Collocations

- 5 Fill in: *grow, raise, stuck, show, patrol, try, lose, put up, miss, make.*
- vegetables
 - the beach
 - posters
 - money for charity
 - get in mud
 - local food
 - a flight
 - my luggage
 - respect
 - a difference

- 6 Match the words in the two columns.

1 <input type="checkbox"/>	polluted	A team
2 <input type="checkbox"/>	child	B supplies
3 <input type="checkbox"/>	rescue	C waters
4 <input type="checkbox"/>	medical	D project
5 <input type="checkbox"/>	conservation	E lane
6 <input type="checkbox"/>	bus	F labour

Starter module

Cooking methods

7 Fill in: *pour, add, beat, slice, chop, stir, melt.*

Strawberry Shortcake

Strawberry Shortcake is delicious. Let's make it together!

First, we 1)



..... the strawberries, and then we

2)



..... the sugar. We 3)



..... the

strawberries and sugar until they 4)



..... into a sauce.

Next, we cut the biscuits and put them in a tray. Then, we add the

strawberry sauce. After that, we 5)



..... some cream and

a little sugar. We 6)



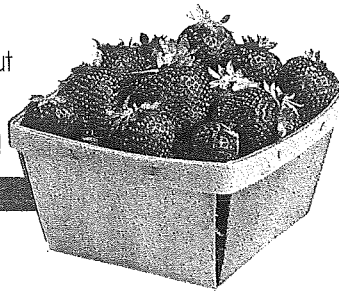
..... the cream onto the biscuits. Finally,

we 7)



..... some nuts and put

them on top! Your strawberry shortcake is ready!



Natural disasters

8 Match the comments with the natural disasters in the list. There are two items you don't need to use.

- drought • flood • earthquake • forest fire • tornado
- tsunami • hurricane

- 1 "We saw the sea coming towards us. We all ran for the hills to save our lives."
- 2 "I was in bed when the house started shaking. I could see the walls move, so I jumped out of bed and hid under the kitchen table."
- 3 "We planted potatoes in December, but the rain never came. The fields are empty. We hope it will rain very soon."
- 4 "The emergency services warned us to leave our house immediately. There was water on the first floor. We could not stop it. It was rising and rising."
- 5 "We could see and smell the thick smoke in the atmosphere."

Everyday English

9 Circle the correct response.

- 1 A: Hello. Can I help you?
B: a I'd like two tickets to Brighton, please.
b No, you can't do that!
- 2 A: And what would you like to drink?
B: a I'm not very hungry.
b I'd like a cola, please.
- 3 A: Someone stole my bag.
B: a I don't believe you.
b Oh, you poor thing! I'm so sorry.
- 4 A: I went on a day trip to a wildlife park.
B: a Oh, really? I'd really like to go there too.
b That's not very exciting.
- 5 A: Would you mind helping me with this?
B: a Of course I would.
b No problem.
- 6 A: See you at 9 tomorrow!
B: a I'm free this morning.
b Great.
- 7 A: Can I give you a hand?
B: a Actually, I've nearly finished.
b Sure I can.
- 8 A: Did you have a nice weekend?
B: a Oh, I didn't do anything special.
b They had a nice time.
- 9 A: I think that's all, thank you.
B: a You're welcome.
b Just one more thing.
- 10 A: Would you like any side orders?
B: a I'd like a glass of orange juice, please.
b Not for me, thank you.

Vocabulary: jobs, character adjectives, hobbies, sports, student jobs

Grammar: adverbs of manner, present simple – present continuous, stative verbs, comparisons, infinitive/-ing form

Everyday English: an interview for a part-time job

Pronunciation: intonation in questions

Writing: a CV and cover letter

Culture Corner: Cash in hand (student jobs in the USA)

Curricular (PSHE): What's the job for you?

Phrasal verbs: *break, bring*

Word formation: person nouns

Module 1

Work & Play

Vocabulary

Jobs

1 Listen and say.

2 What does each person do at work? Use the phrases to tell the class.

- make sure people obey the law
- follow and photograph tornadoes
- put out fires
- look after passengers on a plane
- help customers
- supervise children at a camp
- apply the law in a court
- operate on people

A camp counsellor supervises children at a camp.

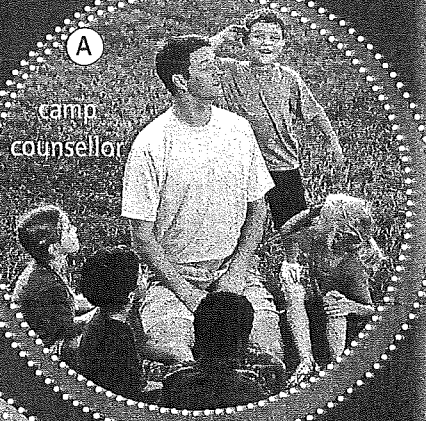
3 Which job do you think is: dangerous? demanding? interesting? well paid? easy? difficult?

A storm chaser's job is dangerous because they follow tornadoes.

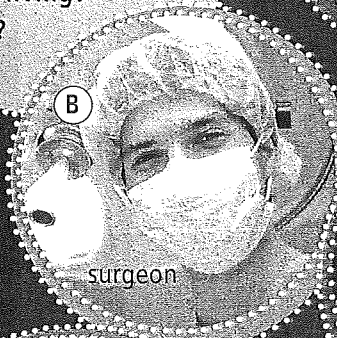
OVER TO YOU!

What do your parents do for a living? What would you like to do for a living? Why?

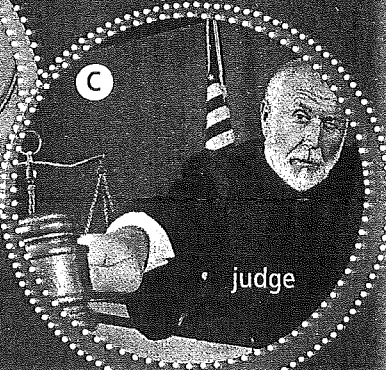
A
camp counsellor



B
surgeon



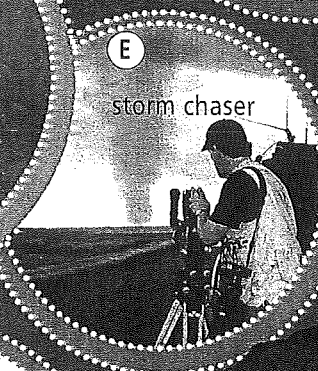
C
judge



D
firefighter



E
storm chaser



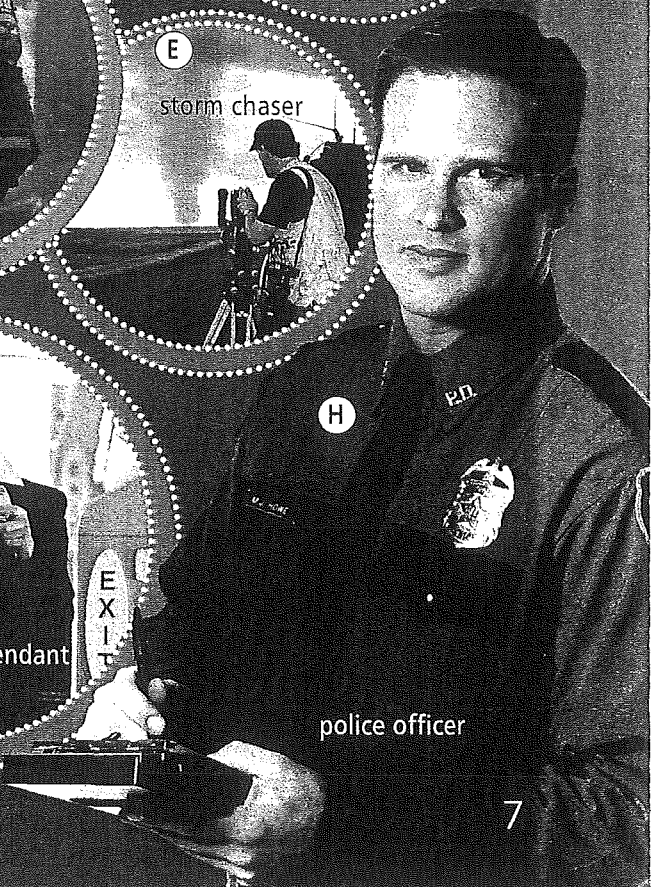
F
shop assistant



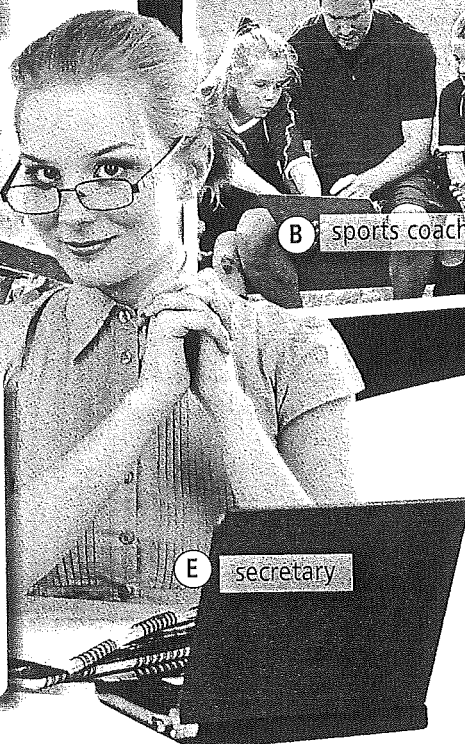
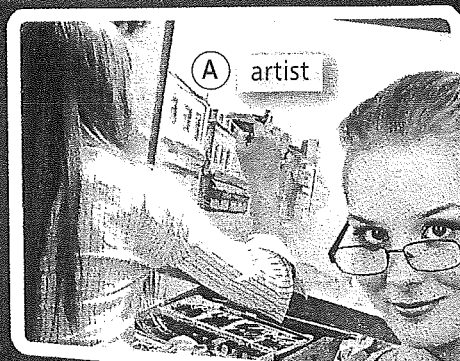
G
flight attendant



H
police officer



1a Hard at work



Study skills

Predicting content

The key words of a text help you predict its content.

Vocabulary Work

- 1 a) In a minute, think of as many jobs as possible.
- b) Look at the jobs in the pictures. Who works: 9-5? shifts? at the weekends? long hours? on their own? with a team? gets: paid well? low wages?

Character adjectives

- 2 Complete the sentences with a suitable job from those in Ex. 1.
- 1 A(n) artist has to be brave; they do dangerous things at work.
- 2 A(n) secretary has to be organised; they need to plan their work well.
- 3 A(n) artist has to be creative; they need to develop original ideas.
- 4 A(n) nurse has to be caring; they need to look after sick people.
- 5 A(n) nurse has to be patient; they need to stay calm and not get annoyed.
- 6 A(n) taxi driver has to be polite; they deal with people from different backgrounds.

Reading

- 3 a) The words in the key words box on p. 9 are the key words of the text. Read the words. What do you expect the text to be about?
☐ Listen, read, and check.
- b) Read the text again and choose the correct answer, A, B, or C.
- 1 Smokejumpers travel to the fire zone
 A through forests B by road C ☒ by air
- 2 Before becoming a smokejumper, they must learn how to
 A train B ☒ parachute C work as a team
- 3 Smokejumpers are always trying to become
 A tough B fit C ☒ better
- 4 When smokejumpers parachute into a forest, they don't carry
☒ A tools B water C a backpack
- 5 Zach's favourite part of the job is
 A flying the aeroplane B ☒ parachuting C fighting the fire

HOT jobs

1a

**When it comes to tough jobs,
nothing beats being a smokejumper!**

Smokejumpers are elite firefighters who risk their lives fighting forest fires in remote areas. They bravely parachute out of aeroplanes into burning forests, where they quickly get to work putting the fire out.

A smokejumper's duties are not easy. They have to do long, tough training before they can become part of a team. Smokejumpers need to be very good parachutists, and know how to read maps to get out of a forest safely. "To be a smokejumper you need to be very fit, and able to work for long hours in difficult conditions," says Zach Meyers, a smokejumper at West

Yellowstone. "We train all the time and we're always trying to improve."

When they parachute into a fire zone they wear a padded jump jacket and trousers, boots, gloves, a face mask and a helmet. They also carry a backpack with some food and water, and a fire shelter. The aeroplane drops the tools and equipment they need to fight the fire.

"People think that smokejumpers have a very dangerous job, but we don't see it like that," says Zach with a smile. "This job keeps me happy. I love the feeling I get when I jump out of the aeroplane and fly through the air. I wouldn't want any other job in the world."

F smokejumper

Circle these words

tough job, beat, elite, risk, remote areas, bravely, parachute, put out, duty, training, fit, fire zone, padded, face mask, helmet, backpack, drop

4 Use words from the **Circle these words** box to complete the sentences.

- 1 They tried to the fire with buckets of water until the firefighters arrived.
- 2 Smokejumpers parachute from aeroplanes into that can't be reached easily.
- 3 To be a firefighter you need to be and strong.
- 4 Firefighters go through difficult before they are ready to join the Fire Service.

Grammar see p. 115
Adverbs of manner

5 Read the theory. Find examples in the text.

- Adverbs of manner describe how we do something. *She talks **slowly**.* (How does she talk? Slowly.)
- We usually form adverbs of manner by adding **-ly** to an adjective. *slow – **slowly**, sudden – **suddenly**, careful – **carefully**, quiet – **quietly**, etc*
- Sometimes, we need to change the spelling. *easy – **easily**, true – **truly**, gentle – **gently***
- Some adverbs keep the same form as the adjective. *fast, hard, late, early, etc*
- Irregular form: *good – well*

6 Form adverbs. Use them to complete the sentences (1-6).

- | | |
|-----------------|---------------|
| 1 good | 4 happy |
| 2 brave | 5 quick |
| 3 careful | 6 hard |

- 1 The men check the area for fires.
- 2 Smokejumpers have to train very
- 3 They use aeroplanes to get to the fire
- 4 Zach smiles when he talks about his job.
- 5 They fought the dangerous fire and managed to put it out.
- 6 Smokejumpers know the forest very

Speaking & Writing


7 Read the text again and make notes under the headings: *job, duties, qualities needed, clothes & equipment, feelings*. Imagine you are Zach. Use your notes to present your job to the class.

8 **THINK!** Would you like to work as a smokejumper? Why? Why not? In three minutes, write a few sentences about the topic. Read your sentences to your partner or the class.

1b

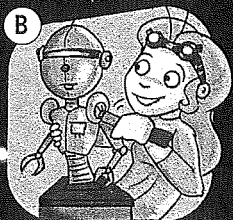
Hobbies

Vocabulary Hobbies

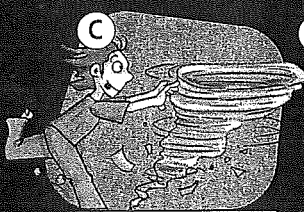
- 1 a) In a minute, write as many hobbies as you can think of. Compare your list with your partner's.
- b)  Listen and say. Do you know any of these activities (A-D)? Which one would you like to try? Why/why not?



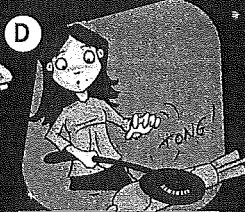
ghost hunting



robot building




tornado chasing



metal detecting

Reading

- 2 a) Read the title and the introduction to the article. What does Nick's hobby involve?
 Listen, read, and check.

*UFO = unidentified flying object

- b) Read the article again and complete the sentences. Imagine you are Nick and use the words in the **Check these words** box to talk about your hobby to the class.

- 1 Nick Porter likes UFO hunting because
- 2 His UFO club members mainly
- 3 When they go out, they have with them.
- 4 If you want to take up UFO hunting, you need

UFO HUNTER!

A strange shape is moving across the sky. Is it a bird? Is it an aeroplane? Or is it a UFO*? Nick Porter is fascinated by the possibility of life on other planets, so in his free time he tries to find out what these objects are. We asked him some questions about his unusual hobby.

So, Nick, why are you so interested in UFOs?

Well, thousands of people see strange objects in the sky all over the world. Most of these are planets, meteors, or military planes – but what about the rest? I'm a very curious person, so I want to find an explanation!

And what exactly does your hobby involve?

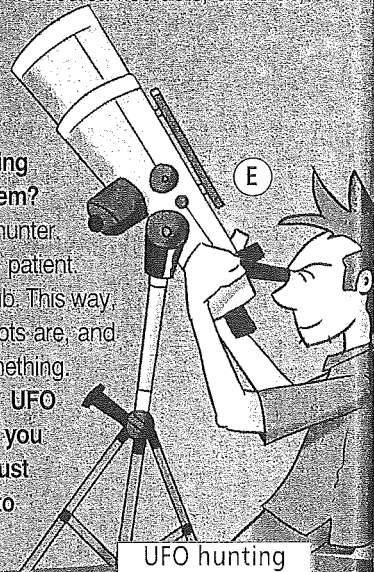
Well, I started a UFO club and we mostly investigate sightings. We interview witnesses and analyse videos and photos. Sometimes we go out to a UFO 'hotspot' too. In fact, we're going out tonight. We usually go high up on a rooftop or a hillside. If we see something strange, we record as much information as we can! We use camcorders, cameras, telescopes, and other devices. Then we analyse the information on our laptops.

Maybe some of our readers are thinking about taking up UFO hunting now! What advice do you have for them?

Well, anyone can become a UFO hunter. You just need to be enthusiastic and patient.

You also need to join a local UFO club. This way, you find out where the UFO hotspots are, and you have witnesses if you spot something.

So, what are you waiting for? UFO hunting is a lot of fun, and you never know – you might just turn science fiction into science fact!



UFO hunting

Check these words

fascinated, strange object, planet, meteor, military plane, curious, explanation, involve, mostly, investigate, sighting, interview witness, analyse, hotspot, rooftop, hillside, record information, camcorder, telescope, device, take up, enthusiastic, patient, find out, spot

3 **THINK!** Complete the sentences.

- 1 I find UFO hunting because
- 2 I ghost hunting because
- 3 My hobby is because

Grammar see p. 115

Present simple – Present continuous

4 Read the table. Find examples in the text.

We use the **present simple** to talk about:

- permanent states & facts.
*Nick **comes** from the USA. The sun **rises** in the east.*
- habits/routines. *He **plays** tennis every Saturday.*
- timetables. *The train **leaves** at 7 pm.*

Time expressions: every day, on Mondays, often, etc

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking.
*Janice **is watching** a DVD now.*
*Tina **is studying** for her exams these days.*
- future arrangements. *I'm **going** out tomorrow.*
- temporary situations.
*Jane **is working** as a waitress for the summer.*

Time expressions: now, at the moment, at present, etc

5 Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: How often
(you/hang out) with your friends?
B: Every weekend. We usually
(go) to the mall or
(watch) a film.
- A: How
(Pete/spend) his free time?
B: He (surf) the
Net or (read) comics.
- A: What (you/do) now?
B: I (paint) my
model aeroplane.
- A: Where (Jane/be)?
B: She (prepare)
her bag. She
(go) UFO hunting.
- A: (you/come)
to the show tonight?
B: No. I (meet)
Brian for dinner.

Stative verbs

6 Read the table. Then put the verbs in brackets in the *present simple* or the *present continuous*. Give reasons.

Some verbs do not usually have continuous forms because they describe a state, thought, or feeling rather than an action (e.g., *see, feel, hear, look, smell, sound, taste, forget, remember, want, belong*, etc). *He **looks** good.*

Some verbs can have continuous forms but with a difference in meaning. *I **think** he's very clever.* (I believe)
*I'm **thinking** of going out.* (I'm considering)

- Mark (believe)
that UFOs exist.
- Sheila
(not/understand) the exercise.
- I (see) Paula
later today.
(you/want) to come?
- Martha (love)
reading science-fiction books.
- A: Look! The cook (taste)
the food! I think it's ready.
B: Great! It (smell)
delicious! I can't wait.
- What (you/look) at?

7 Complete the sentences using the *present simple* or the *present continuous*.

- Tonight, I
- I don't usually
- My friends often
- Right now, I
- Next weekend I
- I sometimes

Speaking & Writing

8 Answer the questions, and then use your answers to write a short paragraph about your hobby. Tell your partner.

- What's your hobby?
- What does it involve?
- How much time do you spend on it?
- Does it need any special equipment?

1 Culture Corner

cash in hand!

These days in the USA, around 60% of all university students have a part-time job to help pay for university, or simply to earn some spending money. Students work in the evenings and at weekends. Their average wage is \$15 per hour.



ALL KINDS OF JOBS ...

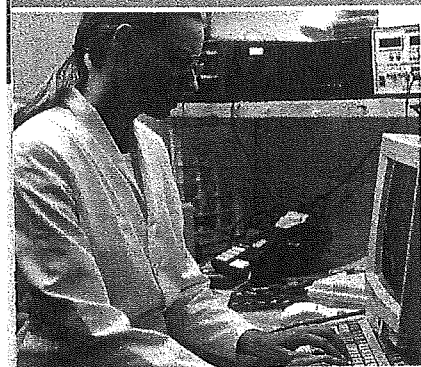
Jobs such as waiting tables, making deliveries, cashier work and working in customer service are always very popular. There are also some jobs available on university campuses, such as a research assistant or a teaching assistant.



CAMP COUNSELLORS

During the summer holiday, a lot of university students choose to work at summer camps as camp counsellors. This way, they can spend time outdoors, organise sports and other activities, and have fun. There are many different kinds of camps, such as sports camps, language-learning camps, and technology camps.

Counsellors get free room and board and they also earn a good wage.



INTERNSHIPS

For students who know what they want to do when they graduate, a summer internship is ideal. The job can often be low-paid or even unpaid, but it's great experience in the student's chosen profession. For example, medical students often work as lab or research assistants, ICT students work as

computer lab assistants and law students work as clerks for a law firm. The company sometimes offers the intern a job after they graduate.

Check these words

cash, part-time, earn, average wage, waiting tables, delivery, cashier, customer service, available, campus, camp counsellor, internship, profession, experience, clerk, offer

- 1 Do university students in your country usually have a part-time job? What kind of jobs do they do?

Reading

- 2 a) Look at the pictures in the text. What part-time jobs do you think American university students have?

🔊 Listen, read, and check.

- b) Read the text again and mark the statements as T (true), F (false), or DS (doesn't say). Correct the false statements.

- 1 Not many university students work to earn money.
- 2 The most common type of work is waiting tables in a café or restaurant. DS
- 3 Camp counsellors pay for their food and accommodation out of their wages. F
- 4 Being a camp counsellor can help students get a job after they graduate. DS
- 5 Interns usually earn a low wage. T

- 3 Match the highlighted words to their synonyms.

- | | |
|----------------------|--------------------------|
| 1 perfect ideal | 4 food and accommodation |
| 2 usual average | 5 helper |
| 3 finish your degree | |

- 4 **THINK!** What type of part-time work would you like to do as a university student? Why? In three minutes, write a short paragraph. Read it to your partner or the class.

- 5 Compare the jobs university students do in the USA to those in your country. Tell the class.

In the USA, most university students work part-time. In my country ...



Everyday English ^{1d}

A job interview

- 1 Read the job adverts. What kind of job is each one for? Who should apply?

WANTED: Part-time waiter/waitress for busy Italian restaurant. £7 per hour. Mon-Fri evenings. Must be hardworking & reliable. Experience preferred but not necessary. La Fiamma, 225 Rington Plaza, Cloverdale Tel. (0253) 743 984

Buzz Clothing is looking for a friendly & energetic part-time shop assistant to work evenings & weekends (10-15 hours a week). Full training provided. Apply to: Mr Andrews, PO BOX 21547 Application deadline: 20th September

- 2 a) Listen and repeat. The sentences appear in the dialogue below. Who says each: *an interviewer or a job applicant?*

- Please have a seat.
- Tell me a little about yourself.
- Why do you think you'll be a good shop assistant?
- Well, I think I'm hardworking and honest.
- Do you have any experience in this type of work?
- Here's a letter of recommendation.
- I can start immediately.
- Thank you very much for your time.

- b) Listen and read to find out.

Simon: Good morning. I'm Simon Jones.
Mr Andrews: Nice to meet you, Simon. Please have a seat.
Simon: Thank you.
Mr Andrews: So, Simon, tell me a little about yourself.
Simon: Well, I'm 18 years old, I'm a student, and I'm looking for a part-time job to help pay for university.
Mr Andrews: I see. Why do you think you'll be a good shop assistant?
Simon: Well, I think I'm hardworking and honest. People also say I'm friendly and helpful.
Mr Andrews: Do you have any experience in this type of work?
Simon: Yes. I worked in a surf shop last summer. Here's a letter of recommendation.
Mr Andrews: Oh, that's great! If we offer you the job, when can you start?
Simon: I can start immediately.
Mr Andrews: OK, Simon, I think that's all I need to know. I'll be in touch.
Simon: Thank you very much for your time.

- 3 Find sentences in the dialogue which mean: *Sit down, please.* – *I'd like to find out about you.* – *I understand.* – *You will hear from me.*

Intonation: questions

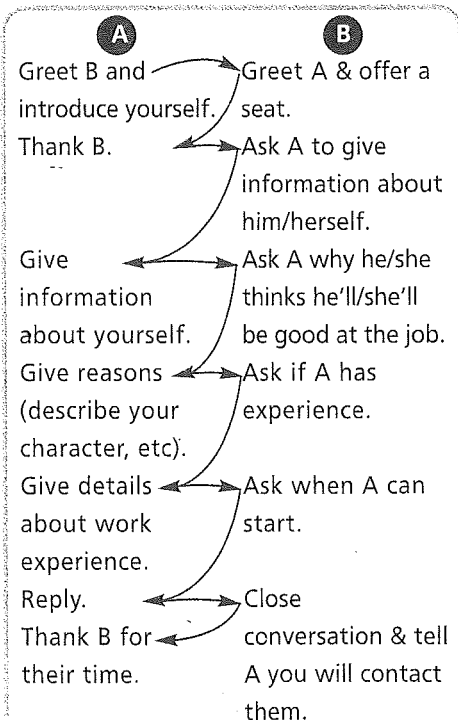
- 4 Read the theory, then listen and repeat.

Yes/No questions usually have rising intonation. Wh- questions usually have falling intonation.

- 1 What days can you work?
- 2 Are you a student?
- 3 Do you work on Saturdays?
- 4 What's your job?

Speaking


- 5 Work in pairs. You are applying for the job in advert A. Act out your interview with the employer. Follow the plan.

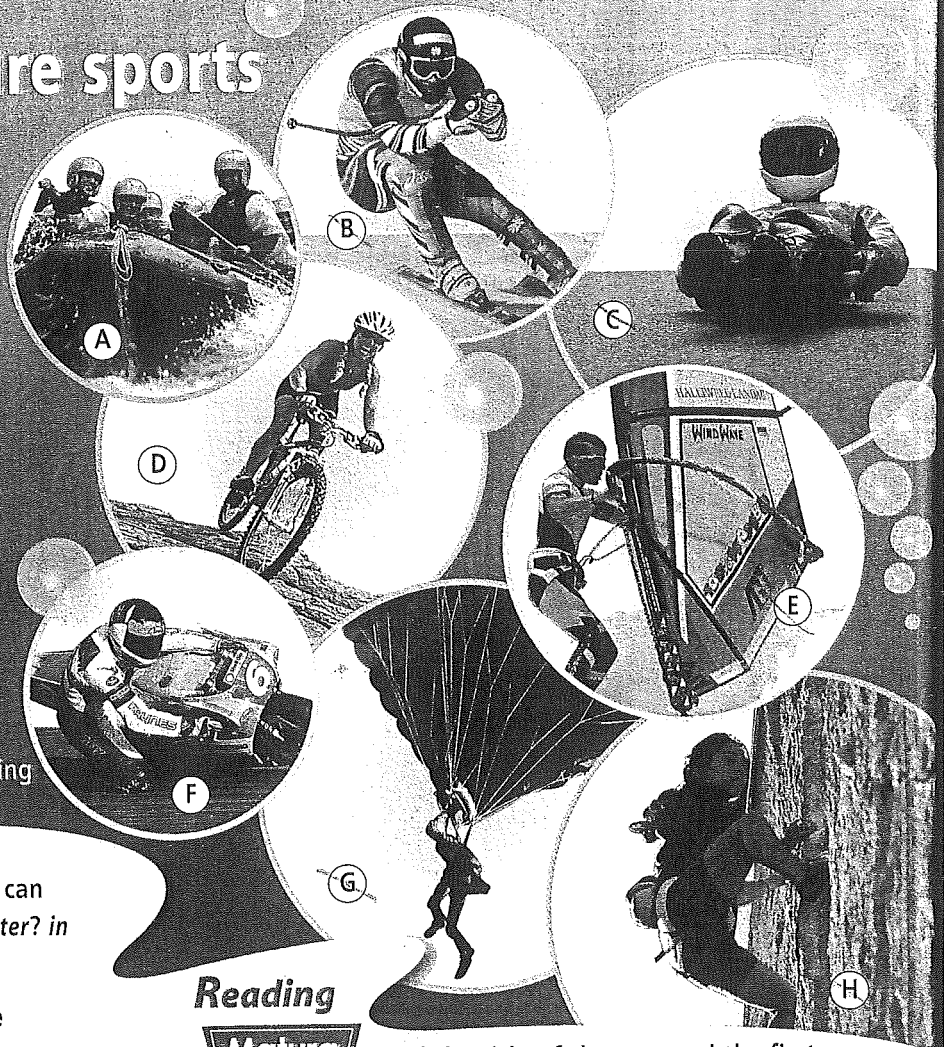


1e Adventure sports

Vocabulary Sports

- 1 a) Match the sports (1-9) to the pictures (A-H).
 Listen and check, then say.

- | | | |
|---|--|---------------------|
| 1 |  | mountain biking |
| 2 |  | street luge |
| 3 |  | motocross |
| 4 |  | speed skiing |
| 5 |  | windsurfing |
| 6 |  | freediving |
| 7 |  | paragliding |
| 8 |  | rock climbing |
| 9 |  | white-water rafting |



- b) Which of these sports can you do: *on land?* *on water?* *in the air?*

- 2 Have you tried any of the sports in Ex. 1a? Which ones do you want to try? Why? Use the ideas in the list and any of your own ideas to tell your partner.

- see amazing scenery
- try something thrilling
- go really fast
- spend time outdoors
- enjoy nature

I've tried mountain biking before. I really want to try windsurfing because I think it's fun to go really fast and spend time outdoors.

Listening

- 3 Listen to three people each talking about a different sport. What sport does each person do?

- | | |
|----------|----------------------|
| A Rob | <u>G</u> |
| B Rachel | <u>I</u> |
| C Luke | <u>D</u> |

Reading

- 4 **Matura** Read the title of the text and the first sentence in each paragraph. What do you think the text is about?
 Listen and read to check.
- 5 Now read the text again and for questions 1-4 choose the best answer (A, B, C, or D). Find evidence in the text.

- Which of the following equipment does Sara use?
 A an air tank C a monofin
 B two flippers D a phone
- What happens to a freediver's lungs as they swim down?
A They get a lot smaller. C They become twice as big.
 B They get 22% larger. D They don't change at all.
- Why can Sara hold her breath for so long?
 A She is taller and stronger than other women.
 B Other activities she does help her.
 C She has small lungs.
D She meditates before she dives.
- What does Sara particularly enjoy when she's diving?
 A The thrill of doing something dangerous.
 B The sounds underwater.
C The peace and quiet.
 D The excitement of trying to break a record.

Take a Deep Breath!

Sara Campbell takes a final **deep** breath and dives into the sea. She goes down into the blue water and carries on going down ... and down. Soon, the people on the surface can't see her any more. She doesn't have an air tank, just a wetsuit, goggles and a monofin — a large flipper that makes her look like a modern-day mermaid. Sara is a world champion freediver and uses only one breath to take her as deep as she can go and back again to the surface! She holds four world records and a world championship gold medal.

Freediving is one of the world's most **dangerous** sports. On the way down, a freediver's lungs **shrink** to the size of a lemon and on the way back they double in size. But to Sara, all this comes naturally. After years of practising yoga and meditation, she can hold her breath for over five minutes and her lungs are 22% larger than other women her size.

Sara feels completely comfortable underwater. "I just jump in and feel **terrific**. There are no distractions. Dogs aren't barking, phones aren't ringing, and nobody is making noise next door. It's totally silent."

Sara has a **busy** life and loves every minute of it. She's presenting a TV show, planning environmental campaigns, and training to set a **new** world record!

In 2007 Sara became the first woman to dive below 90 metres in freediving.

6 Use words from the **Check these words** section in the correct form to complete the sentences.

- 1 Freedivers' lungs *shrink* as they swim down.
- 2 She *held her breath* as she dived into the cold water.
- 3 It's *totally silent* underwater. There's no noise at all.
- 4 Divers usually wear a(n) *air tank* so that they can breathe at the bottom of the sea.
- 5 Nobody is better than her at freediving. She's the world *champion*.
- 6 Her *goggles* keep the water out of her eyes when she dives.


7 Match the words in bold with their opposites below.

- | | |
|----------------------|-------------------|
| 1 expand ≠ | 4 awful ≠ |
| 2 old ≠ <i>young</i> | 5 safe ≠ |
| 3 quiet ≠ | 6 shallow ≠ |

Check these words

final, deep breath, dive, carry on, surface, hold a record, air tank, wetsuit, goggles, monofin, flipper, mermaid, champion, lungs, shrink, double in size, come naturally, meditation, hold her breath, distraction, bark, totally silent, environmental campaign

Speaking & Writing

- 8 a)  You are a magazine journalist and your partner is Sara Campbell. Use the text to help you prepare questions and answers. Act out your interview in front of the class.
- b) **THINK!** Imagine you are Sara. You are swimming underwater. What can you see? How do you feel? In a few minutes, write a few sentences on the topic. Read them to your partner or to the class.

1f Getting a job

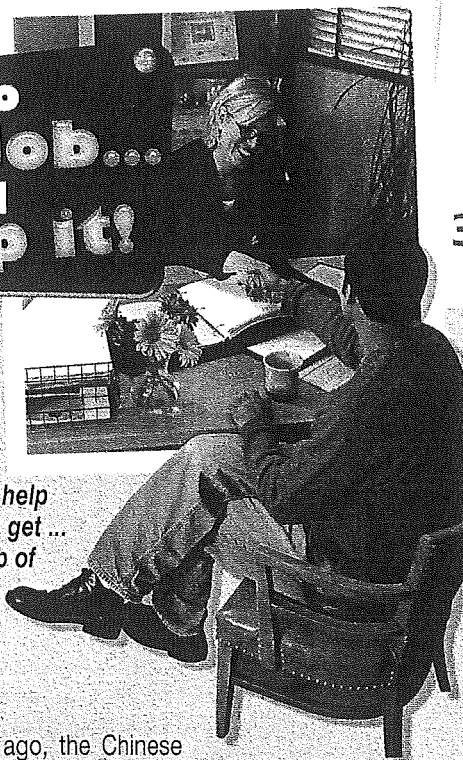
Reading

- 1 Read the title of the article and the words in the **Check these words** box. What do you expect to read?

🔊 Listen and read to check.

How to Get a Job... and Keep it!

Some young people today are unprepared for the world of work. We've got some great tips to help you to prepare for, get ... and keep ... the job of your dreams!



1

About 2,500 years ago, the Chinese philosopher Confucius said "Choose a job you love and you will never work a day in your life." Well, even dream jobs are hard work sometimes, but life is definitely easier and more enjoyable when you have a job that you love doing. So, spend some time researching different careers on the Internet or at a careers centre that match your personality and abilities. There are some great quizzes and questionnaires to help you with this. Don't forget to consider your hobbies and interests, too.

2

Half of the top employers in the UK are having difficulty filling their job vacancies because young people don't have basic work skills. One way to start getting these skills is to get a summer or part-time job while you're at school or university. You might not like the idea of flipping burgers, delivering pizzas or folding clothes in a shop, but these things can teach you the skills employers want such as being on time, communicating with customers, working with others and accepting orders from a boss.

3

These days sometimes hundreds of people apply for the same job, especially graduate jobs. This means it's becoming more and more important to write a good CV and letter of application to make sure you get an interview for the job! There are many websites to help you to do this, but

2

Matura

Read again and match the headings to the paragraphs. There is one extra heading. What is the author's purpose?

A GET YOUR APPLICATION RIGHT

B BE A STAR ON THE JOB

C SUCCEED AT THE INTERVIEW

D MAKE YOUR MIND UP

E LOOK YOUR BEST

F DEVELOP YOUR SKILLS

- 3 Your English-speaking friend is looking for a job. Use the information in the text to advise him/her on how to get a job.

Check these words:

careers centre, skills, top employer, fill, job vacancy, write a CV, letter of application, flip burgers, fold clothes, order, boss, graduate, interviewee, support, smart clothes, firm handshake, sit up straight, lean forward, maintain eye contact, fidget, employee, co-worker, criticism, enthusiastic

generally, your CV and letter should be simple and easy to read, and present the qualifications, experience, interests and skills that the employer will be interested in. Remember to include volunteer work, foreign languages and computer skills!

4

The best candidate doesn't always get the job – sometimes the best interviewee does. So ... prepare well before your interview. Read the company's website to find out as much as you can about them. Prepare your answers to common questions like 'Tell me about yourself' and 'Why do you want this job?', using specific examples to support your answers. During the interview, wear smart clothes and think about your body language. Greet the interviewer with a smile and a firm handshake, sit up straight and lean forward to show interest, maintain eye contact and don't fidget. Above all, be yourself!

5

So, you got the job ... but you don't want to get fired in your first few weeks! All employers expect their employees to work hard and to be good at their job. Listen carefully to what you have to do, ask questions to avoid making mistakes, get along with your co-workers and accept criticism. No-one's perfect, but you should be enthusiastic and show that you want to learn.

**All in all ...
KNOW
YOURSELF,
PREPARE and
WORK HARD.
Good luck!**

4 Complete the sentences with: *communicate, careers, apply, interviewee, contact, vacancies, experience, fidgeting.*

- 1 A centre can provide someone who is looking for a job with information about potential employers and jobs on offer.
- 2 Why don't you go online and find what job are available in the area?
- 3 To effectively with a customer you need to convey the right message and make sure it is understood.
- 4 She wants to for the post of secretary at M & F.
- 5 He has no in telemarketing so he wasn't given the post.
- 6 The manager spoke clearly so that the could understand his questions.
- 7 He was so nervous during the interview he couldn't stop
- 8 It's important to maintain eye with the interviewer during the interview.

Grammar

Infinitive/-ing forms

see
pp. 116-117

5 Put the verbs in brackets into the correct infinitive or -ing form.

- 1 He's looking forward (start) his new job on Monday.
- 2 I'd love (do) a course on interior design.
- 3 He loves (work) with kids.
- 4 It's getting difficult (find) a job nowadays.
- 5 They didn't let her (go) out.
- 6 He promised (help) me with my CV.

6 Write sentences about you and your friends/relatives.

enjoy	meet new people
would love	get a top job
(not) want	go to university
hope	start my/his etc own business
hate	get a summer job
not mind	dress smartly
	have job interviews
	work in an office

I enjoy meeting new people.

Comparisons

7 Read the examples. How do we form the comparative/superlative forms? Find more examples in the text.

- 1 Sam is **more organised than**/braver than Jo.
- 2 Harry is **the most organised/the bravest** of all.
- 3 A nurse's job isn't **as dangerous as** a firefighter's.
- 4 Lucy is becoming **busier and busier** at work.
- 5 Holly is **a bit/a little/slightly/much/a lot** more creative than Jane.

8 Fill in the gaps with the correct form of the adjectives in brackets.

- 1 Henry's job is (interesting) than Jack's.
- 2 A: Thanks for your help with my CV, Angie.
B: It's (little) I can do.
- 3 It's getting and (hard) for young people to get their first job.
- 4 Which job is (tiring), a shop assistant, a waiter or a delivery person?
- 5 My student days were some of (happy) of my life!
- 6 The (much) you prepare for an interview, the (good) you'll do.
- 7 It's (easy) to get a good job if you prepare well before.

Key word transformations

9 Complete the second sentence so that it means the same as the first.

- 1 Jo organises parties really well. (GOOD)
Jo is parties.
- 2 Mark found it difficult to write his CV. (HAD)
Mark his CV.
- 3 Ann can't wait to go to university. (FORWARD)
Ann is to university.
- 4 Dave's job is better than John's. (GOOD)
John's job as Dave's.

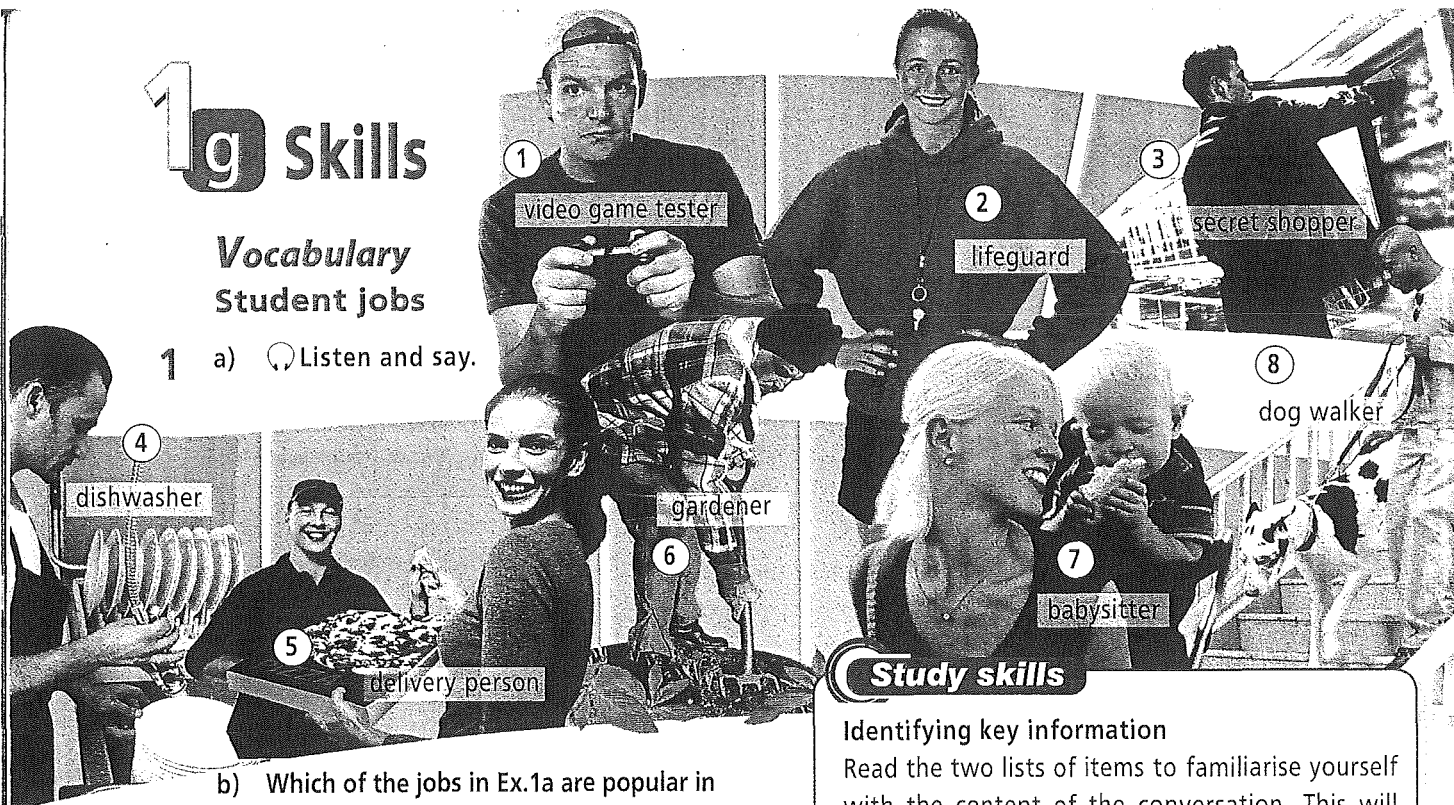
Writing

- 10 **THINK!** Read Confucius' saying in paragraph 1. What does he mean? In three minutes write a few sentences. Tell your partner or the class.

1g Skills

Vocabulary Student jobs

1 a) Listen and say.



b) Which of the jobs in Ex.1a are popular in your country? Which would you like/not like to do? Why?

Babysitting is a popular job for students in my country. I'd like to be a gardener or a dog walker because I'd like to work outdoors.

2 Read the text below. What is it? What is it for? Fill in: travelling abroad, degree, lifeguard, interests, university, shop, grades, waitress.

Curriculum Vitae

Ruth Boswell,
234 Park Road, Melbourne
ruthb@hotmail.com
Date of Birth: 05/08/1991

Education

2006-2010

1) in English Literature & French,

2) of Melbourne, Australia

2004-2006

Melbourne College

Exam subjects and 3) : English Literature (A), History (B), French (A)

Work Experience

2009-2010

4) , Aquatics Centre, Melbourne

2008-2009

5) , Piper's Pizzas, Melbourne

2007

6) assistant, Casual Clothing, Melbourne

Hobbies & 7)

Learning foreign languages, swimming, scuba diving and

8)



Study skills

Identifying key information

Read the two lists of items to familiarise yourself with the content of the conversation. This will help you do the task.

Listening

3

Matura

Listen and match each person (1-5) to the summer job (A-H) they have. There are two extra jobs.

PEOPLE

0	F	Sandy
1		Shane
2		Fiona
3		Bridget
4		Tony
5		Andrea

JOBS

A	shop assistant
B	animal shelter volunteer
C	lifeguard
D	camp counsellor
E	waitress
F	dog walker
G	conservation group volunteer
H	swimming pool cleaner

Speaking

Asking for personal details

4



You are an interviewer and your partner is Ruth. Use the language in the box to ask and answer questions.

- How old are you?
- Are you married or single?
- What qualifications do you have?
- What kind of experience do you have?
- What are your hobbies and interests?


A: How old are you, Ruth?

B: I'm 19.

5

Write your own CV. Use Ruth's CV in Ex. 2 as a model.

A cover letter

- 1 Read the letter. What is the writer's purpose?
- 2  Which of the following does Ruth include in her letter? Which paragraph is each in?
 - 1 previous work experience
 - 2 her favourite college subject
 - 3 her personal qualities
 - 4 what she looks like
 - 5 where she likes going on holiday
 - 6 her age and current position
 - 7 where she saw the advertisement
 - 8 when she can start work

Writing Tip

Letter writing – formal style

To write a formal letter you need to use:

- full forms *I am writing to ...*
(NOT: ~~I'm~~ writing to ...)
- advanced vocabulary and set phrases
Please find enclosed a copy of my CV.
- formal greetings and endings *Dear Sir/Madam* → *Yours faithfully* (when you don't know the name of the person you are writing to) *Dear Mr/Mrs/Miss Smith* → *Yours sincerely* (when you know the name of the person you are writing to)

- 3 Correct the register in Ruth's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- | | |
|----------------------------|--|
| <input type="checkbox"/> A | I look forward to your reply |
| <input type="checkbox"/> B | Yours faithfully |
| <input type="checkbox"/> C | I am writing to apply for the position |
| <input type="checkbox"/> D | Please find enclosed |
| <input type="checkbox"/> E | I consider myself to be |
| <input type="checkbox"/> F | I am available |
| <input type="checkbox"/> G | which was advertised |
| <input type="checkbox"/> H | would be a useful experience |
| <input type="checkbox"/> I | I recently obtained |

Dear Sir/Madam,

1) I want to apply for the job of part-time lifeguard 2) that I read about in the Daily Gazette on Tuesday, 3rd April.

I am in my final year at sixth form college and am considering a career as a PE teacher. 3) I just got a certificate in lifesaving and first aid and I feel that a summer job as a lifeguard 4) is a good idea for me.

Last summer, I worked as a receptionist at my local swimming pool and as a delivery person in the evenings.

5) I think I'm hardworking and enthusiastic. I am also good at working with people.

6) Here's a copy of my CV. 7) I can come for an interview at your convenience. 8) I can't wait to hear from you.

9) Best regards,

Ruth Boswell

Writing (a cover letter)

- 4 **Matura** Portfolio: You see this job advert on your college website and decide to apply. Write a cover letter (120-150 words). Follow the plan below. Check your work.

WANTED

Student to work part-time in bookshop Mon-Fri evenings. Are you friendly and patient? Do you enjoy working with the public? Send cover letter and CV to: thebookshop@barns.ac.com

Plan

- Para 1: opening remarks, reason for writing (*I am writing to... which...*)
 Para 2: current activity, qualifications, reason for wanting the job (*I am... years old and... degree, I am considering.../I feel that...*)
 Para 3: experience
 Para 4: personal qualities (*I have..., Last..., I consider myself to be...*)
 Para 5: when available for interview, closing comments (*Please find..., I am available..., I look forward...*)

Study skills

Checking your work

Look through your letter when you have finished to check that:

- you have used a formal writing style.
- you have given a good description of your experience and abilities.
- you have included all the important information.

1i Curricular: PSHE

- 1 **THINK!** Read the dictionary entry. Why do you think it is important to choose the right career?

career /kəˈrɪə/ (n) a job or profession that someone does for a long period.
Jack has a successful career in sales and marketing.

- 2 a) What career do you want to have? Do the test to find out what type of career suits you the best.
- b) **THINK!** Do you agree with your result? Why? Why not? Tell the class.
- c) **THINK!** Do you think certain personality types are suited to certain jobs? In three minutes, write a few sentences. Read them to the class.

- 3 Complete the sentences with words from the **Check these words** section.

- 1 She's very and practical.
- 2 What do you need to be a social worker?
- 3 Dan always surprises me. He's so
- 4 Do you know the who built the new bridge?
- 5 I enjoy hanging out with my friends, but I don't mind spending time either.

- 4 **ICT** Choose a career that you think would suit you. Collect information about qualifications, qualities, duties, wage, etc. Present the job to the class and tell them why you like it.

What's the job for you?

One of the keys to a happy life is enjoying the job you do. That's why finding the right job is very important. Take this test to help find a career that best suits your skills and interests!

- 1 Which item would you describe yourself as?
 - A A computer — I am very helpful and useful.
 - B A blanket — I comfort people.
 - C A TV — I have many different moods.
- 2 Which of these activities do you enjoy the most?
 - A fixing and building
 - B talking and listening
 - C painting and drawing
- 3 How do you prefer to work?
 - A I like to be part of a team.
 - B I prefer to work by myself.
 - C I'm fine either in a team or alone.
- 4 How do you usually solve a problem?
 - A I look for a practical solution.
 - B I try to find a solution everyone agrees on.
 - C I often think of a simple solution no one else thought of.
- 5 Which colour describes your personality best?
 - A Green — I am relaxed and calm.
 - B Yellow — I make people happy.
 - C Red — I am spontaneous.

Check these words

key, suit, skills, interest, useful, blanket, comfort, mood, by myself, agree on, spontaneous, down-to-earth, engineer, electrician, social worker, psychologist, film director



Mostly As

You are a realistic, down-to-earth person who likes to work with materials. You would make a good engineer, electrician, or surgeon.

Mostly Bs

You are a caring and helpful person who likes to work with people. You would be a good nurse, social worker, or psychologist.

Mostly Cs

You are an artistic and creative person who is also good at solving problems. You like coming up with new ideas, and you would be a good architect, film director, or interior designer.

Language in Use

1

Phrasal verbs/Prepositions

1 Choose the correct particle.

break down: 1) stop working; 2) lose control of feelings
break in: enter by force (+ break into a building)
break out: 1) begin suddenly (storm, war); 2) escape
break off: break a piece from something
bring about: cause to happen
bring sb round: 1) regain consciousness; 2) persuade
bring up: raise a child

- The machines at the factory where Dan works often break **down/up**.
- Michael's grandparents brought him **up/about** on a farm.
- Ann broke **out/down** and started crying when she heard she didn't get the job.
- The nurse brought him **about/round** gently after the operation.
- The police are still looking for the prisoner who broke **down/out** of prison yesterday.
- When Sally dropped her cup, the handle broke **up/off**.
- Thieves broke **into/out** our house while we were at the cinema.

2 Choose the correct preposition.

- I don't mind working on my own, but I prefer working as part **in/of** a team.
- Students often get a job to help pay **about/for** university.
- Harry wants to apply **to/for** a job as a lifeguard.
- Smokejumpers jump **out of/for** aeroplanes **into/by** burning forests.

Word formation

3 Fill in the correct word derived from the word in brackets.

Word Formation – Person Nouns

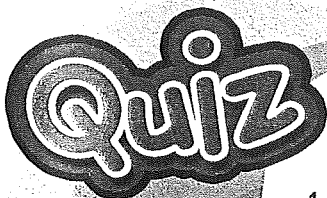
We use **-er** (*work – worker*), **-or** (*sculpt – sculptor*), **-ist** (*art – artist*), **-ian** (*magic – magician*), **-ee** (*employ – employee*) and **-ant** (*assist – assistant*) to form person nouns.

- It takes a great to make a great film. (**DIRECT**)
- A can learn a lot about the country they stay in. (**TOUR**)
- An should always be pleasant, polite and well-prepared. (**INTERVIEW**)
- The flight asked everyone to stay in their seats after the aeroplane landed. (**ATTEND**)
- Sue is paying an interior to decorate her new flat. (**DESIGN**)
- The is fixing the light in the dining room at the moment. (**ELECTRIC**)

Collocations

4 Fill in: zone, breath, shifts, long, put out, read, hold, wages, part-time, double. Use the completed phrases in sentences of your own.

- | | |
|---------------------|----------------------|
| 1 work hours | 6 work |
| 2 get low | 7 have a job |
| 3 fire | 8 to a map |
| 4 the fire | 9 in size |
| 5 take a deep | 10 to a record |



Mark the sentences *T* (true) or *F* (false). Correct the false statements. Read through Module 1 and write a quiz of your own.

- | | |
|--|---|
| 1 A smokejumper is a type of firefighter. | 4 A freediver's lungs get smaller as they swim down. |
| 2 UFO stands for Unusual Flying Object. | 5 Sara Campbell was the first woman to dive to a depth of 90 metres. |
| 3 Over half of all university students in the USA have a part-time job. | 6 You shouldn't give your address on your CV. |

Rozumienie ze słuchu (Dobieranie)

Read the rubric. Think of health problems related to working in different jobs e.g. *dentist: suffers from backache*, etc. Compare with your partner.

Matura

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat ich zawodów. Przyporządkuj mówiących do zdań, które najlepiej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–F) w kratki (1–5). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A It's an exciting job, but requires endurance.
B Sometimes I feel my work is never done.
C I'd be lost without my voice.
D On the whole the risks are low.
E I need to be careful not to get hurt while practising.
F I often suffer from upper back problems.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- 2 Do the listening task. Which words helped you decide?

Rozpoznawanie struktur leksykalno-gramatycznych (Test luk)

Study skills

Dobieranie wyrazów do luk

Przeczytaj tekst pobieżnie, aby poznać jego główny temat. Następnie przeczytaj go uważnie, zdanie po zdaniu, zwracając uwagę na słowa pojawiające się przed każdą luką i po niej, gdyż pomoże Ci to wybrać poprawną odpowiedź. Na koniec przeczytaj cały tekst, aby sprawdzić, czy stanowi on logiczną i spójną całość.

- a) Read the title and look at the picture.
What is the text about? Read through and check.

Matura

Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D.

- b) Do the task.



THE FEARLESS EPPERS OF HOLLYWOOD!

Ten-year-old Matt is standing on the edge of the roof. His family and relatives are calling out to him from below. He can't hear what they're saying because his heart is beating 1) than their calls. Matt is afraid. Suddenly, he hears his mother's voice. "Just jump, Matt!"

You're probably wondering what's going on. Why would a mother be telling her son to jump off a building? Well, in Matt's family it's a phrase you 2) all the time and Matt's jump is his initiation into the family business.

Matt was born into a family of stuntmen. In fact, the Epper family has been doing death-defying stunts since the 1930s. They are the fearless Eppers of Hollywood and danger is their middle name. Matt is the fourth generation of Eppers who might carry on the 3) If you're watching someone hanging from a helicopter or a dangerous car stunt, it's probably an Epper doing a hard day's work. They have appeared in films like *Die Hard*, *Commando* and *Transformers*. Of all the crazy risk-takers in this family, there is one name that stands out as 4) the toughest of the bunch. Her name is Jeannie Epper who happens to be Matt's great-grandmother. She is considered to be the greatest stuntwoman who's ever lived and has received a Lifetime Achievement Award at the Oscars. She 5) in the business for over 60 years and is still going strong. She worked as a stunt double for Linda Carter in *Wonder Woman* and Linda Evans in *Dynasty*.

So what's it like living with the Eppers? Well, with all the banged-up body parts, you might hear a lot of creaky bones. Every day, somewhere in Hollywood there is an Epper flipping a car or setting themselves on fire. According to Matt's great-grandmother, "When we do stunts, there's just no 6) for fear. You just have to close your eyes and jump!"

- | | | | |
|--------------|---------------|---------------|------------|
| 1 A louder | B the loudest | C most loudly | D loudest |
| 2 A hear | B listen | C notice | D catch |
| 3 A trade | B profession | C work | D business |
| 4 A to being | B be | C being | D to be |
| 5 A has been | B is | C was | D is being |
| 6 A area | B space | C chance | D room |

Mówienie

(Wypowiedź na podstawie materiału stymulującego)

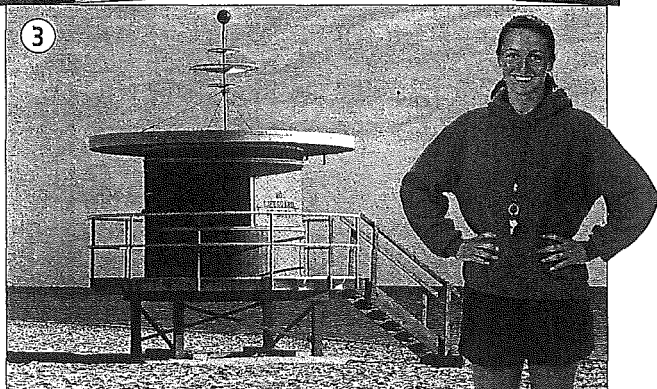
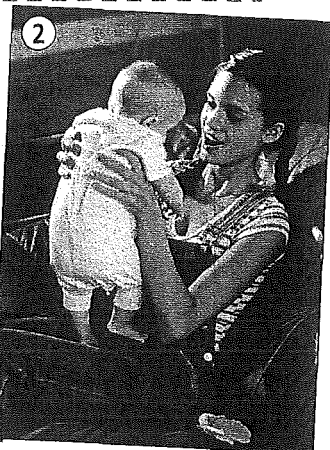
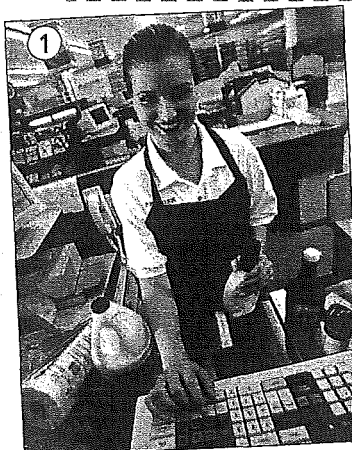
- 4 a) Read the rubric, then do the task.

Matura

Przyjrzyj się zdjęciom 1, 2 i 3.

Twoja osiemnastoletnia przyjaciółka z Anglii, Laura, zastanawia się nad podjęciem wakacyjnej pracy, ale nie wie, w jakim charakterze. Umie opiekować się dziećmi i jest najlepszą lekkoatletką w szkole. Prosi Cię o radę w kwestii wyboru najbardziej odpowiedniej dla siebie pracy.

- Wybierz pracę, która, według Ciebie, jest dla niej najbardziej odpowiednia i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe dwie propozycje.



- b) Listen to someone doing the task.
Which job does the speaker choose?
What reasons does she give to support her choice?

- 5 Answer the questions.

- 1 Is it easy for young people to choose a career path before school ends? (Why?/Why not?)

- 2 What are the benefits of going into higher education?
3 What are the most popular professions in your country? Why?
4 What are some reasons that young people look for work?

Wypowiedź pisemna
(List oficjalny)

- 6 Read the rubric and make notes for each bullet point. Do the task.

Matura

Przeczytałeś/-aś ogłoszenie reklamujące kurs dla kandydatów na szefa kuchni. Napisz list (120–150 słów), w którym:

- poinformujesz, gdzie znalazłeś/-aś ogłoszenie i wyrazisz zainteresowanie kursem,
- wspomnisz o przynajmniej dwóch cechach charakteru, które predysponują Cię do zostania szefem kuchni, i o swoim doświadczeniu,
- zapytasz o wymagania rekrutacyjne i poprosisz o przesłanie formularza aplikacyjnego,
- zapytasz, jakie zajęcia obejmuje kurs i jak długo trwa.

Stosowanie struktur leksykalno-gramatycznych
(Transformacje ze słowem kluczem)

- 7 Read the rubric, then do the task.

Matura

Wykorzystując podane wyrazy, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego (1–5). Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

- 1 You'll hear from us soon.
TOUCH We soon.
- 2 She is a very careful driver in bad weather.
DRIVES She in bad weather.
- 3 I look forward to hearing from you.
WAIT I you.
- 4 Peter is American.
COMES Peter the USA.
- 5 Ann wants to find a part-time job.
LOOKING Ann a part-time job.

1 Revision

1 Fill in: *parachute, curious, earn, take, campus, enthusiastic, breath, carry, duty, champion*.

- 1 Sam is very and always asks lots of questions.
- 2 I want to up street luge because it looks amazing.
- 3 Sally is very about her work.
- 4 I can get to the university library very quickly because I live on
- 5 He jumped out of the burning aeroplane and opened his
- 6 It's a doctor's to do his best to save a patient.
- 7 I hold my every time I dive in the sea.
- 8 on with your work. You must finish it before 5 pm.
- 9 He's the world for the third time.
- 10 Students often do odd jobs to extra money.

10x2=20 marks

2 Circle the correct word.

- 1 Samuel does his job **good** / well.
- 2 Be **carefully** / careful with my bag.
- 3 Does Liam always arrive **lately** / late to school?
- 4 Jim thinks that the task is **easy** / easily.
- 5 Lola is great. She works **hardly** / hard.
- 6 Smokejumpers are **brave** / bravely men.

6x2=12 marks

3 Complete the sentences with the **present simple** or **present continuous** form of the verbs in brackets.

- 1 Dan (go) to a job interview tomorrow.
- 2 Patricia (want) to buy some old coins.
- 3 Dean (not/believe) in ghosts.
- 4 What (Claire/do) at the moment?
- 5 Amy (think) her new job is great.

5x4=20 marks

4 Put the verbs in brackets into the (to) **infinitive** or the **-ing** form.

- 1 She's looking forward (go) to university.
- 2 Peter has difficulty (find) an evening job.
- 3 They don't let him (work) the night shift.
- 4 He agreed (work) at weekends.
- 5 I'd prefer (get) a part-time job at the university library.

5x2=10 marks

5 Put the adjectives in brackets into the **correct form**.

- 1 He earns (much) money than his brother.
- 2 Days are getting and (long).
- 3 Ann's a lot (hardworking) than Sheila.
- 4 Claire works (long) hours of all in the office.
- 5 She's (friendly) person at work.

5x2=10 marks

6 Match 1-4 with A-D to make exchanges.

- | | | |
|----------------------------|-----------------------------|--|
| 1 <input type="checkbox"/> | Do you have any experience? | A Thank you. |
| 2 <input type="checkbox"/> | We'll be in touch. | B I can start immediately. |
| 3 <input type="checkbox"/> | Please have a seat. | C Yes, I worked part-time last summer. |
| 4 <input type="checkbox"/> | When can you start? | D Thank you very much for your time. |

4x2=8 marks

7 Write a cover letter for a job you would like to do (80-100 words).

20 marks

Total: 100 marks

Check your progress

- talk and write about jobs and careers _____
- talk and write about hobbies _____
- talk about immediate plans for the future _____
- talk and write about part-time jobs _____
- act out a job interview _____
- ask for personal information _____
- write a cover letter _____

GOOD ✓ **VERY GOOD** ✓✓ **EXCELLENT** ✓✓✓

Vocabulary: cultural activities & experiences, travel experiences, cultural icons, types of music, types of music performances, tourist attractions, types of reading material and books

Grammar: past continuous, past continuous vs past simple, *used to*, past perfect/past perfect continuous

Everyday English: expressing opinions

Pronunciation: intonation when expressing emotions

Writing: an email about a concert you attended

Culture Corner: Lady Gaga: The queen of pop

Curricular (ICT): Social Networking

Phrasal verbs: *fall, get, give*

Word formation: abstract nouns from verbs

Module 2

Culture & Stories

Vocabulary

Cultural activities

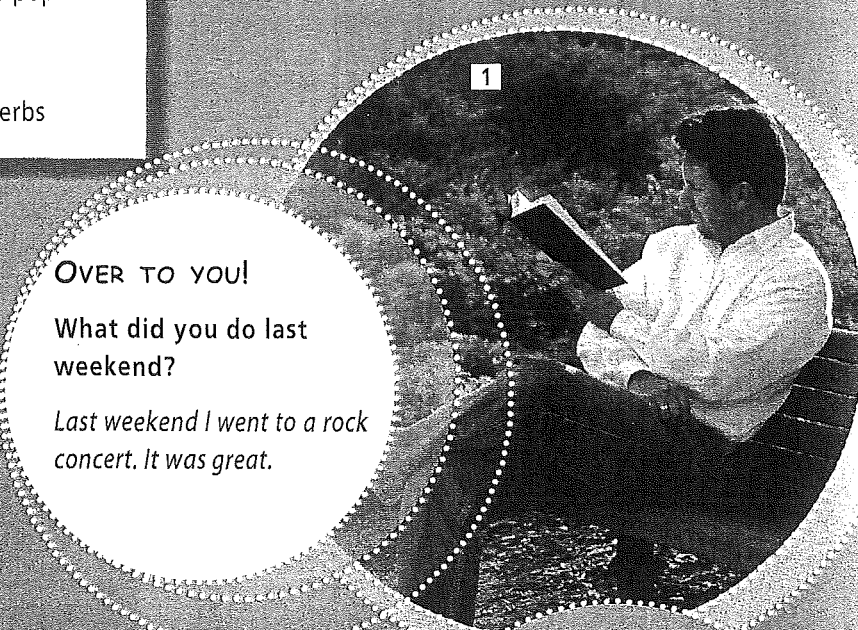
- 1 Match the phrases (A-F) with the pictures (1-6).

Listen and check, then say.

- A taking a guided tour of a museum
- B attending a rock concert
- C having a ballet lesson
- D reading a classic novel
- E practising playing the flute
- F watching traditional dancing

- 2 The pictures were taken yesterday at 6 o'clock in the evening. What were the people doing in each picture (1-6)?

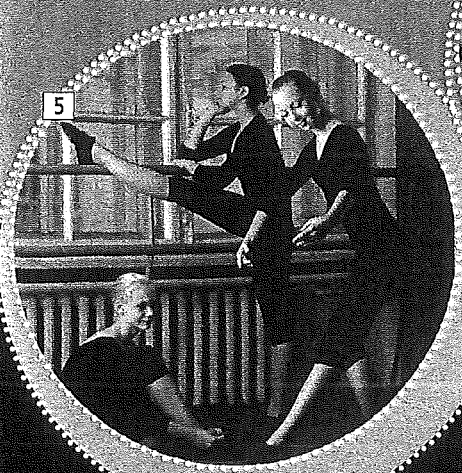
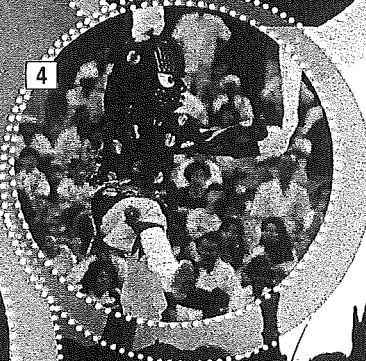
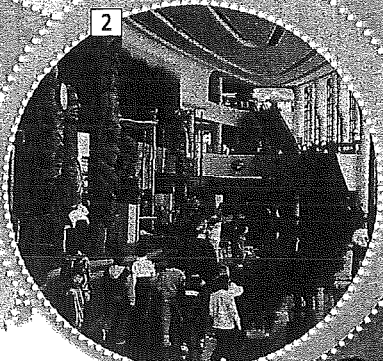
- 1 He was reading a classic novel.
- 2 They were ...



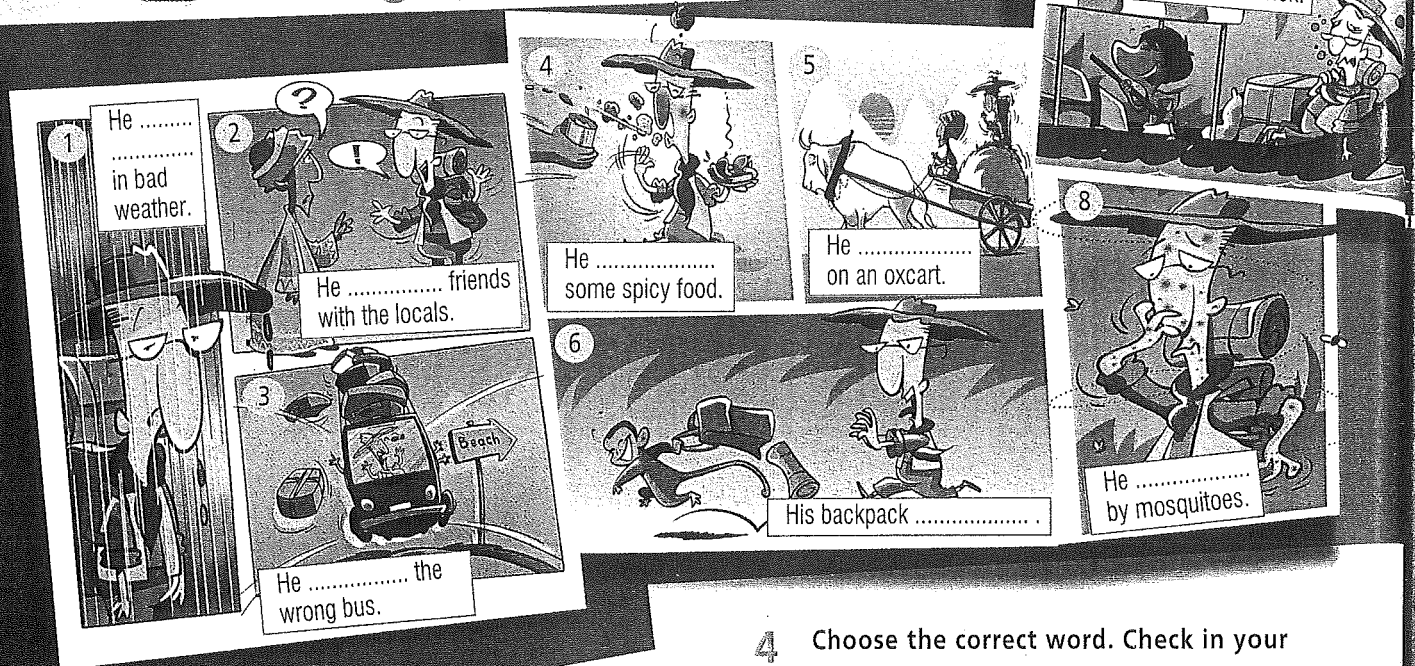
OVER TO YOU!

What did you do last weekend?

Last weekend I went to a rock concert. It was great.



2a Seeing the world



Vocabulary

Travel experiences

- 1 a) Fill in: *got bitten, got stolen, went on, tried, got caught, made, travelled, caught.*
 ☞ Listen and check, then say.
- b) Have you had any of these experiences while travelling? Tell your partner.

A: I once got caught in bad weather in Ireland. It rained a lot and it was very windy. What about you?
 B: I went on a boat trip around the Caribbean once and I got seasick! It was horrible.

Reading

- 2 Look at pictures 1-8. What do you think happened to John in India and Thailand?
 ☞ Listen, read and check.

- 3 Read again and complete the sentences.

- 1 In India, John wanted to visit, but he went to by mistake.
- 2 He went back to Delhi by
- 3 It took John to get back to Delhi.
- 4 During his boat trip, John felt
- 5 He lost his passport because

- 4 Choose the correct word. Check in your dictionaries.

- 1 He **shared/divided** his adventures with his friends.
- 2 We **grabbed/caught** the first train home.
- 3 I can't stand mosquitoes **biting/stinging** me.
- 4 The wind started **puffing/blowing** strongly as we were going to the village.
- 5 We took an hour to **reach/arrive** the village.

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Past continuous

- 5 Read the table. Find examples in the text.

We use the past continuous to talk about actions in progress at a certain time in the past.

Form: was/were + main verb + -ing

AFFIRMATIVE

<i>I was travelling.</i>	<i>He/She/It was travelling.</i>
<i>You were travelling.</i>	<i>We/You/They were travelling.</i>

Time expressions used with the past continuous: *while, when, as, all day/morning/year, etc., at 8 o'clock yesterday morning, etc.*

Spelling:

- verb + -ing *talk – talking*
- verb -e + -ing *make – making*
- one-syllable verb ending in vowel + consonant > double consonant + -ing *swim – swimming*
- a stressed vowel between two consonants > double consonant + -ing *begin – beginning*

Hi, I'm John Thompson from Chicago, USA. I'm 19 years old, and I was travelling around the world all last year. I learnt so much about different cultures and I had some crazy experiences, too. I thought I'd share some of my adventures with you. I hope you enjoy them!

Travelling by oxcart!

I was travelling in India last September. One day, I somehow caught the wrong bus while trying to get from Delhi to Agra to see the Taj Mahal. I ended up in a small village in the middle of nowhere! "Next bus back to Delhi... tomorrow," the bus driver told me. Just then, a man was passing by with an oxcart. The bus driver stopped him. Before I knew it, I was sitting on top of some sacks on the man's cart, and we were heading back to the city. Most of the way, it was raining, and mosquitoes were buzzing around the ox and biting me. Sanjit only spoke Hindi, but he was smiling and laughing all the way, and he even shared his lunch with me. It was very spicy but delicious. It took us four hours to reach Delhi! Despite the rain and mosquitoes, it was a lot of fun.

Big waves and little monkeys!

I had another crazy day while I was visiting the Phi Phi Islands in Thailand in March. One morning, I decided to go on a long-tail boat trip around the islands. Unfortunately, the wind was blowing strongly that day and before long, I was feeling very seasick. So, I was very relieved when we stopped at a place called 'Monkey Beach'. Hundreds of monkeys were running towards us as we got off the boat. But then, as I was feeding a piece of pineapple to one monkey, another grabbed my small backpack and quickly ran into the bushes with it! I tried to run after it, but it was too fast. The bag had my passport in it! I never saw my passport again. I had to get a new one from my embassy in Bangkok!

Check these words

culture, experience, adventure, end up, in the middle of nowhere, pass by, sack, head back to, buzz around, bite, share, long-tail boat, grab, bush, run after, passport, embassy



Click here for more travel stories!

Listening, Speaking & Writing

- 8 a) Listen to Sarah talking about her experience while travelling in Ecuador, and put the events in the order they happened.

- | | |
|----------------------------|--|
| <input type="checkbox"/> A | She realised it was just a branch. |
| <input type="checkbox"/> B | Her kayak hit a rock and she fell out. |
| <input type="checkbox"/> C | It was moving closer to her. |
| <input type="checkbox"/> D | She decided to go on a kayaking trip. |
| <input type="checkbox"/> E | She saw a crocodile in the water. |

- b) Use the sentences from Ex. 8a to write a short account of the story for Ann's travel website. Tell the class.

I was travelling in Ecuador and I decided...

THINK!

Which of the two adventures in the text did you enjoy most? Why? In three minutes, write a few sentences. Tell the class.

- 6 Use the verbs in the list in the *past continuous* to complete the sentences.

• write • buy • ride • take (x2)

At 11 o'clock yesterday morning...

- John a camel in the desert.
- Harry and Suzy photos of the Pyramids.
- Peter a boat trip on the Nile River.
- Kim and Sam souvenirs.
- Megan some postcards.

Speaking

- 7 Tell your partner what you were doing:
at 9 o'clock last night, yesterday morning,
at 10 o'clock this morning.

At 9 o'clock last night, I was writing emails.

2b Times change



The Story of Google™

Google was the brainchild of Larry Page and Sergey Brin. They met in 1995 at Stanford University, USA, while they were studying Computer Science. You could say Google started with an argument as, at first, Sergey and Larry didn't really get on! In fact, they argued and disagreed on just about everything. However, there was one thing they did share: a commitment to making the Internet more user-friendly.

At that time, Internet search engines were slow and complicated. They listed search results according to the number of times the search term appeared on a page. Larry and Sergey found this frustrating. An idea came to them: why not list search results according to a website's popularity?

So, they set about creating a search engine that could calculate how important a particular web page was. At first, their research received a fair amount of criticism from experts, but the two friends didn't give up and managed to raise enough money from investors, family and friends to support themselves.

While they were developing the search engine, Larry and Sergey realised it needed a catchy name. They were inspired by a mathematical word, 'googol' which means '1 followed by a hundred zeros'. They thought it was a really good name, considering the endless amount of information available on the Net, and so 'googol' became 'google'.

In 1998, Larry and Sergey set up their office in a friend's garage and Google went online. Soon, they were answering thousands of search requests per day. People really liked Google's simple, neat design and, of course, its speedy performance! Before long, Sergey and Larry moved their operations to a new headquarters they called Googleplex.

In 2000, Google introduced ten foreign language versions and officially became the world's most popular search engine. Google now responds to about a billion search requests per day and its success shows no signs of fading. For most people seeking information, Google is the place to go!

Check these words

brainchild, argument, search engine, commitment, user-friendly, complicated, frustrating, popularity, calculate, a fair amount, criticism, investor, catchy, inspired, neat, performance, headquarters, respond, fade

Reading & Speaking

- 1 What is Google? What does its name mean? How do you think it got started?
☐ Listen and read to find out.

- 2 **Matura** Read the text again and mark the sentences below T (true) or F (false).

- 1 Larry and Sergey usually shared the same opinions.
- 2 Google was the first search engine on the Net.
- 3 From the very beginning, everybody thought Google was a good idea.
- 4 It took a while for Google to become successful with Internet users.
- 5 Google is gaining popularity nowadays.

- 3 Complete the sentences with words/phrases from the **Check these words** box.

- 1 Google made the Internet more for everyone.
- 2 They thought of a name to attract attention.
- 3 It's very when you can't find the information you want on the Internet.
- 4 The company's new are in New York.
- 5 The company's plans received a lot of so they didn't go ahead.

- 4 a) Tell the class a short summary of the text.
- b) **THINK!** Imagine Google went down for a week. How would this affect the lives of those who use it every day? In three minutes write a few sentences. Tell the class.


see
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Past continuous (negative, interrogative & short answers)

- 5 Read the table. How do we form the negative and interrogative in the *past continuous*?

NEGATIVE	
<i>I wasn't working.</i>	<i>He/She/It wasn't working.</i>
<i>You weren't working.</i>	<i>We/You/They weren't working.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Was I working?</i>	<i>Yes, I was./No, I wasn't.</i>
<i>Were you working?</i>	<i>Yes, you were./No, you weren't.</i>
<i>Was he/she/it working?</i>	<i>Yes, he/she/it was./No, he/she/it wasn't.</i>
<i>Were we/you/they working?</i>	<i>Yes, we/you/they were./No, we/you/they weren't.</i>

- 6 Form questions and full answers based on the text in Ex. 2, as in the example.
- Larry and Sergey/study/Maths in 1995?
Were Larry and Sergey studying Maths in 1995?
No, they weren't. They were studying Computer Science.
 - Search engines/list results/according to popularity/before Google?
 - Larry and Sergey/work/from their house in 1998?
 - People use Google/in 1998?

- 7  Use the words to ask and answer questions in pairs.

- you/study/9 o'clock yesterday evening?
A: *Were you studying at 9 o'clock yesterday evening?*
B: *No, I wasn't. I was watching TV.*
- you/walk in the park/last Sunday afternoon?
- you/chat on the phone/an hour ago?
- your friend/eat dinner/8 o'clock last night?
- your parents/work/last Saturday morning?

Past continuous vs past simple

- 8 Read the theory. Find more examples in the text in Ex. 2.


PAST CONTINUOUS

- for actions which were happening at a specific time in the past.
*We **were sleeping** at 2 o'clock yesterday afternoon.*
- for two actions happening at the same time in the past.
*Sam **was working** in the garden while I **was cooking** dinner.*
- for an action happening when another action interrupted it. *He **was reading** a book when the doorbell **rang**.*

PAST SIMPLE

- for completed actions in the past. *He **left** last Monday.*
- for actions which happened one after the other in the past. *He **went down** the cellar stairs, **opened** the door, and **walked** inside.*

- 9 Put the verbs in brackets into the *past continuous* or the *past simple*.



In 2004, 23-year-old Mark Zuckerberg, 1) (launch) Facebook while he 2) (study) at Harvard University. People 3) (want) a university website with students' profiles, so Mark 4) (decide) to do something about it. 1,200 students 5) (sign up) within 24 hours! He then 6) (expand) the site to include other universities. Mark 7) (face) some difficulties, though. Three Harvard seniors 8) (insist) that while Zuckerberg 9) (work) on a similar project with them, he 10) (use) their ideas to create Facebook. This 11) (not/stop) Mark, though, and Facebook soon 12) (become) the biggest social networking site in the world with 500 million users to date.

Speaking & Writing

- 10 **THINK!** Imagine you are Mark in Ex. 9. Describe the events leading up to your creation of Facebook. Tell your partner or the class.

2c Culture Corner

1 Who is Lady Gaga? How are these names related to her?

- Manhattan • Germanotta • Bach
- Britney Spears • Twitter
- Tisch School of Performing Arts

🔊 Listen and read to find out.

2 Read again and answer the questions.

- 1 What musical instrument does Lady Gaga play?
- 2 Who has she written songs for?
- 3 How did she help herself to become famous?
- 4 What does Lady Gaga use to create her image?

LADY GAGA

The queen of pop

With a string of No. 1 hits, an armful of awards and chart-topping albums, Lady Gaga is a worldwide sensation. How did it all start though, for the Italian American girl from Manhattan, and how did she achieve such phenomenal fame?

Lady Gaga was born in 1986. Her real name is Stefani Joanne Angelina Germanotta. She could play the piano by ear from the age of four and later said her musical inspiration

was the classical composer Johann Sebastian Bach.

Gaga always loved performing and dreamed of fame from an early age.

At 17, she became one of the youngest students at the Tisch School of

Performing Arts in New York. After that, she followed her

dream the hard way, moving out of her parents' home to a cheap flat, while trying to earn a living as a singer-songwriter. It wasn't easy. Gaga spent a few years performing in clubs without success. Then, her luck started to change.

She began writing songs for successful artists like Britney Spears and The Pussycat Dolls and music executives quickly spotted her talent for writing pop hits. Meanwhile, Gaga was developing her own image and performance style, wearing outrageous costumes, wigs and make-up.

Lady Gaga set up her own website, as well as MySpace, Twitter, YouTube and Facebook profiles to promote her music. This was the turning point. She grabbed the attention of the world. She even made her songs available as free downloads. Lady Gaga also used these social media sites to chat with fans about various things such as her latest fashion statement or the lyrics of a new song. In fact, Lady Gaga's Twitter page now has 7.5 million followers!

Lady Gaga shows no sign of slowing down. She writes songs, she sings and she dances, surprising audiences with her unusual clothes. Her talent and hard work have made her a reigning icon of today's pop culture.

Check these words

string, sensation, phenomenal, play by ear, outrageous, social media, lyrics, reigning, icon, pop culture

Quotation

You have to be unique and different and shine in your own way.

Lady Gaga

3 **THINK!** How is Lady Gaga an icon of today's pop culture? In three minutes, write a few sentences. Tell the class.

4 **ICT** Find information about a popular musician in your country. This could include: *when/where born, how they became famous, type of music, image/performance style.* Write a short text. Read it your partner.

Everyday English 2d

Expressing opinions

1 Listen and say. Which type of performance did you last see? Did you enjoy it? Tell the class.

2 a) Listen and say. Which sentences: *ask for an opinion?* *express a positive (✓) opinion?* *express a negative (X) opinion?*

- What was it like?
- It was fantastic!
- The dancers were amazing!
- Did you enjoy it?
- Not really.
- It was nothing special.

b) What did Julie and Mark do on Saturday? Did they like it?

Listen and read the dialogue to find out.

Mark: Hi, Julie – it's Mark! I tried calling you on Saturday night, but you didn't answer your phone.

Julie: Oh, hi Mark! Yes, sorry! I was at the ballet.

Mark: Really? What was it like?

Julie: It was fantastic! The dancers were amazing! What did you do on Saturday?

Mark: Oh, I just stayed home with my brother and we watched a film on TV.

Julie: Did you enjoy it?

Mark: Not really. It was nothing special. Listen, do you want to go for a walk later?

Julie: Sure!



1 an opera



2 a musical



3 a ballet



4 a play



5 a pop/rock concert



6 a classical music concert

3 Find sentences in the dialogue which mean: *Of course!* – *What did you think of it?* – *Did you have a good time?* – *It wasn't great.*

Intonation: expressing feelings

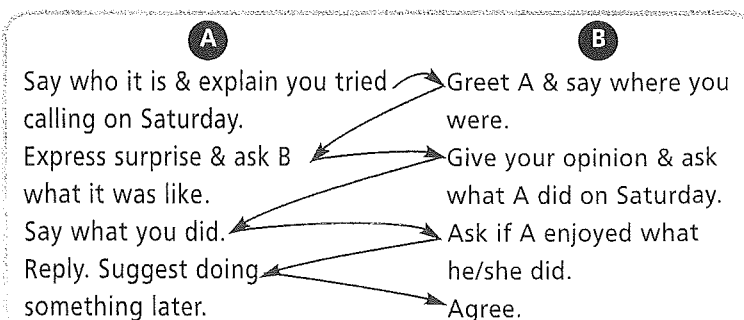
4 a) Listen and say.

b) Now listen and tick (✓) the adjective that best describes each speaker's feelings. Is each speaker's intonation rising or falling? Listen again and say.

↗ Really? interest/surprise/enthusiasm		↘ Really? disbelief/annoyance	
1 I don't believe it!	a annoyed <input type="checkbox"/>	b surprised <input type="checkbox"/>	
2 What's the problem?	a interested <input type="checkbox"/>	b annoyed <input type="checkbox"/>	
3 Sure!	a enthusiastic <input type="checkbox"/>	b disbelieving <input type="checkbox"/>	
4 No way!	a surprised <input type="checkbox"/>	b annoyed <input type="checkbox"/>	

Speaking

5 Imagine you saw a performance last Saturday and your partner is asking you about it. Use the sentences in Ex. 2a to act out your dialogue. Follow the diagram.



2e Amazing performances

Chinese OPERA

If you want to watch a music performance that combines song, dance, and striking design, just forget about the latest pop video. Take a look at a truly original style of musical performance: Chinese opera. Last month I was on a trip in Shanghai. I was staying with my Chinese friend Mai-Li. She insisted that we go to the Chinese opera and I have to admit the experience was amazing from beginning to end.

Opera has a long history in China. In ancient times, actors performed the operas on the streets on temporary stages with only hanging lanterns for lighting. It's funny to think that such grand art started out like that!

We arrived at the theatre just before the lights went down. As the curtain rose, the actors came on stage in their beautiful costumes: the fiery reds and ribbons of gold and silver were like a kaleidoscope of colour! The costumes go all the way back to the street show days, when the actors used to wear bright colours to stand out in the dark.

The singing was quite strange – very sharp and high-pitched. Just like the costumes, the singing style was really ancient. The street performers used to sing that way so that their voices could carry over the crowds who gathered to watch.

The opera we saw was 'Lady White Snake'; a classic Chinese folk tale. A white snake changes into a beautiful girl, and then falls in love with a human. But the actors didn't only tell the story through song; the dancing and acrobatics were fantastic, too. The actors used not only their faces but also their whole bodies to act out the story and show their emotions. These actors train very hard at opera schools for years from about the age of 7 or 8. There weren't a lot of stage props or scenery because the actors use a lot of symbols to help tell the story. An actor galloping with a whip, for example, means they are riding a horse. Doing somersaults from a table or a pile of chairs means they are running down a mountain.

The actors' make-up was incredible. Each colour has a special meaning and reveals something about their character; red means loyalty and bravery, black shows a warrior or a wild character; blue means cruelty and gold and silver means mystery. At the finale, it was breathtaking to see them all on stage together in their bright costumes and make-up. I didn't think that opera was for me, but I can't believe how much I enjoyed it. You must all see a Chinese opera one day!

Study skills

Predicting content

The title, photographs and the first and the last sentence in each paragraph help us predict the content of a text.

Reading

- 1 Look at the pictures and read the title and the first and last sentence of each paragraph of Iris' blog entry. What do you think Chinese opera is like?

🔊 Listen and read to find out.

- 2 a) **Matura** Read the text again. For each question (1-5), choose the correct answer A, B, C or D.

- 1 When Chinese opera first started,
A it didn't have any lighting.
B performances took place outside.
C there was no stage or costumes.
D it wasn't very popular.
- 2 In the past, the actors wore costumes that were
A very simple.
B only red, gold, and silver.
C easy to see.
D easy to wear.
- 3 The actors sang in a high-pitched voice because they wanted to
A help the audience hear.
B follow tradition.
C make the audience laugh.
D attract more attention.
- 4 The audience mainly follow the story of a Chinese opera through the singing and
A a lot of props and scenery.
B the colours on the characters' costumes.
C changes in the lighting.
D the characters' movement and make-up.
- 5 At the end, we learn that Iris was
A planning to see the opera again.
B surprised that she enjoyed the opera.
C not interested in going to another opera.
D unsure if her readers would enjoy Chinese opera.

- b) Match the words in bold in the text with their meanings: *amazing & impressive, something like, be clear, shows, there for a short time, be heard*

Match the highlighted words in the text with their descriptions (1-7).

- 1 The people who take part in the performance.
- 2 This rises at the beginning of the performance and comes down at the end.
- 3 The actors & actresses wear these.
- 4 The objects or furniture used in a performance.
- 5 The performances take place on this.
- 6 The painted backgrounds that show where the story takes place.
- 7 The use of lights to give different effects during the show.

Check these words

ancient times, hanging, lantern, grand, start out, fiery, ribbon, kaleidoscope, sharp, high-pitched, crowd, gather, fall in love with, acrobatics, emotion, gallop, whip, somersault, reveal, loyalty, bravery, warrior, wild, cruelty

Grammar see p. 118
Used to

- 4 a) Read and find examples in the text.

AFFIRMATIVE

I/You/He, etc **used to**
go to musicals a lot as a child.

NEGATIVE

I/You/He, etc **didn't use**
to go to the opera.

INTERROGATIVE

Did I/you/he, etc **use to**
go to the cinema?

SHORT ANSWERS

Yes, I/you/he, etc **did**.
No, I/you/he, etc **didn't**.

We use **used to** for actions that happened regularly in the past but do not happen now.

- b) Write sentences about ancient Greek theatre using *used to/didn't use to*.

- 1 it/be/very popular (✓)
It used to be very popular.
- 2 Women/perform (X)
- 3 They/perform in outdoor theatres. (✓)
- 4 The actors/wear masks (✓)
- 5 The actors/wear make-up (X)

- 5 Write two things you used to do when you were 10 and two things you didn't use to do.

When I was 10, I used to go to the cinema every week.

Speaking & Writing

- 6 Make notes under the headings. Use them to present the Chinese opera to the class.

• costumes • singing • actors
• stage props/scenery • make-up

- 7 **THINK!** In three minutes write three reasons why someone should attend a Chinese opera. Tell another group or the class.

2f Haunted buildings

www.cultural-getaways.com

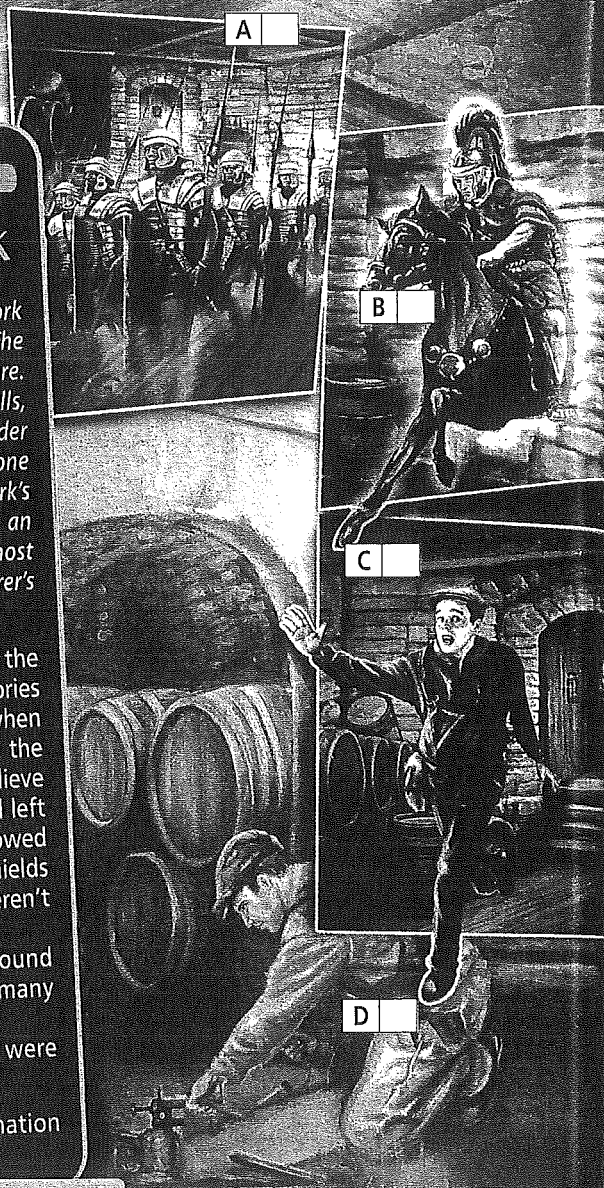
The Haunted City of York

If you like the idea of exploring historic places around the world, the city of York in northern England should definitely be on your list of places to visit. The Romans founded this city in 71 AD and it's full of fascinating history and culture. It's a lot of fun to go on a city tour of York and walk along the ancient city walls, visit York Minster, one of the largest medieval cathedrals in Europe and wander down the pretty cobbled streets. York is also famous for something else. It is one of the most haunted cities in the world, with about 140 ghosts! In fact, York's many night-time ghost walks are very popular with tourists as they are an entertaining and spooky way to learn about the city's history. One York ghost story, however, stands out above all the rest. It's the story of the Treasurer's House, one of York's many historic buildings ...

One day in February 1953, a plumber, Harry Martindale, had been in the cellar of the Treasurer's House since morning. He had heard lots of stories about the place being haunted. Just before midday, he was working when he heard a strange noise like a trumpet. He looked back and saw the helmet of a Roman soldier coming through the wall! Harry couldn't believe his eyes. Then, a whole soldier on a horse came through the wall and left through the wall on the other side! Twenty more Roman soldiers followed him. They were marching unhappily in pairs and they were carrying shields and spears. What Harry hadn't noticed was that the soldiers weren't walking on the floor of the cellar, because he couldn't see their legs. When he realised that, Harry ran out of the cellar, terrified. He found out later that some Roman soldiers had gone missing in York many centuries before.

Maybe the soldiers he saw were the missing soldiers and they were walking on the old Roman road below the cellar!

Want to know more? Visit www.visitthecityofyork.org for more information about York and its ghostly attractions!



Check these words

haunted, explore, historic, found, fascinating, ancient wall, medieval cathedral, wander, cobbled street, ghost, spooky, stand out, march, shield, spear, terrified, find out, go missing, ghostly attraction

Vocabulary & Reading & Speaking

- 1 a) Look at the pictures.
Which shows:

- 1 a plumber working in a cellar?
- 2 a soldier on a horse coming through the wall?
- 3 Roman soldiers marching, carrying shields and spears?
- 4 a man running out of a cellar?

- b) Now listen to the sounds. What do you think the text is about? Tell the class.

- c) Listen, read and check.

- 2 Read again and number the events in the order they happened. Use the pictures to tell your partner a summary of the story.

- ☐ A He saw the helmet of a Roman soldier coming through the wall.
- ☐ B A horse with a Roman soldier on it walked through the cellar.
- ☐ C Harry ran out of the cellar.
- ☐ D Harry Martindale, a plumber, went to work in the cellar.
- ☐ E He heard a strange noise like a trumpet coming from the wall.
- ☐ F Twenty Roman soldiers marched through in pairs, carrying shields and spears.

- 3 Fill in: *medieval, city, cobbled, ghost, ancient*.
Use the phrases to make sentences.
1 tour; 2 city walls; 3
cathedrals; 4 streets; 5 story

- 4 Choose the correct word. Check in your dictionaries.

The 1) **historic/historical** city of York is a 2) **popular/typical** holiday destination in England. The Romans 3) **created/founded** York almost 2,000 years ago on the north-east bank of the River Ouse. Tourists enjoy 4) **wondering/wandering** York's narrow streets during the daytime and taking part in ghost 5) **walks/marches** at night. People believe that a lot of places there are 6) **ghostly/haunted**. One such place is the Treasurer's House whose 7) **history/story** is quite fascinating. A plumber working there heard a noise, then saw Roman soldiers coming through the walls 8) **carrying/bringing** shields and spears. When the plumber 9) **observed/noticed** the soldiers had no legs, he left the cellar 10) **terrified/afraid**.

Grammar

Past perfect/Past perfect continuous

see
pp. 118-119

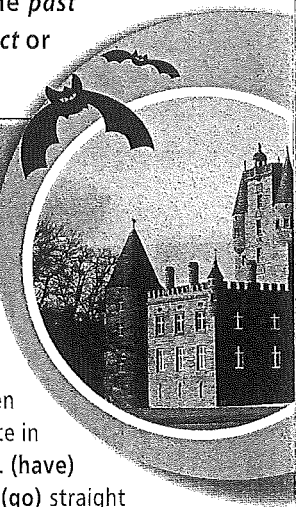
- 5 Read the theory. Find examples in the text.

Past Perfect Continuous (<i>had been + verb -ing</i>)	
AFFIRMATIVE	I/you/he, etc had been working .
NEGATIVE	I/you/he, etc hadn't been working .
INTERROGATIVE	Had I/you/he, etc been working ?
SHORT	Yes, I/you/he, etc had .
ANSWERS	No, I/you/he, etc hadn't .

- 6 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.
- They went to the museum after they (finish) their homework.
 - They got lost because they (not/take) a map with them.
 - She (already/arrange) to go to Edinburgh so she didn't come with us to York.
 - Terry (work) in the cellar since morning and he felt very tired.
 - He (not/sleep) for two days and felt exhausted.
 - Her eyes were red. (she/cry)?
 - She (live) in York for ten years before she decided to move to London.

- 7 Put the verbs in brackets into the *past simple*, *past continuous*, *past perfect* or the *past perfect continuous*.

A scary night!



Last summer, Jim and his friend Bob
1) (decide) to spend the night in a haunted castle. They
2) (travel) since morning so they 3) (feel) very tired when they finally 4) (arrive) late in the evening. After they 5) (have) a light dinner, they 6) (go) straight to their room. They 7) (lie) in their beds for an hour, when suddenly they 8) (hear) loud footsteps in the corridor. They 9) (try) to open their door, but it seemed it 10) (get stuck)! Eventually, the door 11) (open) and a woman in a white dress 12) (appear). She 13) (walk) slowly and 14) (sing) a sad song. They immediately 15) (run) out of the castle and never 16) (go) back again.

Key word transformations

- 8 Complete the second sentence so that it means the same as the first. Use the word in bold.
- He had lunch, then he visited the library. (AFTER)
He visited the library lunch.
 - The museum closed before we arrived. (TIME)
The museum we got there.
 - They waited at the bus stop for an hour, then the bus came. (UNTIL)
The bus didn't come for an hour at the bus stop.
 - She spent the whole morning in the garden and she was tired. (WORKING)
She in the garden since morning and she was tired.
 - They didn't take a compass with them and they lost the way. (TAKEN)
They got lost because they with them.

2g Skills

Vocabulary

Types of reading material

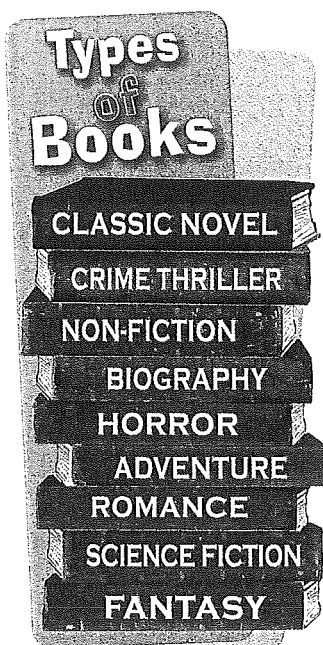
- 1 a) The bar chart shows what types of reading material UK teens prefer. Use the language below to read it.
- Most people/The majority (80% +)
 - A lot of (60%-70%) • Half of (50%)
 - Twenty percent of (20%) • A few (10%)
 - Very few (5%) • No one (0%)

Most people prefer reading books.

- b) What do you prefer reading?
How often do you read?

- 2 a) Listen and say. What do you enjoy reading?

- b) What's your favourite book? What is it about?



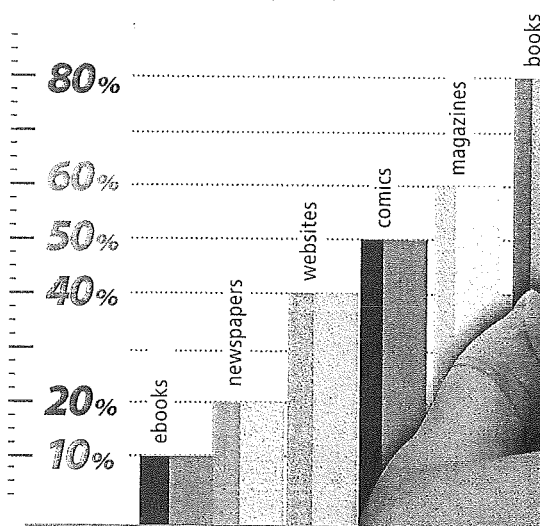
I enjoy reading fantasy novels. My favourite one is ... It's about ...

Listening

- 3 **Matura** You'll hear Brian and Stacey talking about books they read recently. For sentences 1 to 6 listen and tick (✓) T (true) or F (false).

- Stacey has just read a biography.
- She really liked the book.
- She found the ending a bit slow.
- Others recommended this book to Brian.
- He liked it from the beginning.
- He has read lots of other similar books.

T	F



Speaking

- 4 a) Listen and repeat.

- A: What are you reading, Suzy?
B: It's a fantasy novel called *The Golden Compass* by Philip Pullman.
A: What's it about?
B: It's about a girl who lives in a strange universe.
A: Is it good?
B: Yes, it's great. I can't put it down!

- b) Use the ideas below and the language in the box to replace the words in bold and act out similar dialogues. You can use your own ideas.

- adventure novel – *The Lost Symbol*, Dan Brown – a historian who must follow an ancient symbol
- fantasy novel – *Clockwork Angel*, Cassandra Clare – a teenager who tries to save the world

Expressing positive opinions ☺	Expressing negative opinions ☹
<ul style="list-style-type: none"> It's great/fantastic/amazing, etc. I really love it. I'm really enjoying it. I can't put it down. 	<ul style="list-style-type: none"> It isn't that good, really. I don't really like it. It's boring/slow-moving/dull, etc. I'm not really enjoying it.

- 5 Discuss the questions, then tell the class about your partner's reading habits.

- What do you usually read?
- How much time do you spend reading?
- Where do you read? (*at home, on the bus/train, in a café, etc*)
- What was the last book you read? What was it called? What was it about?

Anna often reads crime thrillers. She reads every day ...

A story

Read the rubric. What should you write? Should it be a first- or a third-person narrative?

Your college English club has asked its members to send in stories about strange experiences they had. Write your story in 120-180 words and submit it. The best story will appear in next month's club newspaper.

2 Read the story and answer the questions.

- 1 How does the writer set the scene?
character – place – time – weather
- 2 Which is the climax event in the story?
- 3 How did the characters feel in the end?

a) Read the Writing Tip.

Writing Tip

Using adjectives & adverbs

Use a variety of adjectives and adverbs to make your story more interesting.

A tall thin man walked slowly towards us.

- b) Which adjectives does the author use to describe the following?

- the rooms • the castle
- the floor • the man
- the man's clothes
- the workman • the guide

- c) List all the adverbs used in the story.

Study skills

Sequence of events in stories

Always write the events in a story in the order they happened. This helps the reader follow the story.

The Haunted Castle by Ben Smith

➤ One afternoon last winter, my friend Danny and I decided to visit Holroyd Castle. When we arrived, it was freezing cold and starting to rain, so we quickly went inside.

➤ We walked slowly through the dark, cold rooms and corridors. The castle was huge and empty and all we could hear was the sound of our footsteps on the stone floor. We wandered around for half an hour before we realised that we were lost.

➤ Luckily, as we turned a corner, we saw a tall man wearing old-fashioned clothes and carrying a lantern. He asked for us to follow him. As we walked he told us about the paintings on the walls. He spoke in a strange, old-fashioned way and when I asked him a question, he didn't answer. Back in the entrance hall, we turned around to thank our guide, but he wasn't there any more. Outside, we chatted to a friendly workman about our visit and our helpful guide. "Ah, you met the castle's ghost, Lord Fredrick! He was an artist and the owner of the castle in the 18th century. He sometimes helps visitors and tells them all about his paintings," he told us excitedly.

➤ Danny went white and I started shaking. We felt very shocked and scared. We'll never forget this experience.

- 4 Replace the adjectives and adverbs in the paragraphs below with: *quickly, roaring, horrible, extremely, heavily, relaxing, terrifying, chilly.*

It was a(n) 1) **very cold** evening. I was hurrying home and looking forward to a(n) 2) **good** night in front of a(n) 3) **nice** fire. Suddenly, it started raining 4) **a lot** and I decided to get a taxi.

We were 5) **very** lucky to escape and ran away as 6) **fast** as we could. It was a(n) 7) **scary** experience for all of us, and we promised never to go back to that 8) **bad** house again.

- 5 a) Listen to an experience Ben had while he was in Rio de Janeiro and answer the questions in the plan.

Plan

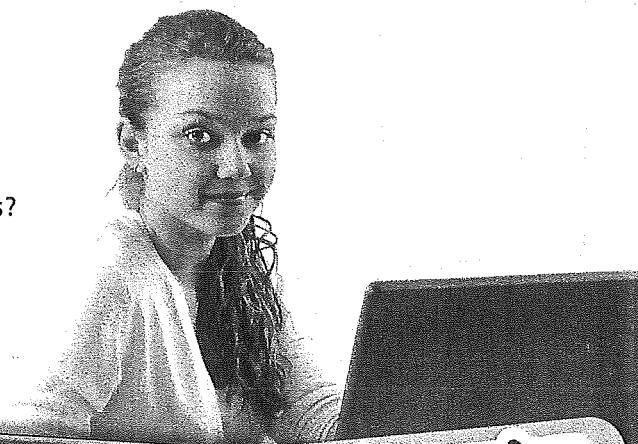
The Best Dancer

- Para 1: Who were the main characters? Where were they? What were they doing? What was the weather like?
- Para 2 & 3: What happened? (The events of the story in the order they happened.) What was the climax event?
- Para 4: What happened in the end? How did the main character(s) feel?

- b) **Matura** Imagine you are Ben. Use ideas from Ex. 5a to write his story for the college magazine (120-200 words).

2 Curricular: ICT

- a) How do you communicate with your friends?
Do you use social networking sites such as Facebook, MySpace, Twitter, etc?
- b) How do social networking sites work?
Listen, read and check.



<http://www.facebook.com/>

Do you use Facebook, MySpace, Twitter, Friendster or LinkedIn? If so, then you are part of a social network. Social networking sites allow us to see our social connections. We can see our friends and their friends through pictures and links in a user-friendly interface.

When you create a profile on a social networking site, you open up a huge range of possible social connections. You can look up old friends, make new friends and share music, photos and videos with them. You can also join groups based on your interests or hobbies, favourite TV shows or music. Setting up a social networking account is simple. You just create and post a personal profile. For this you need a login name, password and an email account. Then you add some personal information such as name, age, sex, location, interests, etc. You can also add a photo of yourself. You can personalise your profile and share as much information about yourself as you want. You can also control who sees your profile. For example, you can make sure that you only allow the friends that you have added to your

Social Networks

How do they work?

network to see it. The next step is to search the network for your contacts, browse for new ones and add them to your network. You can invite offline friends to join by email or search for friends who are already signed up by name, school, or workplace. Then you can search your friends' connections for anyone else you'd like to add to your network. Different social networking sites allow people to interact in different ways. There are straightforward sites that allow you to expand your personal community such as Facebook. Then there are ones that involve media sharing, such as YouTube, where members upload and look at other people's pictures and videos. There are also ones that specialise in sharing music, such as Last.FM, and finally, ones that allow bloggers to form online communities, such as Livejournal. The latest trend in social networking is to create your own independent social network. Companies do this to promote their brand and individuals can do it to create a very tight-knit community.

- 2 a) Read again and answer the questions.
 - 1 What is the purpose of social networking sites?
 - 2 What kinds of things can you do when you create a profile?
 - 3 How do you set up a social networking account?
 - 4 How can you personalise your profile?
 - 5 How do you build up your list of friends?
 - 6 What different kinds of social network sites are there?
 - 7 Why are some companies creating their own social networks?
- b) Use your answers and the words in the **Useful Words** box to tell your partner about social networks.

Useful Words

social networking site, connection, user-friendly interface, post, profile, login name, personalise, contact, browse, interact, straightforward, expand, community, media, blogger, trend, independent, promote, tight-knit

3



Why do you think social networks have become so popular? In three minutes, write a few sentences. Tell another group or the class.

4

ICT In small groups, find out more information about a social network e.g. Twitter. Present your information to the class.

Language in Use

2

Phrasal verbs/Prepositions

1 Choose the correct particle.

fall for: become attracted to
fall out: argue and stop being friends
fall through: not happen (plans)
get away: escape
get on/off: enter/leave a bus/train
get along with sb: have a friendly relationship
get through: reach by phone
give away: make known, give free of charge
give off/out: produce (smell, gas)
give up: stop a bad habit

- 1 I know you've already read the book, so don't give **up/away** the ending!
- 2 Emma tried to call the theatre, but she couldn't get **on/through**.
- 3 We got **off/on** the bus and sat down behind the driver.
- 4 John's plans to travel around Asia last month fell **out/through** at the last minute.
- 5 Mary gets **away/along** with Jo really well.
- 6 The fire gave **up/off** a lot of smoke.

2 Choose the correct preposition.

- 1 Harry dreamed **of/up** travelling the world.
- 2 The museum is popular **for/ with** tourists.
- 3 Peter went **in/on** a business trip to China.
- 4 We went **to/on** a guided tour of the museum.
- 5 He left the room **in/at** a hurry.
- 6 I want to share my experiences **with/in** you.
- 7 The actors all went **on/in** stage **in/with** their bright costumes for the finale.
- 8 The search results appear **on/in** the screen instantly.

Word formation

3 Fill in the correct word derived from the word in brackets.

Word Formation – Abstract nouns from verbs

We use these endings to form nouns from verbs:

-ance (*annoy – annoyance*), **-(t)ion** (*act – action*),
-ment (*enjoy – enjoyment*) and **-al** (*refuse – refusal*).

- 1 The volcanic at the end of the film was amazing in 3D. (**ERUPT**)
- 2 The lead actress made a personal to promote the new film. (**APPEAR**)
- 3 Jack went to see the band's at the airport. (**ARRIVE**)
- 4 What time does the start this evening? (**PERFORM**)
- 5 The says the rock concert starts at 7:30. (**ADVERTISE**)
- 6 The Sydney Opera house is Sydney's most popular tourist (**ATTRACT**)

Collocations

4 Fill in: *spicy, grab, classic, search, officially, lead, bright, social, play, blow*.

- | | |
|-----------------|------------------------|
| 1 engine | 6 novel |
| 2 network | 7 by ear |
| 3 singer | 8 became |
| 4 colours | 9 strongly |
| 5 food | 10 the attention |



Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.

- | | |
|---|---|
| 1 Larry Page studied engineering. | 6 In Chinese opera, blue make up means mystery. |
| 2 The Taj Mahal is in Delhi, India. | 7 Googol means 'I followed by a thousand zeros'! |
| 3 Lady Gaga's musical inspiration was Mozart. | 8 Lady Gaga was born in the 1980s. |
| 4 Google went online in 1998. | |
| 5 Chinese opera actors train from the age of 10. | |

Rozumienie ze słuchu (Dobieranie)

- 1 a) Read the rubric and underline the key words in the headings. In pairs think of words related to them.

Matura Usłyszysz dwukrotnie wypowiedzi pięciu osób. Przyporządkuj mówiących do zdań, które najlepiej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–F) w kratki (1–5). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A VIEW FROM ABOVE
- B MEET THE FAMOUS
- C OPEN AIR FUN
- D TOUR BY NIGHT
- E TAKE THE GHOST PATH
- F FAMILY FUN

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) Do the task. Compare your answers with your partner's.

Rozumienie tekstów pisanych (Dobieranie)

- 2 a) Read the title and the first sentence in each paragraph. What is the text about?
- b) Do the reading task. Which words helped you decide? Compare with your partner.

Matura Przeczytaj tekst, z którego usunięto pięć zdań. Dobierz brakujące zdania (A–F), tak aby otrzymać spójny i logiczny tekst. W każdą lukę (1–5) wpisz literę, którą oznaczone jest brakujące zdanie. Jedno zdanie zostało podane dodatkowo i nie pasuje do tekstu.

- A They have also carved many of the beautiful sculptures visitors see during the tour of the mine.
- B Sometimes people even use this chamber for weddings or other celebrations.
- C It was amazing to see the underground salt lakes, passages, corridors and sculptures as we started out on our tour.
- D Then she travelled to the little village of Wieliczka.
- E They even let us sit with them and take photographs.
- F The first thing we noticed was the air – it was cool and a lot fresher than I had imagined.

Down the SALT Mine



Our guide had explained the history of salt-mining before our trip to the Wieliczka Salt Mine, near Kraków in Poland. Nothing, however, prepared us for climbing down the 387 wooden steps to the first level of the tour and finding ourselves 100 metres underground. It was like travelling to the centre of the Earth! **1** The guide told us that the air here was so pure that there is a treatment centre in the mine for people with health problems like asthma and eczema. **2** I had imagined that everything would be white, but the salt is grey and looks more like stone than salt. There has been a salt mine at Wieliczka since the 12th century, when salt was as valuable as oil is today. Over the years, the miners have dug out over 300 km of chambers and corridors on nine levels to a depth of 327 metres. **3** Today, about 1 million visitors visit the mine every year. The 3½ km tour only covers about 1% of it.

As we walked further, the guide told us the legend behind the mine. In the 12th century, Kinga, a Hungarian princess, decided to give the Polish people a salt mine to celebrate her marriage to their king. Kinga threw a ring the king had given her into a salt mine in Hungary. **4** She dug in the ground and pulled out the ring and lots of salt. To thank Kinga, the grateful miners carved a chapel deep underground in her memory. The highlight of the tour was a magnificent huge chamber with amazing statues, sculptures, wall carvings and even chandeliers all made completely out of salt. **5** When we asked why the floors were so smooth, the guide told us that our feet were actually polishing it as we walked and, with a laugh thanked us for cleaning! At the end of the tour, we got into a huge elevator to take us back to the surface. The ride took over half a minute! As we emerged into the bright sunlight, I understood why UNESCO had placed the Wieliczka Salt Mine on its list of World Heritage sites. It was a day I'll never forget. And yes, the walls did taste salty!

Stosowanie struktur leksykalno-gramatycznych

(Słownictwo)

3

Matura

Uzupełnij poniższy tekst. W luki (1–5) wpisz wyrazy utworzone od słów znajdujących się w nawiasach, tak aby tekst był logiczny i poprawny gramatycznie.

Gough's Cave, near the village of Cheddar in Somerset, where cheddar cheese 1) (origin), is a popular tourist attraction. The cave is part of Cheddar Gorge, a spectacular valley with breathtaking scenery. The cave reaches about 400 metres into the rock and contains a number of large chambers and 2) (nature) structures, such as stalactites and stalagmites. An underground river created the caves which feature some 3) (interest) historic remains. Explorers of the area have found cave paintings and carvings and also the grave of the 4) (old) complete human skeleton in the country, Cheddar Man. Scientists believe he died over 8,000 years ago and they have discovered, through DNA 5) (test), that his distant relative is a school teacher who still lives in Cheddar!

Mówienie

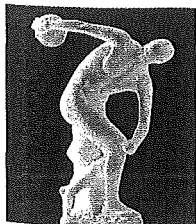
(Wypowiedź na podstawie materiału stymulującego)

4

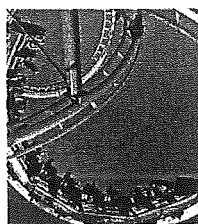
Read the rubric and look at the options. Brainstorm for words related to each place to complete the spidergrams.

Matura

Twój przyjaciel/Twoja przyjaciółka z Anglii przyjeżdża do Ciebie w odwiedziny na weekend. Chcesz zaplanować dla Was wspólne wyjście. Przyjrzyj się trzem zdjęciom i zastanów się, które z nich ilustruje miejsce, do którego chciałbyś/chciałabyś się wybrać z przyjacielem/przyjaciółką. Uzasadnij swój wybór i wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



museum
artefacts



theme park
rides



nature reserve
wild animals

5

Listen to three people talking about these places. Add words to your spidergrams. Then do the task.

(Transformacje ze słowem kluczowym)

6

Matura

Wykorzystując wyrazy napisane wielkimi literami, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

- The crossword was too difficult for him to do.
ENOUGH The crossword wasn't to do.
- He had difficulty finding the way to the exit.
DIFFICULT It was the way to the exit.
- When did they decide to go to Gdansk?
SINCE How long is it to go to Gdansk?
- They moved to London two years ago.
LIVED They for two years.
- When did he start learning Spanish?
STARTED How learning Spanish?

Wypowiedź pisemna

(Opowiadanie)

7

a) Read the rubric.

Listen to an experience someone had and make notes to answer the questions in the plan.

Matura

Przebywasz w Anglii. Redakcja gazетки wydawanej w Twojej szkole poprosiła czytelników o nadsyłanie opowiadań opisujących niezwykłe zdarzenia z ich życia. Napisz opowiadanie (200–250 słów) i prześlij je do redakcji czasopisma. Najlepsze opowiadanie ukaże się w gazecie w przyszłym miesiącu.

Plan

- Para 1: Who were the main characters? Where were they? What were they doing? What was the weather like?
- Paras 2 & 3: What happened? (The events of the story in the order they happened) What was the climax event?
- Para 4: What happened in the end? How did the main character(s) feel?

b)

Matura

Do the writing task.

2 Revision

1 Fill in: *locals, biting, shared, seasick, caught, lighting, carried, audience, rose.*

- 1 Nicky got because there were big waves and the boat was moving up and down.
- 2 He got in bad weather.
- 3 Beth really enjoys meeting the when she's travelling.
- 4 The made the whole theatre look red and gold.
- 5 He his travel experiences with his friends.
- 6 Max had trouble sleeping because the mosquitoes were him all night.
- 7 The curtain and a beautiful actress appeared on stage.
- 8 The clapped loudly at the end of the performance.
- 9 The singer's voice over the sound of the crowd.

9x2=18 marks

2 Put the verbs in brackets in the *past simple* or the *past continuous*.

- 1 Gary was writing postcards while Laura (take) photos.
- 2 We (watch) a film at 8 o'clock yesterday evening.
- 3 Susan opened the door and (run) out of the house.
- 4 Larry Page and Sergey Brin (meet) in 1995.
- 5 (you/listen) to music when I called?

5x2=10 marks

3 Complete the sentences with *used to*.

- 1 In ancient times the actors (wear) brightly-coloured costumes in Chinese opera.
- 2 the ancient Greeks (perform) in outdoor theatres?
- 3 Lily (not/live) in the city when she was 5.
- 4 Harry (take) long walks in the countryside when he was young.

4x3=12 marks

4 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 He (walk) for an hour before he reached the cabin.
- 2 She was tired because she (not/sleep) the previous night.
- 3 Greg (look) for his book for two hours before he found it.
- 4 They were lost because they (not/take) a map with them.
- 5 He (work) since morning on his computer and his eyes were red.

5x4=20 marks

5 Match 1-5 with A-E to make exchanges.

- | | |
|--|---------------------------------------|
| 1 <input type="checkbox"/> What was the concert like? | A Sure! I'll give you a call. |
| 2 <input type="checkbox"/> Do you want to go for a walk later? | B I watched a film on TV. |
| 3 <input type="checkbox"/> What did you do on Friday? | C Not really. It was nothing special. |
| 4 <input type="checkbox"/> Did you enjoy the concert? | D It was fantastic! |
| 5 <input type="checkbox"/> Is your book good? | E No, I'm not really enjoying it. |

5x4=20 marks

6 Write a story entitled "*A day to remember*" (120-200 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about travel experiences _____
- talk and write about Google and Facebook _____
- talk about actions in progress in the past _____
- talk and write about music and pop stars _____
- express positive and negative opinions _____
- write a descriptive email _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: the weather, extreme activities, types of accommodation, verbs related to weather, camping equipment, outdoor leisure activities

Grammar: future tenses (*will/going to*/present continuous present simple with future meaning); conditionals type 0, 1, 2, 3; wishes

Everyday English: booking accommodation

Pronunciation: stress in compound nouns

Writing: a semi-formal email asking for information

Culture Corner: The Appalachian Trail

Curricular (Geography): Caves

Phrasal verbs: *go, look*

Word formation: adjectives from nouns

Module 3

Mother Nature

Vocabulary

Extreme weather

1 Listen and say.

2 Listen to the weather forecast and complete the sentences with the words in Ex. 1.

- 1 In Miami, USA, there will be
- 2 In Dublin, Ireland, there will be
- 3 In Edinburgh, Scotland, there will be
- 4 In Paris, France, there will be
- 5 In New Delhi, India, there will be

3 Choose a photograph and describe it to the class. Talk about:

- place • time of year
- weather • people • clothes
- activities • feelings

OVER TO YOU!

Which of the extreme weather conditions are common in your country?

Complete the sentences.

Today, the weather is

Tomorrow, I think it will be

1

a storm

2

a blizzard

3

a hurricane

4

a heatwave

5

thick fog

3a Wild places

WEATHER

SNOW & ICE



blizzard/
snowstorm



hail



sleet

RAIN



storm



flood



heavy
rain



shower



drizzle

WIND



tornado



gale



breeze

SUN & CLOUDS



sunshine



sunny
spells



light
clouds



heavy
clouds

TEMPERATURE

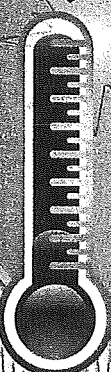
boiling hot 35°C

hot 25°C

warm/mild 15°C

chilly/cold 0°C

freezing cold -20°C



Vocabulary The weather

- 1 Listen and repeat. Which of these weather conditions are common in your country in: winter? spring? summer? autumn?

In the winter, it's often chilly, but not freezing cold. There's sometimes heavy rain, but we don't have any blizzards ... etc

ABOUT ME

Matt of the Antarctic My year in Antarctica

Week 1 – My Antarctic adventure begins!

Hi, everyone!

Well, here I am at the scientific research station in Antarctica, the coldest, windiest, and driest continent in the world! It's summer right now, so the weather is quite 'mild' – it's 0°C today! There are still a lot of gales, though, and of course, the sun never sets in the summer, which is really weird! Despite the freezing cold, the scenery and wildlife here are incredible. There are seals everywhere and yesterday I saw a humpback whale.

Everyone is warning me about the winter here! The temperature will drop to about -40°C and the sun won't rise at all. There will only be 20 of us and we won't have any visitors for 7 months. It'll be difficult, but at least I'm going to be very busy. As a marine biologist, I'm going to study the way marine wildlife adapts to extreme temperatures. I'm also going to do a survey of the threatened Emperor Penguin. I can't wait to start!

Tomorrow, all the newcomers are going on a survival course for a week with ski-dooes and sledges. We're going to camp in the snow and learn things like what to do if we fall down a crevasse*. I hope there won't be a blizzard like the one we had on my first day here.

Well, bye for now! I'll tell you all about the course when I'm back at the research station next week.

Matt

* Crevasses are deep cracks in the ice, sometimes covered by snow!

Reading & Listening

- 2 a) Look at Matt's blog. Where is Matt? Why do you think he's there? What is it like there?
 Listen and read the blog entry to find out.
- b) Read and mark the statements as T (true) or F (false).
- Summers in Antarctica are warm.
 - You can see the sun at night in the summer months in Antarctica.
 - There is no wildlife there.
 - There's no sun during the winter.
 - Matt is on a business trip to Antarctica.
 - It's Matt's first time in Antarctica.
 - The survival course lasts a week.
 - Matt is going to stay there for a month.
- 3 Fill in: *humpback, drop, sets, research, marine, survival, freezing.*
- station
 - cold
 - whale
 - biologist
 - course
 - temperatures
 - the sun

- 4 Match the underlined words in the text to their opposites: *set, common, hottest, boiling, hot, shallow, idle, wettest, ordinary, intense.*

The research station – this will be my home for the next year!

3 responses:

Great blog, Matt! I'll follow it with interest – from my nice cosy house!

PeteS, 10/12 at 11:35 am

Sounds amazing there, Matt, but so cold!

TimT, 12/12 at 5:35 pm

That's nothing, Tim! Inland, the temperature drops to -70°C in the winter.

Matt S, 13/12 at 8:47 pm

POST A COMMENT



Use these words

scientific, research station, continent, mild, set, scenery, seal, humpback whale, warn, drop, rise, marine biologist, adapt, survey, can't wait, newcomer, survival course, ski-doo, sledge, crack, covered



5 Choose the correct word. Check in your dictionaries.

- 1 The sun rises/raises in the east.
- 2 He threatened/warned us about the extreme weather conditions.
- 3 Temperatures fall/drop to -10°C here in the winter.
- 4 Animals can adapt/adjust to their environment to survive.
- 5 We should protect extinct/threatened species or they'll die out.

Grammar

Future tenses

see
pp. 119-120

6 Fill in the gaps with the verbs in brackets in the correct tense. Explain your choices.

- 1 A: What are your plans for the weekend, Dave?
B: I (go) hiking in the mountains.
- 2 A: It's really cold in here!
B: I (put) the heat on.
- 3 A: I've got so many things to do to prepare for my skiing trip next week!
B: Don't worry. I (give) you a hand.
- 4 A: When (you/be) free tonight?
B: I don't know. I'll call you when we (get) home.
- 5 A: Why are you buying that guide book about Antarctica?
B: I (visit) Antarctica next month!
- 6 A: What time (the plane/take off)?
B: It (take off) at 8:15 pm.


Speaking & Writing

- 7 a) What did you know about Antarctica? What did you learn about it from the text? Make notes, then tell the class.

What I knew

What I've learnt

- b) **THINK!** Imagine you are one of the newcomers. You are back from the survival course. Send an email to your English friend. Write what you did and how you liked it. Read it to your partner or the class.

- 8 **ICT**  In groups, collect information about Antarctica, then present it to the class.

3b Extreme outdoors

Vocabulary

Extreme activities

- 1 Match each activity (A-H) with the equipment (1-8).
 Listen and check, then say.

- | | |
|---|---|
| 1 | an inflatable armchair and flippers |
| 2 | a Chinese frying pan, a helmet and ladles |
| 3 | an ironing board and an iron |
| 4 | an ice axe and boots with metal spikes |
| 5 | a four-wheeled motorbike and a helmet |
| 6 | a board and protective clothing |
| 7 | a surfboard connected to a kite |
| 8 | an elastic rope |

You need an inflatable armchair and flippers to go river bugging.

Reading

- 2 a) Look at the text. What do you know about these three activities? How can you go faster when doing each one? Read to find out.

A wok racing

B river bugging

C volcano surfing

D quad racing

E bungee jumping

EXTREMELY WEIRD!

Volcano Surfing

If you want to try this new craze, you'll have 1) to Nicaragua's Cerro Negro volcano. When this active volcano erupts, it throws out ash that's perfect 2) surfing on. Hike for 45 minutes to the top of the mountain, walk around inside the smoking volcano, then put on some protective clothing and fly down the slope at 50 kmph! If you sit down on your board, you'll go even faster.

River Bugging

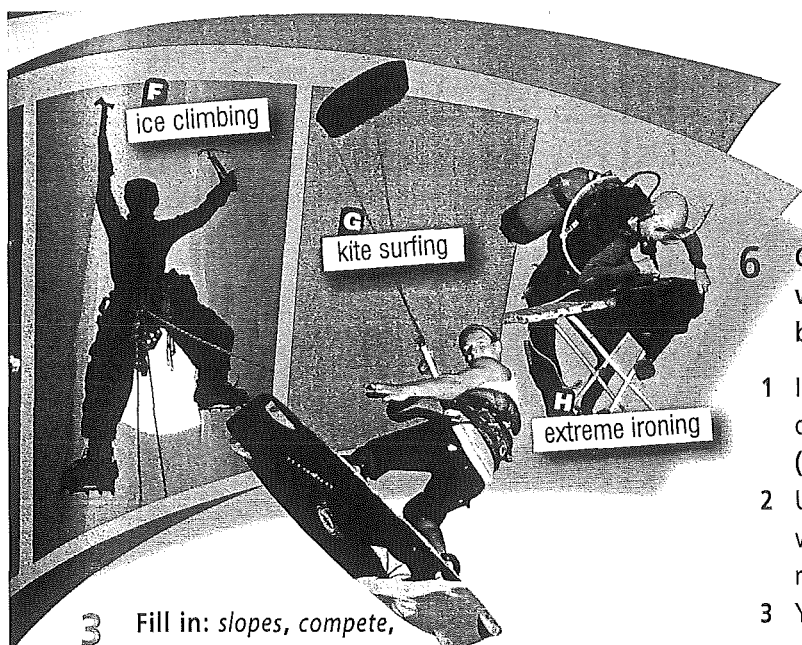
You can sit in it, but you won't get any rest in this inflatable armchair. A river bug speeds you along a river and down rapids. If you 5) to control it well, you'll need webbed gloves and short flippers. Go backwards to go faster. The only problem is that you can't see 6) is coming if you go backwards. Watch out for that rock!

Wok Racing

Imagine speeding down an icy track at 60 kmph in a Chinese frying pan. Wok racing started as a joke on German TV, but it soon became very popular and now 3) is a world championship every year. For protection, competitors wear a special suit and helmet and they also put ladles on their feet! So how do you 4)? Well, here's a hot tip – if you warm the bottom of your wok before competing, it melts the ice and you go faster.

- b) **Matura** Read the text and for each gap (1-6) choose the word that best fits.

- | | |
|-------------------|--------------|
| 1 A to travelling | C travel |
| B to travel | D travelling |
| 2 A in | B with |
| C at | D for |
| 3 A it | B that |
| C their | D there |
| 4 A win | B beat |
| C come | D earn |
| 5 A see | B think |
| C feel | D want |
| 6 A what | B that |
| C there | D it |



3 Fill in: slopes, compete, clothing, track, melt, control, erupt, rapids.

- 1 When did the volcano last
- 2 Never go volcano surfing without wearing protective
- 3 The of the mountain are very steep.
- 4 He went down the icy at 80 kmph.
- 5 Ten teams of ten people each will in the tournament.
- 6 They spread salt on the road to the ice.
- 7 The river offers beautiful scenery and challenging to those who seek adventure.
- 8 They tried to their canoe, but it tipped over and they fell into the water.

Grammar

see
p. 120

Conditional types 0/1

4 Read the examples. How do we form conditional types 0, 1?

- If/When ice gets hot, it melts. (Type 0)
- If we visit Nicaragua, we'll go surfing. (Type 1)
- If you like extreme sports, try quad racing. (Type 1)
- Unless I train, I'll lose the game. (= if I don't) (Type 1)

5 Write conditional type 0 sentences using the phrases.

- 1 you/fall into a river (you/get wet)
If you fall into a river, you get wet.
- 2 you/do river bugging backwards (you/go faster)
- 3 I/exercise (I feel better)
- 4 you/put an inflatable object in water (it/float)
- 5 you/heat water (it/boil)
- 6 we/go out on a hot day without sunscreen (we/get sunburnt)

6 Complete the conditional type 1 sentences with the correct form of the verbs in brackets.

- 1 If you (not/wear) protective clothing when wok racing, you (get) hurt.
- 2 Unless you (like) getting wet, you (not/enjoy) river bugging.
- 3 You (have) better control of your river bug if you (use) webbed gloves and flippers.
- 4 Unless you (wear) boots with spikes, you (not/be able) to go ice climbing.
- 5 He (not/try) river bugging unless he (know) how to swim.

7 Put the verbs in brackets into the correct tense. What conditional type is each sentence?

- 1 When the temperature (drop) below 0°C, water turns to ice.
- 2 If you like extreme sports, you (love) ice climbing.
- 3 Unless he (train), he won't be able to go ice climbing.
- 4 They always put on sunscreen when they (go) volcano surfing.
- 5 If you (not have) a four-wheeled motorbike, you (can/not/go) quad racing.
- 6 When iron gets wet, it (rust).

8 Complete the sentences.

- 1 Unless I
- 2 If the weather gets cold,
- 3 If I study late in the evening,
- 4 Unless my friends
- 5 Snow melts when it

Speaking & Writing

- 9 **THINK!** Listen and read the text. Compare and contrast the three sports. In five minutes, write a few sentences. Tell the class.

3c Culture Corner

Check these words

trail, hike, stunning, scenery, step, make it, footpath, run through, natural beauty, rocky, deer, moose, raccoon, coyote, bobcat, get lost, pile, hut, special offer

The Appalachian Trail

www.wildusa.com

Mountains/Hiking Trails

National Parks

Photos

Accommodation links



If you want to hike through some of the most stunning scenery in North America, then the Appalachian Trail is for you. It takes over five million steps to walk it and only 1 person in 4 makes it all the way.

► What is it?

The Appalachian Trail is a footpath that runs through 14 states from Mount Katahdin, Maine, in the north to Springer Mountain, Georgia in the south. It follows the Appalachian Mountains through over 3,200 km of **incredible** natural beauty.

► What can I see?

The trail passes through forests and valleys, across mountain tops and down rocky paths. It's home to some wildlife you'll want to see, and some you'll want to **avoid**! There are **harmless** deer, moose, and raccoons, but there are also dangerous black bears, coyotes and bobcats. Don't worry about **getting lost**. Every 400 metres, there are white signs called 'blazes' on trees, rocks, and posts. If you climb above the forest, you'll see a breathtaking view, but you'll also see **piles** of stones called 'rock cairns' to **guide** you.

► Where can I stay?

Most hikers stay at one of the 250 campsites and shelters (huts with an open front) along the trail.

Click on Accommodation links for more information and special offers!

1 The website is about the Appalachian Trail, a hiking trail in the USA. Which sentences below are **T** (true) about it?

- 1 It's easy to walk along all of the trail.
- 2 It covers five states.
- 3 It's over 3,200 km long.
- 4 You might see dangerous animals along the trail.
- 5 You can't camp along the trail.

🔊 Listen and read the text to find out. Correct the false sentences.

- 2 a) Match the words/phrases in bold to these definitions: *keep away from, the whole distance, heaps, show the way, not dangerous, amazing, not finding your way.*
- b) Name the animals in the pictures using words from the text.

3 Use words from the **Check these words** box to complete the sentences.

- 1 From the top of the mountain, there was a view of the valley.
- 2 The campsite only costs £10 per night. It's a
- 3 They tried to finish the trail, but they didn't
- 4 Take a map with you in case you

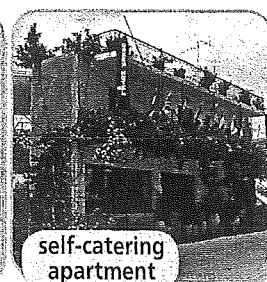
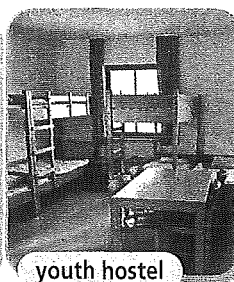
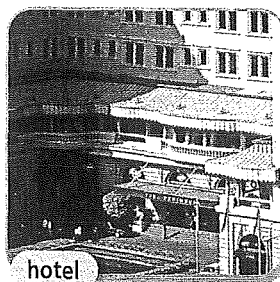
4 🗣️ Tell your partner three things you remember about the Appalachian Trail. Use words from the **Check these words** box.

5 📄 In small groups, collect information about an area of natural beauty in your country and create a short web page about it. Include: *what it is* (name, where it is, etc), *what you can see there, where you can stay.*

Everyday English 3d

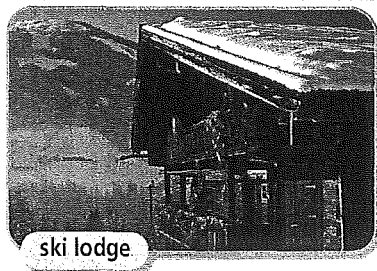
Booking accommodation

- 1 Listen and say. Which of these types of accommodation have you stayed in? When? What was it like?



- 2 a) Listen and say. Pay attention to the pronunciation.

- How can I help you?
- I'd like to book a room, please.
- Single, please.
- How much is it per night?
- Does that include breakfast?
- What name, please?
- We look forward to seeing you.



- b) Listen, read, and answer the questions.

- 1 What room is Mr Jones booking?
- 2 How much will it cost?
- 3 How long will he stay?
- 4 What floor is his room on?

- 3 Find sentences in the dialogue which mean: *May I help you?*
– *I want to make a reservation.* – *Do you want a room for two people or for one person?*

Intonation: stress in compound nouns

- 4 Read the theory, then listen and repeat.

The stress in compound nouns usually falls on the first syllable. **double room**

bedroom campsite youth hostel ski lodge room service

R: Good morning – Red Ridge Hotel. How can I help you?
J: Hello. I'd like to book a room.
R: Certainly. When for?
J: 19th June, for two nights.
R: Do you want a double or a single room?
J: Single, please.
R: Let me check what we have available ...
Yes, we have a room on the 3rd floor.
J: Great. How much is it per night?
R: It's £85.
J: Does that include breakfast?
R: Yes, it does.
J: OK. Can I book it then, please?
R: Certainly. What name, please?
J: Ethan Jones.
R: OK. Your booking reference is 6793581.
That's 6793581. We look forward to seeing you.
J: Thank you. Goodbye.

Speaking

- 5 Imagine you are going on holiday with your friends and you want to book accommodation at the *Sea View* self-catering apartments. Act out your dialogue. Follow the plan.

A	B
Greet B, giving name of accommodation, offer to help.	Say you'd like to book a flat.
Ask date & how long they are staying.	State date & how many nights.
Ask how many bedrooms they want.	State number of people.
Check for vacancies.	Ask price.
State cost.	Agree and book it.
Ask for B's name.	Give your full name.
Give booking reference.	Thank & say goodbye.

3e Climate change

Reading

- 1 Read the definition and look at the diagram. What causes high temperatures?

global warming /gləʊbəl 'wɔ:mnɪŋ/ (n) the increase of the average temperature on Earth

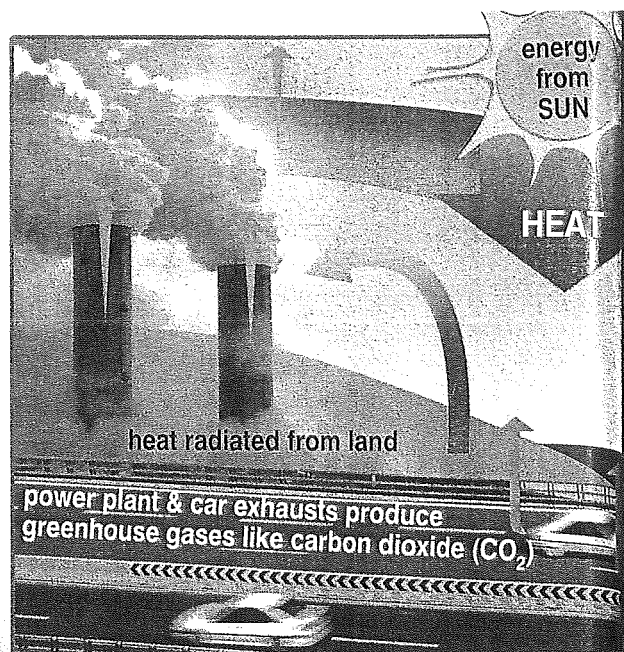
- 2 Look at the photographs in the text. How can global warming affect life on our planet? What can we do?

🔊 Listen and read to find out.

- 3 Read again and mark the sentences *T* (true), *F* (false), or *DS* (doesn't say).

- 1 Most of the world's mountain glaciers will melt in the next 100 years.
.....
- 2 It might not be possible to go on holiday to the Maldives in 2100.
.....
- 3 Ice in Greenland is melting more slowly than five years ago.
.....
- 4 Polar bears come from Greenland.
.....
- 5 In a hundred years, polar bears may be extinct.
.....
- 6 Warmer seas cause more extreme weather.
.....

- 4 Match the words in bold in the text with their synonyms:
changeable, often, getting warmer, be all around sth, die out, in danger, die from hunger, make smaller, catches, disappear.



Check these words

global warming, heat up, fault, fossil fuel, greenhouse gas, surround, blanket, trap, trouble, melt, climate, report, polar ice caps, vanish, low-lying, wave, coastal, under threat, cover, serious, in great danger, starve, drown, extinct, drought, unpredictable, reduce, energy-saving bulb, turn up, expert

animals are in danger of losing their habitats

Global Warning!

The Earth is **heating up** and most scientists believe that it's all our fault. When we burn fossil fuels, greenhouse gases such as carbon dioxide increase and **surround** the earth like a thick blanket. This **traps** heat and temperatures rise. Scientists say that in the next 100 years, average temperatures will rise by about 3°C. This doesn't sound like a lot, but it means BIG trouble! Ice is already melting, sea levels are rising and the climate is changing. How exactly is all this changing our world, and what will happen if we don't act in time?

Cities under the sea

According to recent climate reports, melting ice from the polar ice caps and mountain glaciers could cause sea levels to rise by about 1 metre by 2100. If this happens, whole countries such as the Maldives will **vanish** and millions in low-lying areas like parts of Bangladesh will lose their homes. Already, two small Pacific islands have disappeared under the waves. Coastal cities including Shanghai, Bangkok, New York and London will also be **under threat**. In Greenland, ice is melting three times faster than just a few years ago. If the ice sheets of Greenland and Antarctica ever melt completely, sea levels will rise about 60 m. That's enough to cover almost every major city on Earth!

extreme weather

heat trapped by CO₂ in the atmosphere

heat radiated
off the sea

burning of fossil
fuels (coal, oil, etc)
produces carbon
dioxide

Wildlife in great danger

Global warming is a serious threat to wildlife. In particular, Arctic polar bears are in great danger. The ice that they hunt from is melting very fast, so they have to swim further and further to find food. Many **starve** or drown. By 2100, summer ice may disappear completely in the Arctic, and polar bears probably won't survive. Changing weather patterns and rising sea levels threaten thousands of other species too. Some people believe that 30-40% of the world's species could **become extinct** because of climate change.

animals may
become extinct

Wild wild weather!

Heavy rain and snow, storms, heatwaves, droughts, more powerful hurricanes and tornadoes ... these all happen a lot more **frequently** these days and more and more climatologists now believe this is because of global warming. When sea temperatures rise, there are changes in the atmosphere. If you live in a chilly place, you might think global warming sounds great. But climate change doesn't just mean hotter temperatures. It means more and more extreme and **unpredictable** weather!

ice caps & mountain glaciers
melt and sea levels rise

So ... what on earth can we do?

Reduce your carbon footprint* Cycle, walk, or take a bus instead of travelling by car, use energy-saving bulbs, and wear more clothes instead of turning up the heat. Experts say we must do something NOW! If sea levels start rising even faster, it will be impossible to stop!

* how much CO₂ we personally produce due to our lifestyles!

- 5 Complete the summary with words from the **check these words** box in the correct form. Compare with your partner.

Global warming happens because we burn
1) which produce
2) These will
3) our world by up to 3°C,
which means big 4)!
Mountain glaciers and the 5)
are 6) fast! Parts of the world
in 7) areas may 8)
completely in 100 years. Many animals are
also 9), like the polar bear,
which may become 10)
Extreme weather such as hurricanes and
11) will also become more
frequent.

Speaking & Writing

- 6 **THINK!** Why is global warming such a serious problem for our world? In three minutes, write a few sentences. Read your sentences to the class.

- 7 **THINK!** If animals could speak, what would they tell us about the problems they face because of global warming? In three minutes write a few sentences. Tell the class.

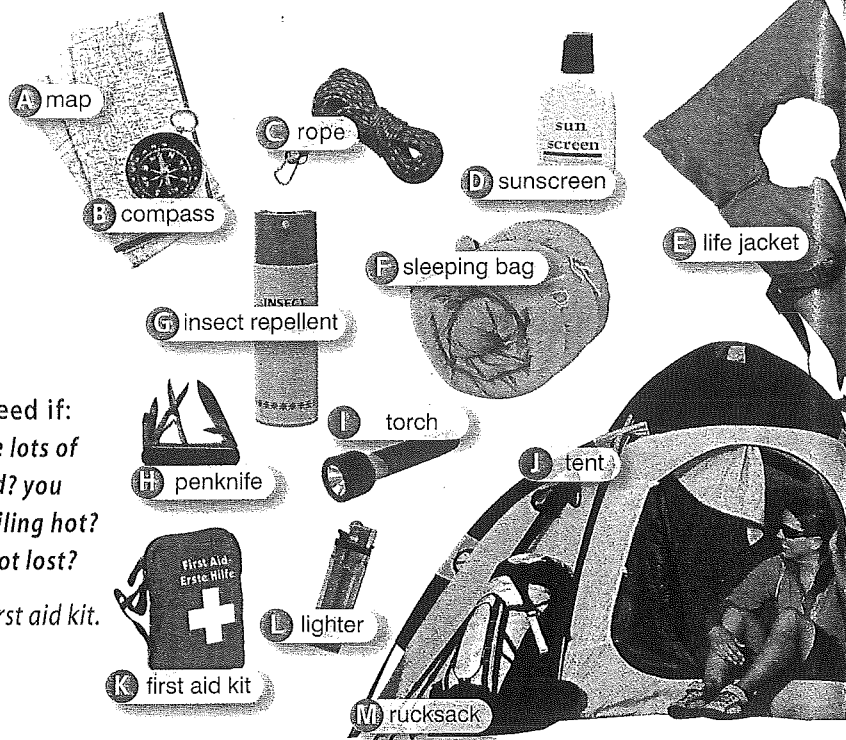
- 8 **ICT** Find more facts about the effects of global warming. Present your facts to the class.

3f Survivors

Vocabulary Camping Equipment

- 1 a) Listen and say.
- b) Which of these would you need if:
 you had an accident? there were lots of mosquitoes? it was freezing cold? you wanted to light a fire? it was boiling hot? you wanted to go sailing? you got lost?

If you had an accident, you would need a first aid kit.



Reading

- 2 a) Read the title of the text and the introduction, then read the words in the **Check these words** box. What do you expect to read? Read through to check.

Check these words

wilderness, rafting, terrifying, set off, horror, crash into, fast-flowing, crawl, suck, sweep, bounce, surface, suffer from, shore, shelter, branch, scare off, alight, signal, overhead, pilot, spot, rescue helicopter, pick someone up

Trapped in the Wilderness

Blake Stanfield was so excited about his father's birthday surprise – a rafting trip in Alaska – but it turned into a terrifying 5-day fight for survival!

On a beautiful warm day in June 2003, Blake Stanfield decided to take his father, Neil, on a trip into the Alaskan wilderness. On their first morning, they **set off** together down the Koyukuk River on their raft.

They had only travelled a few miles down the river when, to their horror, they saw a huge wall of ice in front of them! Their raft crashed into the ice and the men fell into the freezing cold water. If the water hadn't been so fast-flowing, they would have been able to crawl onto the ice, but instead it quickly sucked them under and swept them along. **1**

"What have I done?" Blake thought at that point. But just then, he **surfaced** and saw his father holding onto an oar.

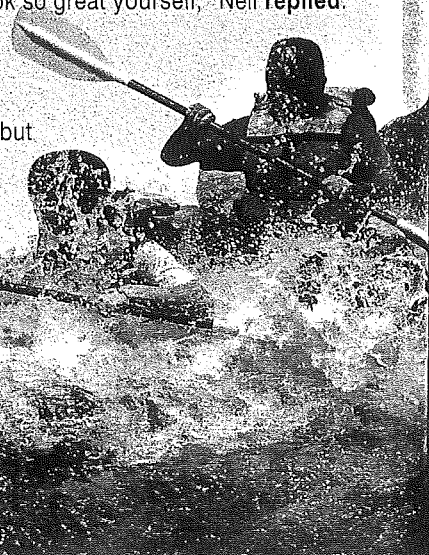
Freezing cold and with Neil suffering from hypothermia, the two men **made their way** to the shore. Blake quickly lit a fire. He knew his father would die from the cold if he didn't get warm soon. **2**

The next morning, Blake knew that he had to get help as they had lost all their supplies – their food, tent and clothes. He left his father and made his way towards a town 104 km away, singing loudly to **scare off** bears. He even caught and ate ants and spiders to give him **strength**. But there

was a problem. **3** Meanwhile, Neil was also fighting to stay alive. One time, he fell asleep and woke up just in time to keep his fire alight.

By Monday, both men were getting weaker and weaker from **lack** of food. "If only I hadn't left my father!" Blake thought. But then, he had an idea. If he built a signal fire, any planes flying **overhead** would hopefully see him. On Tuesday evening, a pilot finally spotted Blake. After a short while, a rescue helicopter **picked him up**. They quickly found Neil.

4 "You don't look so great yourself," Neil **replied**. The two men promised each other they would go on another trip together, but definitely without any swimming under ice!



b) **Mature** Read the text again.

Four sentences are missing. Match the sentences (A-E) to the gaps (1-4). There is one extra sentence.

- A The river bounced Blake around and hit his head against the ice.
- B When he reached a river, he realised it was too wide for him to swim across without getting hypothermia!
- C An oar surfaced in the water near Neil, and he grabbed it.
- D "You look awful!" Blake said to Neil when he first saw him, laughing and crying with relief.
- E He also took a penknife and made a shelter out of branches.

3 Match the words in bold to their synonyms:
physical energy, in the sky, walked towards, arose, answered, started, frighten, shortage, collected him.

4 Choose the correct word.

- 1 Their boat **cracked/crashed** into the river bank.
- 2 To their **horror/alarm** the boat started to sink slowly.
- 3 He **moved/crawled** on his hands and knees towards the tent.
- 4 The storm **sucked/drew** their boat under the water.
- 5 They **missed/lost** their compass and didn't know which way to go.
- 6 Six days later the rescue team **spotted/noticed** them on an isolated island.

Grammar

see
p. 120

Conditional types 2 & 3 - Wishes

5 Read the examples. How do we form conditional types 2 and 3? wishes? Find examples in the text.

If you wore some warmer clothes, you **wouldn't be** cold. If I **were** you, I'd **take** a first aid kit on your camping trip. (Type 2)
If we **had heard** the weather forecast, we **wouldn't have gone** on the trip. (but we did) (Type 3)
I **wish/If only** it wasn't that cold. (but it is - wish for the present)
I **wish/If only** I hadn't left my umbrella at home. (but I did - regret about the past)

6 Put the verbs in brackets into the correct tense. What type of conditional is each?


- 1 If Neil (not grab) the oar, he probably wouldn't have survived.
- 2 If you (do) more exercise, you would feel better.
- 3 If the river (be) narrower, Blake would have been able to cross it.
- 4 If it stopped raining, we (go) for a walk.
- 5 If I were you, I (not go) hiking in such bad weather.
- 6 If Neil and Blake hadn't slept by a fire, they (die) of cold.

7 a) Write what each person wishes for/regrets.

- 1 Jane didn't visit Tom in hospital because she didn't know he was there.
I wish/If only I had known Tom was in hospital.
- 2 She didn't bring her coat and now she's cold.
- 3 Matt went hiking in the rain and got ill.
- 4 We don't have a lighter to light a fire.
- 5 She ate too much and she's got stomach ache.
- 6 Sally is working this weekend, but she'd like to go camping with her friends.

b) Write two things you wish for the present; you regret about the past.

Speaking & Writing

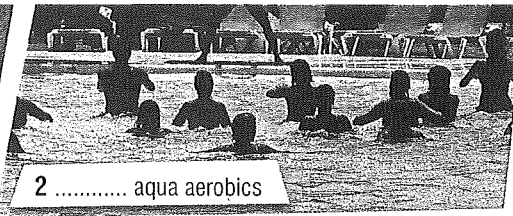
8  Listen and read the text again. Complete the sentences. Use the sentences to tell your partner a summary of the story.

- 1 Blake and his father went rafting
- 2 They left on
- 3 Unfortunately their raft
- 4 The two men fell
- 5 Blake helped his dad out of the river and
- 6 Neil was suffering from
- 7 Blake left his dad alone to
- 8 Blake lit a signal fire which helped

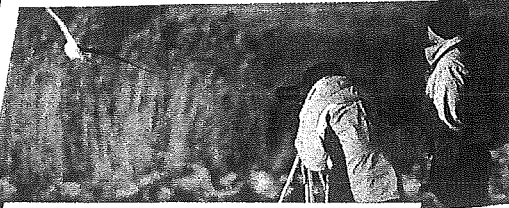
9 **THINK!** Imagine you were Neil. You are alone waiting for Blake to come back. In three minutes write a few sentences. Tell your partner or the class.



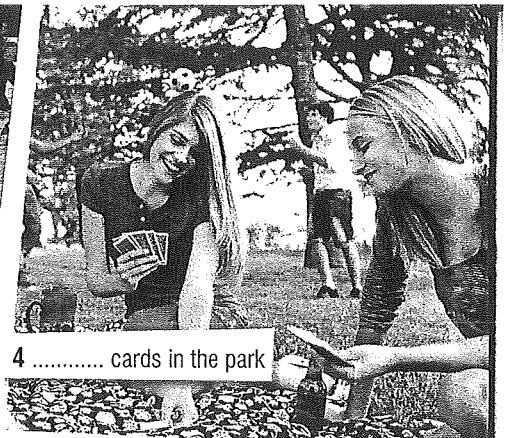
1
paintballing
in a forest



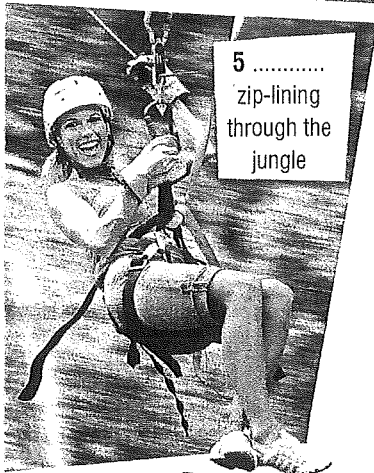
2 aqua aerobics



3 bird watching in a nature reserve



4 cards in the park



5
zip-lining
through the
jungle

Vocabulary

Outdoor leisure activities

- 1 a) Fill in *do*, *play*, or *go*.
🔊 Listen and check, then say.
- b) Which of these activities would you (not) like to try? Tell your partner.

Study skills

Describing pictures

When describing a picture to someone, imagine the person can't see it. Include details about the weather, the place, what people are doing, what they are wearing and how they are feeling.

Speaking

- 2 Look at the picture and complete the description with the words/phrases in the list.

• snow • freezing cold • the boy's father • a lot of fun
• behind them • warm winter clothes • ski lodge
• a young boy • at a ski resort • sunny



In the photo, there is 1) standing on a snowboard and a man. I think the man is probably 2) and he is teaching the boy how to snowboard 3) It looks quite 4), but there is a lot of 5) on the ground, so it's probably 6) They are both wearing 7) There is also a dog 8) and a wooden building like a 9) The boy is smiling so I think he's having 10) !

- 3 🗣️ Describe picture 4 in Ex. 1a to your partner.
Answer the questions.

- 1 Why do you think these friends are enjoying themselves?
- 2 How important is it for you to spend time relaxing with your friends? Why?
- 3 Talk about an outdoor activity that you tried for the first time. What was it like?

Listening

- 4 🎧 **Matura** You will hear George talking on a radio programme about a trip he's organising. For each question, choose the correct answer, A, B, or C.

- 1 The adventure camp will last for
A a weekend. B a week.
C the whole month of June.
- 2 What does George say about paintballing?
A It isn't for everyone.
B It can be uncomfortable.
C He doesn't really enjoy it.
- 3 For people who don't exercise a lot, George recommends
A yoga on the beach.
B zorbing.
C aqua aerobics.
- 4 Campers will stay in
A a tent. B a hotel.
C a self-catering flat.
- 5 Teens can sign up for the trip by
A calling George.
B going to the community centre website.
C going to the community centre.

Brampton
Community centre

invites you on our
Forest Adventure Weekend!

June 10th – 12th

A fun weekend of zip-lining,
paintballing ... and much more!

If you're 16-24 years old and you're interested in
joining us on the trip, email
Brian Smith at: brian@bramptoncommunity.com

where?
cost?
other activities?
special clothes?

A semi-formal email asking for information

- 1 a) The adverts above appeared in the local newspaper last week. What are they for? What information do they give?
- b) Sandra read advertisement A and decided to send an email asking for information. Use the phrases A-E to correct the wrong register.

- ☐ A Dear Mr Smith
- ☐ B Kind regards
- ☐ C I am very interested in joining you on the trip.
- ☐ D I look forward to hearing from you.
- ☐ E What other activities will be available?

●●●

To: Brian Smith

From: Sandra Harvey

Subject: Forest adventure weekend

1) Hi, Brian,
I read your advertisement for the forest adventure weekend and 2) I'd love to come on the trip with you. However, I would like to ask you a few questions about it.
First of all, how much does the weekend cost? Also, where exactly is the weekend going to take place?
Secondly, your advert mentions some of the activities we will take part in on the trip, such as zip-lining. 3) What else can we do? Also, will I need to bring any special clothes or equipment with me?
Thank you very much for your time. 4) Can't wait to hear from you.
5) Love,
Sandra Harvey

Writing 3h

Would you like to learn
how to **sail?**

Join us for a fun weekend!

- Teaching in small groups
- Comfortable accommodation

Email John Brown –
johnb@bmail.com

Writing Tip

Semi-formal style in emails

We often write emails in a semi-formal style to people we don't know well. Semi-formal style includes:

- a polite greeting (*Dear + person's name*) & ending (*Kind regards/Best wishes + full name*)
- polite language and a respectful tone (*I would like to ... , Thank you for your time ...*)
- full forms (*I am interested in ...*)

- 2 Read the Writing Tip and find examples of semi-formal style in the email in Ex. 1b.

Writing (a semi-formal email asking for information)

- 3 **Portfolio:** Read advert B, then write an email asking for more information. Ask about: *when exactly it is, the cost, the number of people in each group, the type of accommodation.*

Matura

Write your email (120-150 words). Follow the plan below.

Plan

Dear

Para 1: opening comments, reason for writing (*I read ... I would like to ...*)

Para 2 & 3: what information you would like/your questions (*First of all, when ... Also, ... Secondly, ... Also, ...*)

Para 4: your closing comments (*Thank you ... and ...*)

Kind regards,
(your full name)

3i Curricular: Geography

1 What do you know about caves? What would you like to know? Write down three questions.

Listen and read the text.

Can you answer your questions?

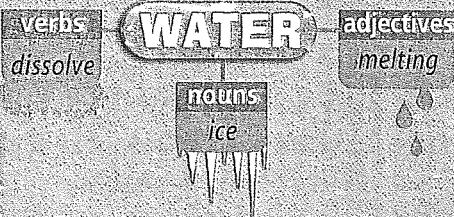
2 **Matura** Read the text again and match the headings (A-E) with the paragraphs (1-4). There is one extra heading. Give reasons.

- A HOME TO STRANGE CREATURES
- B EXPLORE THEM
- C WHAT THEY ARE
- D AMAZING FORMATIONS
- E HOW THEY FORM

3 Match the words in bold with their definitions: *until now, remain alive, found, falls in small drops, becomes stiff, develop, changed, melts, eat away.*

4 Read the text again and find all the words related to water. Write them in the word map below.

Compare with your partner.



Check these words

natural, hole, limestone, chalk, lava, acidic rain, cliff, glacier, formation, species, millipede, crab, scorpion, dark, blind, crayfish, crawl, abseil, rafting

stalactites

Caves

column

These natural holes in the Earth form over thousands or even millions of years! There are lots of different types of caves, such as ice, sea, limestone, chalk, salt, and even lava caves.

1

Different caves form in different ways. For example, limestone caves form as acidic rain **dissolves** rock. Sea caves form as ocean waves and heavy rain **erode** cliffs. Ice caves form as melting water runs under glaciers or through cracks in the ice.

2

In many limestone caves, stalactites grow slowly from the ceiling as calcite* from dripping water **hardens**. As water **drips** from them, similar formations called stalagmites grow up from the floor. When stalactites and stalagmites meet in the middle, they form columns.

3

Scientists have **discovered** over 7,700 'troglobites' **so far**. These are unique species of fish, spiders, millipedes, crabs, scorpions, and other creatures that live their whole lives in caves. They have often **adapted** to the dark conditions. Some are blind but have a great sense of smell. Others **survive** for a long time, such as the cave crayfish, which can live for 175 years!

4

Caving is an adventure sport that involves walking, crawling, climbing, abseiling, and even swimming and rafting through caves! It's popular and a lot of fun!

* a mineral

5 **THINK!** Imagine you are in a cave. What can you see, hear and smell? How do you feel? In three minutes, write a few sentences. Tell the class.

stalagmites

6 **ICT** Collect information about caves. Present your information to the class.

Language in Use 3

Phrasal verbs/Prepositions

1 Choose the correct particle.

go off: explode (of bombs)
go off: ring (of an alarm)
go off: spoil (of food)
go over: examine (details)
go around: be enough for everyone
look after: take care of
look for: search for
look through: read something quickly
look up: find information in a book or list

- 1 Can we go **around/over** the details of the booking again, please?
- 2 Alice was looking **for/up** a cheap hotel in the city.
- 3 This chicken has gone **over/off**. Don't eat it!
- 4 He looked **after/up** information on the Internet for his report on Antarctica.
- 5 Are there enough sandwiches to go **around/off**?
- 6 We heard the bomb go **over/off**, even though we were miles away.

2 Choose the correct preposition.

- 1 They adapted well **in/to** the new conditions.
- 2 The river passes **down/through** a forest.
- 3 Polar bears are **in/under** threat due to global warming.
- 4 Many animals are **in/under** danger because of climate change.
- 5 Before his visit, Sophie warned Brian **of/about** the cold weather in Canada.

Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

Word Formation – adjectives from nouns

We use **-ous** (*poison – poisonous*),
-al (*function – functional*), **-ic** (*allergy – allergic*),
-ical (*economy – economical*), **-ish** (*fool – foolish*),
-ive (*expense – expensive*), **-ful/less** (*care – careful/less*),
-able (*comfort – comfortable*) and **-y** (*salt – salty*) to form adjectives from nouns.

- 1 Emma really enjoyed the beauty of the Appalachian Trail. (**NATURE**)
- 2 Matt was surprised at how the penguins were. (**NOISE**)
- 3 Barry doesn't like extreme sports because he thinks they're (**DANGER**)
- 4 Warming the bottom of your wok is an way of going faster. (**EFFECT**)
- 5 Jake is very and loves outdoor activities like paintballing. (**ATHLETE**)
- 6 Extreme ironing is a sport at the moment. (**FASHION**)

Collocations

4 Fill in: fossil, global, sea, greenhouse, survival, marine, research, stunning, nature, youth.

- | | |
|-------------------|-----------------|
| 1 fuels | 6 warming |
| 2 gases | 7 reserve |
| 3 course | 8 scenery |
| 4 biologist | 9 hostel |
| 5 station | 10 levels |



Read through Module 3 and answer the questions. Now write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|---|--|
| 1 Name three types of caves. | 5 How long does it take to hike to the top of the Cerro Negro volcano? |
| 2 How many states does the Appalachian Trail run through? | 6 What's a troglobite? |
| 3 What kind of wildlife can you see on the Appalachian Trail? | 7 How can you go faster when wok racing? |
| 4 What's the weather like in the summer in Antarctica? | 8 What's the difference between a stalactite and a stalagmite? |

Rozumienie ze słuchu (Prawda/fałsz)

- 1 a) Read the rubric. Underline the key words in the sentences (1-5). Think of synonymous words.

Matura

Usłyszysz dwukrotnie wypowiedź na temat pracy podczas wakacji. Na podstawie informacji zawartych w nagraniu zdecyduj, które zdania (1-5) są zgodne z treścią tekstu (TRUE), a które nie (FALSE).

- b) Do the task. Compare your answers with your partner's.

- 1 Jiten's experience as a volunteer was rewarding.
- 2 Jiten got paid for his services by the locals.
- 3 Knowledge of Spanish isn't required in order to join the Surf School in Latin America.
- 4 In Sri Lanka volunteers work under guidance.
- 5 Families can't participate in volunteer holidays.

- c) **THINK!** Would you go on a volunteer holiday? Why (not)?

Rozpoznawanie struktur leksykalno-gramatycznych (Test luk)

- 2 a) Read the first sentence in each paragraph. What is the text about? Read through and check.

- b) Do the reading task. Compare your answers with your partner's.

Matura

Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D.

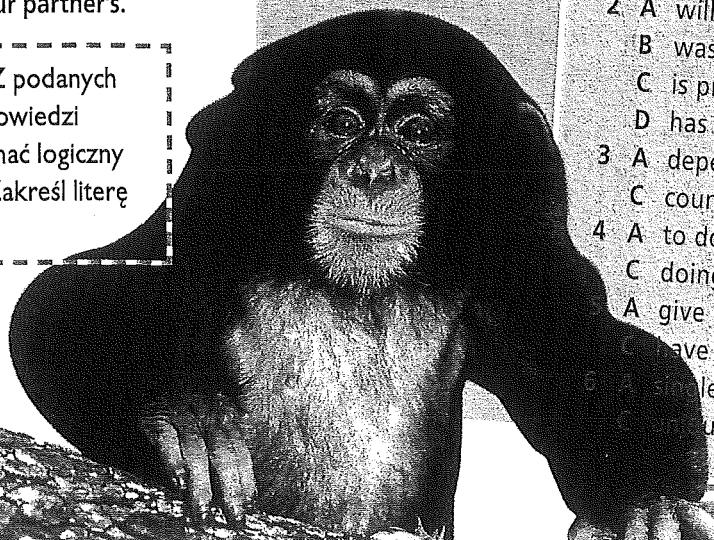
CARING FOR CHIMPANZEES

There are a lot of animal shelters in Spain which look after abandoned or neglected pets, like cats and dogs. But did you know there is also one that 1) for rescued chimpanzees? The Mona Foundation is based in Girona, Catalonia. It 2) a safe home for chimpanzees, which were being used by photographers or were performing in circuses, since 2000. The foundation was given some land by the local council and they had the chimps' houses and play areas specially designed. The chimps can run and climb, and they even have their own pond! Although The Mona Foundation receives funding, it 3) on volunteers. Those who live locally come whenever they can spare the time. The centre is often visited by community groups and also holds regular fundraising events. Volunteers help out on these occasions as well as 4) routine maintenance and gardening at the centre. Volunteers also advertise the foundation's work and visit schools in the community.

There are other volunteers at the foundation, volunteer keepers, who stay for six months. They live in accommodation at the centre. The volunteer keepers are more closely involved in the daily care of the animals. They collect and prepare the chimpanzees' food and keep their sleeping areas clean. Once they have been working at the centre for a while, volunteers 5) more responsibilities. The work is demanding and the hours are very long but the volunteers are getting the 6) experience of working and playing with chimpanzees.

Although the chimps are encouraged to look after themselves as much as possible, sometimes the volunteers organise fun activities for them. What games would you play with a group of chimpanzees?

- 1 A looks B cares
C takes D treats
- 2 A will be provided
B was provided
C is providing
D has been providing
- 3 A depends B runs
C counts D trusts
- 4 A to doing B having done
C doing D to do
- 5 A give B are given
C have given D will give
- 6 A single B only
C couple D one



Mówienie

(Wypowiedź na podstawie materiału stymulującego)

- 3 Read the rubric. Do the task.
Use phrases from the Useful language box.

Matura

Przebywasz z wizytą u przyjaciela w Stanach Zjednoczonych. Chcesz wybrać się na tygodniową wycieczkę, ale nie masz zbyt dużo pieniędzy. Przyjrzyj się trzem plakatom i zdecyduj, gdzie się wybrać. Uzasadnij swój wybór i podaj powody odrzucenia pozostałych propozycji.

Go **X-treme!** Book now £500 4 nights
Kite surfing in Florida
full board & transport included

Hike along
The Appalachian Trail
\$300
(4 nights in campsite)
airplane tickets not included

Volunteer for **whales**
in Mexico
\$200 – tickets, 4 nights accommodation & full board

Useful language

I think that the best option ... /The most appealing holiday to me ... because ...
... seems to be the best choice as ...
I wouldn't go ... because ...
I'd like to go ... but ...
I wouldn't decide to go ... It's not my cup of tea.

- 4 Listen to a person doing the task. Where does he choose to go? Why? What reasons does he give for the options he has rejected?

Stosowanie struktur leksykalno-gramatycznych

(Słowotwórstwo)

- 5 **Matura** Uzupełnij poniższy tekst. W luki (1–5) wpisz wyrazy utworzone od słów znajdujących się w nawiasach, tak aby tekst był logiczny i poprawny gramatycznie.

Public services

Public services are services provided by a 1) (GOVERN) to its citizens. These services are run by the federal government, a 2) (PROVINCE) or country council or a local city or town council. The most common public services provided by government agencies are health services, police and court systems, 3) (EDUCATE) systems and postal services. Depending on the number of citizens and the money available to the government, there can be other services provided as well such as public libraries, transport systems and parks and recreation areas for the local 4) (RESIDE). Working for a public service can be very rewarding. Doctors, nurses and paramedics are popular positions and require intelligent, responsible people. Police officers and firefighters are also jobs that are in high demand. If you're interested in pursuing a career in public services, check out the websites 5) (VARY) government agencies have.

(Transformacje ze słowem kluczem)

- 6 **Matura** Wykorzystując wyrazy napisane wielkimi literami, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

- We can't wait for the summer holidays.
LOOKING We the summer holidays.
- You can't visit the country without a visa.
HAVE Unless you the country.
- You'd better talk to the supervisor.
WERE If I to the supervisor.
- She doesn't have enough money so she can't go on holiday.
HAD If she on holiday.
- He woke up late and he missed his flight.
WOKEN If he missed his flight.

Wypowiedź pisemna

(Opowiadanie)

- 7 a) Read the rubric and brainstorm for ideas.

Matura

W Twojej szkole ogłoszono konkurs na opowiadanie w języku angielskim. Napisz opowiadanie (200–250 słów) zatytułowane *A holiday to remember*.

CHARACTERS

PLACE

DATE

WEATHER

EVENTS

FEELINGS

- b) Use your ideas to write a plot outline of the story. Make sure you write the events in the order they happened. Then write your story.

3 Revision

- 1 Fill in: *melt, unpredictable, competitors, extinct, backwards, footpath, special offer, drizzle, self-catering, rise.*
- Follow the that leads up to the top of the hill.
 - The weather is very these days. You never know what it's going to be like!
 - Many animals could become because of global warming.
 - These days, there are lots of in the World Wok Racing Championship.
 - We prefer staying in a apartment and cooking our own meals on holiday.
 - Global warming is causing ice to and temperatures to
 - There's a at the hotel at the moment – 3 nights for the price of 2.
 - The problem with going while river bugging is that you can't see where you're going.
 - I hate! It's only light rain, but you still get really wet!

10x1=10 marks

2 Complete the sentences with the correct future tense.

- I promise I (go) on holiday with you next year.
- Zoe doesn't believe it (be) possible to control the weather in the future.
- Dan (meet) his friends in the park in half an hour.
- Do you know where (you/stay) on the Appalachian Trail yet?
- I (do) yoga on the beach when I'm on holiday next month.

5x2=10 marks

3 Complete the Conditional type 0 or 1 sentences with the correct form of the verbs in brackets.

- When the weather gets warmer, ice (melt).
- Unless you go to Nicaragua, you (not/be able to) go volcano surfing.
- When water (drip) from rocks in caves, it slowly creates stalactites and stalagmites.
- If you don't wear a coat today, you (be) cold.

4x5=20 marks

4 Put the verbs in brackets into the correct tense.

- If I (be) you, I'd go to Chile this year.
- If you had been more careful, you (hurt) yourself.
- If they (come) earlier, we'd have gone out.
- I wish I (take) their advice. I wouldn't be in trouble.
- I wish he (be) here. We'd go to the lake.

5x4=20 marks

5 Match the exchanges.

- | | |
|--|-------------------------------------|
| 1 <input type="checkbox"/> I'm playing golf today. How about joining me? | A Thanks, I'd love to! |
| 2 <input type="checkbox"/> How can I help you? | B Yes, it's Joan Thompson. |
| 3 <input type="checkbox"/> Can I take your name? | C It's about twenty minutes by car. |
| 4 <input type="checkbox"/> How far away is the hotel? | D I'd like to book a room, please. |

4x5=20 marks

- 6 You have seen an advert for a weekend nature walk. Write an email asking for more information. Ask: when exactly it is, how long the walk will be, what it involves, what to bring (80-100 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about weather
- talk and write about extreme activities
- book accommodation
- talk and write about climate change
- write an email asking for information

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: health problems & technology, illnesses & ailments, remedies, action verbs, teenage problems

Grammar: modal verbs (*must, have to, should, can, could, may, might*), past modals (*had to, could, was able to*), relative clauses; *neither ... not, either ... or, both ... and*

Everyday English: visiting the doctor

Pronunciation: rhyming words

Writing: an essay making suggestions for solutions to a problem

Culture Corner: Australia's most dangerous animals

Curricular (PSHE): Catch some zzzs (the importance of sleep)

Phrasal verbs: *make, put*

Word formation: adjectives from verbs

Module 4

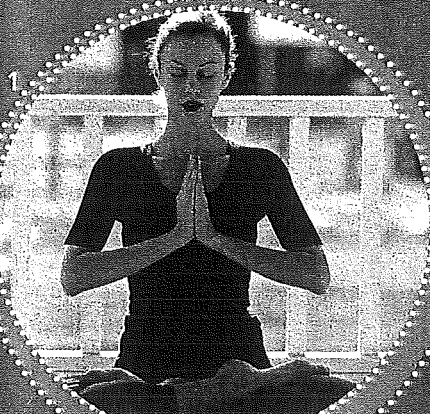
Healthy mind, healthy body

OVER TO YOU!

Which of these activities can help you have: a healthy body?
a healthy mind?

1 Listen and say.

2 Choose a picture and describe it to the class.



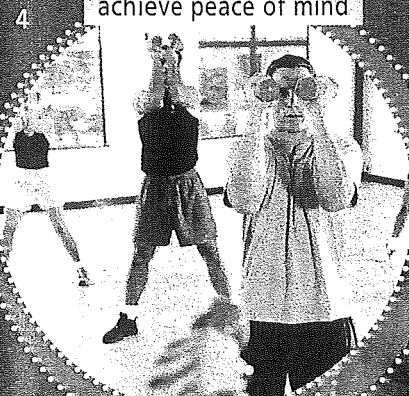
practise meditation to achieve peace of mind



make ethical choices



get the sleep you need

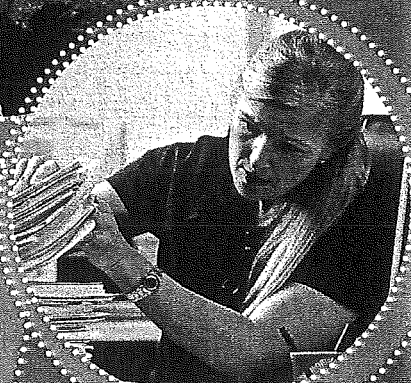


exercise regularly

spend time in the sunshine



solve crosswords & exercise your mind



manage your stress

4a Technology and health

Modern marvels or new nasties?

How would you cope without modern gadgets? What would you do if you didn't have your mobile phone, your MP3 player, or your games console? Believe it or not, you might be better off.

1

With new games consoles, you have to move around in front of the TV to control the action on-screen. When you make the same motion again and again in a confined space, the results can be quite serious. Repeated arm motions can cause strain to your shoulder. Doctors warn that you must not play for too long, and you should warm up first. Their advice is to prepare for the game like you would for the real thing.

2

Earphones play the music directly into your ear canal. The type of music doesn't matter, but the volume on your MP3 player does. It can cause hearing loss. Researchers recommend that you set the volume at a low level where you can still hear conversations around you. If people have to shout so you can hear them, the volume is too loud.

3

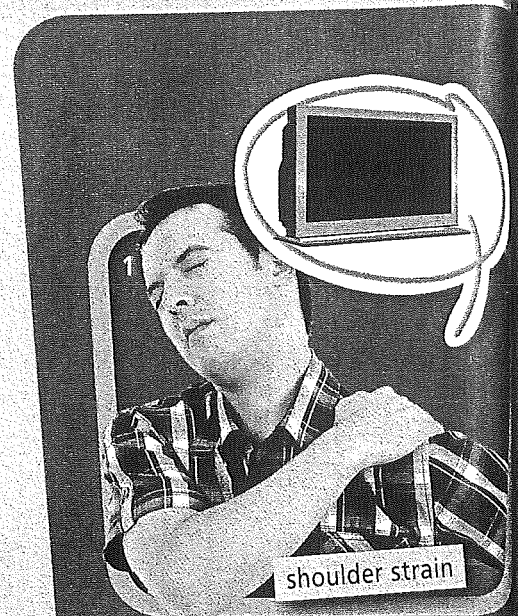
Sending text messages is as easy as moving your thumb. However, too much texting can cause thumb arthritis. This can lead to restriction of movement, swelling, and pain. To prevent this condition, known as texter's thumb, you should send fewer messages or use different fingers when you text.

4

A mobile phone is full of bacteria. When you press it against your face and ear, it can lead to skin problems such as acne, skin infections and rashes. Sharing your mobile phone makes these problems even worse. Dermatologists say that you should clean your phone before you use it. If someone borrows your phone, make sure to clean it after they finish.

5

Computers are useful tools for research and entertainment. However, staring at a computer screen for an extended period of time can cause eye strain. Some of the symptoms include blurred vision, dry eyes and a difficulty distinguishing between colours. Opticians warn that you mustn't spend too much time looking at the screen. Take frequent breaks. You don't have to leave the room – just close your eyes and let them relax.



Check these words

cope, be better off, motion, confined space, strain, ear canal, volume, hearing loss, lead to, restriction, swelling, pain, prevent, bacteria, dermatologist, borrow, extended period, blurred vision, distinguish, optician

Vocabulary

Health problems

- 1 a) Listen and say.
b) Which of these gadgets do you have? How often do you use them?
 - laptop • mobile phone
 - games console
 - MP3 player

- 2 How can the problems in Ex. 1a be related to the gadgets?
 Listen and read to find out.

Reading

- 3 a) **Matura** Read the text again and match the headings (A-F) to the paragraphs (1-5). One heading does not match.

A SWITCH FINGERS

B KEEP IT DOWN

C CHANGE THE TECHNOLOGY

D PLAY IT SAFE

E SAVE YOUR SIGHT

F FACE THE CONSEQUENCES OF GERMS



b) **THINK!** What is the author's purpose: to inform? to entertain? to persuade? Give reasons.

4 Fill in: *skin, restriction, frequent, set, hearing, blurred, distinguish, confined, thumb, eye.*

- | | |
|--------------------|---------------------|
| 1 the volume | 6 of movement |
| 2 loss | 7 vision |
| 3 space | 8 between |
| 4 infections | 9 breaks |
| 5 arthritis | 10 strain |

Grammar

Must – Have to – Should

see
pp. 120-121

5 Match the sentences (1-7) to the descriptions (A-G). Find more examples in the text.

- | | |
|--|---|
| 1 <input type="checkbox"/> We must /have to switch our mobile phones off in class. | A It's my strong advice. |
| 2 <input type="checkbox"/> You must see a doctor. | B I'm not obliged./ I don't need to. |
| 3 <input type="checkbox"/> Tom has to go to an Internet café to use a computer. | C It's the rule. |
| 4 <input type="checkbox"/> You mustn't bring your MP3 player to school. | D I think it's a good idea./It's my advice. |
| 5 <input type="checkbox"/> I don't have to share a computer at home – I have my own laptop. | E He needs to. |
| 6 <input type="checkbox"/> You should /ought to buy a Wii – they're great! | F I think it's a bad idea./It's my advice. |
| 7 <input type="checkbox"/> You shouldn't play video games for too long. | G It's forbidden./It's against the rules. |


6 Rewrite the sentences, using modals from Ex. 5.

- I think it's a bad idea to play computer games for hours.
You shouldn't play computer games for hours.
- It's a good idea to set the volume on your MP3 player at a low level.
- It's forbidden to enter the computer lab.
- You don't need to pay in cash.

Speaking & Writing

7 Use the pictures in Ex. 1a and the information in the text to talk about how to use our gadgets wisely.

We should warm up before we start playing a video game or we can get shoulder strain.

8 **ICT**  Collect information about other possible health problems caused when we use our gadgets for a long time. Write some rules. Present them to the class. Use modal verbs.

4b Home remedies

REMEDIES

From the kitchen cupboard

GARLIC

Garlic has a bad reputation because of its strong smell, but it's great for your immune system! If you have a cold or the flu, you can add chopped garlic to hot water with a little honey and lemon and make some tea. Got a few spots? You could try rubbing garlic on them. Garlic has antibacterial qualities so the spots will disappear in no time.

VINEGAR

People have used vinegar as a natural remedy for over 6,000 years! It's great for minor cuts or itchy rashes. Do you have a sunburn so painful you can't move? You could try adding one cup of white vinegar to a cool bath. This will soothe your skin.

HONEY

Next time you have a sore throat, try swallowing a spoonful of honey. Like garlic, honey helps destroy bacteria. If you have a cut or a graze, just put a little honey on it and cover it with a plaster. It might help you with insomnia, too. Drinking a glass of warm milk with some honey in it can help you sleep.

Next time you wake up with a sore throat or a few spots, perhaps you don't have to run straight to the doctor. You could try opening the kitchen cupboard instead! There are many natural remedies hiding there. In the past, people had to use natural remedies to cure health problems.

TEA

Can you feel a headache coming on? Boil some water and make yourself a nice cup of tea! The caffeine in the tea will open up the constricted blood vessels that cause a headache. Also, if you suffer from hay fever and have itchy, watery eyes all summer, put cold, wet tea bags over them. The tannin in the tea will really help!

BAKING SODA

Do you have smelly feet? Sprinkle some baking soda in your shoes and have odour-free feet all day long. Baking soda is a great natural antiperspirant. It can also help with indigestion because it neutralises stomach acid. Just mix a teaspoon into a glass of water and drink it slowly.

GINGER

Do you have an upset stomach? You could try chewing a piece of ginger. You can also do this before a journey if you suffer from travel sickness. Ginger may also help you if you have bad breath.

These are just a few of the natural remedies in our cupboards! There are hundreds more!

Vocabulary

Illnesses & ailments

- 1 Listen and say. When was the last time you suffered from any of these? What did you do? Tell the class.
- | | |
|-----------------------|-----------------------|
| 1 have a headache | 8 have a sore throat |
| 2 have a stomach ache | 9 have a bad cough |
| 3 get a sunburn | 10 have an itchy rash |
| 4 have a mouth ulcer | 11 have insomnia |
| 5 have smelly feet | 12 have bad breath |
| 6 have hay fever | 13 have a minor cut |
| 7 get a cold/the flu | 14 have watery eyes |

Reading

- 2 Look at the headings in the article. What health problems can these food items help? Listen and read to check.
- 3 Read again. Which remedy or remedies:
 - 1 kill germs?
 - 2 is extremely old?
 - 3 helps you fight illness generally?
 - 4 must you keep in your mouth for a while?
 - 5 might make others around you feel better?

Check these words

natural remedy, cure, immune system, rub, soothe, swallow, insomnia, constricted blood vessels, tannin, sprinkle, odour-free, anti-perspirant, indigestion, neutralise, stomach acid, upset stomach, travel sickness, bad breath

4 Fill in: *remedy, indigestion, rub, insomnia, stomach, immune, vessels, sickness.*

- The system is designed to defend our bodies against bacteria.
- the cream on gently until it is absorbed.
- Honey is used as a natural to treat wounds, burns and cuts.
- is a sleep disorder in which a person can't sleep.
- Arteries are blood that carry blood from the heart to the rest of the body.
- Eating in a hurry can cause
- Drinking chamomile tea if you have overeaten can help soothe an upset
- Some people tend to get travel when they are in a moving car.

Grammar

Can/Could/May/Might

see
pp. 120-121

5 Rewrite the sentences using *can, can't, might, or may.*

- You aren't allowed to wear your shoes in here.
*You **can't** wear your shoes in here.*
- It's just possible that I'll go to the doctor's on Friday.
- You are allowed to go now.
- It's possible that a cup of tea will help get rid of your headache.
- It's just possible that some honey will help your sore throat.
- I'm not able to go out today. I've got a bad cold.
- If you have smelly feet, it's just possible that baking soda will help you.
- It's prohibited to enter this area.

Past modals

6 Study the table and find an example in the text, then complete the sentences.

had to/didn't have to

*She **had to** stay in last night. She had a stomach ache.*

(It was necessary.)

*I **didn't have to** go to the doctor's yesterday. My cough was much better. (It wasn't necessary.)*

could(n't) (general ability in the past)


*Mum **could** run really fast when she was young. (was able to)*

was/were(n't) able to (specific ability in the past)

*I **was able to** win the race last night.*


- I go to bed early last night because I had a terrible headache.
- I cure my upset stomach with some raw ginger. It really worked!
- In the past, people buy medicine and other remedies from an apothecary.
- Sam sprained his ankle this morning and go to the hospital.
- She cook dinner last night. Dan cooked it instead.

Listening

- 7  Listen to three people speaking. What problem did each have? What did they do about it?


Sally Greg Simon

Speaking & Writing

- 8  Use the information in the text to write suggestions about these health problems: a *headache*, the *flu*, an *itchy rash*, a *sore throat*, *watery eyes*, an *upset stomach*, *smelly feet*. Tell the class.

A: *I have a terrible headache! It really hurts!*

B: *You should/could have a cup of tea. That might/may help.*

- 9  Do some research on the Internet and make notes on more home remedies. Present your findings to the class.

4c Culture Corner

Spiders

Australia has some of the most dangerous spiders in the world. The dark-coloured funnel-web spider is one of the most poisonous. Its teeth are so strong that it can even bite through a shoe! If one bites you, you need anti-venin very quickly. Another scary spider is the redback with the red stripe on its back. It hides in backyards, and sometimes homes, all over

Redback spider

Australia and it can give a very nasty bite causing horrible pain, sweating and vomiting.

Funnel-web spider

Sea creatures

Watch out for Australia's many dangerous sea creatures ... especially the box jellyfish. It's almost **invisible** to swimmers and has caused more deaths than snakes, sharks and crocodiles put together. Each of its 3-metre-long tentacles has 500,000 needles for injecting venom into its victims. Although it's very small, the blue-ringed octopus is also **deadly**! This pretty octopus lives in rock pools and has enough venom to kill 10 men. Watch out for the 6 metre-long salt-water crocodile, too. They can go 240 km inland or out into the ocean and **attack** anything that moves, even sharks!

Blue-ringed octopus

Jellyfish

Check these words

poisonous, bite, anti-venin, scary, stripe, backyard, pain, sweating, vomiting, death, shark, tentacle, needle, inject, venom, victim, rock pool, inland, spike, self-defence

- 1 Which sentences below do you think are true about Australia's dangerous animals?
 Listen and read the text to find out.

- 1 The funnel-web spider doesn't have teeth.
- 2 Box jellyfish are easy to see.
- 3 There are crocodiles in Australia.
- 4 The eastern brown snake avoids people.
- 5 Only female platypuses are dangerous.

- 2 Read again and match the words/phrases in bold to their meanings: **impossible to see**, **creating**, **unpleasant**, **try to hurt**, **able to cause death**, **under any circumstances**, **unusual**, **pretty**.

Australia's MOST DANGEROUS Animals

Australia is a great country, but it has some of the most dangerous animals in the world. Here are some of the worst ... avoid them **at all costs**!

Eastern brown snake

Snakes

The ten most poisonous snakes in the world all live in Australia! The inland taipan is the most dangerous in the world and its venom is 50 times stronger than an Indian Cobra's. The eastern brown snake is a long (up to 1.8 metres!), fast-moving snake and the second most dangerous in the world. Fortunately, both of these snakes usually stay away from humans so bites are quite rare.

Inland Taipan snake

Around rivers

The platypus may look **cute**, but the males have a poisonous spike on their back legs that they use in self-defence. Victims suffer from terrible pain that can last for up to 3 months!

Platypus

- 3 Match the lists of nouns (1-4) to the verbs (A-D).

1	bees, jellyfish, wasps	A scratch
2	snakes, crocodiles, spiders	B sting
3	cats, parrots, guinea-pigs	C kick
4	horses, donkeys, camels	D bite

- 4 **THINK!** Imagine you encountered one of these animals while in Australia on holiday. What were you doing? What did you see? What did you do? How did you feel? Tell the class.

- 5 **ICT** Collect information about a dangerous animal in your country. Write seven T/F statements about it. Exchange with your partner.

Everyday English 4d

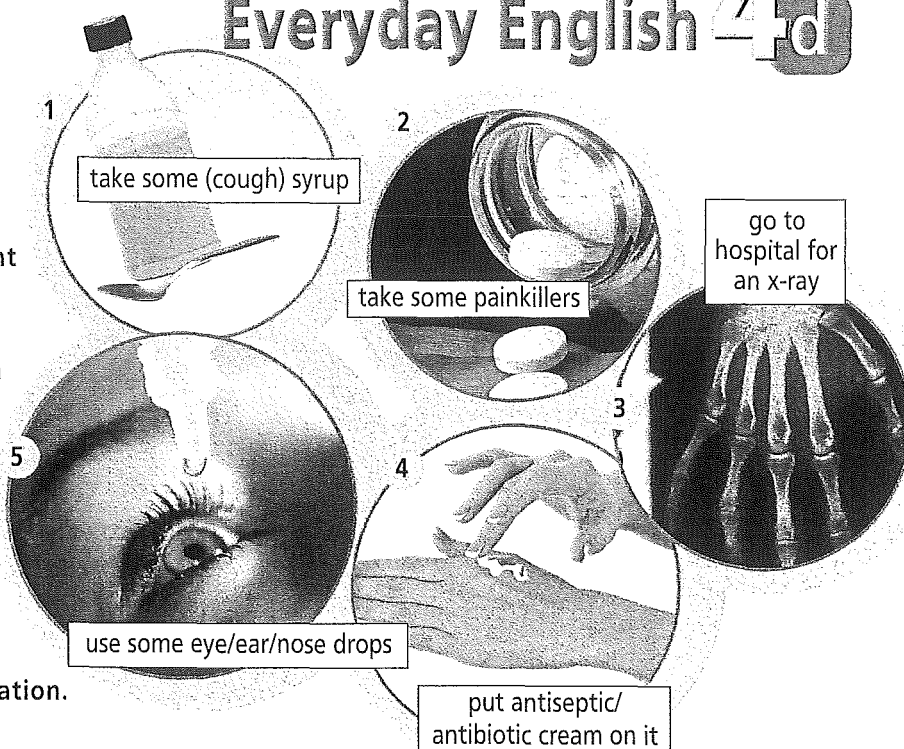
Visiting the doctor

- 1 a) Listen and say.
- b) What medical advice might a doctor give you if you have: an ear infection? a sprained ankle or wrist? a sore throat? an infected mosquito bite?

*You have an ear infection.
You should use some ear drops.*

- 2 a) Listen and say. Pay attention to the pronunciation.
- Come in and take a seat.
 - What seems to be the problem?
 - It's really itchy and painful.
 - Let's take a look.
 - I'm afraid it's infected.
 - What should I do?
 - I'll give you a prescription.
 - Should I come back and see you again?
- b) The sentences above are from a dialogue at a doctor's surgery. Who says each sentence, the doctor or the patient?
- Listen, read and check.

Doctor: Hello, Mr Hall. Come in and take a seat.
 Patient: OK. Thank you.
 Doctor: Now, what seems to be the problem?
 Patient: Well, it's my shoulder. I got a mosquito bite a few days ago and now it's really swollen, itchy and painful.
 Doctor: OK. Let's take a look. Hmm ... yes, it's very red. I'm afraid it's infected.
 Patient: Oh no! What should I do?
 Doctor: You should put some antibiotic cream on it three times a day. I'll write you a prescription.
 Patient: Thank you. Should I come back and see you again?
 Doctor: Only if it gets worse.
 Patient: OK. Thanks again.
 Doctor: You're welcome.



- 3 Find parts of the dialogue which mean: *I'm sorry to tell you.* - *Tell me what's wrong.* - *Enter and sit down.* - *I'm going to look at it.*

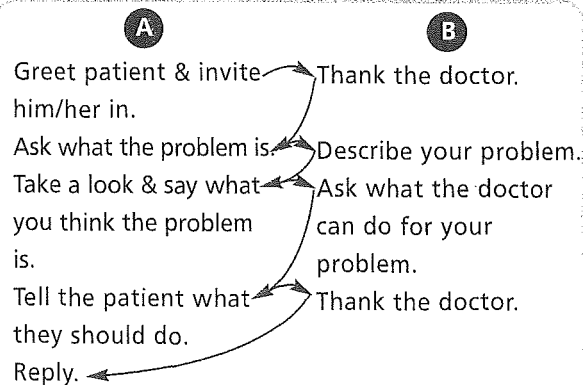
Pronunciation: rhyming words

- 4 Listen and circle the word that does not sound the same as the others. Listen again and say.

- rough - tough - cough - enough
- two - flu - through - toe
- bought - drought - ought - caught
- round - wound - sound - ground

Speaking


- 5 Imagine you have one of the problems in Ex. 1b. Act out your dialogue at the doctor's surgery. Follow the plan.




4e Amazing abilities

Vocabulary

Action verbs

- 1  Listen and say.

Reading & Listening

- 2 a) Who is Spider-Man?
What is he famous for?
- b) The text is about a Frenchman named Alain Robert. Why do you think he is called 'The French Spider-Man'?
 Listen and read to find out.

The FRENCH SPIDER-MAN

While no one is looking, Frenchman Alain Robert jumps up an office building and starts to climb the wall. He hangs from balconies, crawls along ledges and grips the edges of the glass and concrete. There's no rope and no safety net – he's using only his bare hands! By the time he's halfway up, a crowd has gathered on the pavement below. After an hour, he reaches the top and the crowd sighs with relief.

Alain has climbed over 85 of the tallest structures in the world, including the Eiffel Tower, the Empire State Building and the Petronas Twin Towers in Malaysia. One of his first climbs was at the age of twelve. He didn't have his flat keys and his parents were out, but he was able to climb up the outside of the building – seven storeys high – and crawl through a window. Nowadays he can manage eighty storeys but, amazingly, Alain suffers from vertigo – he feels dizzy when he's up high! He has fallen seven

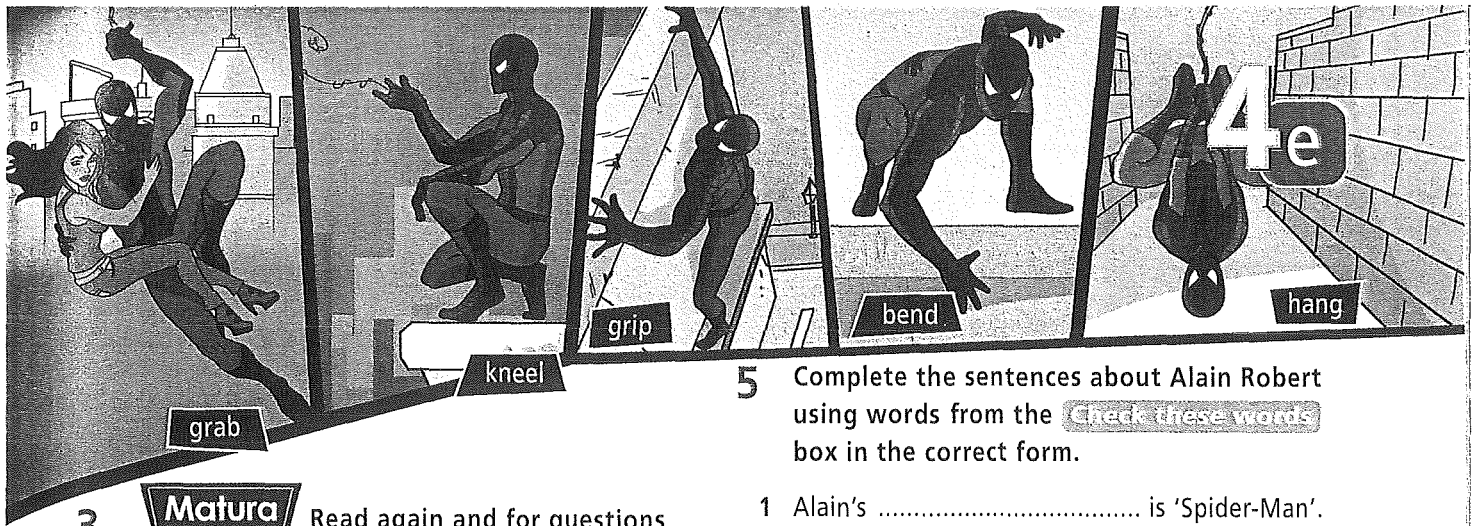
ledge, concrete, rope, safety net, bare hands, gather, sigh with relief, vertigo, broken bone, raise awareness, urban, illegal, get a fine, daredevil, slippery surface, get stuck, nickname

times, suffering dozens of broken bones, which has left him partly disabled. But this doesn't stop Alain. "I only think about what I can do, not what I can't do," he says.

So why does he do it? Apart from raising awareness about world issues such as climate change, Alain wants people to see their environment differently. He says, "Maybe they think their building is ugly, this big tower with lots of glass – the opposite of a natural landscape. But for me, it's a kind of urban mountain. So I use the place where they work, and I make it a kind of wonderland. Everywhere I climb, I see people who are happy."

After a climb, Alain often leaves in handcuffs. What he does is sometimes illegal, but most of the time he just gets a fine. The police say he can't climb public buildings, but the only thing that stops this daredevil is rain! When it's wet, Alain can't grip the slippery surfaces. In 2002, he got stuck on the 35th floor of London's Canary Wharf Tower when it started to rain. Alain risks his life every time he climbs a new building. His nickname may be Spider-Man, but he is no superhero. He's just an ordinary man living a very dangerous life!

You can see videos of Alain in action on YouTube.



3 **Matura** Read again and for questions 1-6, choose the best answer, A, B, C or D. Find evidence in the text.

- 1 When Alain Robert climbs a structure,
A many people watch him begin.
B he rests on his way to the top.
C he enjoys looking down at the crowd.
D he doesn't use any safety equipment.
- 2 When he was young, Alain climbed up to his flat because
A his parents lost their key.
B he wanted to see if he could do it.
C it was the only way he could get in.
D his parents encouraged him to do it.
- 3 Alain has a problem with
A heights. C crowds.
B confidence. D doctors.
- 4 Alain climbs skyscrapers because he wants to
A shock people.
B challenge himself.
C make city life more exciting.
D change people's thinking.
- 5 Alain didn't reach the top of the Canary Wharf Tower because
A the police stopped him and arrested him.
B he slipped and injured himself.
C the weather stopped him.
D he felt too dizzy halfway up.
- 6 The purpose of this text is to
A criticise Alain Robert.
B stop people from trying dangerous activities.
C give information about Alain Robert.
D encourage people to support Alain Robert.

4 **THINK!** Imagine you are Alain Robert and you are climbing a skyscraper. What can you see, hear and touch? How do you feel? Tell your partner or the class.

5 Complete the sentences about Alain Robert using words from the **Check these words** box in the correct form.

- 1 Alain's is 'Spider-Man'.
- 2 Crowds of people to watch him when he climbs up a building.
- 3 The people when Alain reaches the top of a building safely.
- 4 Alain doesn't use a or rope to climb a building.
- 5 He wants to about climate change and other issues.
- 6 The police sometimes arrest Alain, but he doesn't usually go to prison – he
- 7 It's very dangerous to climb up a when it rains.
- 8 Alain is a – what he does is very dangerous, but he enjoys it!

Study skills

Collocations

To sound natural in English, learn what words usually go together. This will help you to become a fluent speaker.

6 Fill in: *broken, surface, net, awareness, relief, risks, public, suffers, issues, bare*. Use the phrases to make sentences about Alain Robert.

- | | |
|------------------|----------------------|
| 1 slippery | 6 sigh with |
| 2 raise | 7 safety |
| 3 bones | 8 from vertigo |
| 4 his life | 9 hands |
| 5 world..... | 10 building |

7 **THINK!** Which three adjectives would you use to describe Alain? Give reasons. In three minutes write a few sentences. Tell the class.

Speaking & Writing

8 **THINK!** Imagine you are a journalist and your partner is Alain Robert. Use the text to help you prepare questions and answers. Read your interview to another pair or the class.

4f Feeling afraid

PHOBIAS

As the doors of the lift close, your hands start to sweat. It's only a ten-second trip to the sixth floor, but your heart is beating fast, you're shaking like a leaf and you can't catch your breath. **1** Well, it sounds like you have claustrophobia, which is a fear of enclosed spaces. If you have a phobia like this, you're not alone.

People can have either common phobias, like a fear of insects, needles and the dark, or some very strange ones indeed! Vicki Larrieux's fear of vegetables, for example – lachanophobia – makes a trip to the supermarket a nightmare. There are many other cases of odd phobias such as ablutophobia (fear of washing), anthophobia (fear of flowers), catoptrophobia (fear of mirrors) and even phobophobia (the fear of phobias themselves)! **2** Sufferers may miss out on opportunities, such as going on holiday because they are afraid of flying, feel embarrassed about their phobia even get teased by their friends.

To understand the reason why some people have phobias, first we need to understand fear itself. When we sense danger, our brain sends signals to pump adrenaline

around our body. Our heart beats faster, our skin sweats to keep us cool and our muscles tense so that we are ready to escape the danger. **3** If we met a bear while hiking, for instance, we would need to be ready to escape ... fast!

When someone suffers from a phobia, however, the danger is mostly in their minds ... it's neither real nor rational. Maybe someone who is afraid of bees, for instance, once got badly stung by a bee. Their brain now remembers the experience and triggers a fear reaction every time they see a bee, or sometimes even just a photo of a bee.

4 So what's the solution for someone who has a phobia? Well, many try to avoid the places and situations which make them afraid, but this only keeps the fear strong. **5** A person who is afraid of dogs, for example, could start by looking at a photo of a dog. Then they could stand near to someone with a dog on a lead and slowly work up to the most difficult thing for them – maybe petting a dog. As they get used to the thing that they are afraid of, they will realise that their worst fear doesn't come true. In time, the brain will change how it reacts and their phobia will disappear for good!

Vocabulary

Fears & phobias

- 1** Listen and say. Which of these can you see in the images?

- thunderstorms • spiders
- the dark • lifts • injections
- flying • snakes • heights
- crowds • going to the dentist

Are you afraid of any of these things? How do they make you feel? *heart beat fast, shake like a leaf, palms sweat, feel dizzy, feel sick, feel embarrassed, can't breathe.* Tell your partner.

I'm afraid of injections. When I have one, my heart beats fast and I feel dizzy.

Reading

- 2** a) Think of three

questions about phobias. Read the text. Does it answer your questions?

- b) **Matura** Read and match the sentences (A-F) to the gaps (1-5). There is one extra sentence.

- A This response is called 'fight or flight', which is necessary for our survival.
- B Having a phobia isn't a sign of weakness.
- C It's much better for the person to try to face their fear ... little by little.
- D Everyone else in the lift seems calm, so what are you afraid of?
- E The fear signal is very strong, so the person believes the situation that they are in is more dangerous than it really is.
- F Some of these fears might sound ridiculous to you, but to a person who suffers from them, they are very real.

3 Fill in: *beating, nightmare, sensed, trigger, sweating, shaking, teased, rational.*

- 1 He was so scared he started
- 2 His heart was fast.
- 3 She was terrified, she was
..... like a leaf and crying.
- 4 The whole experience was a
.....; we'll never do it again.
- 5 She didn't want to wear a dress in
case her friends her.
- 6 The dog danger
and started barking.
- 7 It's a fear to be
afraid of snakes, as some of them
are poisonous.
- 8 Bacteria on your mobile phone
can an
allergic reaction and cause a rash.

4 Fill in: *miss out on, escape, pet, enclosed, tense, worst, embarrassed.*

- 1 spaces; 2
opportunities; 3 feel; 4 muscles
.....; 5 from danger;
6 to a dog; 7
fear come true

see
p. 122

Grammar

Relative clauses

5 Read the examples. When do we use defining, non defining clauses? Which are put between commas? Find examples in the text in Ex. 2.


- *The man has just bought a dog. He lives next door.*
*The man **who lives next door** has just bought a dog.* (defining relative clause)
- *This phobia makes my life very difficult. I've had it since childhood.*
*This phobia, **which I've had since childhood**, makes my life very difficult.* (non-defining relative clause)
(NOT: that I've had ...)

6 Complete the relative clauses with the correct relative pronoun/adverb. Which are defining (D) and which are non-defining (N)? Add commas where necessary.

- 1 Ben lives next door is going to study Medicine.
- 2 Is it your brother is afraid of spiders?
- 3 This is the university I studied for four years.
- 4 My sister is ten years old got stung by a bee yesterday.
- 5 2006 was the year I moved abroad.
- 6 The reason I walk to work is to get some exercise.
- 7 Dan's house is in a good area is up for sale.
- 8 Mary is the girl mother is a doctor.

7 Join the sentences using *who, which, where, when* or *whose*, as in the example.

- 1 My aunt works at Byron Hospital. She is a nurse.
My aunt, who is a nurse, works at Byron Hospital.
- 2 The spider was very big. I saw it in the bathroom.
- 3 Ann is coming to the party. Her birthday's on the same day.
- 4 That is the Italian restaurant. We often eat there.
- 5 Ann has a phobia of dogs. A dog bit her when she was 8.

8  Make sentences using relative pronouns and adverbs for the following: *spiders, dentist, lift, plane, snake, doctor.*


both ... and – either ... or – neither ... nor

9 Read the examples, then rewrite the sentences (1-4) using *both...and*, *neither...nor* or *either...or*.

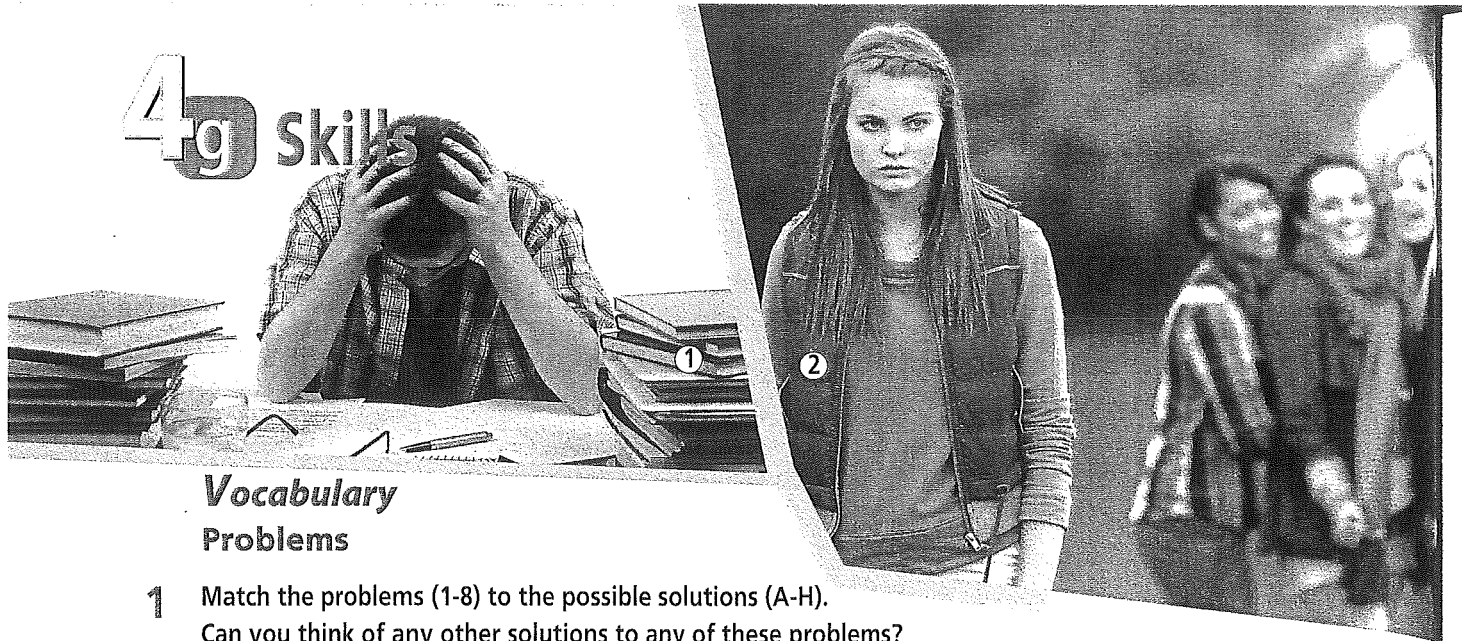
Both Sam and Brian are afraid of heights.
(Sam is afraid of heights. So is Brian.)
Neither Jill nor Sally likes flying.
(Jill doesn't like flying. Sally doesn't either.)
Either Jane or Greg is coming with us.
(Jane is coming or Greg is – one of the two.)

- 1 Meg used to be afraid of the dark. Amy used to be afraid of the dark.
- 2 Phil wants to be a doctor or he wants to be a dentist.
- 3 Mark isn't afraid of heights. Rob isn't afraid of heights.
- 4 My mum hates crowds. My grandma hates crowds.

Speaking & Writing

10  Listen and read the text again. In three minutes write four things you remember from the text. Tell your partner.

4g Skills



Vocabulary Problems

- 1 Match the problems (1-8) to the possible solutions (A-H).
Can you think of any other solutions to any of these problems?

- 1 ☐ I need money.
- 2 ☐ My parents are too strict and we're always arguing.
- 3 ☐ I've fallen out with my friend(s) and now they are gossiping about me.
- 4 ☐ My classmates laugh at what I wear.
- 5 ☐ I have lots of spots on my face.
- 6 ☐ My friends pressurise me to do things I don't want to.
- 7 ☐ I've moved to a new city and I'm finding it difficult to make friends.
- 8 ☐ I feel stressed out because of my schoolwork/ exams.

- A Stand up to them. If you don't want to do something, then don't!
- B Try to get a part-time job.
- C Visit a dermatologist.
- D Find a hobby and join a club. It's easier to make friends with people who have similar interests.
- E Ignore them! You have the right to choose your own style.
- F Make a study plan.
- G Phone your friend(s) and try to work things out.
- H Talk it through and make compromises.

If you need money, you could/should try to get a part-time job.

- 2 Choose one of the pictures above. Describe: *the people, what you think the situation is, how you think the people feel.*

Study skills

Matching speakers to a description

Remember that in this kind of task, the descriptions are summaries of what the speakers say. Before listening, read each description very carefully and try to guess what words/phrases & ideas you might hear – e.g., *feels too busy: a lot to do, don't have enough time*

Listening

- 3 **Matura** Listen and match the problems (A-F) to the speakers (1-5). There is one extra problem.

This person:

- A feels too busy.
- B is unhappy with their appearance.
- C is worried about their health.
- D wishes they could do more with their friends.
- E is having problems with their schoolwork.
- F is worried about a change in their life.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking Making suggestions

- 4 Use the problems and solutions in Ex. 1 to act out exchanges, as in the example.

Making suggestions

You could/should ...
The best thing to do is ...
Why don't you ...?
Have you thought about (+verb+ing)

Replying

That's a good idea. You're right.
Yes, I think that will/could/ might help.
OK I'll try that and see what happens.

- A: *I need money!*
B: *Why don't you try to get a part-time job?*
A: *That's a good idea.*

An essay making suggestions for solutions to a problem

Writing Tip

Writing essays making suggestions

We usually write an essay making suggestions in a formal or semi-formal style.

- The **first paragraph** states the problem.
- The **main body paragraphs** present our suggestions in separate paragraphs, together with the possible results or consequences.
- The **last paragraph** summarises our opinion.

We use linkers to organise our ideas:

To introduce suggestions: *To begin/start with/Firstly, it's important to; Another (helpful) suggestion is to; Secondly, you should; In addition/Lastly, it's a good idea to, etc*

To introduce results: *Consequently; As a result; In this way; By doing this; Then, etc*

To conclude: *All in all; To sum up; In conclusion, etc*

- 1 a) Read the essay. In which paragraph(s) does the writer: *present their suggestions & results? state the problem? summarise their opinion?*

- b) Replace the linkers in the essay with other appropriate ones.

- 2 Match the suggestions (A-C) to the possible results/consequences (1-3).

- A Another suggestion is to find a team sport you like and join a club.
B Lastly, you should try to save a little money each month.
C Firstly, you should make a list of things you like about yourself.

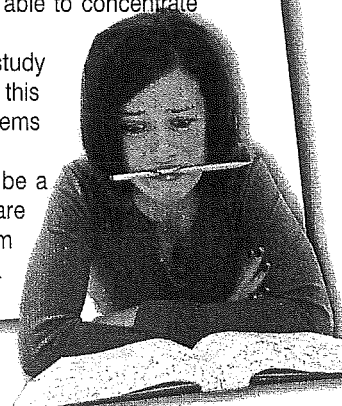
1 ☐ In this way, you will eventually have enough to go on a trip with your friends or buy yourself a treat.

2 ☐ By doing this, you will get fit doing something you enjoy.

3 ☐ As a result, you will focus on the positive and learn to respect yourself.

What Can You Do About Exam Stress?

- ▶ Exam stress is normal, but it can sometimes get out of control and make you unwell. What can you do, then, to reduce stress and study for success?
- ▶ To begin with, it's important to make a study timetable and stick to it. As a result, you will feel more organised and confident that you have time to prepare well for your exams.
- ▶ Secondly, you should take good care of yourself by eating healthy, getting enough sleep and taking regular breaks to do something fun. Consequently, your body and mind will stay healthy and you will be able to concentrate better when studying.
- ▶ Another helpful suggestion is to study with a friend. Some people might find this useful as they can discuss any problems that come up.
- ▶ All in all, I think exam stress can be a major problem. However, if you are organised and healthy and get help from others, exam stress will never be a problem for you again.



- 3 Read the rubric. Match the suggestions to the results.

The editor of your sixth form college magazine has invited you to write an article suggesting ways for students to resist peer pressure. Write your article for the magazine (150-200 words).

Suggestions

- ☐ Trust your own feelings and know your personal limits.
- ☐ Choose your friends carefully.
- ☐ Talk it through with someone you trust, such as a friend, teacher or parent.

Results

- A They might be able to give you helpful advice, as they probably have experience with peer pressure too.
B You will feel more confident in your actions.
C If your friends share your beliefs, you will reduce the amount of peer pressure you may experience.

- 4 **Matura** Use your answers in Ex. 3 to write your essay. Follow the plan.

Plan

- Para 1: state the problem
Para 2-4: present the suggestions and results/consequences in separate paragraphs (*First of all, ... As a result, ... Another helpful solution...*)
Para 5: summarise your opinion (*To sum up, ...*)

4*i* Curricular: PSHE

Catch Some ZZZS!

What is sleep?

Until quite recently, scientists believed that sleep was a simple, resting state, but it isn't like this at all! When we sleep, our body temperature drops, our heart rate and other bodily functions slow down, but our brains stay very active.

What are the different stages?

There are four different stages of sleep that repeat every 90 to 110 minutes. Stages N1 and N2 are light sleep and we can easily wake up. In stage N3, we sleep more deeply and it's harder to wake up. Some people may also sleepwalk or talk in their sleep. The last stage is REM* sleep. Our eyes move around, our brain is very active, and we have a lot of dreams.

Why do we need sleep?

While we sleep, our brain sorts through information, replaces chemicals, repairs cells, and solves problems. Lack of sleep seriously affects our mind and body. When we don't rest enough, we may feel grumpy, forgetful and unable to concentrate. Lack of sleep can also affect our immune system. Over a long time, it may cause depression and personality changes and eventually even shorten our life.

How much sleep do we need?

It's different for everyone, but on average, babies need 16 to 18 hours of sleep, teenagers about 9 and adults about 7 to 8.

REM = rapid eye movement

1 How many hours of sleep do you get each night? Read the questions in the text. Do you know the answers to any of them? Listen and read to check.

2 **Matura** Read again and mark the sentences as T (true) or F (false).

- 1 We might feel colder when we're sleeping.
- 2 It isn't easy to wake someone during stage N3 sleep.
- 3 Our brain is less active during REM sleep.
- 4 Not getting enough sleep causes problems in the long run.
- 5 People who get enough sleep may live longer than those who don't.
- 6 Exercising before bedtime helps you sleep.

3 Tell the class three facts you remember from the text. Use words from the **Check these words** box.

Tips for getting a good night's sleep

- You should try to go to sleep and wake up at the same time every day. This helps your body to get into a routine.
- Avoid drinks like cola and coffee before bedtime – they contain caffeine that keeps you awake.
- Don't exercise or watch scary movies just before going to bed. This will wake your body up too much and you might find it difficult to fall asleep.
- Have a calming bedtime routine, such as having a warm bath or reading.

Check these words

resting state, drop, heart rate, bodily function, slow down, brain, active, stage, light, deeply, replace, repair, cell, lack of, affect, grumpy, forgetful, concentrate, immune system, depression, shorten, get into a routine, caffeine, keep you awake, fall asleep

4 Answer the questions.

- 1 Do you usually get enough sleep?
- 2 How do you feel the next day when you haven't slept well? How does it affect your day?
- 3 Which of the tips in the text do you already follow? Will you try any of them from now on?

5 **ICT** Collect more facts about sleep. Present your facts to the class.

Language in Use

4

Phrasal verbs/ Prepositions

1 Choose the correct particle(s).

make out: see clearly
make up: 1) invent (a story)
2) become friends again
make up for: compensate
put off: postpone
put on: 1) increase (in weight)
2) get dressed
put out: extinguish (a fire)
put sb through: connect by phone
put up with: tolerate

- 1 Put **up with/on** your scarf and hat. It's freezing outside.
- 2 Lucy couldn't put **up with/off** her toothache any more, so she went to the dentist.
- 3 Just wait a moment and I'll put you **out/through** to Mr Thomas.
- 4 Vera and Amy have made **for/up** after their huge argument.
- 5 David eats a lot of junk food and he has put **through/on** weight.
- 6 It took the firefighters three hours to put **off/out** the fire.

2 Fill in: *with, of, into, from*.

- 1 He suffers vertigo.
- 2 How can I get rid a bad cough?
- 3 We sighed relief as he reached the top of the building.
- 4 Watch out! You'll bump that streetlight!

Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

Word Formation – adjectives from verbs

We use **-able** (*accept – acceptable*), **-ible** (*access – accessible*), **-ive** (*create – creative*), **-ant** (*observe – observant*), and **-ent** (*depend – dependent*) to make adjectives from verbs.

- 1 In the past, many diseases weren't (CURE)
- 2 The blue-ringed octopus is very but extremely poisonous. (ATTRACT)
- 3 It isn't to play computer games for hours. (SENSE)
- 4 We go through stages of sleep. (DIFFER)
- 5 Getting a jellyfish sting isn't very! (PLEASE)
- 6 I like wearing shoes. (COMFORT)
- 7 Her skin is very to the sun. (SENSE)
- 8 She's very; she never remembers names or dates. (FORGET)

Words often confused

4 Choose the correct words.

- 1 Sophie **gripped/grabbed** a sandwich for lunch.
- 2 Ouch! I've **sprained/pulled** my ankle and it really **pains/hurts**!
- 3 Alain can **hang/crawl** from balconies with his bare hands.
- 4 It's easy to get a(n) **injury/damage** from playing virtual sports.

Collocations

5 Fill in: *ulcer, home, confined, self, immune, itchy, poisonous, nasty*.

- | | |
|------------------|---------------|
| 1 system | 5 spike |
| 2 space | 6 rash |
| 3 remedies | 7 bite |
| 4 defence | 8 mouth |



Read through Module 4 and answer the questions. Then write a quiz of your own.

- | | |
|--|---|
| 1 What can happen to some people when they play video games? | 4 Which natural remedy is best for smelly feet? |
| 2 Why shouldn't you spend too much time texting? | 5 How long is an eastern brown snake? |
| 3 What can you put in a bath to soothe sunburn? | 6 Where does Alain Robert come from? |
| | 7 How many different stages of sleep are there? |

Mówienie (Opis ilustracji)

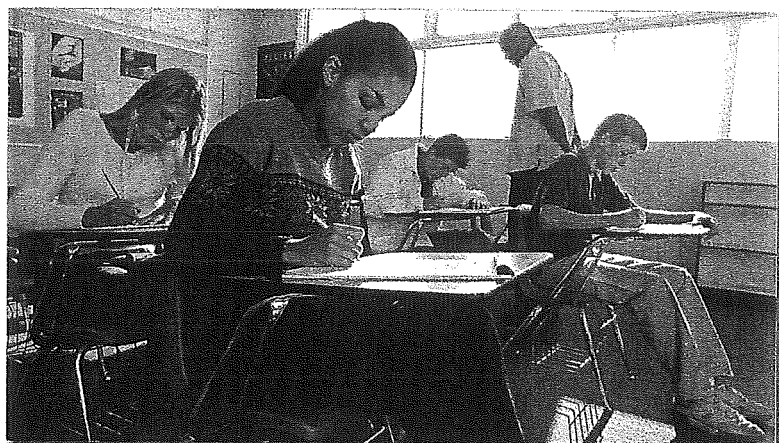
- 1 Describe the photograph. Then answer the questions.
 - 1 How do you think the person in front feels about the exam?
 - 2 Do you think students should take exams? Why/Why not?
 - 3 Are you stressed before an exam? What do you do to feel less stressed?
- 2 Listen to someone answering question 2. What reasons does he give to support his opinion?

Rozumienie tekstów pisanych (Dobieranie)

- 3 a) Read the rubric and then read through the text. What is it about?

Matura Przeczytaj tekst, z którego usunięto pięć zdań. Dobierz brakujące zdania (A–F), tak aby otrzymać spójny i logiczny tekst. W każdą lukę (1–5) wpisz literę, którą oznaczone jest brakujące zdanie. Jedno zdanie podane zostało dodatkowo i nie pasuje do tekstu.

- A This was where he would spend the next forty-eight hours.
- B "The way I see it," commented MacDonald, "if Tommy had been on that ice floe much longer, he might not have been so lucky.
- C The boy felt cold and he was scared to death and there was no sign of his uncle anywhere.
- D Unfortunately, while the pair were on their way back to their camp on the coast of Southampton Island, their snowmobile broke down.
- E After a two-day search, Tommy was spotted by a JRCC helicopter and the dramatic rescue began.
- F Despite the boy's poor condition, he managed to thank the rescue team for coming to save him.



So Others Can LIVE

The near-miraculous rescue of a young Inuit boy makes for a heart-warming story. Our reporter Gayle Haines reports.

It all began on 10th November, when 15-year-old Tommy Nakaluk and his uncle Joe had started out on what was supposed to have been a routine weekend hunting trip. **1**

If it hadn't been so cold, the two would have simply stayed where they were until help arrived. However, as the weather forecast had shown night temperatures falling to -20 degrees, uncle Joe set off on foot for the settlement of Seal Harbour. It was at this point that things turned deadly for young Tommy. The area of ice he was standing on broke away from the main ice mass and he was suddenly afloat on an ice floe measuring approximately 50 m by 50 m. **2**

Luckily for Tommy, his uncle had made it back to Seal Harbour and raised the alarm. Immediately, the Joint Rescue Co-ordination Centre (JRCC), an organisation made up of members of the military and the coast guard, sprang into action. **3** Searchers parachuted onto a nearby chunk of ice and then began making their way, jumping from ice floe to ice floe, to Tommy's location. When they finally reached the boy, they discovered he was suffering from both frostbite and hypothermia. **4**

In an interview conducted on 13th November outside the hospital where Tommy was being treated, Kevin MacDonald, one of the searchers who took part in the rescue operation, stated that what he and his team members had done had been nothing out of the ordinary. **5** We were just doing our jobs, it's all a part of what we do. Our motto at JRCC is 'So Others Can Live' and we take those words very seriously."

- b) Do the reading task. Which words helped you decide? Compare with your partner.

Rozumienie ze słuchu
(Wybór wielokrotny)

- 4 Read the rubric, then read the questions 1-5 and possible answers and underline the key words.

🔊 Do the task.

Matura Usłyszysz dwukrotnie wypowiedź na temat wyjątkowej osoby. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

- 1 While the person is trying to tie his shoelaces, he
A feels completely lost.
B tries to persuade himself not to do it.
C is on his own.
D feels confident he can make it.
- 2 Frank's life completely changed
A when he was four years old.
B on his sixtieth birthday.
C while he was at work.
D when he retired from the factory.
- 3 After the accident, Frank
A lost his job.
B couldn't help himself.
C asked his wife to leave him.
D could still do some simple things.
- 4 Frank became able to use his hand again
A using artificial fingers.
B after he had a minor operation.
C with the help of a robot.
D after undergoing a nightmare.
- 5 Frank and his wife are planning to
A eat with friends next week.
B go fly-fishing.
C take a break.
D have a party in a few years.

Stosowanie struktur leksykalno-gramatycznych
(Słownictwo)

- 5 **Matura** Uzupełnij poniższy tekst. W luki (1-5) wpisz wyrazy utworzone od słów znajdujących się w nawiasach, tak aby tekst był logiczny i poprawny gramatycznie.

Some scientists think that humans are biologically programmed to be afraid of certain things, like the dark and 1) (POISON) insects. Others are convinced that a frightening event in the past lies behind many phobias.

A recent breakthrough in 2) (MEDICINE) research suggests that our memories can be rewritten and our fear erased. Scientists at New York University have found that a retrieved memory can be 3) (PERMANENT) changed. However, it appears that this is only possible within six hours of the memory emerging. After this time, the mind will simply form a second version of the memory. This means that in the future, in times of stress or anxiety, the 4) (ORIGIN) fear memory could resurface.

Still, scientists are excited. Previously, they had thought that the human long-term memory was fixed and that the fears and phobias which hid inside it could only be treated with drugs. Now, they may have discovered a much 5) (SAFE) way to prevent the return of fear.

(Transformacje ze słowem kluczem)

- 6 **Matura** Wykorzystując wyrazy napisane wielkimi literami, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

- 1 That man helped us find our way.
WHO That was find our way.
- 2 They went on a very expensive trip.
WHICH The trip very expensive.
- 3 Her younger brother suffers from claustrophobia.
WHO Her brother,, is younger than her.
- 4 Perhaps they are still at work.
BE They at work.
- 5 It's forbidden to take photographs in here.
MUST You in here.

Wypowiedź pisemna
(Rozprawka wyrażająca sugestie)

- 7 Read the rubric.
🔊 Listen to two people discussing the topic and make notes. Use your notes to write your essay.

Matura Nauczyciel poprosił Cię o napisanie skierowanej do nastolatków rozprawki (200–250 słów), w której zawrzesz rady dotyczące rozwiązywania konfliktów z rodzicami. Pamiętaj, aby uzasadnić swoje sugestie.

4 Revision

- 1 Fill in: *concentrate, venom, upset, loss, slippery, sickness, soothe, cure, strain, blurred.*
- 1 Drive carefully! The roads are really after last night's rain.
 - 2 A lot of teenagers suffer from hearing because they set the volume too high on their MP3 players.
 - 3 Working long hours in front of a computer can cause vision.
 - 4 Cold water will the pain if you burn your hand.
 - 5 Take a break from the computer, Sam – you'll your eyes.
 - 6 Some poisonous animals inject into their victims.
 - 7 Eating all that spicy food yesterday gave me a(n) stomach.
 - 8 Scientists haven't found a for the common cold yet.
 - 9 Steve always gets travel when he goes on long car journeys.
 - 10 I couldn't at work today because I didn't get enough sleep last night.

10x2=20 marks

2 Choose the correct word.

- 1 Max was ill yesterday so he **wasn't able to/ didn't have to** go to work.
- 2 You **might not/mustn't** climb public buildings – it's illegal!
- 3 A redback spider **must/can** give its victims a nasty bite.
- 4 People with hay fever **should/can** keep their windows closed in the summer.
- 5 Tom **mustn't/can't** play football next week. He's broken his leg.
- 6 People who share mobile phones **should/might** get skin infections.
- 7 If you sit in front of a laptop for too long, you **may/have to** get backache.
- 8 Alain Robert **had to/could** climb buildings from the age of twelve.
- 9 You **mustn't/don't have to** go to the doctor for minor health problems. You **can/must** try a natural remedy!

10x2=20 marks

3 Join the sentences using the words in brackets.

- 1 Dave lives in the flat upstairs. He is a firefighter. (**who**).
- 2 Lisa is afraid of spiders. Sarah is afraid of spiders too. (**both ... and**).
- 3 I think Jane called you or it might have been Katy. (**either ... or**).
- 4 My favourite restaurant is on the high street. It is closing down. (**which**).
- 5 Lyn isn't coming to the party. She is unwell. (**why**)

5x4=20 marks

4 Match the exchanges.

- | | | |
|----------------------------|---|---|
| 1 <input type="checkbox"/> | Should I come back and see you again? | A Oh no. What should I do? |
| 2 <input type="checkbox"/> | I'm afraid it's infected. | B Well, it's my back. |
| 3 <input type="checkbox"/> | Is there anything you can give me for it? | C Only if it gets worse. |
| 4 <input type="checkbox"/> | What seems to be the problem? | D Yes, I think that might help. |
| 5 <input type="checkbox"/> | Why don't you make a study plan? | E You should put some antibiotic cream on it. |

5x4=20 marks

5 Write an article making suggestions about how young people can stay healthy while leading busy lives (120–180 words).

20 marks

Total: 100 marks

Check your Progress

- talk about 21st century health problems
- talk and write about home remedies
- talk about someone with amazing abilities
- act out a dialogue at the doctor's surgery
- talk about teenage problems
- write an essay making suggestions

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: annoying/bad habits, cultural difficulties/adjustments, problems with neighbours, life changes, appearance & character

Grammar: present perfect vs past simple, present perfect continuous, modals making deduction (*must, can't, may/might*); tenses of the infinitive/-ing form

Everyday English: complaining and apologising

Pronunciation: linking sounds

Writing: a for-and-against essay

Culture Corner: Social etiquette in the USA

Curricular (Science): Bodytalk (involuntary reflexes)

Phrasal verbs: *take, turn*

Word formation: forming negative adjectives

Module 5

Life experiences

Vocabulary

Life events

1 Listen and say.

- move house
- get a promotion
- start a family
- get married
- get fired/lose your job
- get divorced
- move abroad
- get a job
- graduate from university
- start your own business
- have grandchildren
- retire
- buy your own house

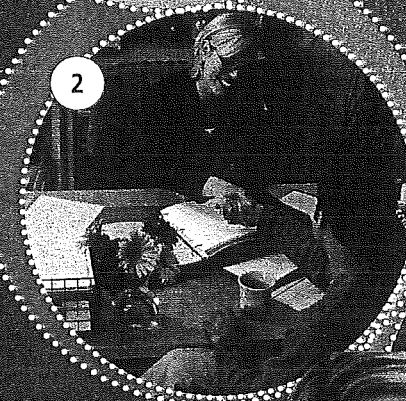
2 a) Look at the pictures. Which of the events in Ex. 1 are they about?

b) Choose a picture and describe it to the class.

3 Listen to Andy talking about an experience he had. What was it?

OVER TO YOU!

Which of these events have you/ your family or a friend of yours recently experienced? How did you feel?



5a How annoying!

Vocabulary

Annoying/Bad habits

- 1 a) Match the annoying habits (A-G) to the pictures (1-7).

A	have bad body odour
B	gossip about others
C	talk in the cinema
D	talk loudly on a mobile phone
E	have bad table manners (e.g. slurp your soup)
F	be late for an appointment
G	take things without asking

- b) Which of these do you find the most annoying? Discuss it in pairs.

A: It really annoys me when people gossip about others.
B: Me too. Also, I can't stand it/I hate it when ...

Reading

- 2 a) The blog entries are about annoying situations.

Listen and read. Who felt sorry for the waiter? What happened to Liam? What happened to Chris?

- b) Read again and mark the sentences below T (true), or F (false), or DS (doesn't say).

- Liam's friends were talking in the cinema.
- He felt very angry.
- The man in the restaurant was with his wife.
- Suzy's dad is a restaurant critic.
- The train Chris was on wasn't very crowded.
- Chris' journey took longer than usual.

- 3 Choose one of the titles below for each story. Can you think of an alternative title for each?

HEALTH WARNING

HOLD YOUR NOSE

THROWN OUT

A BAD NEIGHBOUR

- 4 Match the idioms in bold in the text with their meanings: *sympathised with, got angry, annoys me, I started to feel sad/worried, laughing a lot, releasing my anger, the thing that made me feel unable to accept a situation any more. Then use each idiom in a sentence of your own.*

Teen Blogspot > Liam Adams > latest

It's annoying



1



2



3



4



5



6



7

Study skills

Idioms

An idiom is a group of words that have a different meaning when they are used together from the meaning the words have separately, e.g. *It's a piece of cake.* (It's very easy.) Recognising and learning to use idioms will make your English more lively and natural.

usher, furious, be someone's fault, suffer from, complain, sneeze, cover, deal with, restaurant critic, plenty, pull into, press against, rail, break down, be stuck, polluted

6th March - Annoying Situations

- A** It always gets on my nerves when people talk in the cinema, but you won't believe what has happened to me tonight! I went out to the cinema with my friends to see a film I've wanted to see for ages. From the moment we sat down, a group of teenagers behind us didn't stop talking and laughing, and even chatting on their mobile phones. Anyway, eventually I lost my temper. I turned around and shouted at them. Almost immediately, an usher appeared and angrily told me to leave. My friends were laughing their heads off afterwards, but I'm still furious. It wasn't my fault! So anyway, here I am back at home, letting off steam on my blog! So, what about you? Have you suffered from people's bad habits recently? Tell me all about it and cheer me up!

Posted by: Liam, 6/03, 22:14

2 responses: ▼

- B** Oh, that's awful, Liam. It's really annoying. What gets on my nerves is bad table manners. I've got a really funny story about this. A few months ago, I went to a restaurant with my family. While we were trying to decide what to order, we heard some strange noises coming from the table behind us. It was a man slurping his soup really loudly. When he finished, he started complaining to the waiter that his steak was tough and the potatoes were overcooked. We felt really sorry for the waiter. The final straw was when he sneezed loudly without covering his mouth and a piece of bread flew out of his mouth and onto our table. I've never seen anything like it. Anyway, about a week later, my dad read an article in the food section of a newspaper about difficult customers and the way restaurants deal with them. At the top of the page, there was a picture of the writer and ... you guessed it. It was the man in the restaurant with the bad manners! He was a restaurant critic.

Posted by: Suzy, 7/03, 13:15

- C** Well, I have to travel on public transport every day and there are plenty of things that annoy me. A few days ago, though, it was a boiling hot day and when my train pulled into the station and I saw the bodies pressed against the door, my heart sank. Everyone was pushing to get on and I found myself next to a man with terrible body odour. He was holding onto a rail with his arm up in the air and the smell was just terrible. Has this man never heard of a shower? Then, things got even worse. The train broke down in a tunnel and I was stuck there for an hour. When I got off the train, I took some huge deep breaths! I've never enjoyed the polluted air of the city so much.

Posted by: Chris_T, 8/03, 19:21

► POST YOUR

see
Grammar pp. 122-123

Present perfect vs past simple

- 5** Match the uses (1-4) to the sentences (A-D). Find examples in the text.

- | | |
|-----------------------------------|--|
| 1 <input type="checkbox"/> | Ben has worked here for ten years. |
| 2 <input type="checkbox"/> | Tom hasn't tidied his room. It's really messy. |
| 3 <input type="checkbox"/> | I've been to this restaurant before. |
| 4 <input type="checkbox"/> | They left the cinema an hour ago. |

- A** a life experience
B an action that began in the past and continues to the present
C actions that started in the past and we can see the result now
D an action that was completed in the past (at a stated or clearly implied time)

- 6** Complete the sentences with the *present perfect* or *past simple* form of the verbs.

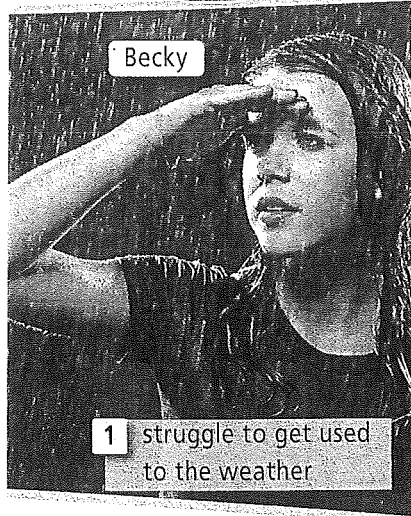
- 1** A: Apparently, Susan is angry because Mary (gossip) about her.
 B: Oh, that's old news. They (not speak) to each other for weeks.
- 2** A: (anyone/see) my box of cookies? I (put) them on the kitchen table yesterday.
 B: Oh, sorry! My friends (come) over yesterday and we (eat) them.
- 3** A: (you/visit) the new restaurant yet?
 B: Yes. We (go) there last Friday.
- 4** A: Sarah (arrive) late again today.
 B: I know. She (be) late every day this week!

Speaking & Writing

- 7** **THINK!** Which of the three situations in the text do you find the most annoying? Why? In three minutes, write a few sentences. Read them to the class.

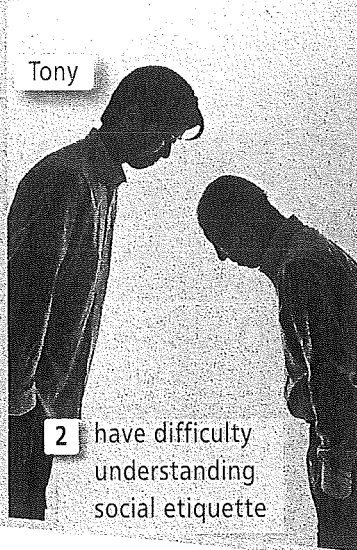
- 8** Think of an annoying situation that has happened to you. Write your post. Write: *who, when, where, what happened, how you felt.*

5b Culture shock



Becky

1 struggle to get used to the weather



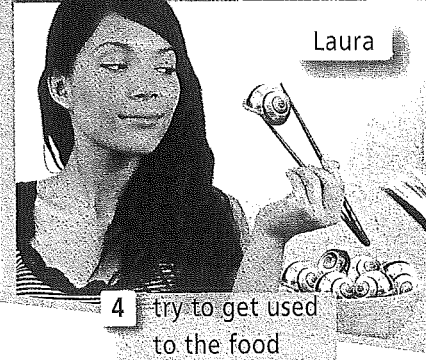
Tony

2 have difficulty understanding social etiquette



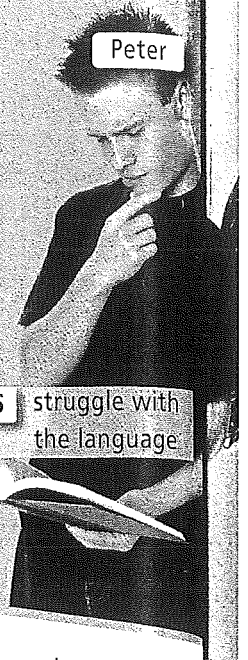
Rachel

3 find it hard to make friends



Laura

4 try to get used to the food



Peter

5 struggle with the language

Vocabulary

Difficulties abroad

- 1 a) Listen and say.
- b) The people in the pictures have been living abroad. What problems has each been facing?

Becky has been struggling to get used to the weather.

Reading

- 2 a) Look at the questions in the text. What is the interview about?
- b) Listen, read and check.

b) **Matura** Read again and mark the sentences *T* (true) or *F* (false).

- 1 Steven had gone to Mexico on holiday.
- 2 His host family are very friendly to him.
- 3 His host family doesn't speak English with him.
- 4 Daily life in Mexico is faster than back home.
- 5 He doesn't like spicy food.
- 6 Steven feels his experience has changed his character.

- 3 Fill in: *host, spicy, study, social, learning, know, get, improve*. Make sentences using the completed phrases.

- | | |
|-------------------------|-------------------|
| 1 opportunity | 5 food |
| 2 language skills | 6 etiquette |
| 3 family | 7 to abroad |
| 4 to the answer | 8 to lost |

Grammar

Present perfect continuous Have/Has been + verb -ing form

see
p. 123

- 4 Find examples of the *present perfect continuous* in the text. When do we use this tense? Which time adverbs are used with this tense?

- 5 a) Put the verbs in brackets into the *present perfect continuous*.

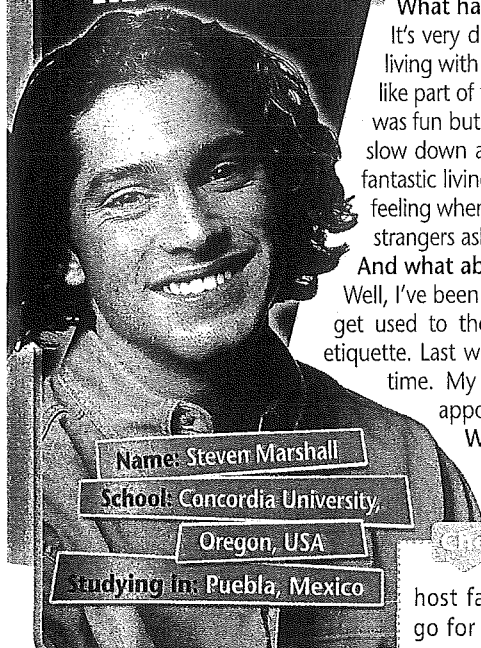
- 1 Mike (study) abroad for a year.
- 2 Susan (work) all night!
- 3 How long (your brother/live) in Spain?
- 4 They (learn) English for six years.
- 5 You look really tired. What (you/do)?
- 6 It (snow) since this morning.

- b) Use the verbs to ask questions.

study walk rain wait dig

- | | |
|--|--------------------------|
| 1 I'm really tired.
Have you been studying? | 3 His clothes are dirty. |
| 2 It's wet outside. | 4 They are annoyed. |
| | 5 My feet hurt me. |

Steven Marshall



Name: Steven Marshall

School: Concordia University,

Oregon, USA

Studying in: Puebla, Mexico

So, Steven, why did you decide to spend a year studying abroad?

Well, generally I thought it would be an adventure and a great learning opportunity to live in a totally different culture. I chose Mexico because I have been learning Spanish now for three years and I wanted to improve my language skills.

What have been the best parts of your experience so far?

It's very difficult to choose just a few, but one of the best things has definitely been the experience of living with a host family. Mexicans are very warm, outgoing people and my hosts have been treating me like part of their family. During my first week, they invited their whole family for dinner to meet me and it was fun but quite overwhelming trying to answer all their questions in Spanish. I've also been learning to slow down and relax and take an afternoon siesta after a big lunch, like the rest of the family! It's been fantastic living in one of Mexico's oldest cities, too, with its beautiful 16th century architecture. It's a great feeling when you start to feel like you belong in a foreign place. Little things like knowing the answer when strangers ask you for directions or getting around without getting lost are so rewarding.

And what about the challenging parts?

Well, I've been struggling a bit to get used to the hot weather, but now I wear a hat. It was also difficult to get used to the spicy food, but now I'm really enjoying it. I still have difficulty understanding social etiquette. Last week, for example, a new Mexican friend invited me for dinner and I turned up exactly on time. My host seemed a bit surprised. I found out later that Mexicans usually turn up for an appointment at least half an hour late.

What would you say to other young people considering studying abroad?

Go for it! Without a doubt, this has been the best experience of my life so far. I've become more self-confident, patient and outgoing, and my Spanish has improved even more than I expected.

host family, outgoing, host, treat, overwhelming, foreign, rewarding, challenging, turn up, go for it, self-confident, patient

6 Put the verbs in brackets into the *present perfect*, the *past simple* or the *present perfect continuous*.

- 1 A: How long (you/study) English?
B: I (start) taking lessons when I was 8.
- 2 A: (you/ever be) abroad?
B: Yes, I (go) to Spain a few years ago.
- 3 A: Sandra! We (wait) for you for an hour.
B: Sorry. I (get) lost!
- 4 A: (Dave/study) in Mexico all year?
B: Yes. He (go) there last January.
- 5 A: Ann (get back) from France yesterday.
B: I know. She (have) a great time.
- 6 A: (you/finish) your project yet, Mike?
B: No. I (work) on it all week, but I (not/finish) it yet.

Modals making deductions

7 Read the theory and say the examples in your language.

- We use **must/can't + bare infinitive** when we are sure about something. *Juan **must** be an overseas student. He **can't** be English.* (I'm sure that he is an overseas student. I'm sure he isn't English.)
- We use **may/might** when we aren't sure about something. *She **may/might** be from South America.* (I'm not sure if she is from there; it's possible.)

8 Look at the picture and choose the correct words.

- 1 They **must/can't** be lost.
- 2 They **must/can't** be in their home town.
- 3 They **may/can't** be tourists or overseas students.
- 4 The weather **must/can't** be hot. It **may/can't** be summer.
- 5 It **may/can't** be a big city.



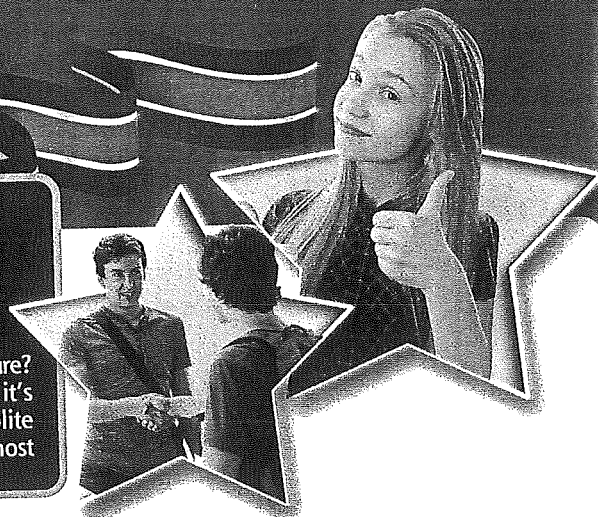
Speaking & Writing

- 9 **THINK!** What problems has Steve been facing in Mexico? How has he coped with them? In three minutes write a few sentences. Tell the class.

5 Culture Corner

Social Etiquette in the UK

Are you planning to visit the UK in the near future? Since every country has its own set of dos and don'ts, it's worthwhile to find out just what it means to be polite before getting on that plane. Here are a few of the most important rules of behaviour.



1 If you are meeting someone for the first time, extend a hand to say hello. Britons greet each other with firm handshakes. Hugs are rare, but kissing on the cheek is not unusual between friends or relatives. Also, it is important to make eye contact while speaking with someone; otherwise you will seem rude or insincere. Use titles, such as Dr Smith or Mr Norris, to show respect, unless someone invites you to use their first name. Address a woman as Ms (as in Ms Banks) if you aren't sure if she is married or not.

2 When Brits ask how you are, they don't expect a long reply about your recent headaches or your sore throat. "How are you?" is a typical greeting that asks for a simple answer such as "I'm fine." You may compliment a person on their new haircut or shirt, but never tell someone that they look tired or unwell unless you are really afraid that they may be ill. Don't ask someone how much money they make or how much money they've spent on something. Also, never talk loudly on a mobile phone in public and be aware that taking a phone call

during mealtimes is considered to be extremely rude. Also, you should say 'please' and 'thank you' in all situations.

3 Giving a thumbs up or okay sign are all positive gestures. Using your index finger to point at someone is impolite; instead, extend your entire hand, palm facing up. In the UK, a smile is a sign of friendliness and even politeness. So, if someone smiles at you, return the gesture! However friendly Brits may seem, though, they still prefer that you don't get too close to them. Keep a distance of about half a metre from people, unless you are in a crowded place.

4 Sharing a meal with Brits shouldn't be a stressful event. Nevertheless, there are a few things to remember when you find yourself at a dinner table. If someone invites you over for a meal, bringing a small gift, like flowers, is a nice token of thanks. Make sure to arrive on time and if you must be late, call your host to apologise. Always wait until everyone has food in front of them before you start eating and remember to keep your elbows off the table. Also, it is very important to keep your mouth closed while chewing; Brits think talking with a mouth full of food is rude and disgusting. If you eat in a restaurant, expect to pay your waiter a tip that is 10 percent of the bill, but not if the service is second rate.

Check the words

extend, firm handshake, rare, hug, make eye contact, typical, greeting, in public, be aware, crowded place, token, elbow, second rate

- 1** Have you ever been to the UK? Do you know the dos and don'ts of British etiquette?
 Listen and read to find out.

- 2** **Matura** Match the headings to the paragraphs. There is one extra heading.

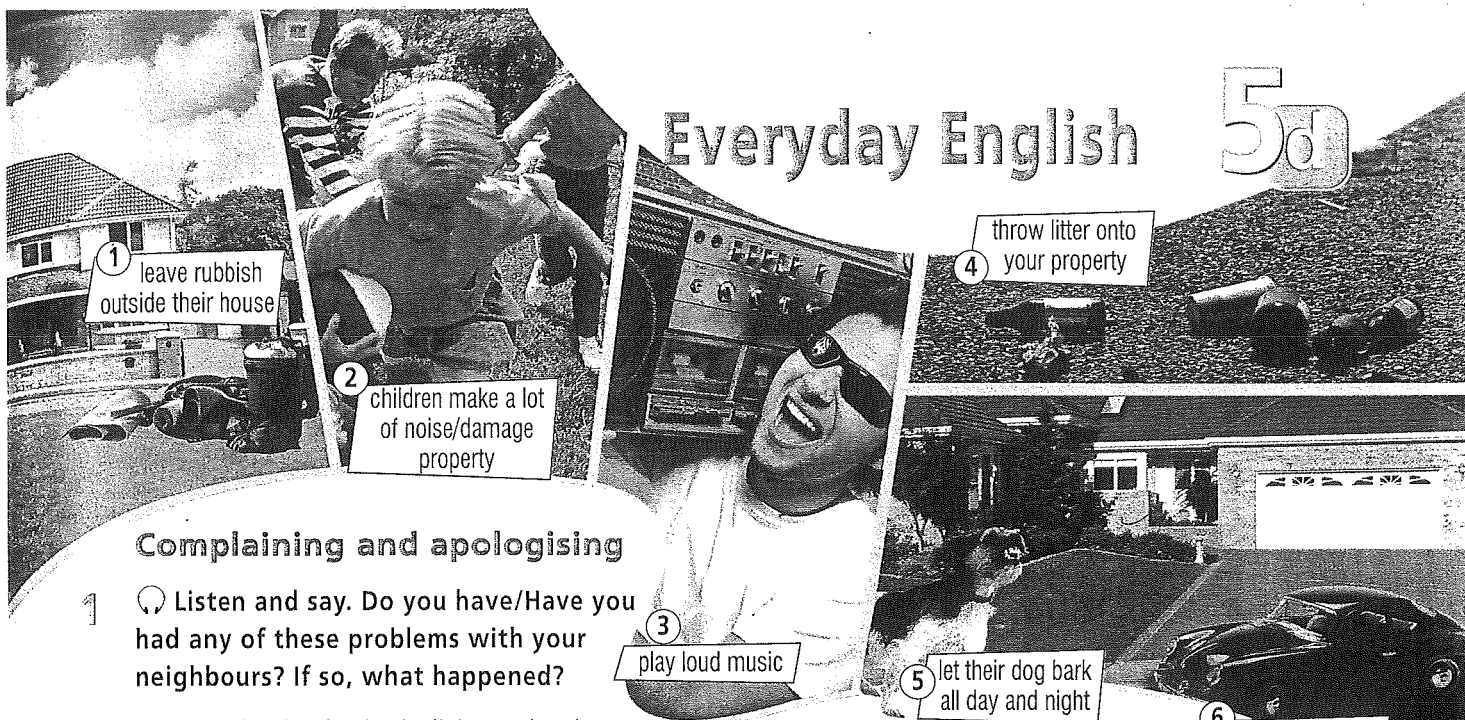
- A Learn the Gestures
- B Make Small Talk
- C Thank your Host
- D Say Hello
- E Dine with Ease

- 3** a) Fill in: *firm, between, typical, extend, talk (x2), index, token, return, kiss, sharing, make.*

- | | |
|----------------------------------|--------------------------------------|
| 1 <input type="text"/> with your | 7 <input type="text"/> the gesture |
| mouth full | 8 <input type="text"/> loudly |
| 2 <input type="text"/> of thanks | 9 <input type="text"/> friends |
| 3 <input type="text"/> a meal | 10 <input type="text"/> on the cheek |
| 4 <input type="text"/> greeting | 11 <input type="text"/> handshake |
| 5 <input type="text"/> a hand | 12 <input type="text"/> eye contact |
| 6 <input type="text"/> finger | |

- b) Use the phrases from Ex. 3a to make sentences giving advice to someone visiting the UK.

- 4** What are the dos and don'ts of your country? Compare the social etiquette of the UK with that of your country.



Complaining and apologising

- 1 Listen and say. Do you have/Have you had any of these problems with your neighbours? If so, what happened?

Our neighbour lets his dog bark all day and night. We complained once, but nothing has changed.

- 2 a) Listen and say.

- Could I talk to you for a minute?
- What can I do for you?
- I'm afraid I have a complaint.
- Oh, I'm really sorry about that.
- I'll make sure it doesn't happen again.
- Thanks, I'd really appreciate that.

- b) The sentences above are from a dialogue between neighbours. What do you think the problem is?

Listen and read to find out.

Alan: Excuse me. I don't think we've met yet. I'm Alan Jones. I've just moved in next door.

Ray: Pleased to meet you, Alan. I'm Ray Newton.

Alan: Pleased to meet you, Ray. Could I talk to you for a minute?

Ray: Sure. What can I do for you?

Alan: Well, I'm afraid I have a complaint. It's just that you've been playing your music really loud. My roommates and I are students, and we just can't study with so much noise.

Ray: Oh, I'm really sorry about that. I didn't realise it was bothering anyone.

Alan: That's OK. It's just that we have exams in a few weeks ...

Ray: I understand. Don't worry. I'll make sure it doesn't happen again.

Alan: Thanks – I'd really appreciate that.

Ray: You're welcome. And sorry again.

Alan: Don't worry about it. Have a nice day.

- 3 Find sentences in the dialogue which mean: *How can I help you?*

– I apologise. – Can I discuss something with you?

– I didn't know it was a problem. – That would be great.

Pronunciation: linking sounds

- 4 Read the theory, then listen and say.

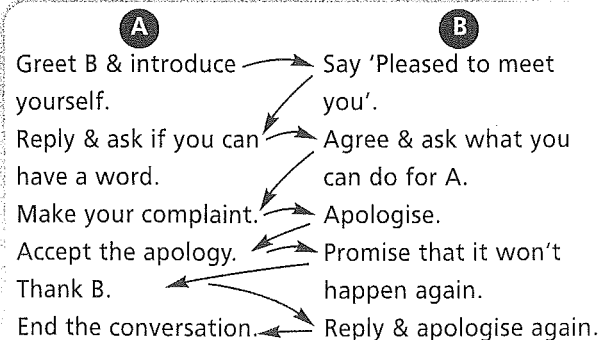
Linking sounds

In spoken English, words may be linked together when one word ends with a consonant sound and the next word begins with a vowel. The consonant is pronounced at the beginning of the next syllable.

- 1 Not at all.
- 2 What can I do for you?
- 3 Sam is always playing loud music.
- 4 I've just moved in.

Speaking

- 5 Imagine you want to complain to your neighbour about one of the problems in Ex. 1. Use the sentences in Ex. 2a to act out your dialogue. Follow the plan



Be the Change

move into a caravan in the countryside

adopt a child from abroad

start your own business

win a scholarship to a top university

Vocabulary

Life changes

1 a) Listen and say.

b) Which of these changes would you (not) like to make in the future? Why (not)? Tell your partner.

• satisfying • exciting • difficult
• challenging • tiring • scary • risky

*I'd love to set up a charity to help other people. It would feel very satisfying.
I wouldn't like to have cosmetic surgery. It's too scary.*

Reading

2 Read the title and the introduction of the article. Then read the first and the last sentence in each text in the article. What changes do you think each of these people made in their lives?

Listen and read to find out.

A CHANGE FOR THE BETTER

Mahatma Gandhi once said 'Be the change you want to see in the world'. This is exactly what these three people have done. The changes they made took their lives in completely different directions and helped them to make the world a much better place.

A Liz Murray

Liz has shared the stage with world leaders like Mikhail Gorbachev and the Dalai Lama as an international speaker. It's hard to believe that at the age of 16 she was homeless and sleeping on park benches and underground trains! Liz's parents were drug addicts and couldn't look after her and her sister. She says, "We ate ice cubes because it felt like eating. We split a tube of toothpaste between us for dinner." When their mother died, their father moved to a homeless shelter and Liz and her sister were out on the streets of New York. At this point, Liz decided to try to turn her life around. She went back to school and through dedication and determination, she eventually won a scholarship to a top university. Since Liz graduated from Harvard in 2009, she has been speaking at events to teenagers about staying away from drugs and gangs. She wants them to understand that they can reach their goals, whatever they have had to face in their lives.

3 Read the article again and write L (Liz), M (Mark) or N (Narayanan).

Which person ...

- 1 plans to live with people who share his/her ideas?
- 2 helps people to look better?
- 3 wanted to show people that something isn't necessary?
- 4 has appeared at events with famous people?
- 5 had an experience that changed his/her mind?
- 6 was in a difficult situation along with a family member?



set up a charity



grow your own food



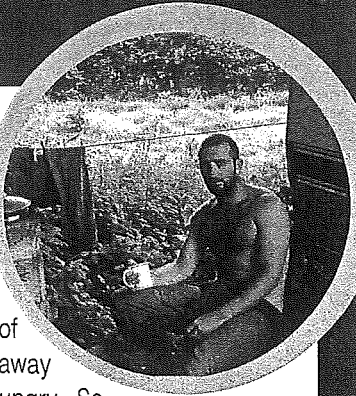
have cosmetic surgery



5e

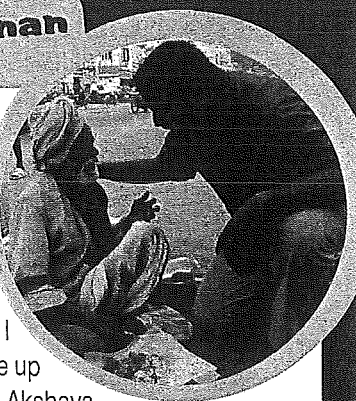
B Mark Boyle

A few years ago, Economics graduate Mark was the manager of an organic food company. He has always been passionate about the environment and social issues, but he felt that he wanted to do even more. He argued that if we grew our own food instead of buying it, we wouldn't throw a third of it away while millions around the world go hungry. So, Mark **gave up** his job and decided to prove that we don't need money to survive, by living without it for a year. He **moved into** an old caravan in the countryside, **put in** solar panels for power, and started growing his own food and washing in a river. When he didn't have enough home-grown food, he went into the forest to pick wild food, like berries. Mark enjoyed the year so much that he has been living without money since then. Recently, he's written a book, *The Moneyless Man: A Year of Freeconomic Living* and hopes to use the profits to create a whole community that lives without money.



C Narayanan Krishnan

Narayanan Krishnan was an award-winning chef who was about to **take up** a top job in Switzerland. Then, while visiting his parents at home in India, he saw an old man starving under a bridge. He says, "I fed that man and decided that this is what I should do for the rest of my life." He gave up his job and **set up** a charity called the Akshaya Trust. Every day, Narayanan now personally prepares and **hands out** 400 simple, tasty hot meals to the homeless. He also carries a comb, scissors and a razor so that he can give haircuts and shaves. Narayanan sleeps in Akshaya's kitchen, but he says he's enjoying his life. He has shown what one person can achieve when they set out to change the world!



Check these words

share the stage, homeless, drug addict, shelter, dedication, determination, win, scholarship, reach your goals, social issue, passionate, throw away, solar panel, home-grown, profits, community, award-winning, starving, shave, achieve

4 Match the headings to the texts. In pairs, think of alternative ones.

CARING FOR THE HUNGRY

A LIFE WITHOUT CASH

FROM HOMELESS TO HARVARD

5 a) Match the phrasal verbs in bold in the text with the meanings below.

- installed • gives • created
- started living in • change
- care for • started
- stopped doing

b) Choose five of the phrasal verbs and make sentences about the people in the text.

6 Use words from the **Check these words** box in the correct form to complete the sentences.

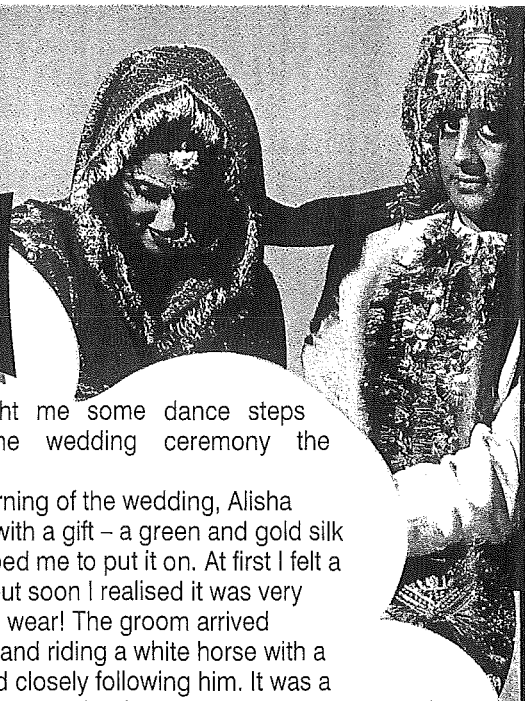
- 1 Some people are and live on the streets.
- 2 She decided to put in a to reduce heating costs.
- 3 They worked hard to their goals and finally they made it.
- 4 such as bullying, racism and poverty are matters that affect members of a society.
- 5 He has enough food to last for months.

Speaking & Writing

7 **THINK!** Who do you admire the most – Liz, Mark or Narayanan? Why? Write a few sentences on the topic, then read them to the class.

5 Changes in life

Rite of Passage



When my best friend Alisha first invited me to go with her to her cousin's wedding in India, I leapt at the chance. A wedding is very important to Hindus because it signifies the marriage of two families, not just a couple. It sounded so exotic and I wanted to see it for myself!

When we walked out of the airport into the steaming hot day, a large group of Alisha's relatives were waiting excitedly to greet us. After having greeted grandparents, aunts, uncles and cousins, from the oldest to the youngest according to tradition, we caught a taxi and I got my first taste of the hustle and bustle of Jaipur. Bicycle rickshaws bumped along beside us as I admired the architecture of the pink city – Jaipur's nickname from the colour of its buildings.

That night was the Sangeet, the first night of the wedding celebrations. The garden at the bride's house was full of brightly-coloured decorations and women wearing beautiful multi-coloured saris. One of Alisha's aunts soon pulled me up to dance. Everyone seemed to know the steps – apart from me, that is! I really enjoyed watching the modern Bollywood* dances. My favourite of all was the dandidas, a traditional dance using sticks. In the past this party used to last for about ten days!

The following afternoon, it was the Mehndi party. Mehndi is the decoration of the hands and feet with a dye called henna. All of the women sat under a big tent and some artists drew amazing designs on our hands. The designs last for weeks and are a symbol of future prosperity and happiness. Later, Alisha and her

relatives taught me some dance steps ready for the wedding ceremony the following day!

On the morning of the wedding, Alisha surprised me with a gift – a green and gold silk sari – and helped me to put it on. At first I felt a bit awkward, but soon I realised it was very comfortable to wear! The groom arrived wearing white and riding a white horse with a marching band closely following him. It was a spectacular entrance, but it was nothing compared to the bride! She was wearing a magnificent sari of red and gold velvet with stunning gold jewellery. Then the bride and groom sat under a mandap, a decorated tent with a small fire in the middle. During the ceremony, they seemed to be doing lots of different symbolic things like walking around the fire or exchanging flower garlands. After the ceremony, we ate lots of traditional Indian dishes – the ones inside banana leaves were my favourite! Then, it was time for more dancing. Thankfully, this time I didn't seem to embarrass myself so much!

I feel lucky to have met such warm people and have experienced a traditional Indian wedding. It was like being at the fairytale wedding of an Indian prince and princess!

* Hindu cinema consisting mainly of musicals.

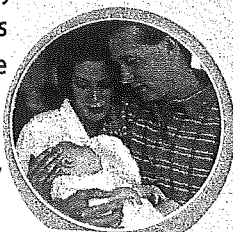
Check these words

leap at the chance, signify, steaming hot, greet, tradition, hustle and bustle, nickname, stick, last, dye, prosperity, silk, groom, marching band, entrance, stunning, ceremony, embarrass oneself, fairytale wedding

Vocabulary

Stages in life

- 1 Listen and say. At which stage: are you? is your teacher? are your parents? is your uncle? are your neighbours' kids?



infant (1-12 months)
toddler (1-2 years)
child (2-12 years)
teenager (13-19 years)
adult (20+)
middle-aged (40+)
elderly (60+)

- 2 Use the phrases below to describe the pictures in Ex. 1.

- 1 get engaged/married/divorced/a job/a degree/ a promotion
- 2 have children/grandchildren/a baby/a wedding/a family reception/a birthday party/marital problems
- 3 buy a house/a car/a boat/land/property
- 4 go to kindergarten/school/college/university
- 5 attend someone's wedding/retirement party/funeral

Reading

- 3 What do you know about Hindu weddings? What would you like to know? Write down three questions you have.
Now listen and read the text. Can you find the answers to your questions?

Matara

4 Read the text again and for questions 1-5, choose the best answer A, B, C or D.

- 1 The writer wanted to go to the wedding because
 A her best friend Alisha was the bride.
 B she knew it would be interesting.
 C Alisha needed someone to go with her.
 D she had always wanted to go to India.

- 2 On the way from the airport, the writer
 A got stuck in traffic.
 B rode on a rickshaw.
 C looked at the unusual buildings.
 D chatted to Alisha's relatives.

- 3 At the Sangeet, the guests
 A celebrate for ten days.
 B take part in different dances.
 C put up decorations.
 D decorate each other's hands.

- 4 At the wedding, the writer seems to have been most impressed by
 A the groom's entrance.
 B the ceremony under the mandap.
 C the food.
 D the bride's appearance.

- 5 The writer suggests that by the end of the celebrations
 A her dancing skills had improved.
 B she felt awkward.
 C it got very hot.
 D she had good luck.

5 Choose the correct word. Check in your dictionaries.

- 1 He **leapt/hopped** at the chance of travelling to India.
 2 It was such a **steaming/simmering** hot day that we decided to go to the beach.
 3 She **greeted/waved** us with a big warm smile.
 4 She isn't used to the hustle and **buzz/bustle** of the big city.
 5 The party **took/lasted** until the early hours.
 6 I felt very **clumsy/awkward** in the long red dress.
 7 He made a spectacular **entry/entrance** on a white horse.
 8 It was the best holiday we've ever **felt/experienced**.

6 Fill in: *flower, steaming, wedding, future, hustle, fairytale, multi-coloured, marching*. Use the completed phrases to make sentences about the wedding.

- | | |
|----------------------|--------------------|
| 1 hot day | 4 saris |
| 2 and bustle | 5 prosperity |
| 3 celebrations | 6 band |
| | 7 garland |
| | 8 wedding |

Grammar**to-infinitive/-ing form**

see
p. 123

7 a) In a minute write six verbs/phrases that go with: *to-infinitive, -ing form*.

b) Read the table. Find examples in the text.

	infinitive forms	-ing forms
present simple	(to) dance	dancing
present continuous	(to) be dancing	—
present perfect	(to) have danced	having danced
present perfect continuous	(to) have been dancing	—

8 Choose the correct verb forms.

- 1 Ann hopes to **go/going** to the wedding.
 2 Sally seems **enjoying/to be enjoying** her new job.
 3 The curry was too hot **eating/to eat**.
 4 Mark claims **to have been/having been** away from home on the night of the fire.
 5 Mike can't stand **dancing/to dance**.
 6 John denied **to have told/having told** a lie.
 7 They appear to **walk/to be walking** around the fire.
 8 After **to have eaten/having eaten**, the wedding guests started to sing and dance.

Speaking & Writing

9 Look at the pictures in Ex. 1 and make speculations about them. Use *seem, tend, appear* and appropriate infinitive forms.

10 **THINK!** In three minutes write a few sentences comparing a typical wedding in your country to the Indian wedding in the text. Tell your partner.

5g Skills

Vocabulary

Appearance & character

- 1 a) List the words under the correct headings.
 Ⓛ Listen and check.

SPECIAL FEATURES
 FACE AGE HAIR
 BUILD HEIGHT

- middle-aged • fat
- short • old • well-built
- in her early twenties
- tattoo • curly • skinny
- wrinkles • moustache
- freckles • long • round
- of medium height • small
- oval • tall • overweight
- thin • beard • young
- wavy • straight • in her early forties • in his mid-thirties
- plump • dark/pale skin • pierced ears
- glasses • blond(e) • dark • bald • in her late teens

- b) Describe the people in the pictures.

Brian is well-built and probably of medium height. He's...

- 2 Fill in the correct character adjectives.

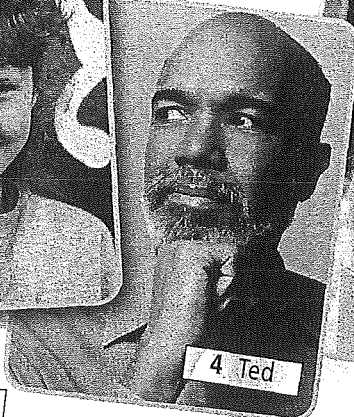
- patient • cheerful • honest • lazy • outgoing
 - rude • shy • generous • selfish • popular
- 1 A(n) person always tells the truth.
 - 2 A(n) person only cares about him/herself.
 - 3 A(n) person doesn't mind waiting.
 - 4 A(n) person is impolite and doesn't have good manners.
 - 5 A(n) person likes meeting and talking to people.
 - 6 A(n) person doesn't want to work.
 - 7 A(n) person is always happy.
 - 8 A(n) person is liked by many people.
 - 9 A person is always giving people things.
 - 10 A person feels nervous around others.



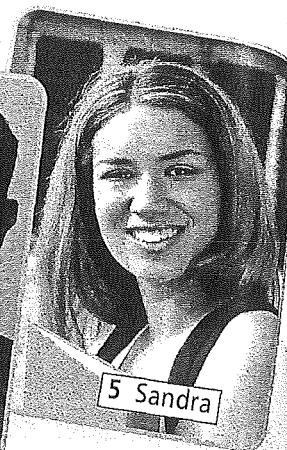
3 Jenny



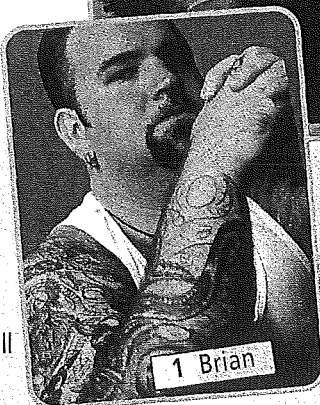
2 Debbie



4 Ted



5 Sandra



1 Brian

- 3 Ⓛ Talk about your friends and family members.

- A: What does your sister look like?
 B: She's tall and thin with...
 A: What's she like?
 B: She's funny, but she can be rather bossy.

Listening

- 4 **Matura** Ⓛ You'll hear an interview with a woman called Lesley about body image. For questions 1-5, tick (✓) T (true) or F (false).
- 1 Lesley talks to groups of teenagers.
 - 2 She says body image affects behaviour.
 - 3 She says a lot of celebrities have a poor body image, too.
 - 4 She doesn't think teens should change their appearance.
 - 5 She advises teens with poor body image to talk to a friend their own age.

T	F

Speaking

Commenting on changes in appearance

- 5 Ⓛ Use the phrases and the prompts to act out exchanges, as in the example.

- lose some weight • just get glasses • get a new haircut • grow a beard • grow my hair

- | | |
|---|---------------------------------------|
| • I didn't recognise you! Have you changed something? | • You've changed! You look different. |
| • You look nice! Is something different? | • What have you changed? |

- A: I didn't recognise you! Have you changed something?
 B: Yes, I've lost some weight.
 A: You look great!
 B: Thanks!

A for-and-against essay

- 1 Read the Writing Tip, then read the essay and find the arguments for and against the topic. What examples/justifications does the writer use to support his arguments?

Writing Tip

Writing for-and-against essays

A for-and-against essay is a formal piece of writing which discusses the advantages and disadvantages of a topic.

In the **introduction** we introduce the topic.

In the **main body** we present the arguments for and against with examples/justifications in separate paragraphs. Each paragraph starts with a topic sentence that presents the main idea of the paragraph.

In the **conclusion**, we summarise the arguments and give our opinion (*I think, I believe, In my opinion*). We use linkers to join our ideas.

Linking words/phrases

- to list/add points: *First, Secondly, In the first place, To start with, Finally, In addition, Moreover*, etc
- to introduce/list (dis)advantages: *The main/first advantage of ..., One/Another advantage of ...*
- to conclude: *In conclusion, All in all, Finally, Lastly*, etc
- to show contrast: *On the other hand, but, still, However*, etc

- 2 Find the topic sentences in the main body paragraphs. Suggest other appropriate ones.

Is it a good idea to have cosmetic surgery?

Writing

5h

These days, more and more people are thinking of having plastic surgery to improve their appearance. Some people believe it's OK if this makes them feel better about themselves, but others think it is very worrying.

Without a doubt, there are some advantages to having plastic surgery to improve your appearance. **Firstly**, if someone has a scar from an accident, then doctors can remove it. This will improve the person's confidence and boost their self image. **Secondly**, if someone is born with a birth defect, it can affect their quality of life. Plastic surgery can help them live a normal life without feeling different.

On the other hand, there are a number of disadvantages to plastic surgery for purely cosmetic reasons. **To begin with**, there might be a chance that something will go wrong. This means people may end up worse off than before. **In addition**, plastic surgery can be addictive. People can become so obsessed with improving themselves that they are no longer recognisable.

All in all, there are both advantages and disadvantages to people having plastic surgery. **In my opinion**, people should have counselling before they decide to go under the knife.

Check these words

scar, boost, defect, addictive, obsessed, counselling

- 3 Which of the highlighted linkers in the essay: *introduce an opinion? show contrast? list/add points? conclude?* Suggest alternatives.
- 4 a) Listen to someone talking about extreme dieting and make notes under the headings. Which arguments are: *advantages? disadvantages?*

IS IT A GOOD IDEA TO GO ON AN EXTREME DIET?

ARGUMENTS

EXAMPLES/JUSTIFICATIONS

.....
.....
.....

- b) **Matura** Use your notes from Ex. 4a, and the plan below, to write a for-and-against essay (150-180 words).

Plan

- Para 1: introduction to the topic (*These days, more and more people are ... Some people ... , but others ...*.)
- Para 2: advantages & examples/justifications (*Without a doubt, there are some advantages ... Firstly, ...*.)
- Para 3: disadvantages & examples/justifications (*On the other hand, ...*.)
- Para 4: Summarise the topic & express your opinion (*All in all, ... In my opinion, ...*.)

BODY TALK



YAWN

No one knows for sure why we yawn, but one theory is that when you're tired or bored, you don't breathe as deeply as usual, so yawning helps you to take more oxygen into the blood. Other scientists say that yawning stretches the muscles and lungs and increases the heart rate, helping us to stay more alert. Most people seem to agree about one thing, though: yawning is contagious! Even animals and unborn babies yawn!

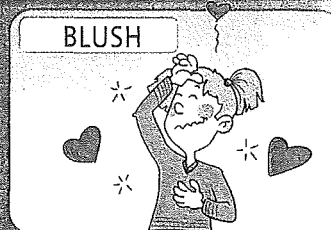


COUGH

A cough is an important way of clearing your airways, throat and lungs of irritations. When you cough, you breathe in and close your vocal cords. As you release the air, you make a barking noise – a cough.

We can't help it, but we all sneeze, yawn, blush, hiccup, cough or even snore from time to time. But what exactly is going on in our bodies when we do all these things?

It's no secret that we blush when we're embarrassed, but why? Well, when you feel self-conscious, your body releases adrenalin which increases the blood flow to your face. Babies don't blush. You only blush when you become aware of other people's thoughts and feelings.



BLUSH



HICCUP

We get hiccups when something irritates the diaphragm muscle below the lungs that helps pull air into them. When we eat or drink too much, or when we feel nervous or excited, the diaphragm pulls down air in a jerky way. When this air meets your voice box, you make a hiccup sound.

When something such as dust, pollen or a virus irritates the inside of our nose, a message goes to the brain. The brain then tells six different muscles, including your eyelids, to push air out through your nose at up to 160 kmph.



SNEEZE



SNORE

When you are asleep and air can't move freely through your mouth or nose, parts of your mouth and throat vibrate and cause snoring. Reasons why the air can't get through might include an allergy, a cold or being overweight. Studies say that about 45% of men and 30% of women snore regularly.

Check these words

stretch, muscle, lung, increase, airways, throat, vocal cords, release, adrenalin, flow, jerky, voice box, dust, pollen, virus, irritate, brain, vibrate, allergy

1 Read the headings in the text. What causes these to happen?

🔊 Listen and read the text to find out.

2 Write: *sneeze, yawn, blush, hiccup, snore or cough* next to each sentence.

- 1 You may do this if you need to lose weight.
- 2 It might help you stay awake.
- 3 It happens when you think about what others think of you.
- 4 You might do this if you are worried about something.
- 5 It happens extremely fast.
- 6 You may sound like a dog when you do this.

3 Match the highlighted words with their meanings: *know about, shake, awake, sudden and fast, infectious, bothers, uncomfortable around others.*

4 Tell your partner one thing you remember about each of the reflex actions in the text.

5 **ICT** Find out more interesting facts about these reflex actions. Use textbooks, encyclopedias or the Internet. Present your facts to the class.

Phrasal verbs/ Prepositions

1 Choose the correct particle(s).

take after: look/act like a relative
take off: 1) remove (clothes)
 2) leave the ground (planes)
take up: start (a hobby)
turn down: 1) reject
 2) reduce volume (≠ turn up)
turn off: switch off (≠ turn on)
turn over: move to a new page
turn up: arrive/appear unexpectedly

- 1 John took **off/up** his jumper because he was too hot.
- 2 Can you turn **up/down** your music please, Sam? I can't hear the TV.
- 3 Now turn **down/over** the page and look at Exercise 3, everyone.
- 4 Fran turned **down/up** at the party at about 9 pm.
- 5 Matt turned **off/down** the job because he found a better one.
- 6 I take **after/over** my grandfather. We are both tall with green eyes.

2 Choose the correct prepositions.

- 1 I felt really sorry **for/about** her.
- 2 Tania is always gossiping **about/for** other people.
- 3 It gets **in/on** my nerves when people talk loudly **at/on** their mobile phones.
- 4 I enjoyed my time in Spain, but I struggled **of/with** the language.
- 5 Stop shouting **off/at** them.
- 6 People trust you more if you look them **in/to** the eye.

Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

Word Formation – forming negative adjectives

We use **non** (*existent* – **non-existent**), **un** (*happy* – **unhappy**), **dis** (*satisfied* – **dissatisfied**), **in** (*accurate* – **inaccurate**), **il** (before l) (*legal* – **illegal**), **im** (before b, m, p) (*polite* – **impolite**) and **ir** (before r) (*regular* – **irregular**).

- 1 The sales assistant was very so I didn't buy anything. (**HELPFUL**)
- 2 Steve never considers the results of his actions. He can be very (**RESPONSIBLE**)
- 3 I find it to sleep if someone snores! (**POSSIBLE**)
- 4 It's to keep the money if a sales assistant gives you too much change. (**HONEST**)
- 5 It was a(n) dinner party so we didn't need to dress up. (**FORMAL**)
- 6 Tony's arguments were They just didn't make sense. (**LOGICAL**)

Collocations

4 Fill in: *plastic, give, vocal, host, reach, lose, stay, take, homeless, social*.

- | | |
|-----------------------|--------------------|
| 1 my temper | 6 your goals |
| 2 a deep breath | 7 alert |
| 3 family | 8 cords |
| 4 a hug | 9 etiquette |
| 5 shelter | 10 surgery |



Read through Module 5 and mark the sentences *T* (true) or *F* (false). Then write a quiz of your own.

- 1 Mexicans never take an afternoon siesta.
- 2 Brits appreciate punctuality.
- 3 Jaipur's nickname is the red city.
- 4 Adrenalin increases the blood flow to your face.
- 5 Yawning increases the heart rate.
- 6 You shouldn't tip in a restaurant in the UK.
- 7 Unborn babies yawn.
- 8 Studies say that women don't snore as much as men.

Rozumienie tekstów pisanych (Wybór wielokrotny)

- 1 Read the rubric, the questions and the possible answers and underline the key words. Do the reading task. Compare your answers with your partner.

Matura

Przeczytaj tekst.

Z podanych możliwości odpowiedzi (1–5) wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

- 1 Why did Milka decide on a career as a race car driver?
 - A To anger her parents.
 - B To feed her need for speed.
 - C She wanted to live in Miami.
 - D To satisfy her competitive spirit.
- 2 Milka believes that the male drivers
 - A work harder than her.
 - B look down on her.
 - C see her as one of them.
 - D give her special treatment.
- 3 What message does Milka want to portray as a role model?
 - A She thinks being an athlete is important.
 - B She wants to emphasise the importance of education.
 - C She wants young girls to become race car drivers like her.
 - D She thinks that family relationships are important.
- 4 What does the writer say about Milka's personal life?
 - A Her work is her main focus.
 - B Her main objective is to start a family.
 - C Her social life is extremely important to her.
 - D Her career is secondary.
- 5 What's the writer's main purpose for writing this article?
 - A To explain gender bias.
 - B To present family problems.
 - C To talk about determination and success.
 - D To explain how to stay in shape.

Living in the Fast Lane

When Milka Duno told her parents that she wanted to be a race-car driver instead of a naval engineer, they weren't very pleased with her new career choice. "What? Are you crazy? Why do you want to drive a race car?," they said. She had to explain that this is what she wanted to do and she was determined to be one of the best drivers in the world.

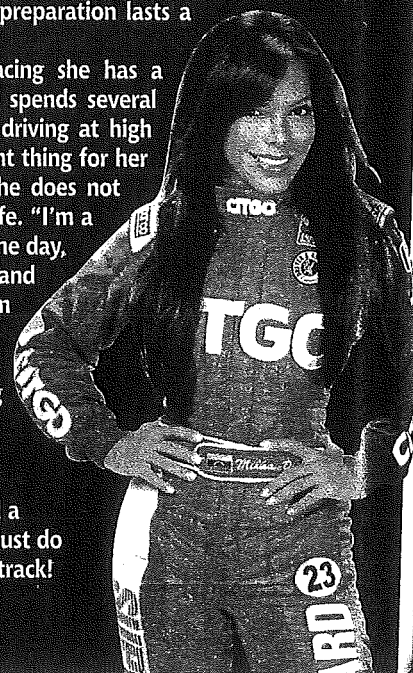
It was Milka's competitive spirit that made her change gears and become a race car driver. While she was working as a naval engineer, she was invited by a friend to participate in a Porsche Driving Clinic in her native Venezuela. The rest is history. "I got hooked immediately," she said. In a lesser way, her passion for speed motivated her to leave her career as a naval engineer, abandon four graduate degrees and move from Caracas to Miami. Since then, she has won several championships. She is the only Latina who races professionally and the first woman in history to win an international sports car race in North America. In 2004, Milka and co-driver Andy Wallace won first place in the Miami Grand Prix.

In perhaps the world's most masculine profession, it would seem strange if Milka had not encountered problems. In the beginning, she had to work very hard to earn the respect of the men and make them see her as an equal. "I don't get any special treatment because I am a woman. Once I put on my helmet, I'm just another driver. And I don't give anyone a break either."

If anything, her presence has attracted a whole new audience and she is seen as a role model for women. Milka is approached by a number of fathers and daughters after big races. The fathers come up to her all the time and say, "Milka, my daughter is going to grow up and be a race car driver just like you!" While Milka thinks that is great, she also reminds them how important an education is to people of all ages. In addition, she points out that being an athlete is temporary, but academic preparation lasts a lifetime.

When Milka is not racing she has a tough fitness routine. She spends several hours a day training and driving at high speeds. The most important thing for her right now is her career. She does not have time for a personal life. "I'm a driver," Milka says, "and one day, I want to have a family and children. But right now I am focused on racing."

Despite her achievements and growing fame, Milka Duno is a pleasant, softspoken and humble woman. She has a genuine love of racing and a competitive drive to win. Just do not get in her way on the track!



Rozumienie ze słuchu

(Prawda/fałsz)

- 2 Read the rubric and do the listening task. Justify your answers.

Matura

Usłyszysz dwukrotnie wypowiedź pewnej osoby na temat dziwnego zbiegu okoliczności. Na podstawie informacji zawartych w nagraniu zdecyduj, które zdania (1–5) są zgodne z treścią tekstu (TRUE), a które nie (FALSE).

- 1 Meredith was taken to her new family when she was a toddler.
- 2 She had a rather difficult childhood.
- 3 Jim and his wife didn't have any children.
- 4 Jim found out about Meredith through the Internet.
- 5 The two girls haven't met yet.

Mówienie

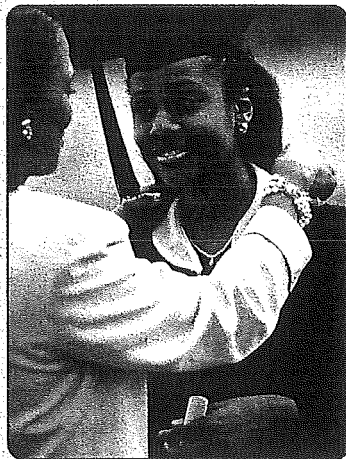
(Opis ilustracji)

3

Matura

Opisz zdjęcie i odpowiedz na pytania.

- 1 How do you think the girl's mother feels?
- 2 Do you think higher education is necessary? Why/Why not?
- 3 What are you planning to study? Why?



Wypowiedź pisemna

(Rozprawka za i przeciw)

4

Read the rubric.

Listen to two people discussing the topic and make notes. Use your notes to write your essay.

Matura

Twój nauczyciel poprosił Cię o napisanie rozprawki (200–250 słów), w której przedstawisz zalety i wady studiowania za granicą.

Stosowanie struktur leksykalno-gramatycznych

(Słowotwórstwo)

5

Matura

Uzupełnij poniższy tekst. W luki (1–5) wpisz wyrazy utworzone od słów znajdujących się w nawiasach, tak aby tekst był logiczny i poprawny gramatycznie.

At 5:30 every morning, before he got on the school bus, 15-year-old Trevon Jenifer took his dog out for a walk. The 1) (DIFFER) between Trevon and any other early morning dog walker was that Trevon walked on his hands. He was born in 1988 in Maryland, USA without legs and life was challenging in every way. The family were poor, but they 2) (COURAGE) him to adopt the attitude that he could do anything he put his mind to. Even though he was given a pair of prosthetic legs, he preferred to do without them and use his arms and hands as his legs and feet instead. He was a 3) (CHEER) boy and he was popular at school, always willing to help out and do whatever he could. His teachers were 4) (CONSTANT) amazed at his abilities.

Trevon is now a member of the Paralympics wheelchair basketball team and has also published a book about his life. What annoys him is when reporters ask him if his life would have been different with legs. His 5) (RESPOND) to this is that he thinks the question is as pointless as asking "What if the sun rose in the west?". His attitude is that he is the way he is and he is happy that this attitude inspires others to do better things in their lives.

(Transformacje ze słowem kluczem)

6

Matura

Wykorzystując wyrazy napisane wielkimi literami, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

- 1 He made us wait for two hours.
KEPT He for two hours.
- 2 I think you should tell her.
WERE If tell her.
- 3 They probably won't come today.
MAY It seems today.
- 4 I find it difficult to get used to the weather.
DIFFICULTY I have to the weather.
- 5 I can't meet you tonight as I am going out with Bob.
SUPPOSED I can't meet you tonight as I am with Bob.

5 Revision

1 Fill in: *lost, sneeze, sank, reach, cheerful, bark, gossip, blush, overweight, look after.*

- 1 Anya is always so She's always smiling and I've never seen her in a bad mood!
- 2 Tom tried hard to his goals.
- 3 Narayanan Krishnan gave up a great job to homeless people.
- 4 Our neighbours let their dog all night. It's so annoying!
- 5 Sam is a bit; he should stop eating junk food.
- 6 A is a reaction to an irritation in the nose.
- 7 Some people when they are embarrassed.
- 8 It's annoying when people about me.
- 9 He his temper and started shouting.
- 10 When she saw him leave, her heart

10x2=20 marks

2 Fill in: *retirement, pale, marital, pierced, win, manners, late, reach, social, leap.*

- | | |
|--------------------------|--------------------------------|
| 1 ears | 7 to |
| 2 in his teens | 8 to a scholarship |
| 3 at the chance | 9 your goals |
| 4 party | 10 to have bad etiquette |
| 5 skin | |
| 6 to have problems | |

10x1=10 marks

3 Choose the correct tense.

- 1 Maria found/has been finding it hard to make friends so far at college.
- 2 She has changed/changed her life completely since she moved abroad.
- 3 Julie has lost some weight. She did/has been doing a lot of exercise recently.
- 4 You're all wet! Did you walk/Have you been walking in the rain?
- 5 What has Mark been doing/did Mark do since he quit his job?

5x2=10 marks

4 Fill in: *may/might, must, can't.*

- 1 John be pleased. Look at his huge smile!
- 2 Alan doesn't wear glasses, so that be him.
- 3 Look at all of Sara's birthday cards. She be popular.
- 4 It rain later, so take an umbrella just in case.
- 5 Tessa change her career, but she isn't sure yet.

5x2=10 marks

5 Put the verbs in brackets into the correct (to)-infinitive or -ing form.

- 1 Peter seems (wait) for someone. He looks very nervous.
- 2 Ann appears (have) difficulty getting a job.
- 3 Laura can't stand (wear) long dresses.
- 4 Sue seems (lose) a lot of weight. Has she been on a diet?
- 5 They denied (take) the money.

5x2=10 marks

6 Match the exchanges.

- | | |
|---|------------------------|
| 1 <input type="checkbox"/> You look different. | A Pleased to meet you. |
| 2 <input type="checkbox"/> Can I have a quick word? | B That's OK. |
| 3 <input type="checkbox"/> I've just moved here. | C I have a complaint. |
| 4 <input type="checkbox"/> I'm sorry about that. | D I've lost weight. |
| 5 <input type="checkbox"/> What can I do for you? | E Sure. |

5x4=20 marks

7 Write a for-and-against essay on 'Is it a good idea to become a vegetarian?' (120 -150 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about annoying habits _____
- talk about culture shock _____
- talk and write about social etiquette _____
- make deductions _____
- complain and apologise _____
- talk about appearance _____
- write a for-and-against essay _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: types of crime, crime fighting, street art, cybercrime, the law, problems in the community

Grammar: the passive, impersonal/personal passive structures, *make/let*, the causative, reflexive pronouns, reported speech (statements, orders/commands & questions)

Everyday English: giving a witness statement

Pronunciation: epenthesis

Writing: a letter to the editor making suggestions

Culture Corner: the civil rights movement in the USA

Curricular (Citizenship): Amnesty International

Phrasal verbs: *run, set, wear, work*

Word formation: prefixes

Module 6

Crime & community

Vocabulary

Types of crime

- 1 Match each description (A-H) with a type of crime (1-8).

🔊 Listen and check then say.

- A** taking things from a shop without paying
- B** driving over the speed limit
- C** stealing things from people's pockets or bags
- D** causing damage to things, especially public property
- E** attacking someone in order to steal their money
- F** stealing money from a bank or company
- G** deliberately setting fire to something
- H** breaking into a house to steal things

- 2 🔊 Listen to three people talking about crimes they witnessed. Which type of crime did each see?

- 1 Sophie:
- 2 Jack:
- 3 Steve:

OVER TO YOU!

Which of these crimes do you think are the most serious? Which are a problem in your town/city? Have you heard of/read about any of these crimes recently? Report it to the class.

1 burglary

2 robbery

3 speeding

4 shoplifting

5 mugging

6 arson

7 pickpocketing

8 vandalism

6a Is it art?

Vocabulary

Types of art

1 Listen and say.

- pottery • carving • painting
- computer graphics • sculpting
- drawing • graffiti
- photography • architecture
- print making • collage

What can an artwork be about?
e.g. people, events, etc

Reading & Listening

2 a) The pictures in the text show different types of art. Describe the pictures.

b) How do you think people react to each type of street art?

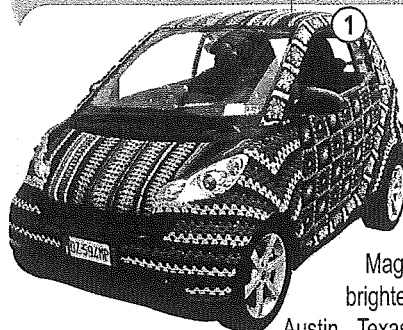
Listen and read to find out.

3 **Matura** Read the text again and mark the sentences T (true) or F (false). Correct the false sentences.

- Some old ladies started the first graffiti knitting group.
- You can only see Lego repair work in New York.
- Many New Yorkers don't like the Lego repair work.
- No one is certain who Banksy really is.
- Banksy's work can only be seen on the streets.
- Guerilla gardeners have permission for what they do.
- The police often arrest guerilla gardeners.

Street art: Art or not?

Street Art divides public opinion; it is seen by some as a way to brighten up our communities while it is considered by others to be nothing but vandalism. So, is it art or not?



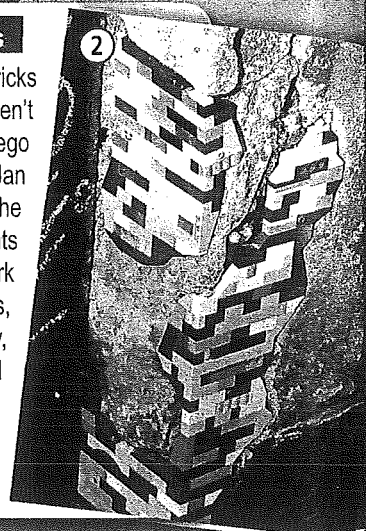
A It's a Woolly World

These days, it is not only grannies who knit. In cities such as New York, London and Berlin, community art groups are busy 'graffiti knitting', creating colourful decorations for lampposts, parking meters, cars and statues. The craze was started by Magda Sayeg in the USA, when she decided to brighten up the steel and concrete landscape of

Austin, Texas with her knitted creations. Now knitting needles are clicking worldwide and cities are inviting the knitters to transform their public spaces. Most people's reactions are positive and even though it isn't strictly legal, Sayeg says, "You'd have to be the most bored police officer to want to arrest me." So, next time you walk past a city statue, take a look – it might be wearing a scarf!

B We built this city... with LEGO® bricks

Most people remember playing with Lego bricks as a child. It seems, though, that toy towns aren't the only things they are used to construct. 'Lego repair work' was created by German artist Jan Vormann. Jan spent three years travelling the world, fixing crumbling walls and monuments with Lego. Jan took his project to New York and together with a team of volunteers, constructed Lego repairs all over the city, including at Brooklyn Bridge and Central Park. Cracks in buildings soon disappeared and were replaced with bright Lego shapes. Most New Yorkers are pleased with the Lego-look.



4 Fill in: strictly, instantly, bulletproof, brighten up, crumbling, divided, immediate, neglected.

- The local council is taking action to the town centre and improve its appearance.
- Smoking is prohibited.
- There are easy ways to fix walls so that they don't fall apart.
- His style is so distinctive that it is recognisable.
- Police officers wear vests to protect themselves.
- His paintings are controversial so critics' opinions are
- The park was It had broken benches and long grass.
- The police were asked to take action.

5 **THINK!** Think of an alternative title for each section of the text.

C On the wall

Most big cities have their fair share of graffiti, but, like it or not, one British graffiti artist is now considered to be a worldwide phenomenon. The true identity of Banksy is surrounded in mystery, but his art is instantly recognisable. Some of his most famous images include a young girl with a heart-shaped balloon and a dove of peace wearing a bulletproof vest. Banksy's work has even been exhibited in art exhibitions and a lot of his works have been sold. Because of his striking images and comments on social problems, public opinion is divided. Some find Banksy's work offensive, while others think he is one of the most important artists today.

D Flower Power!

Guerrilla gardeners plant flower gardens and vegetable patches on neglected land without permission. They believe it improves inner-city communities. The designs are made as artistic as possible; flowerbeds are planted in skips and sunflowers down pavement grating! While some people see this as a way to bring new life to forgotten spaces, others point out that, pretty or not, it's still illegal. However, it seems that no action is usually taken by the public or the police. One group of guerrilla gardeners were busy on a rundown London street recently when an old lady called out her approval to them: "Thank you for the sunflowers. They were lovely!"



Check these words

divide, public opinion, brighten up, steel, concrete, transform, arrest, crumbling walls, volunteer, crack, fair share, worldwide phenomenon, bulletproof vest, exhibit, offensive, neglected, skip, grating, illegal, rundown, approval

see
Grammar p. 124
The passive

- 6 Read the examples and the theory. How do we turn an active sentence into a passive one? Find examples in the text.

Form: to be + past participle of the main verb

Active ^S Van Gogh ^V painted ^O Sunflowers.

Passive Sunflowers ^S ^V ^{agent} was painted by Van Gogh.

- We use the **passive** when we don't know who did the action, the action is more important than the person doing it or when we don't want to say who/what is to blame.

- 7 Complete the sentences with the passive form of the verbs in brackets.

- Graffiti (consider) to be offensive by some people.
- The new art gallery (open) next week.
- Two car thieves (catch) red-handed by the police yesterday.
- Many houses on my street (fit) with a burglar alarm.
- The Mona Lisa (steal) from the Louvre in 1911.
- The streets of the city (cover) with litter.

- 8 Rewrite the facts in the passive.

Andy Warhol (1928-1987)

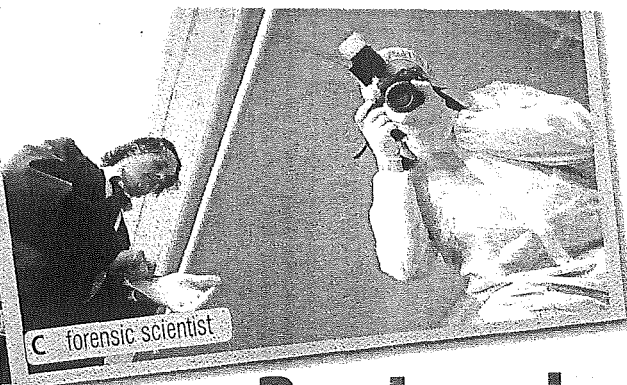
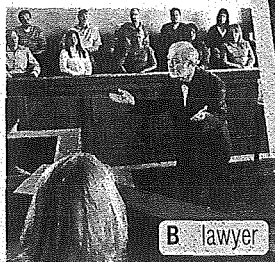
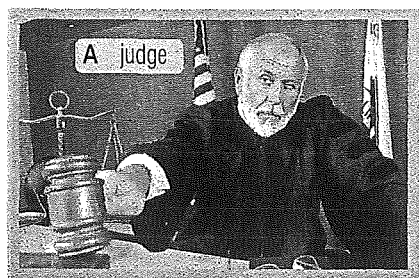
Did you know ... ?

- People consider him to be the father of pop art. *He is considered to be the father of pop art.*
- He often used bright colours in his paintings.
- He made 300 films.
- An actress shot and nearly killed him in 1968.
- The Andy Warhol Museum in Pittsburgh, USA, exhibits his images today.

Speaking & Writing

- 9 Say four things you remember from the text.
- 10 **THINK!** How would you react if you witnessed guerrilla gardeners planting flowers on neglected land? In three minutes write a few sentences. Tell your partner.

6b Crime fighters



Ben Langdon: Forensic Scientist

On popular crime drama series like *CSI: Crime Scene Investigation*, the latest scientific methods are used to collect and analyse physical evidence and solve horrible crimes in record time. But just how realistic is all this? We interviewed 26-year-old Ben Langdon to find out what the job of a forensic scientist is really like.

So, Ben ... is your job anything like what we see on CSI?

Well ... mostly no! On the show, investigators seem to end every work day with a dramatic arrest, but sometimes our cases aren't solved for months. Also, on CSI you see that everything is being done by one or two people. They go to the crime scene, do DNA analysis, then go and arrest the suspect. In reality, a lot of different specialised technicians, forensic scientists and detectives are involved in each case. I specialise in fibres and blood analysis, but others look at fingerprints, footwear and many other things.

So what's a typical day like for you, Ben?

There's no typical day because every case is different. A few days ago, I examined some evidence that had been collected from a crime scene. A ski mask had been found after an armed robbery at a pizzeria, so I had to search it for hair, blood and saliva. When a stain was found, I used chemicals to remove the DNA from it and then I had the DNA compared to samples from the suspects. Another time recently, I spent two whole days searching for fibres in a car. Sometimes, I might even be asked to present my evidence in court in front of a judge.

Can you tell us a little about the equipment and scientific methods you use?

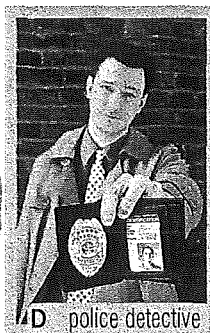
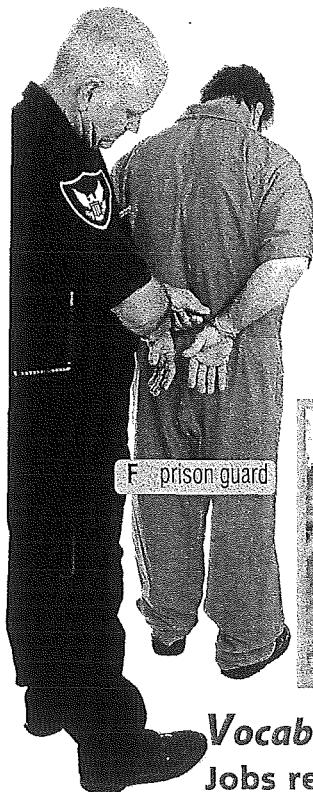
Sure. As well as ordinary microscopes, we use powerful electron microscopes. We also use ultraviolet light to see traces of evidence like tiny fibres and spectrometers which identify chemicals. Our techniques are becoming more high-tech all the time. Soon, we will have a kind of 'lab on a chip'. DNA will be identified simply by putting a tiny amount of fluid on a silicon chip.

Finally, what are the best and the worst parts of your job?

Well, this job definitely isn't for everyone. Some crime scenes can be very distressing. On the other hand, it's wonderful when a case has been solved and your evidence played a role in that. You get to help the community, and that's a great feeling.

Check these words:

scientific method, analyse, physical evidence, solve crimes, in record time, dramatic arrest, crime scene, DNA analysis, arrest, suspect, fibre, blood analysis, examine, saliva, electron microscope, ultraviolet light, trace, identify, lab, silicon chip, distressing



Vocabulary

Jobs related to fighting crime

- 1 Listen and say. Which person (A-H) ...
 - 1 is employed by a shop to look for shoplifters?
 - 2 advises people about the law and represents them in court?
 - 3 works in a prison supervising prisoners?
 - 4 uses scientific techniques to examine evidence?
 - 5 protects buildings such as banks or shops?
 - 6 decides how a criminal is punished in court?
 - 7 tries to find out what happened in a crime and to arrest the criminals.
 - 8 is paid to find out information about others?

A store detective is employed by a shop to catch shoplifters.

Reading

- 2 The text is about a forensic scientist. Read the questions in the article. Can you answer them? Listen, read and check.

3 Read again and complete the sentences.

- 1 Ben Langdon works as
- 2 A case can take
- 3 Ben's specialised
- 4 Ben searched the mask for
- 5 Ben got the DNA from the mask
- 6 At work forensic scientists use
- 7 Ben likes his job because

4 Fill in: *solve, crime, blood, ultraviolet, record, silicon*. Make sentences about Ben using the completed phrases. Listen and check.

- | | |
|------------------|---------------|
| 1 crimes | 4 scene |
| 2 in time | 5 light |
| 3 analysis | 6 chip |

Grammar**Impersonal/Personal passive structures - make/let**see
pp. 124-125

5 Read the examples. Rewrite the following sentences in the passive.

- People **think** he escaped the country.
He is thought to have escaped the country.
It is thought that he escaped the country.

Note how, **make** and **let** change in the passive.

- He **made** me go out. – I **was made to** go out.
- They **didn't let** him enter. – He **wasn't allowed to** enter.

- 1 They let him search the scene of the crime.
- 2 People believe the police will catch the robbers.
- 3 They made him tell the truth.
- 4 They won't let us examine the evidence.
- 5 They announced the police have found the girl.

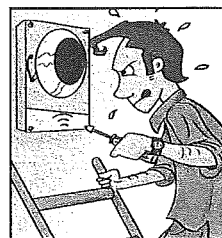
6 Rewrite the headlines in the passive voice.

- 1 **ROBBERS CAUGHT WITH £1,000,000**
- 2 **ONE-DAY STRIKE TO BE HELD NEXT MONDAY**
- 3 **MISSING SKIERS FOUND**
- 4 **NEW MUSEUM TO BE OPENED BY MAYOR**
- 5 **BANK ROBBERY COMMITTED YESTERDAY**

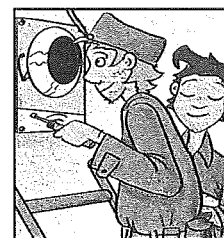
The Causative (have + object + past participle)

7 Read the theory. Then, rewrite the sentences using the causative.

We use the causative to say that we have arranged for someone to do something for us or when something is done to us. Compare:



Tom is installing a burglar alarm.



Tom is having a burglar alarm installed.

- 1 The policeman took Bill's fingerprints.
Bill had his fingerprints taken.
- 2 Someone has stolen Ann's car. Ann ...
- 3 An electrician is fitting security lights outside our house. We ...
- 4 Tony will repair our broken lock today. We ...
- 5 Peter's house was burgled yesterday. Peter ...

Reflexive pronouns

8 Read the theory then complete the correct reflexive pronoun.

myself	–	ourselves
yourself	–	yourselves
himself/herself/itself	–	themselves

We use reflexive pronouns to emphasise the noun/pronoun of a sentence. *He installed the burglar alarm **himself**.* (on his own)

- 1 They repaired the locks
- 2 He fitted the window
- 3 She cleaned everything
- 4 We caught the burglar
- 5 I can do it

Speaking & Writing9 **THINK!** Choose a job from Ex. 1 and in pairs act out an interview similar to the one in Ex. 2.

The Civil Rights Movement in the USA

"I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character."

Martin Luther King Jr (1929-1968)



1 Until the mid-1950s in the USA, African Americans were not treated equally. They couldn't find work easily and even then they got the worst jobs and received low wages. They were also separated from whites in public places like schools and theatres and on public transport. One day, though, an incident on a bus sparked a revolution.

2 On 1st December, 1955, in Montgomery, Alabama, an African American woman called Rosa Parks wouldn't give up her bus seat to a white man and move to the back of the bus where black people had to sit. Rosa was arrested, but her protest had real impact and attracted the attention of a man who would soon lead the Civil Rights Movement: Martin Luther King.

3 King was born in 1929 in Atlanta, Georgia. He studied Theology and became a minister. During his youth, King was inspired by Indian leader, Mahatma Gandhi, who encouraged non-violent protests to create positive change in society.

4 King admired Rosa Parks for her bravery and began a boycott of Montgomery buses, with African Americans refusing to travel on them for over a year. The protest resulted in a ban on black and white segregation on public transport. His non-violent campaign for political change attracted many supporters, including writers, artists and politicians of all races.

5 In 1963, King led thousands of people on the historic 'March on Washington', the home of the government and gave his famous 'I have a dream' speech. The following year, Congress passed the Civil Rights Act which ruled that racial discrimination was illegal. Despite racist opposition, King had achieved incredible results. However, in 1968, tragedy struck and he was assassinated. The world mourned his loss.

6 Martin Luther King's legacy lives on. He is an inspirational figure because he changed society in a positive and peaceful way. Americans now celebrate Martin Luther King Day every year on 15th January to ensure that he is never forgotten.

judge, treat equally, spark a revolution, protest, have an impact, be inspired, bravery, boycott, result in, ban, segregation, race, march, Congress, pass an Act, rule, racial discrimination, assassinate, mourn his loss, legacy

- 1** Read the quote by Martin Luther King in the text. How is Martin Luther King connected to the civil rights movement in the USA?
 Listen, read and check.

- 2** **Matura** Match the headings (A-G) to the correct paragraph (1-6). There is one extra heading.

A REFUSE TO BE MOVED

B INTRODUCE A GREAT LEADER

C GO FROM GREAT SUCCESS TO SADNESS

D CONTINUE WHAT SHE STARTED

E FIGHT FOR THE RIGHT TO VOTE

F LIVE WITH INEQUALITY

G REMEMBER A NATIONAL HERO

- 3** Fill in: *positive, sparked, impact, struck, treated, legacy, attracted, wages, banned, mourned.*

- 1 All people should be equally.
- 2 Women used to be paid low
- 3 His speech a revolution that changed people's lives.
- 4 Their protest had a real on the whole world.
- 5 He worldwide attention to the problem of famine.
- 6 Racial discrimination should be in all countries.
- 7 If we work together, we can bring changes in society.
- 8 The whole nation his loss.
- 9 Tragedy in 1948 when Gandhi was shot dead.
- 10 Bob Marley died at the age of 36, but his lives on.

- 4** **THINK!** What do the actions of Martin Luther King tell you about his personality? In three minutes write a few sentences. Tell the class.

- 5** **THINK!** Think of an inspirational figure in your country. Compare and contrast this person to Martin Luther King.

Everyday English 6d

Giving a witness statement

1 Read the newspaper report extracts. What is each one about?

2 Listen and say. Below are questions a police officer asked a witness of a crime. Which report do they match, A or B? Listen and read to find out.

- Where and when did you witness the incident?
- What exactly did you see?
- What happened next?
- Can you describe any of the gang?
- Is there anything else you can tell us about the incident?
- Can I take your address and telephone number, please?

A: What's your name, please?

B: Elliott Fisher.

A: OK. Now, where and when did you witness the incident, Mr Fisher?

B: I was crossing Murphy Street at about 9 o'clock on Saturday night.

A: What exactly did you see?

B: Yes. I saw a gang of boys shouting at another boy. Then they pushed him to the ground and took his bag.

A: What happened next?

B: I shouted at the gang to stop and they all ran away.

A: Can you describe any of the gang?

B: I noticed that one of them was very tall and was wearing a green baseball cap.

A: OK. Is there anything else you can tell me about the incident?

B: Erm ... No, I don't think so.

A: Can I take your address and telephone number, please?

B: Of course. My address is 7, Scarsdale Drive and my telephone number is 382736.

A: Thank you very much.

B: You're welcome.

3 Find sentences in the dialogue which mean:
What did you witness? – What took place after that? – Did you see what any of the gang looked like? – Not really. – I appreciate your help.

A MUGGING in town centre

Police in Harley are investigating a mugging which took place on Murphy Street at around 9 pm last Saturday. This was the sixth incident in a week ...

B Mystery Vandal

A masked vandal attacked the Town Hall on Shortland Street at 2 pm last Friday throwing glass bottles and rocks and breaking two windows. The reason is unknown ...

Pronunciation: epenthesis

4 Read the definition.

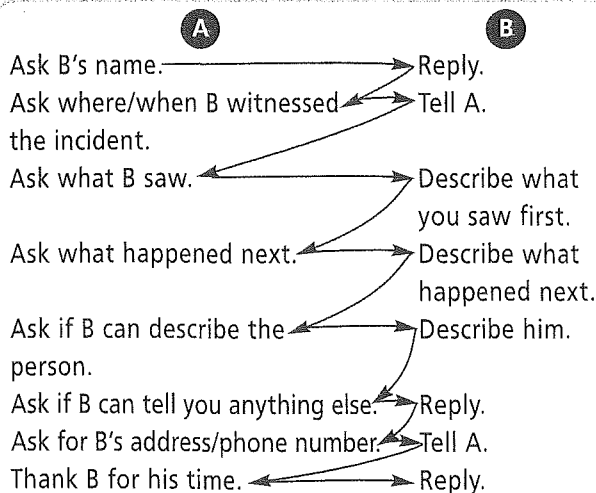
Listen to the words and find the added sound.

Epenthesis is the addition of one or more sounds to a word to make its pronunciation easier. The sound can be consonant or a vowel.

- hamster • umbrella • dreamt • drawing
- warmth • realtor

Speaking

5 Imagine you are the witness, John Jones, in the incident in report B. Your partner is a police officer. Act out your dialogue. Follow the plan.



6e Crime & Technology

Vocabulary

- 1 In a minute, list some positive and negative aspects of using the Internet. Compare your list with your partner's.

PROS: have immediate access to information

CONS: exposes users to security risks

- 2 Read the dictionary entry. How are these words related to it? Check in your dictionaries.

cybercrime /saɪbəkraɪm/ (n) illegal activity committed on the Internet

- hacking • identity theft
- illegal downloading of music/films, etc
- online credit card fraud • phishing
- spreading computer viruses

Listening

- 3 Listen to four people who have been victims of cybercrime. Match the people to the crime.

- A phishing
B identity theft
C computer virus
D illegal downloading
E email spam

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Study skills

KWLH

Before reading a text, make a KWLH (know-want-to know-learn-how) chart. This will help you use your prior knowledge, understand the text better and increase your knowledge.

Reading

- 4 Copy the chart below into your notebooks. Read the title of the text and complete the first two rows of the chart.

What I already Know	
What I Want to know	
What I Learnt	
How I can learn more	

Cybercrime Going Crackers!

What would you think if the road signs on the motorway told you that there were zombies ahead or that you were approaching a UFO crossing instead of informing you about the traffic jam you were about to get caught in?

1

Well, this isn't as strange a scenario as it sounds. Both of these messages have been displayed to drivers. In 2009, people in Lubbock, Texas were warned that 'THE BRITISH R COMING' by one of their road signs. Somebody had hacked into the computer system and altered the wording on the road signs. 2 They made mischief by using computer codes written by other people. Their exploits are annoying but don't usually cause too much disruption. However, their big brothers, the crackers, are a different story altogether.

Security crackers are highly intelligent programmers who break into computer systems to cause havoc. They use their knowledge to gain access to systems and infect them. 3 In 2004, one cracker introduced a worm into a number of computer systems and caused disruption on a global scale. In the UK, the Coastguard had to go back to map reading rather than relying on their navigation systems, in Brussels it hit the European Commission headquarters and in Taiwan, more than 400 post office branches had to resort to

5

Match

Read the text. Five sentences have been removed. Complete the gaps (1-5) with one sentence A-F. One sentence is extra.

- A This was the work of relatively harmless geeks known as script buddies.
B Would you think it was just a little joke or something more serious?
C Turning off your computer is not the solution to the problem.
D Attacks like this scare people.
E This is why governments are focusing their attention on strengthening their defences.
F Once a system is infected, all kinds of things can go wrong.

using pen and paper after their computers crashed.

4 Think what might happen if a cracker could disrupt power stations, water supplies or even air traffic control. With so much of our lives organised by computers, an attack could be devastating. The threat from cyber terrorism is very serious and very real. **5** In many cases, they invite computer hackers to try to break into their systems to see where they are weak. A number of private companies also hire hackers for this reason, to identify and protect any point that a criminal might be able to use to gain access. As the threat to national security increases, so does the drive to stop the criminal crackers from getting into the system. Computer whizzes can get paid to hack systems as employees of companies, or do it illegally and risk going to prison.

Challenging Words

zombie, traffic jam, scenario, warn, hack, alter, harmless geek, script buddy, make mischief, exploit, disruption, havoc, gain access, rely on, navigation system, resort to, devastating, strengthen, defences



CRACKING FACTS

- There is a worm that is capable of using your webcam and microphone to watch and listen to you, spying on you whenever you use your computer.
- If you use the same password for lots of sites it makes the job of accessing your online accounts easier for hackers and they can steal your identity without you even knowing.
- A number of viruses are spread as email attachments. If you open the attachment the virus can delete your hard drive and copy your address book so it can send itself to all your friends.
- One virus is designed to note the keys you press on the keyboard. The aim of this virus is to steal people's confidential passwords.


6 Complete the sentences with: *gain, disruption, resorted, spread, access, mischief, navigation, rely*.

- 1 My computer is very old. I can't on it.
- 2 It's easy for hackers to access to a computer system.
- 3 Hackers can easily hijack computers and viruses or attack websites.
- 4 The virus caused to the banking system.
- 5 Some people enjoy making for others on the Internet.
- 6 The hackers blocked the systems so the coastguard couldn't trace where the ship was.
- 7 He couldn't send an email so he to sending a letter instead.
- 8 Each time you your online accounts, change your password.

Writing & Speaking

7 a) Complete the other two rows of the KWLH chart. Compare with your partner.

b) Summarise the text in 80 words.

8 **ICT**  In small groups, find out more information about cybercrime. Make notes, then report your information back to the class.

6f Law Cases

Mark's Blog

Latest Posts

Other Posts

Photos

A So, you thought animals and crime didn't mix? Well, they can actually be more involved than you might think! Parrots often build strong friendships with their owners. That was unfortunate for one gang of burglars, when Jack, a pet shop's resident parrot, in Coventry, UK turned out to be no friend of theirs. One night, the burglars broke into the shop and attempted to steal Jack along with some other animals, but Jack scratched the thieves to pieces and the burglars had to make a quick getaway through the back door. The next morning, pet shop owner Caroline Hobday found Jack on top of his cage squawking loudly. Caroline said that it looked like Jack had spent the rest of the night patrolling and protecting the other animals like a guard dog. She added that she was very proud of him. A policeman later said that they would possibly be able to trace the thieves from DNA samples taken from the blood they left behind. Well, Jack, who's a clever boy then!

Post a comment

B That's quite a story. Well, in Egypt, a hungry donkey was actually sent to prison for stealing sweetcorn from a field! It all started when the owner of an agricultural research institute noticed that he had had some of his crops stolen. The police set up a checkpoint to catch a thief, but caught a donkey munching the corn. While the donkey's owner was given a fine of 50 Egyptian pounds, the donkey itself was sentenced to 24 hours in prison. The donkey refused to comment.

Posted by: Henry 17:30

C That's very funny. Last week I read that a court in Boston, USA, accidentally ordered a cat called Tabby Sal to do jury service! Tabby Sal's owner wrote to the court to explain the mistake. Mrs Esposito said that Sal was a member of the family, so she had put his name down on the last census form under 'pets'. She added that, clearly, there had been a mix-up. However, an official replied that the cat had to attend the court. Mrs Esposito then asked what the cat was supposed to say when the judge asked if the defendant was guilty or not guilty. Miaoow? A verdict was eventually reached and Tabby Sal didn't have to do jury service after all.

Posted by: Andy 20:19

Reading

- 1 The texts in Mark's blog are about strange law cases. Read the **Check these words** box and try to guess what each is about.
 Listen, read and check.

Check these words

- A** parrot, gang of burglars, break into, steal, scratched to pieces, make a quick getaway, squawk, patrol, protect, trace, thieves, DNA samples
B hungry donkey, sent to prison, set up, checkpoint, fine, be sentenced to
C cat, jury service, attend, court, judge, defendant, guilty, not guilty, reach a verdict

- 2 a) Read the texts and match them to the headings. One heading is extra.

- 1 EAT THE EVIDENCE
- 2 CLAW AND ORDER
- 3 MIAOW THE COURT'S DECISION
- 4 HIDE THE STOLEN GOODS

b) Which animal ...

- 1 was told to be somewhere at a particular time?
- 2 possibly helped to identify criminals?
- 3 spent some time in a different kind of cage?
- 4 was punished along with its owner?
- 5 was arrested at the crime scene by the police?

- 3 Fill in: *guilty, getaway, patrol, sentenced, caught, verdict, attempted, checkpoint, breaking into.*

- 1 The police set up a and the criminals before they left the country.
- 2 The robbers made their through the back door.
- 3 Police officers the streets at night.
- 4 The jury took three hours to reach a
- 5 The man to steal the purse.
- 6 The jury found him and him to six months in prison.
- 7 The thief was caught the building.

4 Choose the correct word. Check in your dictionaries.

- 1 Dogs **build/make** strong relationships with their owners.
- 2 The robbers **made/did** a quick getaway through the window.
- 3 Parrots **cry/squawk** loudly.
- 4 They managed to **discover/trace** the burglars from the fingerprints they found on the door.
- 5 Police **build/set** up a checkpoint in an effort to find the robbers.
- 6 He was very hungry so he **munched/crunched** an apple and some sandwiches.

5 Find words/phrases in the text which mean:

Text A: *unlucky, proved to be, entered by force, tried, escape, guarding, find*

Text B: *penalty, said "no", give his opinion*

Text C: *by mistake, charged, official survey, be present, gradually*

What part of speech is each?

6 In pairs write six T/F sentences based on the texts. Swap with your partner and mark your partner's statements T (true) or F (false).

Jack owns a pet shop. F Jack is a parrot.

7 **THINK!** Which story did you find most amusing? Why? In three minutes write a few sentences. Tell the class.

Grammar see pp. 125-127

Reported speech (statements, orders/commands & questions)

8 Find examples of reported speech in the text. Change them into direct speech. What special introductory verbs have been used to introduce the reported sentences?

Special introductory verbs

We can use a variety of other verbs to report a person's words e.g. *promise, offer, remind, agree, warn, explain, refuse.*

*"There's so much graffiti," Ann said. Ann **complained** that there was so much graffiti.*

*"I'll help," Steve said. Steve **offered to** help.*

9 Report the sentences.

- 1 The thieves took my new smartphone," said Tracey. *Tracey said that the thieves ...*
- 2 "You're staying in prison tonight," the judge said.
- 3 "Put your hands up!" the policeman told the man.
- 4 "The jury will reach a verdict," the lawyer said.
- 5 "Don't park in front of the gates!" he said.
- 6 "I locked the back door before I left," Ann said.
- 7 "My dog Paddy is a good guard dog," said Mike.
- 8 "How much did the robbers steal?", Fran asked.
- 9 "Did the vandals cause damage?", Andy asked.
- 10 "What time did the fire start?", Frank asked.
- 11 "Can you phone the police?", Jane asked.
- 12 "Has the murderer been caught yet?", Sam asked.

10 Use the verbs in brackets to report the sentences.

- 1 "Please, please let me go," Ricky said. (**BEGGED**)
- 2 "You broke into Harper's house," she said to the man. (**ACCUSED**)
- 3 "I'll tell the truth," he said. (**PROMISED**)
- 4 "Don't forget to call the police," Ann said to me. (**REMINDED**)
- 5 "I'm sorry I stole your wallet," she said (**APOLOGISED**)
- 6 "I didn't take your camera," he said. (**DENIED**)
- 7 "Let's talk to a lawyer," he said. (**SUGGESTED**)
- 8 "Don't go near this area," he said. (**WARNED**)
- 9 "I took the passport," he said. (**ADMITTED**)
- 10 "Leave or I'll call the police," he said. (**THREATENED**)

Speaking & Writing

- 11 a) **THINK!** Imagine you are the owner of the pet in the first story in the text. Your partner is a radio presenter. Prepare questions and answers and write a short interview. Read it to the class.
- b) Imagine you heard the interview on the radio. Report it to your friend using reported speech.

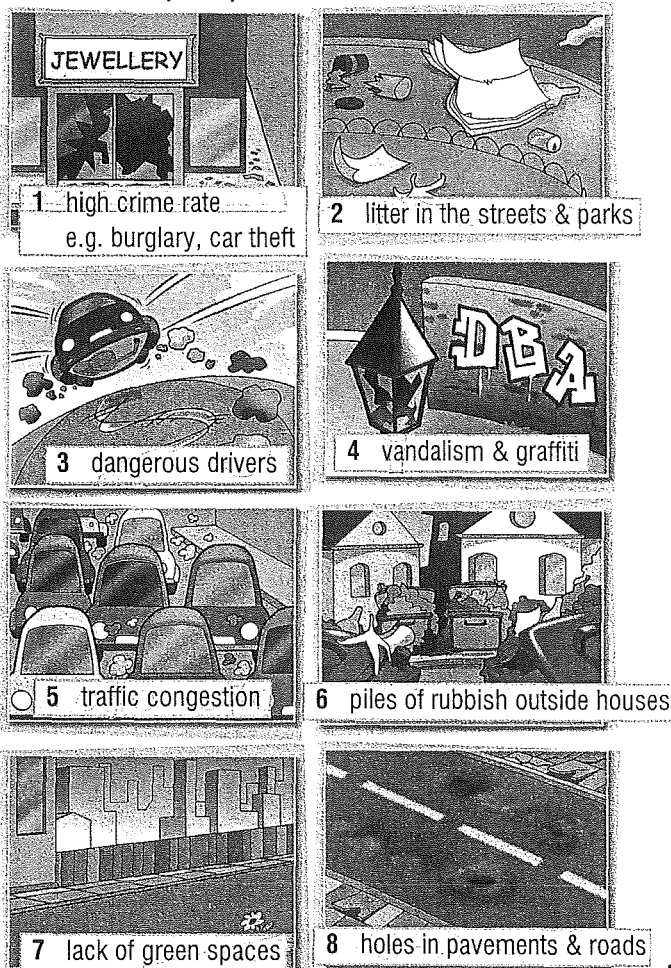
The presenter asked why the thieves had broken into the pet shop. The owner said that ...

6g Skills

Vocabulary

Problems in the community

- 1 a) Listen and say. Which of these problems does your community have? Tell your partner.



In my community there's litter in the streets and parks.

- b) What could the council do about these problems? Use ideas from the list and/or your own ideas and tell the class.

- install more litter bins
- build parks on waste ground
- start Neighbourhood Watch schemes
- collect rubbish more often
- put speed bumps on roads
- organise clean-up days
- make repairs
- improve public transport

If a community has high crime rates, the council should start Neighbourhood Watch schemes.

Listening

- 2 **Matura** You will hear Sam talking about a Neighbourhood Watch scheme. For each question, choose the correct answer A, B or C.

- Sam started the scheme because ...
 - he had recently been burgled.
 - his son asked him to.
 - the police suggested it to him.
- The main aim of Neighbourhood Watch is to ...
 - prevent crime before it happens.
 - catch criminals when the police aren't around.
 - patrol the streets of a neighbourhood.
- Since Sam started Neighbourhood Watch, ...
 - other schemes have been started in different areas.
 - the council have agreed to improve street lighting.
 - there isn't as much crime in the area.
- The first meeting is often held ...
 - in a public place in the neighbourhood.
 - at the local police station.
 - at the home of a group member.
- Finally, Sam suggests that the police ...
 - should encourage more similar schemes.
 - can do a better job if the community helps.
 - aren't doing a good enough job.

Commenting

- 3 Use the prompts to act out exchanges.

- tripped – hole in the pavement – sprained ankle
- got stuck – traffic jam on the high street – an hour
- car – was broken into – stole my CD player
- someone – sprayed graffiti – wall of our house

Commenting

- Oh no! That's terrible!
- You're joking! How awful!
- What a nightmare!
- That's been happening a lot recently. Something should be done!

A: What happened?

B: I tripped because of a hole in the pavement and sprained my ankle this morning.

A: Oh no! That's terrible!

A letter to the editor making suggestions

Writing Tip

A letter to the editor is a formal piece of writing about a matter of public interest often written in response to a report in a newspaper.

- We start the letter with *Dear Sir/Madam* and end with *Yours Faithfully* followed by our full name.
- The **first paragraph** contains our reason for writing as well as our opinion.
- The **second and third paragraphs** contain our suggestions and the possible results/consequences.
- The **fourth paragraph** includes a summary of our opinion or a restatement of it in different words.

We use appropriate linkers to join ideas:

To state our opinion: *In my opinion, ... ; I (strongly) believe that/agree/disagree with ... ; I am (totally) opposed to/in favour of ... ; I think this is a marvellous/terrible idea ...*

To list points: *To start with, First of all/Firstly, What is more, In addition, Furthermore*

To express consequences/results: *In this way, As a result, Consequently*

To conclude: *In summary, To sum up, In conclusion, All in all*

1 Read the extract. What is it about?

Malton Daily 11th May

After years of complaints from residents, the local council has finally decided to renovate the abandoned factory on Willis Lane and the large area around it. The factory needs extensive repair, but the council now hopes to turn it into something that can be enjoyed by local residents.

2 Now read Thomas' letter. What is its purpose? Which paragraph(s) contain(s): Thomas' suggestions & results? his opinion? his reason for writing?

3 Read again and replace the linking words in bold with alternatives from the Writing Tip.

Dear Sir/Madam,

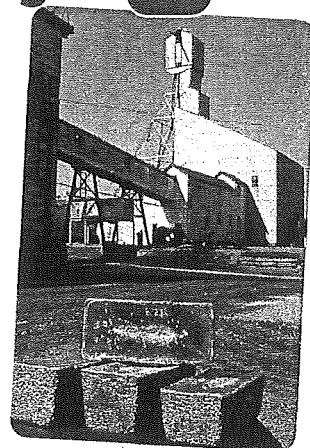
I am writing in response to the article in the Malton Daily on the 11th February about the council's decision to renovate the factory on Willis Lane and the area around it. **In my opinion**, this is a marvellous idea and I have some suggestions about what the council could do with the site.

Firstly, although it needs a lot of work, the factory would be great as a youth centre. A youth centre would provide young people with a place to get together and take part in different activities. **As a result**, they would be off the streets in a safe place doing something enjoyable.

Furthermore, the waste ground around the factory could be turned into attractive parkland. It could have trees, benches and sports facilities such as a football pitch and a basketball court. **Consequently**, members of the community of all ages would have somewhere pleasant to relax, play sport and come together. This would brighten up the area and contribute to a sense of community spirit.

All in all, I **strongly agree with** the decision to renovate the factory and believe that the council should turn it into a youth centre and parkland. I hope my suggestions will be taken into consideration.

Yours faithfully,
Thomas Alden



4 a) Read the rubric, then listen to a man talking on a radio programme about the issue. Make notes on his suggestions.

You read a report in Wednesday's Halford Herald about a recent increase in vandalism and graffiti on the high street. Write a letter to the editor making suggestions about what the police & local council can do to improve the situation (150-200 words).

b) Use your notes and the plan to write your letter.

Plan

Para 1: reason for writing/opinion (*I'm writing in response to..., In my opinion...*)

Para 2: suggestion 1 & results/consequences (*Firstly..., As a result...*)

Para 3: suggestion 2 & results/consequences (*Furthermore..., Consequently...*)

Para 4: summary/restatement of opinion (*All in all..., I think..., I hope my suggestions will be thought of...*)

6i Curricular: Citizenship

**AMNESTY
INTERNATIONAL**



*'It is better to light
a candle than to
curse the darkness.'*

Facts:

- There are 'prisoners of conscience' (people in prison because of their race, religion, beliefs or lifestyle) in 30% of all countries.
- People don't always have freedom of speech in 60% of all countries.
- Unfair trials take place in 35% of all countries.



Amnesty International is an international organisation which fights for human rights across the world and it's working hard to **wipe out** shocking statistics like these.

In 1961, British lawyer Peter Benenson heard the story of two students who had been imprisoned for seven years by a **dictator** for drinking a toast to freedom. Benenson wrote a newspaper article calling for a campaign to protest against people imprisoned all over the world because of their beliefs. The newspaper soon started a year-long campaign. In July 1961, Benenson **founded** Amnesty International. Later that year, on 10th December, Human Rights Day, the very first Amnesty candle, which symbolises hope, was lit in London.

Over the following decades, the organisation grew and grew and by 1970, it had helped gain the release of 2,000 prisoners of conscience. In 1978, Amnesty won the Nobel Peace Prize for '**outstanding** contributions in the field of human rights'.

Amnesty International now has more than 3 million members and supporters in about 150 countries. They carry out their campaigns in a variety of ways; they organise concerts to raise support, they talk with victims, publish reports, and inform the media about human rights abuses. From the beginning, though, it's their letter-writing campaigns that have been one of the most important parts of their work. They encourage their members to send short, polite letters to governments when someone's rights are being **abused**.

Apart from continuing to fight for the freedom of prisoners of conscience, some of Amnesty's other projects include fighting against the use of child soldiers in war-torn countries and improving living conditions for people living in extreme poverty. Amnesty never stops trying to make the world a fairer place.

Check these words

candle, curse, race, have the right, unfair, trial, human rights, wipe out, (be) imprisoned, dictator, drink a toast, campaign, release, outstanding contribution, raise support, human rights abuse, soldier, war-torn, poverty

- 1 What is Amnesty International? What is the aim of this organisation? What do you think the logo symbolises?

🔊 Listen, read and check.

- 2 Read again and complete the sentences.

- 1 The main aim of Amnesty International is to fight for people's
- 2 It was all started by in
- 3 By 1970, were no longer in prison because of Amnesty's work.
- 4 The main way that Amnesty campaigns is through
- 5 Amnesty International also fights

- 3 Match the words in bold with their meanings: *a leader of a country with complete power, got started, excellent, destroy, denied.*

- 4 Make notes on the text under the headings. Then use your notes to give your partner a short summary of the text.

how Amnesty International began

aims & beliefs

action Amnesty International takes

- 5 **ICT** Find out some more facts about Amnesty International. Present them to the class.

- 6 **THINK!** In three minutes write a few reasons why someone should join Amnesty International. Tell your partner. Draw a picture to prepare a poster for Amnesty International.

Language in Use 6

Phrasal verbs/Prepositions

1 Choose the correct particle.

run away: escape

run out (of): use all of sth

run into: meet by accident

set off: start a journey, firework, etc.

set up: arrange sth; start a business, organisation, etc.

wear off: no longer have an effect, gradually disappear

wear out: become thin or weak & unable to be used any more

work on: study, research or develop sth

work out: 1) take some exercise, 2) solve sth

- 1 We've just set **off/up** a Neighbourhood Watch scheme in our neighbourhood.
- 2 Expert hackers can work **out/on** a password very easily.
- 3 I ran **into/out** John on the high street today.
- 4 I need a new pair of jeans – my old ones have nearly worn **off/out**.
- 5 Ann works **on/out** for an hour every day at the gym.
- 6 The boy threw a stone at the window and then ran **away/into**.

2 Choose the correct preposition.

- 1 Crime in the city is increasing **at/to** an alarming rate.
- 2 The hacker got the password **for/in** record time.
- 3 I've replaced my old password **with/for** a more difficult one.
- 4 Martin Luther King's protests resulted **to/in** a ban on black and white segregation.
- 5 The robbers will appear **to/in** court tomorrow.

Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

Word Formation – Prefixes

Prefixes are added at the beginning of words to make new words. We use: re- (= again) (*write* – **rewrite**), super- (big/more) (*market* – **supermarket**), multi- (= many) (*vitamins* – **multivitamins**), over- (= too much) (*eat* – **overeat**), under- (= not enough) (*value* – **undervalue**) and pre- (= before) (*book* – **prebook**) to make new words using prefixes.

- 1 The (**national**) company had its website hacked into.
- 2 Foxton council wants to (**design**) the city centre to make it a car free area.
- 3 The river (**flow**) and flooded the nearby village.
- 4 We shouldn't (**estimate**) non-violent protest – it can achieve a lot.
- 5 Ken wanted to (**pay**) his electricity bill before going on holiday.
- 6 Batman is a (**hero**) who fights crime by night.

Collocations

4 Fill in: robbery, power, computer, traffic, community, theft, hard, online, raise, open.

- | | |
|------------------|----------------|
| 1 identity | 7 to |
| 2 armed | support |
| 3 stations | 8 to |
| 4 accounts | an attachment |
| 5 system | 9 jam |
| 6 service | 10 drive |



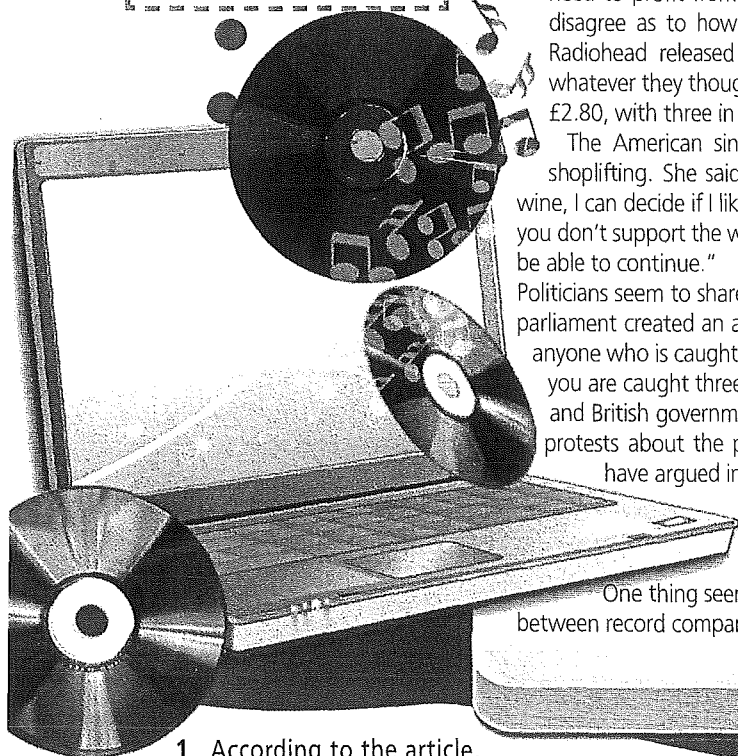
Mark the sentences *T* (true) or *F* (false). Read through Module 6 and write a quiz of your own.

- | | |
|---|--|
| 1 Banksy is a guerrilla gardener. | 4 Martin Luther King Day is in January. |
| 2 Forensic scientists usually solve crimes very fast. | 5 Crackers break into computer systems. |
| 3 African Americans didn't use to be allowed to sit at the front of buses. | 6 Human Rights Day is on 1st December. |
| | 7 A donkey in Egypt was sentenced to one day in prison. |
| | 8 Graffiti knitting was started in Germany. |

Rozumienie tekstów pisaných (Wybór wielokrotny)

Matura Przeczytaj
tekst.

Z podanych możliwości
odpowiedzi (1–6) wybierz
właściwą, zgodną
z treścią tekstu. Zakreśl
literę A, B, C lub D.



DOWNLOAD NOW? THINK TWICE

The music industry is recovering from years of falling sales when CDs were replaced by MP3s. Thanks to legal downloading, UK music sales rose from £101.5 million in 2008 to around £154 million in 2010. However, the industry still has a big problem. More than three quarters of music downloaded in Britain today is obtained illegally – £218 million worth, in fact. So, now, faced with a whole generation of young people who have only ever downloaded music, how can the authorities persuade people that music should be paid for?

The record companies argue that for good music to survive, the writers and performers need to profit from their work. However, it seems the public and the record companies disagree as to how much income the artists and record companies deserve. The band Radiohead released their album *In Rainbows* online in 2008 and invited fans to pay whatever they thought it was worth rather than a set price. The average price paid was just £2.80, with three in five people paying nothing at all.

The American singer Tori Amos likens downloading music without paying for it to shoplifting. She said in 2009: "Listening to a song is like a wine-tasting. I can taste the wine, I can decide if I like it or not ... but you don't then take a bottle and put it in your bag. If you don't support the wine producers you like, or the artists you like, then they're not going to be able to continue."

Politicians seem to share Amos's opinion that illegal downloading is theft. In 2009, the French parliament created an agency to monitor illegal file sharing. It also passed a law under which anyone who is caught sharing copyrighted material such as music receives a warning letter. If you are caught three times, you are cut off from the Internet. The Australian, New Zealand and British governments have announced plans for similar legislation, but there have been protests about the proposals in all those countries. Two British Internet service providers have argued in court that they are not responsible for the traffic on their services and it's unfair to expect them to take action against people who download illegally. In Ireland, meanwhile, a judge has ruled that people who download music illegally cannot be cut off from the Internet.

One thing seems certain – there will be plenty more debate until harmony is restored between record companies, governments, performers and music fans.

- 1 According to the article, the UK music industry's main problem is that
 - A young people have never paid for music.
 - B most music is now downloaded illegally.
 - C people have stopped buying CDs.
 - D it doesn't make enough money.
- 2 Radiohead's experiment suggested most music fans want music on the Internet to be
 - A free.
 - B cheap.
 - C legal.
 - D profitable.
- 3 Tori Amos thinks people should be able to
 - A tell musicians what they think of their music.
 - B have music sharing parties.
 - C decide how much music to download free of charge.
 - D sample only a small amount of music without paying for it.
- 4 The French created a law with the aim of
 - A counting the number of people downloading music illegally.
 - B following a suggestion by Tori Amos.
 - C making people want to download music legally.
 - D destroying illegal files online.
- 5 In Britain, Internet service providers have said they
 - A support the government's efforts to stop illegal downloads.
 - B cannot stop illegal downloads.
 - C don't want to stop illegal downloads.
 - D don't agree with the government's solution.
- 6 The writer thinks resolving the issue is
 - A important.
 - B simple.
 - C difficult.
 - D impossible.

Rozumienie ze słuchu (Dobieranie)

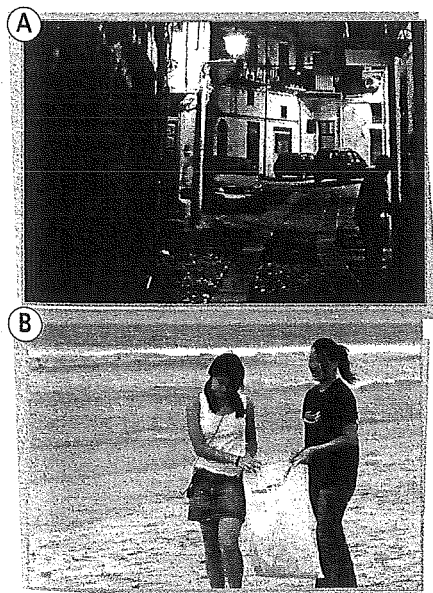
- 2 **Matura** Usłyszysz dwukrotnie wypowiedzi pięciu osób. Przyporządkuj je do zdań, które najlepiej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–F) w kratki (1–5). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A An Encounter with a Pickpocket
B Mugged for £60
C A Vandal
D A Break-In at Night
E Speeding Isn't Worth it
F Shoplifting is a Crime

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Mówienie (Opis ilustracji)

- 3 a) Listen to someone describing a picture. Which of the two does he describe? Is his description accurate?



- b) **Matura** Opisz drugie zdjęcie i odpowiedz na pytania.

- How do you think they feel?
- Do you participate in recycling projects?
- How could you help make your area a nicer place to live in?

Stosowanie struktur leksykalno-gramatycznych

(Transformacje ze słowem kluczem)

- 4 **Matura** Wykorzystując wyrazy napisane wielkimi literami, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów.

- "Why don't you report the burglary?" he said.
SUGGESTED He the burglary.
- The door was opened with a knife.
USED A knife the door.
- "I didn't exceed the speed limit," he said.
DENIED He the speed limit.
- A pickpocket stole my wallet.
HAD I a pickpocket.
- "John took my jacket," he said.
TAKING He his jacket.

(Słowotwórstwo)

- 5 **Matura** Uzupełnij poniższy tekst. W luki (1–5) wpisz wyrazy utworzone od słów znajdujących się w nawiasach, tak aby tekst był logiczny i poprawny gramatycznie.

We've all seen heroes from 1) (ACT) films fight off gangs of bad guys, and many of us have seen similar acts of 2) (BRAVE) in the real world. But the story of 70-year-old Ann Timson is one of a kind! One afternoon Mrs Timson was in Northampton town centre with a friend. Suddenly, she saw six men trying to break into a jewellery shop. Mrs Timson, wearing a long red coat (although a long red superman cape might have been more 3) (SUIT), ran towards the criminals and started hitting them with her handbag. The men tried to escape on their scooters but Mrs Timmons managed to hit one of them so hard that he fell to the ground. Other bystanders 4) (EVENT) ran to help. Due to Mrs Timson's 5) (HERO) courage, the men were arrested and nothing was stolen.

Wypowiedź pisemna (Rozprawka wyrażająca sugestie)

- 6 Read the rubric.
Listen to two people discussing the topic and make notes of their suggestions and possible results. Use your notes to write your essay.

Matura Wzięłeś/Wzięłaś udział w dyskusji klasowej na temat sposobów poprawy bezpieczeństwa na osiedlach w Twoim mieście. Napisz rozprawkę (200–250 słów), w której przedstawiś swoje sugestie.

6 Revision

1 Fill in: *dangerous, evidence, brighten up, rights, arrested, speeding, lawyer, fake, protest, private detective*.

- 1 The robber refused to answer the policeman's questions until his arrived.
- 2 Amnesty International fights for people's human
- 3 Jane got a fine for on the motorway.
- 4 The policeman the graffiti artist and took him to the police station.
- 5 The council have been planting a lot of flowers to try to the town.
- 6 John has hired a(n) to find out where his brother is.
- 7 He was sentenced to two years in prison for driving.
- 8 Forensic scientists analyse found at a crime scene such as blood, hair and saliva.
- 9 There's going to be a against unemployment on Station Street at 3 pm.
- 10 The shop assistant told Tim that he couldn't accept the £20 note as it was

10x2=20 marks

2 Complete the sentences with the correct passive form of the verb in brackets.

- 1 Martin Luther King (assassinate) on 4th April, 1968.
- 2 An electron microscope (use) to examine things the eye can't see.
- 3 In the future, crime (fight) in different ways.
- 4 Your laptop (can/protect) with antivirus software.
- 5 Unfortunately, the bank robbers (not catch) yet.

5x2=10 marks

3 Rewrite the direct speech as reported speech.

- 1 "The mugger was sentenced to six months in prison," said Alex.
- 2 "Step out of your car," the policeman ordered the driver.
- 3 "Is there a Wi-Fi hotspot nearby?" Beth asked me.
- 4 "Everyone has the right to freedom of speech," said the protester.
- 5 "Did anyone disturb the evidence?" asked the forensic scientist.

5x2=10 marks

4 Match the exchanges.

- | | |
|---|---|
| 1 | Thank you for your time. |
| 2 | Is there anything else you can tell us? |
| 3 | What happened next? |
| 4 | My car has just been broken into! |
| 5 | Can you tell me what you saw? |

- A The thieves drove away.
- B You're joking? How awful!
- C I don't think so.
- D Two men were mugging another man.
- E You're welcome.

5x4=20 marks

5 Rewrite the sentences using the causative.

- 1 John's car was stolen last night.
.....
- 2 Jane will put a new lock on the door tomorrow.
.....
- 3 A thief is picking that man's pocket!
.....
- 4 Burglars broke into our house.
.....
- 5 Someone has vandalised the mayor's statue.
.....

5x4=20 marks

6 You recently read a newspaper article about not having enough green spaces in your town. Write a letter to the editor giving suggestions about what could be done to improve the situation (150-200 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about street art _____
- talk and write about jobs related to crime _____
- give a witness statement _____
- talk and write about cybercrime _____
- report what people said _____
- talk about neighbourhood problems _____
- write a letter to the editor _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

MODULE 1

Adverbs

Form

- We usually form **adverbs** by adding **-ly** to the adjective.
beautiful – beautifully
- When the adjective ends with a **consonant + y**, we drop the **-y** and add **-ily** to form the adverb. *lucky – luckily*
- When the adjective ends in **-le** we drop the **-e** and add **-y**.
simple – simply
- Some adverbs have the same form as their adjectives.
long → long, fast → fast, hard → hard, early → early, late → late
Note: *good → well*

Use

Adverbs usually describe verbs. *He walks slowly.*

Adverbs can **show manner (how)**, **place (where)**, **time (when)** and **frequency (how often)**. Adverbs usually **go after verbs**.

He speaks loudly. (How does he speak? Loudly. – manner)

He went upstairs. (Where did he go? Upstairs. – place)

She left early. (When did she leave? Early. – time)

He visits us every week. (How often does he visit us? Every week. – frequency)

Present simple – Present continuous

Use

We use the **present simple** for:

- permanent states. *John lives in Russia.*
- daily routines. *He works from 10 to 6 every day.*
- repeated actions. *He usually plays golf at the weekends.*

We use the **present continuous** for:

- actions happening now, at the time of speaking.
Tony is watching TV right now.
- actions happening not necessarily now, but around the time of speaking. *Laura is looking for a new job these days.*

The following verbs do not usually have a present continuous form.

have (=possess), **like**, **love**, **want**, **know**, **live**, **remember**, **understand**, **believe**, **need**, **see**, **smell**, etc.

I need a pen. (NOT: *I'm needing a pen.*)

I have a car. (NOT: *I'm having a car.*)

BUT *I'm having breakfast now.* (= I'm eating)

Stative verbs

Stative verbs are verbs which describe a state rather than an action and do not usually have a continuous form.

These are:

- verbs of the **senses** (**appear**, **feel**, **hear**, **look**, **see**, **smell**, **sound**, **taste**, etc). *She sounds worried.*
- verbs of **perception** (**believe**, **forget**, **know**, **understand**, etc). *I don't believe what you're telling me.*
- verbs which express **feelings** and **emotions** (**desire**, **enjoy**, **hate**, **like**, **love**, **prefer**, **want**, etc). *I hate dancing.*

- other verbs: **belong**, **contain**, **cost**, **fit**, **have**, **keep**, **need**, **owe**, **own**, etc. *This bag costs 75 pounds.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think it's good.</i> (= I believe)	<i>I am thinking of buying a car.</i> (= am considering)
<i>He has a motorbike.</i> (= own, possess)	<i>I am having lunch.</i> (= eating) <i>He is having a bath.</i> (= taking)
<i>You can see the park from my room.</i> (= it is visible) <i>I see what the problem is.</i> (= understand)	<i>He's seeing his friends tomorrow.</i> (= meeting)
<i>This pie tastes very good.</i> (= it is/has the flavour of)	<i>Ken is tasting the soup to see if it has enough salt.</i> (= is trying)
<i>The roses smell great.</i> (= have the aroma)	<i>The dog is smelling the bushes.</i> (= is sniffing)
<i>He appears to be upset.</i> (= seems to)	<i>Rihanna is appearing in Madrid this week.</i> (= is performing)
<i>The jacket fits him well.</i> (= it's the right size)	<i>They are fitting new windows in their house.</i> (= are installing)

Note: The verb **enjoy** can be used in **continuous tenses** to express a **specific preference**.

I really enjoy dancing. (general preference)

BUT *I'm enjoying a quiet afternoon at home.* (specific preference)

The verbs **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

I feel hungry. = *I am feeling hungry.*

Comparisons

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with the others of the same group. We often use **than** after a comparative.
Chris is taller than John.
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places.
Anne is the oldest of the three children.
Pedro is the best student in the class.

Formation of comparatives and superlatives of adjectives and adverbs

- With one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
cold – colder – the coldest
Note: For one-syllable adjectives ending in **vowel + consonant**, we double the consonant.
thin – thinner – the thinnest
- With two-syllable adjectives, we form the comparative with **more + adjective** and the superlative with **most + adjective**.

Grammar Reference

Note: For two-syllable adjectives ending in **consonant + -y**, we replace **-y** with **-i** and add **-er/-est**.

busy – busier – the busiest

- With adjectives having more than two syllables, comparatives and superlatives are formed with **more/the most**. *exciting – more exciting – the most exciting*

Note: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more/the most**. *quiet – quieter/more quiet – the quietest/the most quiet*

- With adverbs that have the same form as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add **-er/-est**. *hard – harder – the hardest*

Note: Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **the most** in the superlative form. *quickly – more quickly – the most quickly*

Irregular forms		
Positive	Comparative	Superlative
good/well	better	best
much/many/a lot of	more	most
far	farther/further	farthest/furthest
bad/badly	worse	worst
little	less	least

Note: We can use **elder/eldest** for people in the same family. *His elder/eldest brother is an actor.*

Study the examples:

- very + adjective/adverb:** *Diego is a very nice person.*
- much + comparative form of adjective/adverb:** *Your hair looks much better now that you've cut it.*
- (not) as + adjective/adverb + as:** *David is as old as Carl. Tom isn't as polite as his sister.*
- comparative + comparative:** *The weather is getting colder and colder.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *I feel a bit better today.*
- by far + superlative form of adjective/adverb:** *This is by far the best meal you've ever cooked.*

-ing form

The **-ing** form is used:

- as a **noun**. *Drinking milk is very good for your bones.*
- after certain verbs: *admit, appreciate, avoid, consider, continue, deny, fancy, go* (for activities), *imagine, mind, miss, quit, save, suggest, practise, prevent*. *I suggest eating out tonight.*
- after *love, like, enjoy, prefer, dislike, hate* to express general preference. *I love watching old films.* **BUT** for a specific preference (*would like/would prefer/would love*) we use **to-infinitive**.
- after expressions such as: *be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble*, etc. *Jane is busy cooking dinner.*

- after *spend, waste* or *lose* (time, money, etc). *Don't waste time trying to fix this.*
- after the preposition **to** with verbs and expressions such as: *look forward to, be used to, in addition to, object to, prefer* (doing sth to doing sth else). *He isn't used to getting up early.*
- after other prepositions. *John is good at fixing computers.*

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's saving money to buy a car.*
- after certain verbs that refer to the future (*agree, appear, decide, expect, hope, plan, promise, refuse*, etc). *I promise to return the money soon.*
- after *would like, would prefer, would love*, etc to express a specific preference. *I would love to go to the theatre tonight.*
- after adjectives which describe feelings/emotions (*happy, glad, sad*, etc), express willingness/unwillingness (*eager, reluctant, willing*, etc) or refer to a person's character (*clever, kind*, etc); and the adjectives *lucky* and *fortunate*. *He's always eager to help out.*
- after *too/enough*. *It is too cold to go swimming.*
- in the expressions *to tell you the truth, to be honest, to sum up, to begin with*, etc. *To tell you the truth, I didn't really think they'd win.*

TENSES OF INFINITIVE		
	Active voice	Passive voice
Present	(to) play	(to) be played
Present Cont.	(to) be playing	–
Perfect	(to) have played	(to) have been played
Perfect Cont.	(to) have been playing	–

present simple/will → **present infinitive**

present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect → **perfect infinitive**

past continuous/present perfect continuous/past perfect continuous → **present perfect continuous**

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *He should see a doctor.*
- after the verbs *let, make, see, hear* and *feel*. *They made him pay extra.* **BUT** we use the **to-infinitive** after *be made, be heard, be seen*, etc (passive form). *He was made to pay extra.*
- after *had better* and *would rather*. *You had better book early.*
- help* can be followed by the **to-infinitive** or the **infinitive without to**. *I helped her (to) move the sofa.*

Grammar Reference

Difference in meaning between the **to-infinitive** and **-ing** form

Some verbs can take either the **to-infinitive** or the **-ing** form with a change in meaning.

- **forget + to-infinitive = not remember**
He forgot to take his wallet with him.
- **forget + -ing form = not recall**
I'll never forget skiing down the Alps.
- **remember + to-infinitive = not forget**
Did you remember to wish Sue a happy birthday?
- **remember + -ing form = recall**
I remember going bungee jumping for the first time.
- **mean + to-infinitive = intend to**
I didn't mean to hurt her feelings.
- **mean + -ing form = involve**
If we go there by car, it will mean spending a lot on petrol.
- **regret + to-infinitive = be sorry to** (normally used in the present simple with verbs such as **say, tell, inform**)
I regret to inform you that your flight is delayed.
- **regret + -ing form = feel sorry about**
I regret spending so much money.
- **try + to-infinitive = attempt, do one's best**
I tried to open the drawer but it was stuck.
- **try + -ing form = do something as an experiment**
He should try cutting down on fatty foods.
- **stop + to-infinitive = stop temporarily in order to do something else**
On our way to the beach, we stopped to take some photos.
- **stop + -ing form = finish doing something**
He stopped talking when the teacher walked in.

MODULE 2

Past continuous

Form

We form the **past continuous** with **was/were** (past simple of the verb 'to be') and the **base form of the main verb + -ing**.

AFFIRMATIVE	I was standing, you were standing, he was standing, etc.
NEGATIVE	I wasn't standing, you weren't standing, he wasn't standing, etc.
INTERROGATIVE	Was I standing?, Were you standing?, Was he standing?, etc.
SHORT ANSWERS	Yes , I/he/she/it was . Yes , you/we/they were . No , I/he/she/it wasn't . No , you/we/they weren't .

We use the **past continuous** for:

- two or more actions **happening at the same time in the past**. *I was reading a book while John was watching television.*

- an action which was **in progress when another action interrupted it**. We use the past continuous for the action in progress (longer action) and the past simple for the action that interrupted it (shorter action). *She was leaving the house when the telephone rang.*
- an action **in progress at a stated time in the past**. *Jane was watching television at 8 o'clock last night.*
- background information in a story. *It was snowing heavily when Tom left home yesterday morning.*

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

Past simple

AFFIRMATIVE	INTERROGATIVE
I walked/went.	Did I walk/go?
You walked/went.	Did you walk/go?
He walked/went.	Did he walk/go?
She walked/went.	Did she walk/go?
It walked/went.	Did it walk/go?
We walked/went.	Did we walk/go?
You walked/went.	Did you walk/go?
They walked/went.	Did they walk/go?

NEGATIVE	
Full Form	Short Form
I did not walk/go.	I didn't walk/go.
You did not walk/go.	You didn't walk/go.
He did not walk/go.	He didn't walk/go.
She did not walk/go.	She didn't walk/go.
It did not walk/go.	It didn't walk/go.
We did not walk/go.	We didn't walk/go.
You did not walk/go.	You didn't walk/go.
They did not walk/go.	They didn't walk/go.

SHORT ANSWERS	
Did I/you/he etc walk/go?	Yes , I/you/he etc did . No , I/you/he etc didn't .

Form

Affirmative

- We form the affirmative of most regular verbs by adding **-ed** to the base form of the verb. *I play - I played*
- Other verbs have irregular affirmative forms. (see list of irregular verbs) *I come - I came*

Interrogative

- We form questions with **did** + **subject personal pronoun + base form of the verb**.
Did you play golf yesterday? Did you go to the cinema yesterday?

Negative

- We form negations with **didn't** + **base form of the verb**.
I didn't watch a film on TV yesterday. She didn't sleep well last night.

Grammar Reference

- We form **affirmative** short answers with **did** and **negative** short answers with **didn't**.
"Did you call him?" "Yes, I did."
"Did you go shopping?" "No, I didn't."

Spelling: affirmative of regular verbs

- We add **-d** to verbs ending in **-e**. *I move - I moved*
- Verbs ending in **consonant + y** drop the **-y** and add **-ied**.
I try - I tried
- Verbs ending in one stressed vowel between two **consonants** double the last consonant and take **-ed**.
I drop - I dropped

Use

We use the **past simple** for:

- actions** which **started and ended in the past**.
I met Kobe Bryant and he gave me his jersey.
- actions** which happened **at a specific time in the past**.
The time is either mentioned or implied.
He moved to the US from England in 2003.
Beethoven composed a number of symphonies and concerts.

Note: **When/While/As + past continuous** (longer action)
When + past simple (shorter action)

Past continuous vs Past simple

Past Continuous

We use the **past continuous**:

- for an action which **was in progress at a stated time in the past**. We do not mention when the action started or finished.
At eleven o'clock last night we were watching a film. (We don't know when the film started or finished.)
- for an action which was **in progress when another action interrupted it**. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action).
She was cooking dinner when the phone rang.
- for two or more simultaneous past actions.
She was talking on the phone while he was having a shower.
- to describe the atmosphere, the setting, etc in the introduction to a story, before we describe the main events.
Alex was driving to work. It was raining heavily.

Past Simple

We use the **past simple**:

- for an action which happened **at a definite time in the past**. The time is stated, already known or implied.
They travelled to India last summer. (When? Last summer. The time is stated.)
They had a great time. (The time is already known.)
- for actions which happened **immediately one after the other in the past**.
First, he had a shower. Then he had breakfast.
- for **past habits or states which are now finished**. In such cases we can also use the expression **used to**.
Paul walked/used to walk to school every day last year.

Used to

- We use **used to** or the **past simple** to talk about past habits or things that do not happen/exist anymore. It has the same form in all persons (**used**) and it is followed by the infinitive. *I used to play/played the guitar in a band.* (I don't play the guitar in a band anymore.)
- We form questions and the negative with the auxiliary verb **did/did not (didn't)**, the subject and the verb **use** without **-d**.
Did you use to go to the cinema very often?
Robert didn't use to eat junk food.
- We use the **past simple** for an action which happened at a specific time in the past.
He went to Paris last month. (NOT: *He used to go to Paris last month.*)

Used to/Past simple

- We use **used to + infinitive** to refer to past habits or states. In such cases, **used to** can be replaced by the **past simple** with no difference in meaning.
She used to go/went to work by bus. (She doesn't anymore.)
- We use the **past simple**, and **not used to**, for actions which happened at a definite time in the past. *He went to a rock concert last week.* (NOT: *He used to go to a rock concert last week.*)

Past perfect

Form: subject + **had** + past participle

AFFIRMATIVE		NEGATIVE	
I/You/He etc had played.		I/You/He etc had not/hadn't played.	
INTERROGATIVE		SHORT ANSWERS	
Had I/you/he etc played?		Yes, I/you/he etc had. No, I/you/he etc hadn't.	

We use the **past perfect**:

- for an action which **finished before another past action or before a stated time in the past**. *All the guests had left when she arrived at the party.* (past perfect: **had left** before another past action: **arrived**) *Tom had finished his work by noon.* (before stated time in the past: **by noon**)
- for an action which **finished in the past and whose result was visible at a later point in the past**. *She had passed her test and she was really happy.*

Time expressions used with the past perfect: before, after, already, just, for, since, till/until, when, by the time, never etc.

Past perfect continuous

Form: subject + **had + been + main verb -ing**

AFFIRMATIVE

I/You/He/She/It/We/They **had been running.**

NEGATIVE

I/You/He/She/It/We/They **had not/hadn't been running.**

INTERROGATIVE

Had I/you/he etc
been running?

SHORT ANSWERS

Yes, I/you/he/she/it/we/they **had.**
No, I/you/he/she/it/we/they **hadn't.**

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past before another action or stated time in the past, usually with **for** or **since**.
*I **had been watching** TV for an hour when I remembered I had forgotten to call my friend.*
- for an action which lasted for some time in the past and whose result was visible in the past. *Sharon was very tired because she **had been painting** her room all day.*

Time expressions used with the **past perfect continuous**:
for, since, how long, before, until etc.

MODULE 3

Will (future simple)

AFFIRMATIVE

Long Form

I **will** play.
You **will** play.
He **will** play.
She **will** play.
It **will** play.
We **will** play.
You **will** play.
They **will** play.

Short Form

I'll play.
You'll play.
He'll play.
She'll play.
It'll play.
We'll play.
You'll play.
They'll play.

INTERROGATIVE

Will I play?
Will you play?
Will he play?
Will she play?
Will it play?
Will we play?
Will you play?
Will they play?

NEGATIVE

Long Form

I **will not** play.
You **will not** play.
He **will not** play.
She **will not** play.
It **will not** play.
We **will not** play.
You **will not** play.
They **will not** play.

Short Form

I **won't** play.
You **won't** play.
He **won't** play.
She **won't** play.
It **won't** play.
We **won't** play.
You **won't** play.
They **won't** play.

SHORT ANSWERS

Will I/you/he etc play?

Yes, I/you/he etc **will.**
No, I/you/he etc **won't.**

Form

- We form the **simple future** with **will** and the base form of the verb. *He **will travel** abroad.*
- We form questions by putting **will** before the subject. ***Will he** travel abroad? **Will they** visit the museum?*
- We form negations by putting **not** after **will**.
*They **will not/won't** visit the museum.*

Use

We use **will**:

- to make **predictions based on what we believe or think**. We usually use **will** with *I think, I hope, I believe, I expect, probably* and *perhaps*.
*I **expect** he'll be here at 10 o'clock tomorrow morning.*
- to make **on-the-spot decisions**.
*This dress is beautiful. I'll **buy** it.*
- for **promises** (usually with the verbs *promise/swear* etc) *I **promise** I **won't** be late., **threats** Don't do this again or I'll **leave**., **warnings** Get down from the tree or you'll **fall!**, **hopes** I **hope** I'll **see** you soon., **offers** I'll **carry** the bags for you.*
- to give information about the future.
*When we go to Athens, we'll **visit** the Acropolis.*

Be going to

Form: subject + verb **to be** (am/is/are) + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am	} going to leave.
	He/She/It is	
	We/You/They are	
NEGATIVE	I am not	} going to leave.
	He/She/It is not	
	We/You/They are not	
INTERROGATIVE	Am I	} going to leave?
	Is he/she/it	
	Are we/you/they	
SHORT ANSWERS	Yes, I am./No, I'm not.	
	Yes, he/she/it is./No, he/she/it isn't.	
	Yes, we/you/they are.	
	No, we/you/they aren't.	

Use

We use **be going to**:

- to talk about our **future plans and intentions**. *Kim is **going to start** her new job soon. (She's planning to ...)*
- to make **predictions based on what we see or know**.
*Look out! You're **going to drive** into that tree.*
- to talk about **things we are sure about** or we have **already decided to do** in the near future. *Dylan is **going to travel** to China. (He has already decided to do this.)*

Present simple/Present continuous (future meaning)

- We can use the **present simple** to talk about **timetables** or **programmes**. *The last bus **leaves** at 9:00 pm.*
- We use the **present continuous** for **fixed arrangements** in the future. *We're **having** dinner at an Italian restaurant tonight. I **booked** a table yesterday.*

Grammar Reference

Clauses of time

- **Clauses of time** are introduced by: **after, as, as long as, as soon as, before, by the time**, (= before, not later than), **every time, immediately, just as, once, the moment (that), until/till**, (= up to the time when), **when, while**, etc. They waited for three hours **before** their plane took off.
- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form too. We don't use **will/would** in a clause of time. *I'll help you as soon as I finish my work.* (NOT: *as soon as I will finish*)
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used. **When you get home, call Mr Smith.** **BUT** *Call Mr Smith when you get home.*

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result). When the **if-clause** comes before the main clause, the two clauses are separated with a comma. When the main clause comes before the **if-clause**, then no comma is necessary.

If you don't leave now, you'll miss the bus.
You'll miss the bus if you don't leave now.

Conditional type 0

Form

IF-CLAUSE	MAIN-CLAUSE
If + present simple	→ present simple
<i>If the temperature drops below 0°C,</i>	<i>→ water freezes.</i>

Use

We use the **conditional type 0** to say something which is always true (law of nature) or to talk about something that always happens as a result of something else. We can use **when** instead of **if**.

If/When you heat water to 100°C, it boils. (law of nature)
I get seasick when I travel by boat. (always happens)

Conditional type 1

Form

IF-CLAUSE	MAIN-CLAUSE
If + present simple	→ will/can/must etc + bare infinitive or imperative
<i>If you study hard, you'll pass the exam.</i>	
<i>If you don't like it, don't eat it.</i>	

Use

- We use the **conditional type 1** to talk about a **real or very probable situation in the present or future**.
- We can use **unless** instead of **if ... not** in the **if-clause**. The verb is always in the affirmative after **unless**.
If you don't do your homework, you'll be in trouble.
Unless you do your homework, you'll be in trouble.

Conditional type 2

Form

IF-CLAUSE	MAIN-CLAUSE
If + past simple	→ would + bare infinitive
<i>If I had more money, I would travel the world.</i> (But I don't have more money. – untrue in the present)	
<i>If I were you, I would ask for help.</i> (advice)	

Use

- We use the **conditional type 2** to talk about an imaginary situation, unreal in the present or future. It is also used to give advice.
- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If Tony was/were here, he would help us.*

Conditional type 3

Form

IF-CLAUSE	MAIN-CLAUSE
If + past perfect	→ would have + past participle
<i>If he had left earlier, he would have caught his flight.</i> (But he didn't.)	
<i>If you had studied harder, you wouldn't have failed the exam.</i> (criticism)	

Use

We use the conditional type 3 to talk about an imaginary situation in the past. It is also used to express regret or criticism.

Wishes

We can use **wish/if only** to express a wish.

FORM		USE
+ past simple	<i>I wish I was/were at home now.</i> (But I'm not.) <i>I wish my tooth didn't hurt.</i> (But my tooth hurts.)	to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I had called him earlier.</i> (But I didn't.) <i>If only they hadn't broken up.</i> (But they did.)	to express regret about something which happened or didn't happen in the past

If only is used in exactly the same way as **wish** but it is more emphatic or more dramatic. We can use **were** instead of **was** after **wish** and **if only**. *I wish I were/was on holiday now.*

MODULE 4

Modals

Can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take **-s, -ing** or **-ed** suffixes.
- are followed by the **bare infinitive** (infinitive without **to**).

Grammar Reference

- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a present bare infinitive, they refer to an incomplete action or state (i.e. present or future). *We **should** send them a gift for their wedding.* When followed by a perfect bare infinitive, they refer to a complete action or state. *We **should have sent** them a gift when they got married.*

Obligation/Duty/Necessity (**must, have to, should/ought to**)

- **Must** expresses duty/strong obligation to do sth and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *If your licence expires, you **must** renew it. My room is a mess. I **must** tidy it.* (It is your duty./You are obliged to do sth.)
- **Have to** expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Our teacher says we **have to** finish the report by Friday.* (It's necessary.)
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express duty, weak obligation. *You **should** send him a thank-you letter for all his help.* (It's your duty. – less emphatic than **must**)

Absence of necessity (**don't have to/don't need to, needn't**)

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. *She **doesn't have to** book the tickets in advance. You **don't need to** bring anything to the party. I **needn't** take the dog for a walk again later.* (It isn't necessary.)
- **Didn't need to/Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *They **didn't have to** take them out to dinner.* (We don't know if they took them out. It wasn't necessary.)

Permission/Prohibition (**can, may, mustn't, can't**)

- **Can/May** are used to ask for/give permission. **May** is more formal than **can**. *Can/May I sit here? Yes, you **can/may**.* (Is it OK if ...?)
- **Mustn't/Can't:** It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** eat in the classroom.* (You aren't allowed.)

Possibility (**can, could**)

- **Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Mary **can be** quite unfair at times.* (general possibility – it is theoretically possible.)
- **Could/May/Might + present infinitive:** Possibility in a specific situation. *It **might** rain later, so bring an umbrella.* (It is possible./It is likely./Perhaps.)

Note: We can use **can/could/might** in questions **BUT** not **may**. *Could he still be at work?* (NOT: *may*)

- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but didn't happen. *She **would have come** to the meeting but no one had told her.*

Note how the forms of the infinitive are formed:

Present: (to) do
Present continuous: (to) be doing
Perfect: (to) have done
Perfect continuous: (to) have been doing

Ability/Inability (**can, could, was able to**)

- **Can('t)** expresses (in)ability in the present/future. *She **can** sing very well.* (She is able to ...)
- **Could** expresses general repeated ability in the past. *He **could** walk for hours when he was younger.* (He was able to ...)
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *He **was(n't) able to** attend yesterday's meeting.* (He (didn't) manage to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Sue **couldn't** ride a bike when she was three.* (past repeated action) *She **couldn't/wasn't able to** ride her bike yesterday because it was being repaired.* (past single action)

Offers/Suggestions (**can, would, shall, could**)

- **Can:** *Can I get you more coffee?* (Would you like me to ...?)
- **Would:** *Would you like some coffee?* (Do you want ...?)
- **Shall:** *Shall I help you carry these?* (Would you like me to ...?/Do you want me to ...?)
- **Can/Could:** *We **can** go to the Thai restaurant. You **could** ask him for help.* (Let's ...)

Probability (**will, should/ought to**)

- **Will:** *She **will** agree to marry him.* (100% certain)
- **Should/Ought to:** *He **should/ought to** be here by noon.* (90% certain; future only; it's probable)

Advice (**should, ought to, shall**)

- **Should:** general advice *She **should** stop worrying so much.* (It's my advice./I advise you to ...)
- **Ought to:** general advice *We **ought to** respect the others.* (It's a good thing/idea to do.)
- **Shall:** asking for advice *Shall I look for another job?* (Do you think it's a good idea to ...?)

Past modals

- **Had to** expresses necessity/strong obligation in the past. **Had to** is the past form of both **must** and **have to**. *The students who failed the test **had to** take it again.*
- **Didn't have to/Didn't need to** show that it wasn't necessary to do sth. We don't know if it was done or not. *They **didn't have to** take them out to dinner.* (We don't know if they did.)
- We use **could** for general ability in the past. *Joan **could** ride a bike when she was three.* (She had the ability.)
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *He **was(n't) able to** attend yesterday's meeting.* (He didn't manage to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Sue **couldn't** ride a bike when she was three.* (past repeated action) *She **couldn't/wasn't able to** ride her bike yesterday because it had a puncture.* (past single action)

Grammar Reference

Relative clauses

Use

- We use **relative pronouns** (*who/whose/which/that*) and **relative adverbs** (*where/when/why*) to introduce relative clauses. We use relative clauses to identify/ describe the person/thing/place in the main clause.

Relative Clause

The woman **who stars in this play** is my aunt.

- We use **who/that** to refer to people. *The man **who/that** rescued the children from the fire is a local hero.*
- We use **which/that** to refer to objects or animals. *The house **which/that** had the best-kept garden was photographed for a magazine.*
- We use **where** to refer to places. *That's the town **where** they filmed the TV series.*
- We use **whose** with people, animals and things to show possession. *This is the man **whose** dog barks all night.*
- We use **when** to refer to time, usually after nouns such as **time, period, moment, day, year** and **summer**. *That was the year **when** they got married.*
- We use **why** to give a reason. *He won't tell me **why** he quit his job.*

Defining and Non-defining relative clauses

- A **defining relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when** or **the reason (why)**. *The students **who** were noisy were asked to leave the classroom.*
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**. *My mum, **who** is an excellent cook, was asked to cater for a dinner party.*

MODULE 5

Present perfect

AFFIRMATIVE	
Full Form	Short Form
I have worked.	I've worked.
You have worked.	You've worked.
He has worked.	He's worked.
She has worked.	She's worked.
It has worked.	It's worked.
We have worked.	We've worked.
You have worked.	You've worked.
They have worked.	They've worked.

NEGATIVE	
Long Form	Short Form
I have not worked.	I haven't worked.
You have not worked.	You haven't worked.
He has not worked.	He hasn't worked.
She has not worked.	She hasn't worked.
It has not worked.	It hasn't worked.
We have not worked.	We haven't worked.
You have not worked.	You haven't worked.
They have not worked.	They haven't worked.

INTERROGATIVE	SHORT ANSWERS
Have I worked?	Yes, I have./No, I haven't.
Have you worked?	Yes, you have./No, you haven't.
Has he worked?	Yes, he has./No, he hasn't.
Has she worked?	Yes, she has./No, she hasn't.
Has it worked?	Yes, it has./No, it hasn't.
Have we worked?	Yes, we have./No, we haven't.
Have you worked?	Yes, you have./No, you haven't.
Have they worked?	Yes, they have./No, they haven't.

Form

- We form the **present perfect** with the auxiliary verb **have/has** and the **past participle** of the main verb. We form the past participle of regular verbs by adding **-ed** to the verb. *play – played*
- We form the past participle of irregular verbs differently. *feel – felt* (see list of irregular verbs).

Use

We use the **present perfect**:

- for actions which **started in the past and continue up to the present**. *He **has worked** as a doctor for five years.* (He started working as a doctor 5 years ago and he is still working as a doctor.)
- to talk about a past action which has a **visible result in the present**. *She is happy. She **has passed** her exams.*
- to refer to an experience. *He **has tried** bungee jumping.*

Time expressions used with the present perfect: already, yet, for, since, ever, never, etc.

Already – Yet – For – Since – Never – Ever

- We use **already** in affirmative sentences. *Jack **has already** watered the plants.*
- We use **yet** in interrogative and negative sentences. *"Has Ryan arrived **yet**?"*
*"I haven't finished my homework **yet**."*
- We use **for** to express duration. *They've been in Rome **for** a week.*
- We use **since** to state a starting point. *They've been in Rome **since** last Friday.*
- We use **ever** in affirmative and interrogative sentences. *This is the best film I've **ever** watched.*
*Have you **ever** been to Paris?*
- We use **never** in affirmative sentences to express a negative meaning. *We've **never** been to Japan.*

Present perfect vs Past simple

- We use the **present perfect** for an action which happened **at an unstated time** in the past.
*He **has hurt** his leg.* (When? We don't know.)
- We use the **present perfect** for an action which **started in the past and continues to the present**.
*She **has been** in Cairo for ten years.* (She went to Cairo ten years ago and she is still there.)
- We use the **past simple** for an action which happened **at a stated time** in the past.
*They **went** to Australia last summer.* (When? Last summer.)
- We use the **past simple** for an action which **started and finished in the past**.
*She **was** in New York for two years.* (She lived in New York for two years. She doesn't live there anymore.)

Present perfect continuous

Form: have/has + been + verb -ing

AFFIRMATIVE	NEGATIVE
I/You/We/They have/'ve been playing. He/She/It has/'s been playing.	I/You/We/They have not/haven't been playing. He/She/It has not/hasn't been playing.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been playing? Has he/she/it been playing?	Yes, I/you/we/they have. No, I/you/we/they haven't. Yes, he/she/it has. No, he/she/it hasn't.

Use

We use the **present perfect continuous**:

- to place emphasis on the duration of an action which started in the past and continues up to the present.
*John **has been trying** to fix my computer for two hours.*
- for an action that started in the past and lasted for some time. It may still be continuing or have finished, but it has left a visible result in the present. *He's tired because he **has been working** late at the office all week.*

Time expressions used with the present perfect continuous:
since; for; how long (to place emphasis on duration)

Logical Assumptions/Deductions (must, may/might, can't)

- Must** = almost certain that this is/was true
*She **must feel** very relieved now that she knows she's passed all her tests. Pete **isn't answering** his home phone. He **must have stayed** at work. (I'm sure/certain that sth is true.)*
- May/Might/Could** = possible that this is/was true
*My friend works at the shop so I **might get** a discount. He **may have replied** to your email. Check your inbox. (It is possible./It is likely./Perhaps.)*

- Can't/Couldn't** = almost certain that this is/was impossible
*This painting **can't** be a copy. It's far too expensive. He **couldn't have called** you from home. His phone **wasn't working** all weekend. (I'm sure that sth isn't true, real, etc.)*

Tenses of the infinitive/-ing form

	Forms of the Infinitive	Forms of the -ing form
	ACTIVE VOICE	ACTIVE VOICE
PRESENT	(to) play	playing
PRESENT CONTINUOUS	(to) be playing	-
PERFECT	(to) have played	having played
PERFECT CONTINUOUS	(to) have been playing	-

Forms of the infinitive corresponding to verb tenses	
VERB TENSES	FORMS OF THE INFINITIVE
Present simple/Future simple <i>she cleans/she will clean</i>	Present (to) clean
Present continuous <i>she is cleaning</i>	Present continuous (to) be cleaning
Past simple/Present perfect/ Past perfect <i>she cleaned/she has cleaned/she had cleaned</i>	Perfect (to) have cleaned
Past continuous/Present perfect continuous/ Past perfect continuous <i>she was cleaning/she has been cleaning/she had been cleaning</i>	Perfect continuous (to) have been cleaning

The **simple -ing form** refers to the **present** or **future**. *Swimming is an energetic form of exercise.* The **perfect -ing form** shows that the action of the **-ing form** happened before the action of the verb. *He denied **having lied** to his parents.* We can use the **simple -ing form** instead of the **perfect -ing form** with no difference in meaning. *He admitted to **having stolen/stealing** the car.*

Grammar Reference

MODULE 6

The Passive

Form

We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

Read the table:

	ACTIVE	PASSIVE
PRESENT SIMPLE	Sue bakes a cake.	A cake is baked by Sue.
PRESENT CONTINUOUS	Sue is baking a cake.	A cake is being baked by Sue.
PAST SIMPLE	Sue baked a cake.	A cake was baked by Sue.
PAST CONTINUOUS	Sue was baking a cake.	A cake was being baked by Sue.
PRESENT PERFECT SIMPLE	Sue has baked a cake.	A cake has been baked by Sue.
PAST PERFECT SIMPLE	Sue had baked a cake.	A cake had been baked by Sue.
FUTURE SIMPLE	Sue will bake a cake.	A cake will be baked by Sue.
INFINITIVE	Sue has to bake a cake.	A cake has to be baked by Sue.
MODAL VERBS	Sue might bake a cake.	A cake might be baked by Sue.

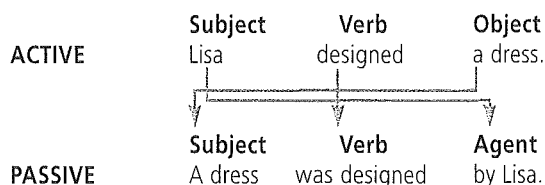
We use the **passive**:

- when the person/people doing the action is/are **unknown, unimportant** or **obvious from the context**.
*The vase **was broken**.* (We don't know who broke it).
*The package **will be delivered** today.* (Who will deliver it is unimportant).
*Our exam papers **have been corrected**.* (It's obvious that the teacher has corrected our exam papers).
- when the **action** itself is **more important** than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *Mobile phones **must be turned off** during the examination.*
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
*They **were cheated** out of their money.*
- to emphasise the agent. *The announcement **was made** by the Prime Minister himself.*
- to make statements more formal or polite. *My book **has been torn**.* (More polite than saying 'You tore my book.')

Changing from the active to the passive

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into passive form.

- The subject of the active sentence becomes the agent and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. *A house **collapsed** in the earthquake.* (intransitive verb; **no passive form**).

Note: Some transitive verbs (**have**, **fit** (= be the right size), **suit**, **resemble**, etc) cannot be changed into the passive. *This skirt **doesn't fit** me.* (NOT: *I am not fitted by this skirt.*)

- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *Our luggage **got stolen** at the airport.*
By + agent is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *This dress **was designed** by a local designer. It **was made** with environmentally friendly fabrics.*
- The agent can be **omitted** when the subject is **they**, **he**, **someone/somebody**, **people**, **one**, etc. *Someone **has broken** the window.* (= The window has been broken.)
- The agent **is not omitted** when it is a **specific** or **important person** or when it is **essential** to the meaning of the sentence. *A decision **was reached** by the board of directors.*
- With verbs which can take two objects, such as **bring**, **tell**, **send**, **show**, **teach**, **promise**, **sell**, **read**, **offer**, **give**, **lend**, etc, we can form two different passive sentences.
*He **offered** me a deal.* (active) *I **was offered** a deal.* (passive, more usual)
*A deal **was offered** to me.* (passive, less usual)
- In passive questions with **who**, **whom** or **which** we do not omit **by**. *Who **painted** this portrait? Who **was** this portrait painted by?*
- The verbs **hear**, **help**, **see** and **make** are followed by the **bare infinitive** in the **active** but by the **to-infinitive** in the **passive**.
active: *They **saw** him leave the building.*
passive: *He **was seen** to leave the building.*

BUT hear, see, watch + -ing form (active and passive)

active: *They **saw** him running down the stairs.*
passive: *He **was seen** running down the stairs.*

Personal/Impersonal Construction

The verbs **think**, **believe**, **say**, **report**, **know**, **expect**, **consider**, **understand**, etc are used in the following passive patterns in personal and impersonal constructions.

active: *People **believe** that he lied in court.*

- passive: a) *It **is believed** (that) he lied in court.* (impersonal construction)
b) *He **is believed** to have lied in court.* (personal construction)

Grammar Reference

active: They expect him to arrive soon.

passive: a) It is expected (that) that he will arrive soon.

b) He is expected to arrive soon.

The Causative

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Mary had her hair dyed.* (She didn't dye it herself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.
Did he have his mail delivered yesterday?

	ACTIVE	PASSIVE
PRESENT SIMPLE	He fixes his car.	He has his car fixed.
PRESENT CONTINUOUS	He is fixing his car.	He is having his car fixed.
PAST SIMPLE	He fixed his car.	He had his car fixed.
PAST CONTINUOUS	He was fixing his car.	He was having his car fixed.
PRESENT PERFECT	He has fixed his car.	He has had his car fixed.
PAST PERFECT	He had fixed his car.	He had had his car fixed.
FUTURE SIMPLE	He will fix his car.	He will have his car fixed.

Reflexive Pronouns

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach** etc or with prepositions when the subject and the object of the verb are the same person. *She (subject) hurt herself (object) when she fell down.*
- with the preposition **by** when we mean alone/without company or without help (= on one's own). *He lives in that big house by himself/on his own.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take something if you want).
They enjoyed themselves at the party.
- to emphasise the subject or the object of a sentence. *I wrote this poem myself.* (I wrote this essay. Nobody else wrote it.) *Chris met Ronaldino himself.* (Chris met Ronaldino, not somebody else.)

Note:

- We do not normally use reflexive pronouns with the verbs **concentrate, feel, meet** and **relax**. *You should concentrate on your work.* (NOT: *You should concentrate yourself on your work.*)

- Reflexive pronouns are used with the verbs **dress, wash** and **shave** when we want to show that someone did something with a lot of effort. *Tom managed to shave himself.*

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (**say, tell**, etc).

Say – Tell

- say + no personal object** *Lisa said (that) she was hungry.*
- say + to + personal object** *Lisa said to me (that) she was hungry.*
- tell + personal object** *Lisa told me (that) she was hungry.*
- We use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**. *She said to meet her at the station. He told her/spoke/talked about his new idea.*

SAY	hello, good morning/afternoon, etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *James said, "I've booked my ticket."* (direct statement) *James said (that) he had booked his ticket.* (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Julia said, "I read an interesting book."*

Reported speech: *Julia said that she read/had read an interesting book.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Grammar Reference

DIRECT SPEECH	REPORTED SPEECH
Present Simple → Past Simple	
"I go jogging every day."	He said (that) he went jogging every day.
Present Continuous → Past Continuous	
"She is cooking lunch."	He said (that) she was cooking lunch.
Present Perfect → Past Perfect	
"I have bought a new PC."	She said (that) she had bought a new PC.
Past Simple → Past Simple or Past Perfect	
"We moved to a new house."	They said (that) they moved/had moved to a new house.
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was watching TV."	He said (that) he was watching/had been watching TV.
Will → Would	
"I will rent a DVD."	He said (that) he would rent a DVD.

- Certain words and time expressions change according to the meaning as follows: now → then, immediately; today → that day; yesterday → the day before, the previous day; tomorrow → the next/following day; this week → that week; last week → the week before, the previous week; next week → the week after, the following week; ago → before; here → there

Reported orders/commands

- We use **order/tell + sb + (not) to-infinitive** to report commands.
"Go away!" she said.
She **ordered/told** them **to go away**.
- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**. "Turn off the TV!" she told them. (direct order) She **told them to turn off** the TV. (reported order) "Don't talk to me!" she said. (direct order) She **ordered me not to talk** to her. (reported order)

Reported questions

- Reported questions are usually introduced with the verbs **ask, inquire, wonder** or the expression **want to know**.
- When the direct question begins with a question word (**who, where, how, when, what**, etc), the reported question is introduced with the same question word.
"Where does Ben live?" she wondered. (direct question)
She wondered **where Ben lived**. (reported question)
- When the direct question begins with an auxiliary (**be, do, have**) or a modal verb (**can, may**, etc), then the reported question is introduced with **if** or **whether**.
"Do you have a spare pen?" he asked. (direct question)
He asked me **if/whether** I had a spare pen. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please, well, oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements. "Can you help me with my homework, please?" she asked him. (direct question)
She asked him **if he could help her with her homework**. (reported question)

Grammar Reference

SPECIAL INTRODUCTORY VERBS		
INTRODUCTORY VERB	DIRECT SPEECH	REPORTED SPEECH
agree + to-inf demand offer promise refuse threaten claim	"Yes, I'll lend you some money." "Tell me the truth!" "Would you like me to cook something?" "I'll try harder." "No, I won't lend you my car." "Leave the building or I'll call the police." "I saw him take the money."	→ He agreed to lend me some money. → He demanded to be told the truth. → He offered to cook something. → He promised to try harder. → He refused to lend me his car. → He threatened to call the police if I didn't leave the building. → He claimed to have seen him take the money.
advise + sb + to-inf allow ask beg command encourage forbid instruct invite order permit remind urge warn want	"You should get more sleep." "You can go to the concert." "Please, turn the volume down." "Please, please stop laughing at me." "Surrender!" "Go ahead, try it." "You mustn't stay out late." "Type your password and press 'enter'." "Would you like to come to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Eat your dinner." "Don't dive in the lake." "I'd like you to take extra lessons."	→ He advised me to get more sleep. → He allowed me to go to the concert. → He asked me to turn the volume down. → He begged me to stop laughing at him. → He commanded the enemy to surrender . → He encouraged me to try it. → He forbade me to stay out late. → He instructed me to type my password and press 'enter'. → He invited me to go to the beach with them. → He ordered me to go to my room. → He permitted me to sit there. → He reminded me to lock the door. → He urged me to eat my dinner. → He warned me not to dive in the lake. → He wanted me to take extra lessons.
accuse sb of + -ing form apologise for admit (to) boast about complain to sb about deny insist on suggest	"You scratched my CD!" "I'm sorry I was late." "Yes, I failed my exams." "I sing better than Jake." "You never help out." "No, I didn't cheat in the test." "You must take your medicine." "Let's watch a DVD."	→ He accused me of scratching/having scratched his CD. → He apologised for being/having been late. → He admitted (to) failing/having failed his exams. → He boasted about singing better than Jake. → He complained to me about my never helping out . → He denied cheating/having cheated in the test. → He insisted on me/my taking my medicine. → He suggested watching a DVD.
agree + that-clause boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a great idea." "I'm an expert chef." "I won three awards." "You never do the dishes." "I've never lied to her." "It's amazing!" "It is a simple set of instructions." "Your flight will be delayed." "I won't make noise." "You ought to make reservations."	→ He agreed that it was a great idea. → He boasted that he was an expert chef. → He claimed that he had won three awards. → He complained that I never did the dishes. → He denied that he had ever lied to her. → He exclaimed that it was amazing. → He explained that it was a simple set of instructions. → He informed me that my flight would be delayed. → He promised that he wouldn't make noise. → He suggested that I make reservations.
explain to sb + how	"This is how you save a file."	→ He explained to me how to save a file.
wonder where/what/why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	He asked himself, "How will they get to the airport?" He asked himself, "Where is everyone?" He asked himself, "Why are they shouting?" He asked himself, "What is she writing?" He asked himself, "Shall I invite them over?"	→ He wondered how they would get to the airport. → He wondered where everyone was. → He wondered why they were shouting. → He wondered what she was writing. → He wondered whether to invite them over. → He wondered whether he should invite them over.
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "When can I call them?" He asked himself, "What should I say?" He asked himself, "How can I explain this?"	→ He wondered when to call them. → He wondered what to say. → He wondered how to explain that.

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence.
Here we are.
 - for days of the week, months and public holidays.
Friday, August, New Year
 - for names of people and places.
My teacher's name is Sally and she's from Chester, Vermont.
 - for people's titles.
Mr and Mrs Parker; Dr Mortimer; Professor Riggs; etc.
 - for nationalities and languages.
They are Chilean.
He's fluent in German and Russian.
- Note:** The personal pronoun I is always a capital letter. *Gus and I are going on holiday together.*

Full stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.
We're having a great time. You can never get bored here in Rio.
- after abbreviations. *Mr Jones is a great teacher.*

Comma (,)

A comma is used:

- to separate words in a list.
We need sugar, milk, tomatoes and apple juice.
 - to separate a non-essential relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.
Tony, who is a doctor, lives in Africa.
 - after certain joining words/transitional phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc).
Moreover, Jenny is very patient with children.
 - when if-clauses or other dependent clauses begin with compound or complex sentences.
If you have any questions, don't hesitate to ask.
- Note:** No comma is used, however, when they follow the main clause.
- to separate tag questions from the rest of the sentence.
Mr Stevens is your maths teacher, isn't he?
 - before the words asked, said, etc when followed by direct speech.
"Turn down the music," said Sarah.

Question Mark (?)

A question mark is used:

- to end a direct question.
Where are the children?

Exclamation Point (!)

An exclamation point is used:

- to end an exclamatory sentence (i.e. a sentence showing admiration, surprise, joy, anger, etc).
That's a lie!
What awful weather!

Quotation Marks (' ' " ")

Single quotes are used:

- when you are quoting someone in direct speech (nested quotes).
"Then Helen said, 'Are you sure this is the right address?'"

Double quotes are used:

- in direct speech to report the exact words someone said.
"What's your name?" she asked him.

Colon (:

A colon is used:

- to introduce a list.
There were three of us on the boat: my brother, my cousin Lyn and me.

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence.
The most popular newspapers (i.e. The New York Times, The Observer, etc) can be found almost anywhere in the world.

Apostrophe (')

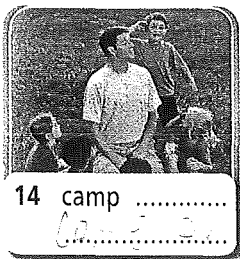
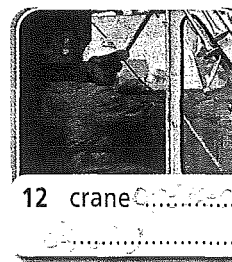
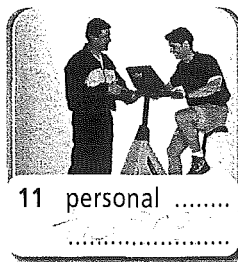
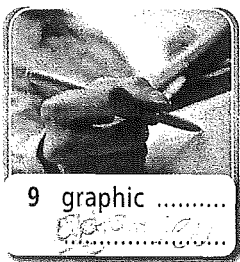
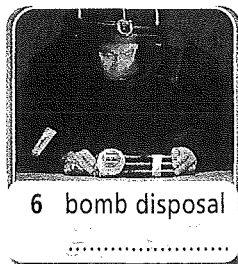
An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.
I'm (= I am) writing to complain about ...
She left for Italy in the winter of '98. (=1998)
- before or after the possessive -s to show ownership or the relationship between people.
Tom's car, my friend's husband (singular noun + 's)
my parents' friends (plural noun + ')
women's dresses (irregular plural + 's)

Work

1 Use the words to complete the jobs (1-18).

- artist • trainer • controller
- expert • chaser • person • walker
- officer • director • designer
- decorator • assistant • operator
- driver • worker • attendant
- counsellor • tester



2 Choose the correct word.

- 1 I'm sure that working as a gardener is a pleasant way to earn/win a living.
- 2 Sue decided to apply/ask for the position of shop assistant.
- 3 The company teaches/trains all its new employees.
- 4 They are thinking of promoting/advancing him to manager.
- 5 Why do you want to transport/transfer him to another department?
- 6 They fired/set off Mike after he spoke rudely to his boss.
- 7 After Sally was made redundant/unemployed at work, she opened her own business.
- 8 They took/offered Dan the job once they saw his CV.

Vocabulary Bank

1

3 a) Match the descriptions to the jobs.

- 1 ☐ C hairdresser
- 2 ☐ B biologist
- 3 ☐ D meteorologist
- 4 ☐ A caretaker
- 5 ☐ I TV presenter
- 6 ☐ H dentist
- 7 ☐ X artist
- 8 ☐ G librarian
- 9 ☐ J tailor
- 10 ☐ F secretary
- 11 ☐ L miner
- 12 ☐ M cashier
- 13 ☐ Y lifeguard
- 14 ☐ N surgeon

- A A person who looks after a large building, school or block of flats.
- B This person makes men's clothes.
- C This person can cut, style, colour and even curl your hair.
- D This person works underground and extracts substances like gold and coal.
- E A scientist who studies all living things.
- F This person works in an office, types letters, answers phone calls and arranges meetings.
- G A person in charge of a collection of books.
- H This person examines and treats people's teeth and gums.
- I A person who hosts or introduces a programme on TV.
- J This person studies the Earth's atmosphere and predicts the weather.
- K A person who paints or draws pictures, or creates sculptures for a living.
- L A doctor who operates on a patient.
- M A person in a bank or a shop who receives or pays out money.
- N Someone who is trained to save people from drowning in the sea or swimming pool.

b) Which of these jobs: need a university degree?, are manual jobs?, are outdoor jobs?, involve shifts?, are dangerous?, offer high salaries?, involve contact with the public?

4 Choose the correct word.

- 1 Tim's got a part-time/full-time job delivering pizzas at the weekend.
- 2 Gary's working overtime tonight because he's got so much job/work.
- 3 The local swimming pool has a job career/vacancy for a lifeguard.
- 4 She's got five years' experience/qualifications working with dogs.
- 5 My company pays my wages/salary into my bank account every month.

5 Fill in: perks, bonus, 9-5, qualities, profession, training, underpaid, application, recommendation.

- 1 The business made a profit this year and all the workers got a(n) bonus.
- 2 Barry's father is a lawyer by profession.
- 3 I need to include two letters of recommendation from my old employers.
- 4 Do you provide perks with this job?
- 5 Tom hates shifts and just wants to work 9-5.
- 6 What skills and personal qualities does the job require?
- 7 I wrote a letter of application saying why I wanted the job.
- 8 Holly works harder than everyone else, but she's still underpaid.
- 9 A company car is one of the perks of Emily's new job.

Vocabulary Bank

1

Sports

Use the words to complete the table in your notebooks. Each sport can match more than one category.



curling



swimming



horse riding



sky diving



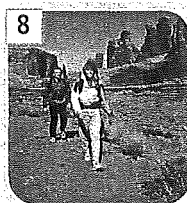
rock climbing



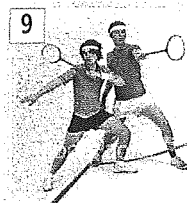
windsurfing



cycling



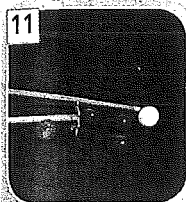
hiking



squash



rafting



snooker



table tennis



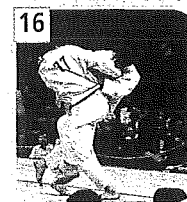
lacrosse



rugby



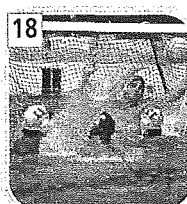
polo



judo



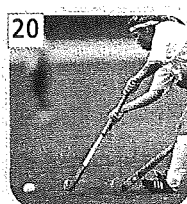
ice-skating



water polo



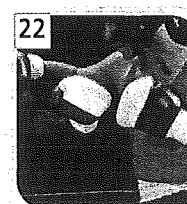
ice hockey



hockey



skiing



boxing

TYPES OF SPORTS

Indoor	
Outdoor	
Summer	
Winter	
Team	
Individual	
Water	
Land	
Air	
Extreme	

2 Choose the adjective that best completes each sentence.

- Sailing offers **peaceful/shallow** moments when the sea is calm.
- One of the most popular **competitive/relaxing** sports in the world is football.
- It must be a **boring/thrilling** experience to go skydiving.
- He enjoys doing **brave/dangerous** sports like rock climbing.
- A good game of squash is always **careful/challenging**.
- Hiking could be **tiring/fun** if a person is not fit enough.
- Surfing the waves is very **fearless/exciting**.
- Playing hockey for an hour is **gentle/exhausting**.

3 Complete the sentences about you and sports.

- I like because
- I don't really like because
- I prefer to because I find
- I hate because
- I enjoy because

The Internet

- 1 a) Match the words to form new words/phrases.

1	search	A software
2	email	B name
3	social	C network
4	user	D account
5	antivirus	E engine

- b) Complete the sentences with words/phrases from Ex. 1a.

- Internet users need to have to protect their computers.
- My is *penguin_7*, which isn't my real name of course.
- Jenny doesn't have a(n) so I can't send her the information she needs.
- Google has been the most popular since 2010 and 91% of all Internet users prefer it.
- Twitter is a very popular for people to send and read short messages.

- 2 a) Match the addresses. Use the key to read them.

1	http://twitter.com/ladygaga
2	http://www.englishgrammar.com
3	peter_allen17@yahoo.uk

- A email address
B social networking site
C web page/website

Key: . dot, / slash, @ at, _ underscore, : colon

- b) Do you know what these abbreviations stand for? Complete the phrases.

- FAQ frequently asked
- AWS As we
- AFAICT As far as I can
- AFC away from
- AIR As I
- ASAP As soon as
- TTYL Talk to you
- F2F Face to

- 3 Fill in: *website, link, password, blog, profile, hardware, forum, server*.

- The central computer from which other computers get information is called a
- You shouldn't tell anyone what your is.
- A is an online discussion site where a large group of people can exchange ideas on many topics.
- The parts you can actually see and touch on your computer are the
- Can you recommend a that has information I could use for my science project?
- The university's homepage contains a which takes you to the library webpage.
- Jack has a lot of information about himself on his Facebook
- My friend has a and writes about his travels.

- 4 Fill in: *access, hack, browse, download, upload, scan, crash, go online*.

- A thief tried to into the bank's system and steal credit card numbers.
- A website can suddenly when too many people want to use it at the same time.
- You need a password to your email account.
- Mary took photos of her baby and she will them to her PC and share them with her friends and family.
- If you go to this website you can antivirus software for free.
- Tom likes to the Internet in his free time.
- My friend and I live in different cities so we every night and chat.
- Please these pages so that we have them in digital form.

- 5 Answer the questions.

- How often do you go online and for how long?
- What websites do you usually visit?
- Do you use social networking sites? Why/Why not?

Types of books

1 Match the types of books to the extracts.

1	crime thriller	5	adventure
2	non-fiction	6	romance
3	biography	7	science fiction
4	horror	8	fantasy

A Born in a tiny Welsh village in 1853, no-one expected Danny Wells to become the most important inventor of his time.

B When the fairy appeared before Alice, the little girl was crying. "Why are you crying Alice?" asked the fairy. "How do you know my name?" Alice replied.

C Climbing to the top of the bridge was the only way to escape without being seen. Jonathan tried not to think about what might happen if he didn't succeed.

D This is a complete guide to recycling at school. There are many helpful tips and ideas to make recycling fun.

E The thief had escaped once again leaving no fingerprints. This was the second robbery in a week.

F In deep space, Planet Oron is at war with Planet Nordid. The Galactic Government is sending spaceships to that far corner of the universe.

G Trevor said to Annie, "I'm glad you got home before I left. I wanted to say goodbye to you." "When will you be back?" Annie asked. "I won't be back," said Trevor with tears in his eyes.

H Jean had never felt so scared in her life. What was that thing chasing her? It was a kind of monster. Where did it come from?

2 Fill in: set in, written, plot, twist, chapter, character.

This crime thriller was **1)** by a young author, Andrew Watts. It's his first book and already it has become a bestseller. From the first **2)** you will find the **3)** gripping. It is **4)** the city of Rome. The main **5)** is a man who has lost his memory. The police suspect he has committed a terrible crime. I won't tell you any more, because I don't want to spoil the **6)** in the story. Highly recommended!

3 Fill in with: a bore to read, an unexpected twist, a waste of time, a dull story, you'll love it.

A *The Attic Light* is James Boyd's new book. **1)**! I couldn't put it down. The best thing about the story is **2)** which makes it very interesting.

B I used to like Mike Jameson's books. However, his last book is **3)** I have never read such **4)** in my life! Don't buy it because it's **5)** and money!

Music

4 Use words from the boxes to complete the sentences about your taste in music.

reggae pop jazz
dance garage hip hop
techno punk metal
heavy metal rock 'n' roll
classical music
R&B (rhythm and blues)

loud happy fast
enthusiastic lively
slow aggressive
boring emotional
monotonous
powerful

I love because it's
I like because it's
I can't stand because it's
..... isn't really my cup of tea
because it's

The weather

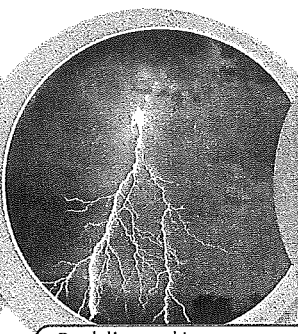
1 a) Choose the correct word.



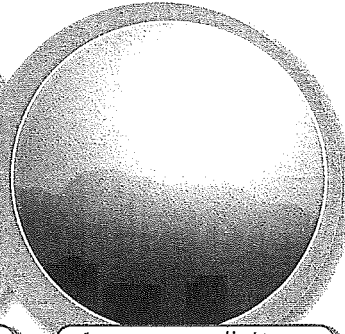
1 flood/drizzle



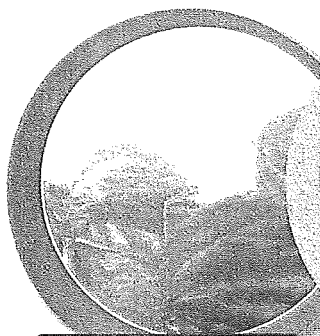
2 shower/light clouds



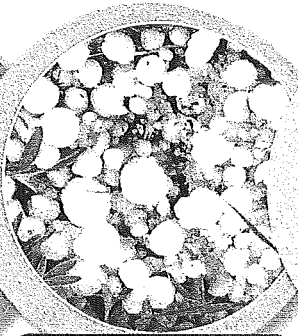
3 blizzard/
thunderstorm



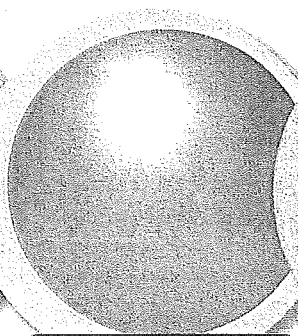
4 sunny spells/
heatwave



5 hurricane/tornado



6 sleet/hail



7 sunshine/breeze



8 snow storm/
thick fog

b) Which of these weather conditions are common/rare in your country?

2 Fill in: *temperatures, cold, overcast, boiling, lightning, clear, winds, heavy.*

- 1 We have to light a big fire; it's going to be freezing tonight.
- 2 Whenever there is thunder and , our cat hides under the bed.
- 3 Global warming is already causing more extreme worldwide.
- 4 It's only spring and it's already hot; I wonder what summer will be like.
- 5 On a day in Gibraltar, you can see all the way across to Africa.
- 6 skies make me gloomy.
- 7 Close all the shutters! We're expecting high this afternoon.
- 8 Look at those clouds! It's going to start pouring soon.

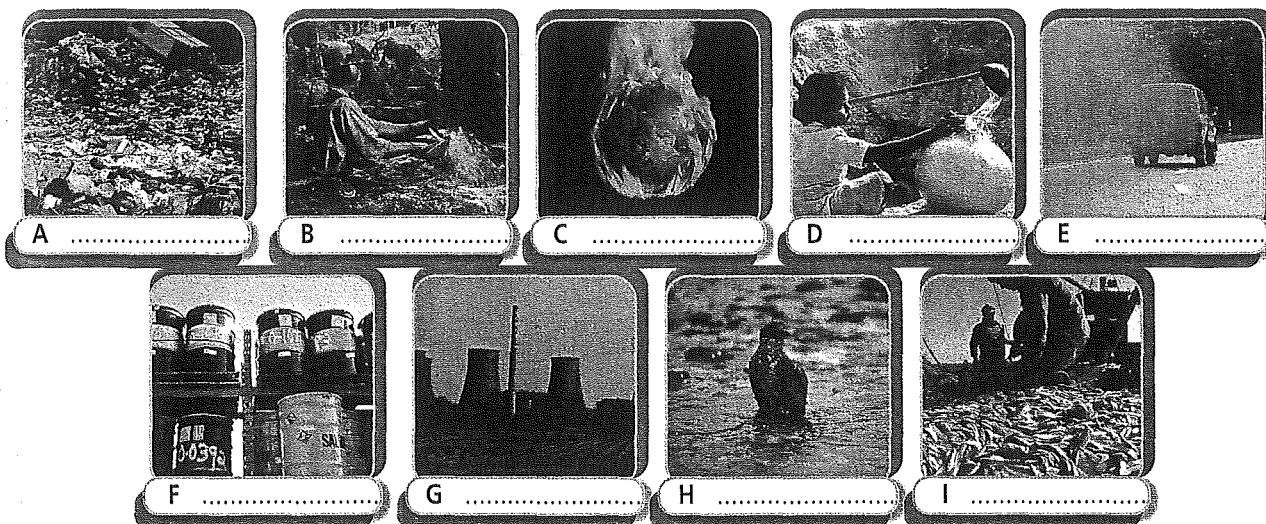
3 Complete the sentences with the verbs: *set, pour, blow, drop, reach, wipe, gather, rise.*

- 1 The temperature will a high of 19°C.
- 2 The rising water level could out many coastal villages.
- 3 The sun will at 6:54 pm this evening.
- 4 I heard it's going to with rain all afternoon.
- 5 Strong winds will in from the Atlantic later today.
- 6 The sun will at exactly 5:58 am tomorrow morning.
- 7 They're expecting the temperature to by 5°C at the weekend.
- 8 Clouds will over the mountains bringing rain by the early afternoon.

The environment

1 Which of these environmental problems can you see in the pictures?

- burning fossil fuels • rising sea levels • overflowing landfill sites • industrial waste • exhaust fumes
- acid rain • deforestation • destruction of the ozone layer • overfishing • extreme weather
- water shortage • oil spills • noise pollution • global warming



2 Fill in the gaps with the correct form of the verbs in the list.

- become • add • rise • use • vanish • cut
- lose • reduce • melt • starve

- Sea levels could another 3 feet within 100 years.
- The polar ice caps at an alarming rate due to global warming.
- Pollution from power plants to poor air quality.
- If sea levels continue to rise, many animals their natural habitats.
- Scientists predict that a lot of animals extinct in the next 50 years.
- We have to reduce the amount of trees we down.
- Some islands under the waves already.
- Polar bears as food becomes harder to find.
- If we want to help this planet, we all have to our carbon footprint.
- We can make a difference if we less energy.

3 a) Fill in: *conserve, turn off, take, public, recycle, throwing, reduce, save, insulate.*

Go Green now!

Global warming is turning up the heat and we are starting to feel it. So what can we do? If we make a few alterations in our lifestyles and habits, we can save the planet before it's too late.

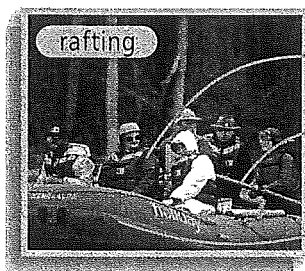
- Always 1) the lights when leaving a room.
- 2) water and 3) shorter showers.
- Leave the car at home and take 4) transport.
- 5) as much rubbish as possible instead of 6) it away.
- 7) our homes to keep them warmer in winter and cooler in summer, 8) energy and cutting bills at the same time.
- 9) the use of aerosols which destroy the ozone layer.

b) Which of these do you do to help protect the environment?

Sports & Equipment

1 a) Label the pictures with words from the list.

- mask • life jacket • bicycle • oars • snorkel • bow • helmet • poles • flippers • raft
- skates • racquet • kit • wetsuit • target • skis • arrows • ball • puck • stick • net • gloves
- boots • football



1 life jacket

2

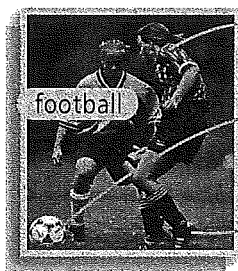
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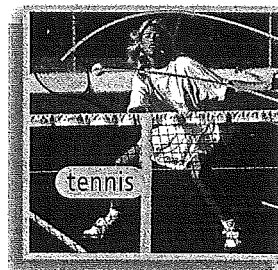
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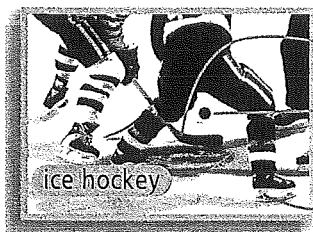
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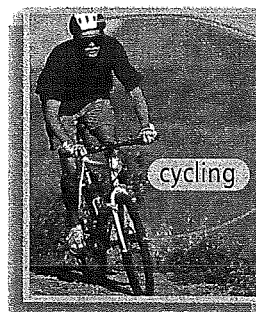
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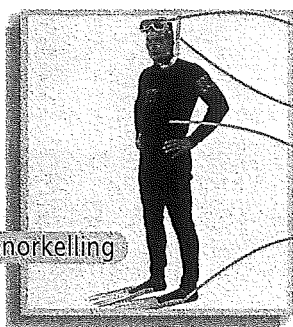
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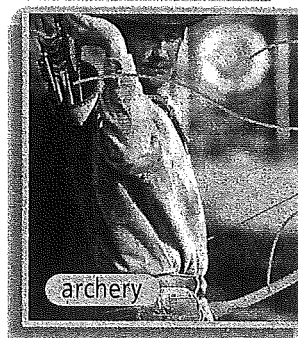


10

11

12

13



22

23

24

b) Which of these sports do we: go? do? play?

2 Match the sports in Ex. 1a to the descriptions.

In this sport...

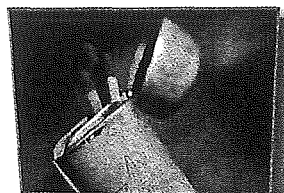
- 1 you need good balance and must always keep your eyes on the road or path ahead.
- 2 you need to be flexible, and have strong arms and legs to keep your balance on the hill.
- 3 you need to be in control in difficult conditions. If you aren't, you might fall in.
- 4 you need to have lots of stamina and be able to kick.
- 5 you need steady hands and a good eye to be able to hit your target.
- 6 you need to turn quickly and shoot without losing your balance on the slippery surface.
- 7 you need to run across the court to hit the ball with strength and accuracy.
- 8 you don't need to use your hands to move in the water; just let your legs do all the work.

3 Fill in: *break, hold, beat, score, points, take*.

- 1 The Chicago Bulls the record for the most wins in an NBA season.
- 2 You should check your fitness with a doctor before you up a new sport.
- 3 Sam is hoping to the record in his next marathon.
- 4 Anna me three times at chess yesterday.
- 5 Our team lost 12 in the last ten minutes.
- 6 Danny will keep the while we play.

Camping equipment

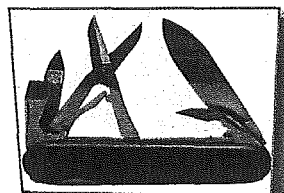
4 Label the items with: *tent, rucksack, penknife, first aid kit, insect repellent, matches, compass, map, rope, sleeping bag, sunscreen*.



1



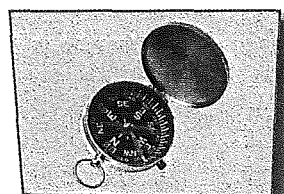
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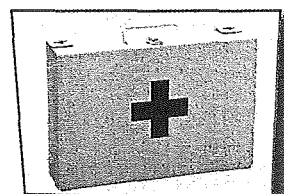
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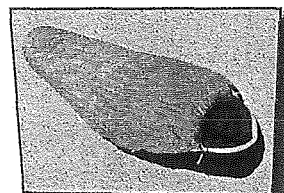
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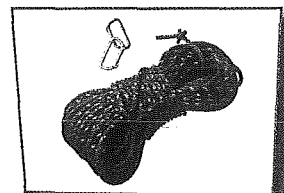
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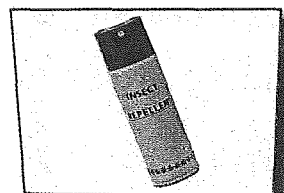
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9



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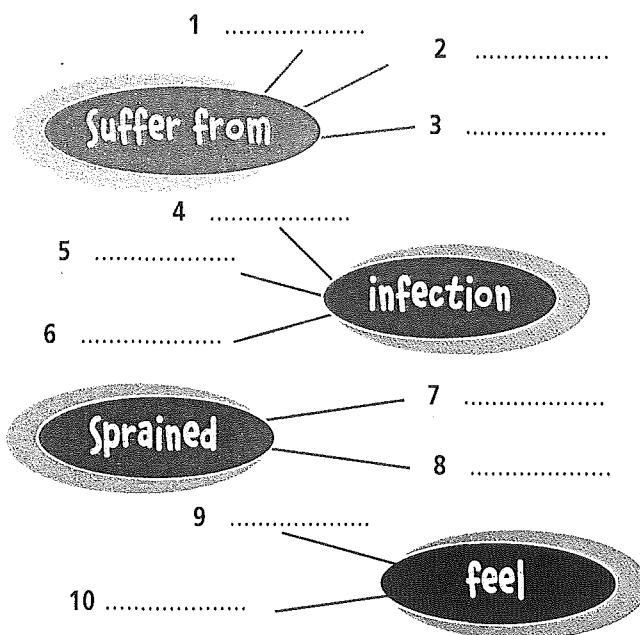


11

Health

- 1 a) Complete the spidergrams with words/phrases from the list.

• eye • sick • ear • wrist • dizzy • ankle
• a bad back • skin • insomnia • depression



- b) Complete the gaps with phrases from Ex. 1a in the correct form.

- 1 Eva's got a(n) on her arm that's really red and itchy.
- 2 People who find it hard to enjoy anything.
- 3 A(n) is very painful, but rarely causes hearing loss.
- 4 If you, you should either sit or lie down.
- 5 I can't walk for a few days because of my
- 6 Steve ate too much junk food at the party and
- 7 Robby always looks tired because he
- 8 She's wearing sunglasses because she has a(n)
- 9 My made it impossible for me to write.
- 10 Don't lift heavy weights if you

- 2 Choose the correct word.

- 1 The doctor gave Janet a **recipe/prescription** for some cough medicine.
- 2 John had a(n) **operation/surgery** to improve his eyesight.
- 3 I have a sore throat and it is very **hurt/painful** to swallow.
- 4 This skin cream helps to **disappear/remove** acne scars.
- 5 The athlete just broke his arm and he's in terrible **pain/ache**.
- 6 Tom's eye is swollen and he should **pour/use** some eye drops.
- 7 Don't **itch/scratch** the rash because it will get worse.
- 8 How can I **relieve/recover** sunburn?
- 9 This is a very deep cut and it will take time to **cure/heal**.

Idioms

- 3 Fill in: *fit, picture, back, white, weather, rain*.

- 1 Take this medicine and in a few days you'll feel as right as
- 2 The injured man had lost a lot of blood and looked as as a sheet.
- 3 Holly has recovered from the flu and now looks the of health.
- 4 Even though Grandad's 73, he's as as a fiddle.
- 5 Betty isn't coming to school today because she's feeling a bit under the
- 6 Jake had an operation last month but he is on his feet now.

- 4 Circle the odd one out.

- 1 pain – ache – illness
- 2 germ – swelling – virus
- 3 acne – infection – spots
- 4 fever – wound – injury
- 5 flu – cold – bruise
- 6 cut – sneeze – cough
- 7 pill – therapy – medicine
- 8 bandage – plaster – remedy

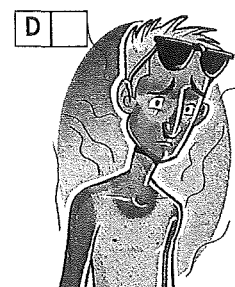
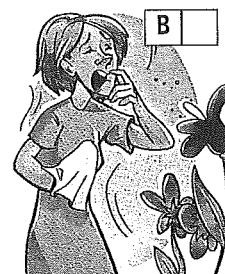
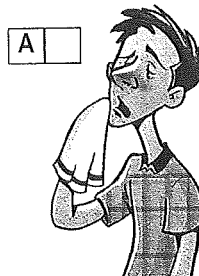
5 a) Match the words to make phrases.

1	upset	A nose
2	watery	B cough
3	sore	C sickness
4	itchy	D throat
5	high	E eyes
6	broken	F stomach
7	runny	G temperature
8	dry	H strain
9	travel	I rash
10	eye	J bone

b) Fill in with the phrases from Ex. 5a.

- Some people suffer from when they go on a trip.
- When I touch this kind of plant, I get a(n)
- If you have a(n) a doctor has to put it in plaster.
- John, you feel warm. I'll get the thermometer and see if you've got a(n)
- A good way to prevent is not to watch TV in a dark room.
- Katy ate a lot of pizza and now she's got a(n)
- The baby caught a cold and has a(n), but no fever.
- When you have a(n) eating or drinking can be really painful.
- I've got (a) that feels like a tickle in my throat.
- Emma's not crying; she's just got

6 What is each person's problem? Match the pictures with the sentences.



- I ate far too much at Alex's birthday party.
- I stayed at the beach all day and didn't use sunscreen.
- I can't take it any more! I really must go to the dentist's.
- I need another pack of tissues because I've got a runny nose.
- I went for a walk in the park and now I can't stop sneezing.
- I shouldn't have played video games for four hours without a break.

7 Discuss these questions with a partner.

- How can we prevent sunburn?
- Have you ever been in hospital? What happened?
- Do you think everyone should know first aid? Why/Why not.

Feelings

- 1 a) Label the pictures with: *exhausted, bored, confused, confident, depressed, furious, excited, surprised*.



1



2



3



4



5



6



7



8

- b) Use the words from Ex. 1a to complete the sentences.

- 1 "I've got nothing to do. I feel really today."
- 2 "I'm completely I need a good night's sleep."
- 3 "That exam was easy. I'm that I've passed."
- 4 "I didn't expect that to happen to me! I'm very"
- 5 "I don't know what to do next. I'm completely"
- 6 "How dare you tell lies about me! I'm absolutely"
- 7 "I'm so ! I've just won a holiday to Italy!"
- 8 "I've just argued with my best friend. I'm very"

Problems

- 2 Fill in: *peer, difficult, welcome, advice, approve, similar, right, distance, fit, common*.

Agony Aunt

a problem shared is a problem halved



- A Dear Agony Aunt,
I've got a problem and I don't know what to do.
My family just moved to a new city and I had to change schools, but I'm finding it 1) to make new friends. My classmates keep their 2) and ignore me all the time. When I try to be friendly, they just walk away. It might be because they don't 3) of the clothes I wear. They all seem to dress differently from me. Should I buy some new clothes to 4) in?
Can you help me? What should I do?
Lonely

- B Dear Lonely,
Try not to worry too much. This is a 5) problem when people change schools. First of all, don't try too hard. Everyone needs a little time to get to know someone else and this is true for both you and your classmates. Give it a couple of weeks and I think you'll find they'll get used to you and you'll feel more 6) In the meantime, what about joining a school club? It's a great way to meet people who have 7) interests. Now about your clothes, don't change a thing! You have the 8) to choose your own style. Don't fall into the trap of 9) pressure. We should all respect each other even if we are different. I hope my 10) helps.

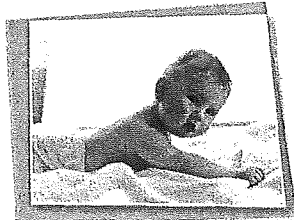
Stages in life

1 Label the pictures.

- infant • toddler • child • teenager • adult
- senior citizen



1



2



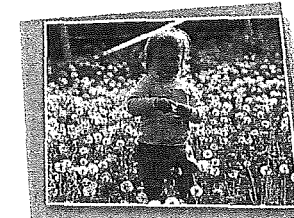
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4



5



6

2 Put these events in the correct chronological order.

- 1 get married/start a family/go on honeymoon/get engaged
- 2 get a promotion/leave school/find a job/retire with a pension
- 3 start primary school/go to kindergarten/go to high school/attend college
- 4 apply for university/graduate with a degree/take a gap year/go to university

3 a) Match the words to make phrases.

1	start	A grandchildren
2	live	B a wedding
3	buy	C abroad
4	lose	D to the countryside
5	have	E your job
6	move	F on a career
7	arrange	G a business
8	get	H a wedding anniversary
9	decide	I divorced
10	celebrate	J a house

b) Fill in the sentences with phrases from Ex. 3a in the correct form.

- 1 Harry can't stand renting and wants to as soon as he can.
- 2 Sarah's been so depressed since she at the factory.
- 3 Fran was a young grandparent and when she was just fifty.
- 4 They were married for ten years before they It's so sad.
- 5 When you, you get to experience another culture in depth.
- 6 The city was too much for John so he when he retired.
- 7 They this weekend. They've been married for five years now.
- 8 I need some advice because I'm finding it really difficult to
- 9 Dan's got a lot of courage to in this economic climate.
- 10 Mum would love to, but I'm not getting married yet!

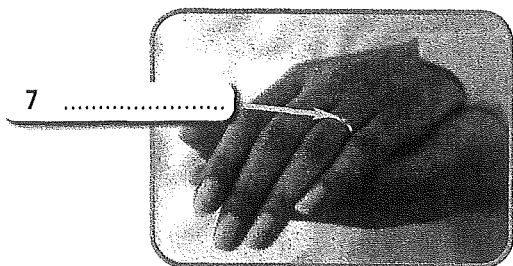
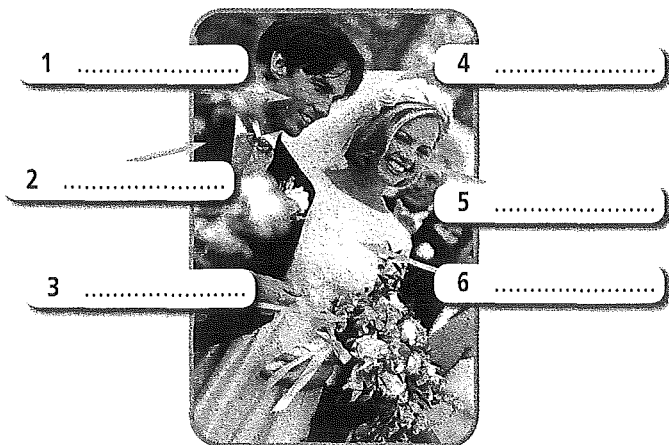
4 Discuss these questions in class.

- 1 Do you remember your first day at school? How did you feel?
- 2 Was going to high school a major turning point in your life? Why?
- 3 What was the most important event in your life? Why?

A wedding

5 Label the pictures. Use the words in the list.

- bride • groom • bridesmaid • best man
- wedding dress • wedding ring • veil
- bouquet • tuxedo



Now describe the first photograph.

6 Choose the correct word.

- 1 The bride and her father entered the church and walked down the **corridor/aisle**.
- 2 The film actress decided to have her **marriage/wedding** on the beach.
- 3 Jason was getting married the next day so he had a bachelor **meeting/party**.
- 4 It is a custom in some countries for the couple to exchange **vows/promises** when they get married.
- 5 After the wedding ceremony, all guests were invited to the **reception/event**.
- 6 The bride's parents paid for the tickets to Hawaii where they're going on their **holiday/honeymoon**.
- 7 The best man **made/did** a toast to the couple and wished them a happy life.
- 8 If you catch the **bouquet/bunch** that the bride throws, it means you will be next to get married.

Character

7 Fill in: *honest, hardworking, patient, ambitious, stubborn, optimistic, sensitive, sociable, modest, generous.*

- 1 Charlie is top of his class because he is very and studies a lot.
- 2 Grandparents are usually very with their grandchildren and give them lots of presents.
- 3 Our teacher is a very person and never gets angry with us.
- 4 Although the scientist has a Nobel Prize, he is quite about his achievements.
- 5 Kate is really and loves being with other people.
- 6 He is so; I've never heard him tell a lie in all the time I've known him.
- 7 Betty is a very person and understands people's feelings and problems.
- 8 I like Jason because he is; he always looks on the bright side of things.
- 9 My father is so; when he makes up his mind about something he doesn't change it.
- 10 The young lawyer is very and wants to go to the top of his profession.

8 Match the opposites.

1	generous	A	lazy
2	neat	B	pessimistic
3	nice	C	messy
4	optimistic	D	demanding
5	humble	E	nasty
6	easy-going	F	mean
7	hardworking	G	arrogant

9 Write the opposites of these adjectives. Use *un-, im-, ir-, dis-, in-*.

1 selfish ≠	6 sensitive ≠
2 polite ≠	7 tidy ≠
3 honest ≠	8 reliable ≠
4 responsible ≠	9 patient ≠
5 considerate ≠	10 trustworthy ≠

10 Match the characteristics (A-H) to the descriptions (1-8).

A shy	E arrogant
B aggressive	F considerate
C reliable	G easy-going
D demanding	H vain

- 1 ☐ Angela's parents have taught her to be polite and think about others.
- 2 ☐ Some people shout and become violent when they have an argument with others.
- 3 ☐ Who does he think he is? He thinks he is better than anyone else.
- 4 ☐ Some children are spoilt and are always asking for things from their parents.
- 5 ☐ Poor Ben! He always feels nervous when he meets new people.
- 6 ☐ John is a person you can always depend on. He will never let you down.
- 7 ☐ David spends far too much time checking his hair and clothes in the mirror.
- 8 ☐ My best friend is a person that gets along with anyone.

Appearance

11 Complete sentences 1-5 using words from the table.

Hair:	curly, wavy, straight, short, long, spiky, bald
Height:	tall, short, of average height,
Weight:	thin, slim, plump, fat, overweight, well-built
Age:	in his late teens, middle-aged, in her early twenties, child
Face:	long, round, square, oval
Skin:	pale, dark, olive, fair
Special features:	mole, freckles, moustache, beard, glasses



- 1 This is Janet. She's six years old. She's got long black hair and skin.

- 2 Tom is He's of average height with short hair.



- 3 Mike is with short dark hair and a

- 4 Lisa is in her mid-twenties. She has blonde hair, blue eyes and an face.



- 5 Mr Jones is my teacher. He wears and he's almost because he's lost a lot of hair.

12 Use the words in the table in Ex. 11 and describe your best friend.

Crime

- 1 Match the newspaper headlines (1-8) to the types of crime (A-H).

A	burglary	E	shoplifting
B	arson	F	smuggling
C	robbery	G	speeding
D	vandalism	H	kidnapping

- 1 Hollywood star arrested for driving his Porsche at 180 kmph!
- 2 Millionaire caught stealing clothes in department store
- 3 Girl disappears from home – ransom note found
- 4 Hooligans destroy playground
- 5 Man burns his house down to get insurance money
- 6 Thousands of exotic pets brought into the country illegally
- 7 Armed men steal £2 million from bank
- 8 House broken into while family on holiday

- 2 Complete the table.

Person	Noun	Verb
1	burglary	burgle
2	vandalism	3
robber	robbery	4
5	arson	set fire (to)
thief	6	7
8	smuggling	9
kidnapper	kidnapping	10

- 3 Fill in: *arrested, broke into, committed, broken, charged, stole, robbed, accused.*

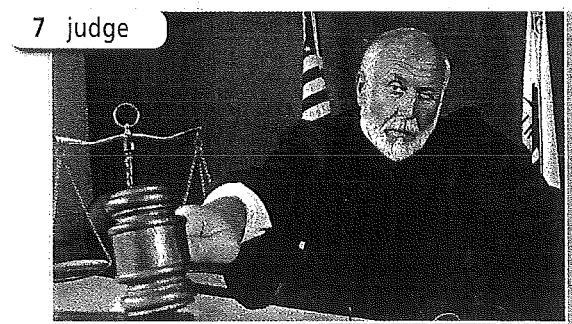
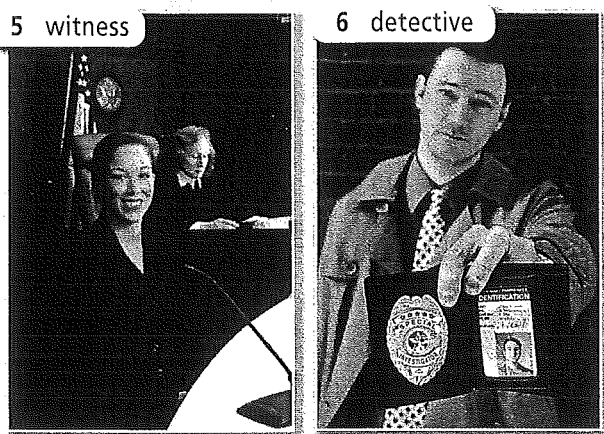
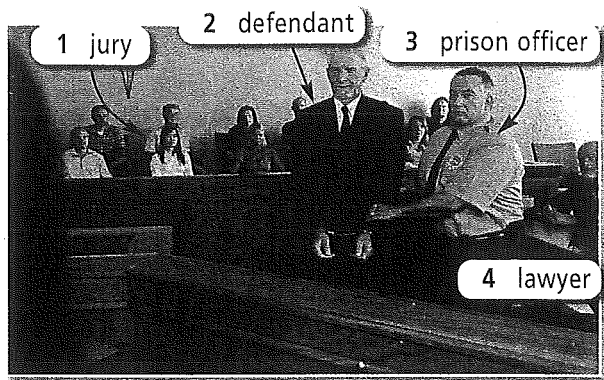
- 1 The police him with murder and took him to prison.
- 2 Thieves Oscar-winning actress Mary Stone at gunpoint last night.
- 3 Dan's friends and family couldn't believe he'd a crime.
- 4 Someone smashed my window in the car park and my bag.
- 5 They waited until he left the shop and then him for shoplifting.
- 6 He wasn't of anything because the police didn't have enough evidence.
- 7 Gary's an honest person who's never the law in his life.
- 8 Thieves her flat when she was out and stole cash and jewellery.

The law

- 4 Choose the correct words.

- 1 The young man **pleaded/begged** not guilty to robbery.
- 2 After a 3-month trial James was tried **for/convicted of** arson.
- 3 The judge **examined/tested** the evidence/**proof** against the accused man.
- 4 The jury **got/reached** a verdict and the criminal was taken to prison.
- 5 The court **found/said** the accused guilty.
- 6 Jack is going to **witness/testify** against his friend in **court/jury**.
- 7 You have to **swear/say** to tell the truth in court.
- 8 The thief was **sentenced/charged** to ten years in prison.

5 Match the people (1-7) to the descriptions (A-G).



- A** ☐ The person who is accused of a crime.
- B** ☐ The person who saw or knows things about a crime.
- C** ☐ The person who represents the accused in court.
- D** ☐ The group of people who have to give a verdict in court.
- E** ☐ The person who makes the decisions in court.
- F** ☐ This is a person who takes the defendant from their cell to the court room.
- G** ☐ This is the person who investigated the crime.

6 a) Match the words to make sentences.

- 1 ☐ armed
- 2 ☐ life
- 3 ☐ death
- 4 ☐ guilty
- 5 ☐ crime
- 6 ☐ court
- 7 ☐ jury
- 8 ☐ police

- A** service
- B** sentence
- C** robbery
- D** penalty
- E** station
- F** scene
- G** verdict
- H** case

b) Fill in the sentences with phrases from Ex. 6a.

- 1 Most countries do not have the and no prisoners are executed.
- 2 The jury returned a
- 3 The thief was arrested and taken to the
- 4 Some citizens are asked to do in a court.
- 5 The police are looking for evidence at the
- 6 There was a(n) at the jeweller's and a man was shot.
- 7 The murderer got a(n) and will never come out of prison.
- 8 This was in the news for months.

Cybercrime

7 Fill in: *hacker, access, identity, piracy, spam, viruses.*

- 1 Don't open emails because they could harm your laptop.
- 2 A(n) broke into our company's computer system.
- 3 The most common form of cybercrime is theft.
- 4 My laptop has a software program to protect against
- 5 You can't this account without the correct password.
- 6 Illegally downloading computer programs is software

Word Formation

- Prefixes are syllables which we add before certain words to form new words. The meaning of the new word depends on the prefix that has been used.
 - anti- = against (*anti-social*)
 - bi- = two (*bi-monthly*)
 - co- = with (*co-star*)
 - counter- = in the opposite direction (*counter-argument*)
 - ex- = previous, former (*ex-wife*)
 - inter- = between (*intercontinental*)
 - mis- = done wrongly or badly (*misjudge*)
 - mono- = one (*monorail*)
 - multi- = many (*multimedia*)
 - non- = not (*non-verbal*)
 - out- = more, better (*outrun*)
 - over- = (done) to a great extent (*overcook*)
 - post- = after (*post-war*)
 - pre- = before (*pre-war*)
 - pro- = in favour of (*pro-European*)
 - re- = again (*redo*)
 - semi- = half (*semi-circle*)
 - sub- = under, less (*sub-zero*)
 - super- = big, more (*superhuman*)
 - trans- = (travel) from one side, group, etc to another (*transatlantic*)
 - tri- = three (*tripod*)
 - under- = not enough (*underdeveloped*)
 - uni- = one (*unidirectional*)

The prefixes below are used to express opposite meanings.

de-	<i>deforest, desensitise</i>
dis-	<i>disagree, dissimilar</i>
in-	<i>insincere, incomplete</i> BUT il- (before l) <i>illegible</i> im- (before b, m, p) <i>impolite</i> , <i>imbalance</i> ir- (before r) <i>irrational</i> BUT <i>unrest, unrestricted</i>
non-	<i>non-existent, non-stop</i>
un-	<i>uncomfortable, unlucky</i>

Some prefixes are added to words to form verbs.

en-	<i>rich – enrich</i>
	BUT em- (before b, m, p) <i>power – empower</i>

- Suffixes are syllables which we add to the end of certain words to form new words.
 - Nouns referring to people
 - verb + -er/-or/-ar (*drive – driver, conduct – conductor, lie – liar*)
 - noun/verb/adjective + -ist (*novel – novelist, cycle – cyclist, social – socialist*)
 - verb + -ant/-ent (*claim – claimant*)
 - noun + -an/-ian (*Rome – Roman, politic – politician*)
 - verb + -ee (passive meaning) (*escape – escapee*)

– Nouns formed from verbs

-age	<i>break – breakage</i>
-al	<i>arrive – arrival</i>
-ance	<i>perform – performance</i>
-ation	<i>represent – representation</i>
-ence	<i>confide – confidence</i>
-ion	<i>complete – completion</i>
-ment	<i>pay – payment</i>
-sion	<i>extend – extension</i> (verbs ending in -d/-t)
-sis	<i>diagnose – diagnosis</i>
-tion	<i>delete – deletion</i>
-ure	<i>seize – seizure</i>
-y	<i>discover – discovery</i>

– Nouns formed from adjectives

-ance	<i>arrogant – arrogance</i>
-cy	<i>accurate – accuracy</i>
-ence	<i>confident – confidence</i>
-ion	<i>perfect – perfection</i>
-iness	<i>happy – happiness</i>
-ness	<i>shy – shyness</i>
-ity	<i>equal – equality</i>
-ty	<i>safe – safety</i>
-y	<i>jealous – jealousy</i>

– Adjectives formed from nouns

-ous	<i>courage – courageous</i>
-al	<i>person – personal</i>
-ic	<i>hygiene – hygienic</i>
-ical	<i>myth – mythical</i>
-ish	<i>girl – girlish</i>
-ive	<i>excess – excessive</i>
-ful (with)	<i>meaning – meaningful</i>
-less (without)	<i>meaning – meaningless</i>
-ant	<i>importance – important</i>
-able	<i>comfort – comfortable</i>
-y	<i>hand – handy</i>
-ly	<i>time – timely</i>

– Adjectives formed from verbs

-able	<i>count – countable</i>
-ible	<i>comprehend – comprehensible</i> (verbs ending in -d/-t)
-ive	<i>dismiss – dismissive</i>
-ate	<i>consider – considerate</i>
-ent	<i>depend – dependent</i>

– Verbs formed from adjectives

-en	<i>bright – brighten</i>
-ise	<i>immobile – immobilise</i>

– Verbs formed from nouns

-en	<i>length – lengthen</i>
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Word Formation

Use the word given in capitals to form a word that fits in the gap.

- 1 As her parents speak different languages she grew up to be LINGUAL
- 2 The students were asked to the main points in the article. SUMMARY
- 3 Don't him. He's cleverer than he looks. ESTIMATE
- 4 The manager was shocked by the amount of to his ideas. RESIST
- 5 May I introduce you to an of mine, Mr Moran. ACQUAINT
- 6 Our kitchen was flooded because of a in the pipes. BLOCK
- 7 I know a good tailor who could your trousers for you. SHORT
- 8 Emma couldn't help being of her friend's glamorous lifestyle. ENVY
- 9 He was a brilliant mathematician and helped many secret messages from the Germans during WWII. CODE
- 10 I have to wait in for a special from the postman today. DELIVER
- 11 It is that she is unhappy in her new job. APPEAR
- 12 He decided to with the police and tell them the truth. OPERATE
- 13 Despite his, Simon is excellent at playing sports. ABILITY
- 14 Pauline is a in a world famous cookery competition. FINAL
- 15 Anyone caught taking money from the till faces instant DISMISS
- 16 There is a lot of surrounding the government's plans for the banking industry. SECRET
- 17 Diana is very and enjoys playing lots of sports. ATHLETE
- 18 I think the price of this dress is very for such good quality material. REASON
- 19 I really do believe that travel will your horizons. BROAD
- 20 As an company, we do business all over the world. NATIONAL
- 21 Ben lost his job at the bank for being and lazy. COMPETENT
- 22 I'm having a meeting with my this afternoon about my tax return. ACCOUNT
- 23 at the meeting was lower than expected. ATTEND
- 24 Many politicians seem to think that is not always the best policy. HONEST
- 25 If you want to do well at school you must show a to learn. WILLING
- 26 Please hand in the calculations by midday tomorrow. MATHEMATICS
- 27 The police did not think her story was very CREDIT
- 28 Students who repeatedly during lessons will be kept after school for detention. BEHAVE
- 29 Due to compulsory education, there is now much less in society. LITERACY
- 30 It took months of to arrange her dream wedding. PREPARE
- 31 What a seeing you here! COINCIDE
- 32 She tearfully protested her to the court. INNOCENT
- 33 It was very to eat the rest of the cake and not leave any. SELF
- 34 This spray is an way to stop pests destroying garden plants. EFFECT
- 35 They're building a new in the city. It runs on only one track. RAIL
- 36 You can't walk in such high shoes. They're totally PRACTICAL
- 37 Carol has been working as a for over ten years. LIBRARY
- 38 John Kennedy's occurred in Dallas, Texas in 1963. ASSASSINATE
- 39 You're always breaking things! I'm really fed up of your CLUMSY
- 40 John sounds very when he shouts and points his finger at people like that. AGGRESSION

Word Formation

- 41 It was of Kate to leave you waiting outside in the cold for so long. **CONSIDER**
- 42 Britain has become a society with lots of different cultures existing side by side. **CULTURE**
- 43 All company must make sure to use their swipe cards whenever they leave the building. **EMPLOY**
- 44 Buying property is always a good **INVEST**
- 45 It's absolute to say that I treated you badly. I did not and you know it. **SENSE**
- 46 An important aspect of environmental conservation is protecting plant and animal **DIVERSE**
- 47 On my university course, women men. There are at least twice as many women. **NUMBER**
- 48 Jane's behaviour in the restaurant was absolutely **DISGRACE**
- 49 If you again this month, I won't lend you any money. **SPEND**
- 50 If you then you will lose a lot of weight and become ill. **EAT**
- 51 Some women get depression after the birth of a baby. **NATAL**
- 52 The sound of the was heard from over 10 miles away. **EXPLODE**
- 53 Britain is still an country and most people live in cities. **INDUSTRY**
- 54 There are a large of summer dresses in the shops **VARY**
- 55 After a painful divorce Lisa decided there was little chance of her wanting to **MARRY**
- 56 Jumping off the 2nd floor balcony was an stupid thing to do. **BELIEVABLE**
- 57 The politician denied that there was any for the allegations made against him. **BASE**
- 58 Angela was after being hit on the head. She could hear her attackers talking, but she couldn't make out what they were saying. **CONSCIOUS**
- 59 Ever since Karl quit university his life has been He needs to decide what he wants to do. **AIM**
- 60 It must be a bit strange working as a sailor on a and living so many metres under the sea. **MARINE**
- 61 A lot of people are very about politics and how democracy works. **IGNORANCE**
- 62 For your own, please do not carry heavy items in the lift. **SAFE**
- 63 It is the job of the police to the law. **FORCE**
- 64 Paul is waiting for a kidney donor so that he can have a **PLANT**
- 65 He will be remembered for the he showed to helping others less fortunate than himself. **DEDICATE**
- 66 This mobile phone is It doesn't work properly. **USE**
- 67 Our from the port was delayed because of a dangerous storm. **DEPART**
- 68 After months of not eating properly Suzannah was seriously **WEIGH**
- 69 I found the course I did on public speaking very and I gained a lot of confidence. **POWER**
- 70 Donald Trump is a very businessman. **WEALTH**
- 71 The are let into the yard for exercise for one hour a day. **PRISON**
- 72 Mr Minfry has been a of this village for ten years. **RESIDE**

Word Formation

- 73 The minister said that the unemployment figures were reported ACCURATE
in the media and that he had the real figures.
- 74 The fruit of this tree is not as it is poisonous. EAT
- 75 Kyle is very for his age. He acts like a three-year-old! MATURE
- 76 It's time you cleaned your room. It's very TIDY
- 77 One of the reasons you keep getting ill is because you don't eat HEALTH
enough.
- 78 Louisa is that she will pass her driving test today. CONFIDENCE
- 79 Don't people all the time. You're not perfect either! CRITIC
- 80 James claims to be a of King George III of England. DESCEND
- 81 The judge warned the witness not to the court by
withholding information about the case. LEAD
- 82 Rowan Atkinson is a famous British COMEDY
- 83 I'm absolutely that you kept me waiting here for over an hour! FURY
- 84 Oh, my mobile phone isn't working. I think I need to the battery. CHARGE
- 85 The investigation into the murder is being lead by INSPECT
Varence of the Metropolitan police.
- 86 Why do some people think it's acceptable to other VANDAL
people's property?
- 87 Please let me know if you require any ASSIST
- 88 Kim and Dan's party was in of their fifth wedding anniversary. CELEBRATE
- 89 Our holiday was very luxurious. We even had a jacuzzi in the room. ACCOMMODATE
- 90 Jason is a very football player and he hopes SKILL
to play professionally one day.
- 91 Lady Carter works for charity to help people TIRE
who are not as fortunate in life as she is.
- 92 Perhaps you should your tie a bit, Chris. It looks very tight. LOOSE
- 93 I had a completely day at work today. Everything DISASTER
that could go wrong, did go wrong.
- 94 He lost his job and became homeless. Now, he's a BEG
on the streets of London.
- 95 In his speech, the director praised her for her LOYAL
to the company in her 30 years service as a manager.
- 96 The USA gained from Great Britain on 4th July, 1776. INDEPENDENT
- 97 The reserve the right to refuse admission to the MANAGE
premises at their own discretion.
- 98 Your first job will be to put all the files in the cabinet in order. ALPHABET
- 99 Bella is a for a popular national newspaper. REPORT
- 100 Thomas likes his sandwiches cut into rather than ANGLE
squares.

Key Word Transformations

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete the sentence.

- 1 People say a ghost haunts the graveyard.
SAID A ghost the graveyard.
- 2 Although it was snowing, we still went for a walk.
OF In , we still went for a walk.
- 3 He could talk by the time he was 6 months old.
ABLE He by the time he was 6 months old.
- 4 We really must close up the shop now.
TIME It's the shop now.
- 5 I leave early so that I avoid the rush hour traffic.
ORDER I leave early the rush hour traffic.
- 6 A nice man told us how to get to our hotel.
DIRECTIONS We our hotel by a nice man.
- 7 You'd better hurry up or we won't catch the start of the play.
WILL If you miss the start of the play.
- 8 She had never been abroad before.
FIRST It she had ever been abroad.
- 9 Frank is worried that he won't be able to keep up with his work.
BEHIND Frank is worried he will his work.
- 10 You shouldn't talk badly about your boss.
WRONG It's about your boss.
- 11 James doesn't agree with what Carol did.
APPROVE James Carol did.
- 12 Has Kerry decided to change jobs?
MIND Has Kerry about changing jobs?
- 13 "It was me who took the last biscuit," said Ryan.
ADMITTED Ryan the last biscuit.
- 14 He got the job because he could speak four languages.
DUE He got the job he could speak four languages.
- 15 She didn't do the ironing in the hope of leaving earlier.
SO She didn't do the ironing earlier.
- 16 This food reminds me of my holiday in Rome.
BRINGS This food of my holiday in Rome.
- 17 My friends all like the new café.
POPULAR The new café my friends.
- 18 He spent ages repairing his old motorbike.
TOOK It his old motorbike.
- 19 "You had better report it to the police," she said to him.
ADVISED She to the police.
- 20 As long as you practise your driving, you may pass your test.
PROVIDED You may pass your test your driving.
- 21 My sister cut my hair.
HAD I by my sister.
- 22 In Scotland, we visited the place Robert Louis Stevenson wrote *Treasure Island*.
WHERE When we were in Scotland we saw the was written.
- 23 I don't really want to go to the cinema.
PREFER I to the cinema.
- 24 It was a mistake for me to change jobs.
SHOULD I jobs.
- 25 It's your duty to call the supplier.
RESPONSIBLE You the supplier.

Key Word Transformations

- 26 He described the event in great detail.
DESCRIPTION He the event.
- 27 As long as you inform him in advance there should be no trouble.
LET Provided in advance, there should be no trouble.
- 28 She put a lot of time and thought into finding him the perfect present.
EFFORT She into finding him the perfect present.
- 29 All this running around has exhausted me.
WORN I all this running around.
- 30 All my colleagues came to my party except Brian.
WHO Brian was the come to my party.
- 31 She intends to go back to work after a year.
INTENTION It back to work after a year.
- 32 It wasn't necessary for you to wrap the gift.
WRAPPED You the gift.
- 33 The film pitch failed to impress the producers.
SUCCEED The film pitch the producers.
- 34 You should have gone to the doctor.
BETTER It you had gone to the doctor.
- 35 My brother will let me use his computer.
OBJECT My brother using his computer.
- 36 We would never have gone to the restaurant if you hadn't recommended it.
FOR But we would never have gone to the restaurant.
- 37 They will probably buy the house.
LIKELY They the house.
- 38 I'm sorry but there is no sugar left.
RUN I'm sorry we sugar.
- 39 His room is much bigger than mine.
NEARLY My room isn't his.
- 40 He studied Medicine in order to become a doctor.
VIEW He studied Medicine a doctor.
- 41 I have never read such an interesting book.
FAR This is book I have ever read.
- 42 The biscuit tin is completely empty.
LEFT There in the tin.
- 43 You can plead all you want, but I am not letting you use the car.
MATTER I am not letting you use the car, ... plead.
- 44 The lawyer made me wait for three hours before he saw me.
KEPT The lawyer hours before he saw me.
- 45 They just sat watching television all day.
NOTHING They watch television all day.
- 46 You'll have no difficulty following the recipe.
EASY You'll find the recipe.
- 47 Sarah is very sorry she got her hair dyed.
REGRETS Sarah hair dyed.
- 48 When did you last hear from them?
SINCE How long heard from them?
- 49 I had never driven a car before.
FIRST It I had ever driven a car.
- 50 I apologised for breaking the vase.
SORRY I breaking the vase.
- 51 I might go to Spain this summer.
POSSIBILITY There go to Spain this summer.
- 52 I can't wait till the school holidays start.
FORWARD I'm really of the school holidays.
- 53 She made them go to the back of the queue.
WERE They back of the queue.

Key Word Transformations

- 54 I can't meet you for coffee tonight.
IMPOSSIBLE It's
..... you for coffee tonight.
- 55 This car is cheap and efficient.
ONLY This car is
..... efficient.
- 56 Both parties agreed on the decision.
FULL Both parties were
..... the decision.
- 57 The critics said this is the best book ever written.
SUPPOSED This
..... the best book ever
written according to the critics.
- 58 Malcolm is very surprised he got the job.
THOUGHT Malcolm never
..... the job.
- 59 My parents said I could go to the concert.
PERMISSION My parents
..... to the concert.
- 60 It's a good idea to keep the cake in the fridge.
SHOULD The cake
..... in the fridge.
- 61 Considering that Alan is so short, you must admit
he's doing well in the basketball team.
ACCOUNT If you
..... short Alan is,
you must admit he's doing well in
the basketball team.
- 62 "I'm saving for a holiday so I shouldn't buy this
dress," Mary said.
BETTER "I'm saving for a holiday, so I
.....
this dress," Mary said.
- 63 Shall I make you a coffee?
TO Would
..... you a coffee?
- 64 His boss won't tolerate his tardiness any longer.
PUT His boss won't
..... any longer.
- 65 The two cats look the same to me.
TELL I
..... between the two cats.
- 66 This mistake wasn't his fault.
BLAME He
..... the mistake.
- 67 I drove at night because I didn't want to get stuck
in traffic.
AVOID I drove at night
..... stuck in traffic.
- 68 She posted her vote too late, so it didn't count in
the election.
RESULT She posted her vote too late,
..... it didn't
count in the election.
- 69 Richard definitely won't win the race.
CHANCE Richard has
..... the race.
- 70 I prefer sitcoms to documentaries.
PREFERENCE I have
..... documentaries.
- 71 Fruit is not as fattening as chocolate.
LESS Fruit
..... chocolate.
- 72 Gary was responsible for tidying up the lab.
CHARGE Gary was
..... the lab.
- 73 We enjoyed ourselves a lot at the bowling alley.
TIME We
..... at the bowling alley.
- 74 She isn't as quiet as she was when she was
younger.
USED She
..... she is now.
- 75 It's possible that she didn't hear you.
MAY She
..... you.
- 76 I'm sure it wasn't Kate I saw at the cinema.
HAVE It
..... Kate I saw at the cinema.
- 77 They were delayed by a traffic jam for five hours.
HELD They
..... a traffic jam for five hours.
- 78 They enjoyed the day trip to the zoo very much.
FUN They
..... day trip to the zoo.
- 79 It was easy for him to replace the plug.
DIFFICULTY He
..... the plug.
- 80 It isn't worth seeing that film, it isn't any good.
POINT There is
..... that film, it isn't any good.

Formal letters/emails

Formal letters/emails are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith*),
- an **introduction** with our opening remarks and the reason for writing,
- **main body paragraphs**, one for each separate topic,
- a **conclusion** with our closing remarks,
- a **formal ending** (*Yours faithfully, when you don't know the person's name/Yours sincerely, when you know the person's name*) + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences** (*I am available for an interview at any time convenient to you.*)
- **formal linking words** (*However, In addition*)
- **full verb forms** (*I am writing to ...*)
- **use of the passive** (*I can be contacted ...*)

Useful Language

Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's 'Evening Post'*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*)
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.

Matura

Studiujesz w Anglii. Przeczytałeś/-aś zawieszone na tablicy informacyjnej Twojej uczelni ogłoszenie w sprawie pracy na pół etatu w centrum dziennej opieki nad dziećmi. Napisz list (120–150 słów), w którym:

- poinformujesz, gdzie zauważyłeś/-aś ogłoszenie i dlaczego jesteś zainteresowany/-a tą pracą,
- podasz swój wiek i opisziesz stosowne kwalifikacje,
- wspomnisz o doświadczeniu wyniesionym z poprzedniej pracy i wyjaśnisz, dlaczego Twoja osobowość predestynuje Cię do podjęcia tej pracy,
- poinformujesz, ile godzin tygodniowo możesz poświęcić pracy i kiedy możesz przyjść na rozmowę kwalifikacyjną.

formal greeting

Dear Sir or Madam,

use of the passive

I am writing to apply for the position of part-time daycare centre assistant which was advertised on the college noticeboard. I am interested in this job since I enjoy working with children.

formal linking word

I am twenty-one years of age and am currently studying Child Psychology. In addition, I have a good command of both written and spoken English.

advanced vocabulary

full verb form

Despite not having any formal work experience in childcare, I have often done babysitting for neighbours and friends. I feel I would be well suited for this position as I am enthusiastic, energetic and creative. I also consider myself to be patient when dealing with young children.

longer sentence

I am available for work for up to 15 hours a week during the afternoons and would be glad to attend an interview at any time convenient to you.

I look forward to hearing from you.

formal expression

Yours faithfully,

formal ending

Ewa Kowal

full name

Practice

1 Read the letter again and match the formal expressions in bold to the informal ones below.

- 1 I'm really good at
- 2 I'm sure I'd be great at this job
- 3 whenever is good for you
- 4 Best wishes
- 5 I just wanted to ask about
- 6 Although I've never done anything quite like this before
- 7 I'd love to have a go at

Stories

Stories can be written either in the first or the third-person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introductory paragraph** which sets the scene (describes the time, place, people, activity, weather, etc),
- **main body paragraphs** (describing incidents leading up to the main event, the main event itself and its climax),
- a **concluding paragraph** (describing what happens in the end, people's reactions/feelings, etc)

Stories are characterised by:

- the **use of past tenses** (The sun was shining brightly when they set out. She put on her coat, opened the door and went outside. When the waiter brought the bill, Mr Bartlett was embarrassed to find he had forgotten to bring his wallet.)
- **linking words/phrases that convey time and sequence of events** (first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc).
- **descriptive adjectives/adverbs** to make the story more interesting (elegant, pleasant, breathtaking, fast, politely, softly, etc)
- **direct speech** to make the story more dramatic ("Whatever are you doing?" she yelled.)

Useful Language

Starting a story/Setting the scene

- Karen felt (exhausted) as she had been (studying hard for her exams for six months).
- The birds were singing happily when Tom woke up on Saturday.

Leading up to the main event

- At first, we didn't notice (anything strange).
- The (party) had only just (started) when ...
- The next thing (Tom) knew, (he was ...).

The main event/climax of the story

- They started (screaming and shouting in panic).
- I felt sure (the plane) was going to (crash).

Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their (surprise/disgust/horror, etc) ...
- Imagine our (disappointment) when ...

Ending a story

- I've never felt so (relieved/scared, etc) in my whole life.
- He knew he would never ... again.
- It was the most (embarrassing) moment I've ever experienced.

Małura

Twoja szkoła organizuje konkurs literacki na najlepsze opowiadanie. Tematem opowiadania ma być przerażające doświadczenie, które było Twoim udziałem. Napisz opowiadanie na konkurs (200–250 słów).

Traveller's Rest by John Smith

time place people activity

One weekend last autumn my cousin Jack and I went on a hiking trip in the countryside. We had planned to stay at a village hotel on Saturday night and return home on Sunday. As we were walking late on Saturday afternoon, we realised we had lost our way. It was getting dark and we were very tired. Then it started to rain and we started to feel desperate.

weather time sequence linker descriptive adverb direct speech

The next moment, we saw an old-fashioned stone cottage, so we decided to stop and ask directions. A little old lady came to the door. She was wearing a long dress and smiling sweetly. When she heard that we were lost, she invited us inside. "You're welcome to stay the night," she said. "You can reach the village easily in the morning." We felt grateful for her hospitality and sat down to a hot tasty meal in her cosy kitchen. After that, she showed us upstairs to two clean comfortable beds.

descriptive adjectives

The next morning, the old lady was nowhere to be found. We left a thank-you note and set off towards the village. We stopped for a coffee at the village hotel. Imagine our amazement when the hotel owner told us who we had stayed with. "That's old Mrs Heron," he said. "She's been dead for sixty years. She used to put up travellers overnight." Jack and I looked at each other in horror. Did we imagine it or had we seen a ghost? I suppose we will never know.

people's reactions/feelings

Practice

1 Put the events in the story in the order in which they happened.

- | | |
|------------------------------|--|
| <input type="checkbox"/> A | They reached the hotel. |
| <input type="checkbox"/> B | An old lady came to the door. |
| <input type="checkbox"/> C | They heard a scary story. |
| <input type="checkbox"/> D 1 | The writer and his cousin were out hiking. |
| <input type="checkbox"/> E | They talked to the hotel owner. |
| <input type="checkbox"/> F | They stopped to ask the way. |
| <input type="checkbox"/> G | They went to bed. |
| <input type="checkbox"/> H | They got lost. |
| <input type="checkbox"/> I | They ate a meal. |
| <input type="checkbox"/> J | She invited them to stay the night. |
| <input type="checkbox"/> K | They saw a cottage. |

2 Underline all the time words and phrases in the story that show the sequence of events. Compare with your partner.

Semi-formal letters/emails

Semi-formal letters/emails are usually sent to someone we know but not very well, e.g. a routine email to a business/website asking for or giving information, a thank-you letter to your friend's parents, etc. They include:

- a **formal greeting** (*Dear Ms Cole, Dear Mr and Mrs Jackson*),
- an **introduction** with your opening remarks and the reason for writing,
- **main body paragraphs** each containing a separate topic,
- a **conclusion** with your closing remarks,
- an **informal ending** (*Best wishes, Kindest regards, Yours, + your full name*).

Note: when we want to be brief and to the point, emails are usually preferred to letters.

Semi-formal style is characterised by:

- **relaxed, friendly language** (*Thanks so much for having me to stay with you.*)
- a **polite and respectful tone**, depending on the relationship you have with the person (*I'm really grateful for all your help.*)
- **some short verb forms** (*I'm writing to enquire about tennis lessons in my area.*)
- **full inclusion of pronouns** (*We'd be happy to answer your queries.*)
- **some use of idioms/colloquial expressions** but use with care (*I hope this information will come in handy sometime.*)
- **linking words/phrases for listing points** (*first of all, secondly, also, finally, etc.*).

Useful Language

Opening remarks

- I hope you are well.
- I'm sorry I haven't been in touch sooner.
- I'm writing in connection with ...

Thanking

- I can't thank you enough.
- I don't know how to thank you.
- I really appreciate it.

Giving information

- I'd be glad to answer your questions.
- Another point to bear in mind (*is that*) ...
- I would also like to point out ...

Asking for information

- I'd like to (*ask/enquire/know etc*) ...
- Could you please inform me ... ?
- Will it be necessary to ... ?/Will I need to ... ?
- Is there an extra charge for ... ?
- What kind of (*equipment*) is provided?

Closing remarks

- Many thanks (*in advance*) for ...
- I'm looking forward to hearing from you.
- Please give my regards to ...
- I hope you find this information helpful.

Małura

Chcesz zarezerwować wakacje pod namiotem przez Internet. Znalazłeś/-aś miejsce, które Ci się podoba, ale potrzebujesz więcej informacji na jego temat. Napisz list adresowany do Billa Forbesa z Golden Sun Campsite i zapytaj w nim:

- o możliwość zabrania z sobą zwierzątka domowego,
- o koszt miejsca na parkingu,
- dostępne na miejscu możliwości gotowania,
- sporty wodne, które można uprawiać w okolicy.

Dear Mr Forbes, ^{formal greeting}

I'm writing to enquire about staying at your campsite this summer. Can you please give me some further information? ^{polite respectful tone}

^{short verb form}

Firstly, I'd like to know about the cooking facilities. For example, is there a shared kitchen for cooking and if so, will I need to bring any equipment? Also, could you tell me if there is an extra charge for car parking and whether I can bring my dog along to the campsite?

^{linking word to list points}

Finally, your advert mentions the campsite is near the beach, but it doesn't say which water sports are available. I am particularly interested in doing windsurfing and would like to know if this is possible.

^{inclusion of pronoun}

Many thanks in advance for your help.

^{relaxed friendly language}

Yours, ^{informal ending}

Aleksander Beliński ^{full name}

Practice

1 Read the model below. Compare and contrast it with the model above. Why isn't it appropriate? Think about:

- layout • the way it starts/ends • tone and style of language
- use of pronouns/linking words

Dear Bill Forbes,

Just writing to ask about staying at your campsite this summer. Unfortunately, quite a bit of information is missing from your website! I'd like to know if there is a shared kitchen for cooking. If there is, I'll probably need to bring some equipment, won't I? Do you charge extra for car parking? Furthermore, are pets prohibited from the campsite? It's great that you're just a stone's throw from the beach. However, your advert doesn't say which water sports are available. I would particularly welcome the opportunity to experience windsurfing for the first time.

Yours faithfully,

Aleksander

Essays suggesting solutions to a problem

Essays suggesting solutions to a problem are formal pieces of writing in which a problem is introduced and suggestions are made on how to deal with it. The expected result of each suggestion is mentioned, together with the writer's opinion at the end of the essay.

Essays suggesting solutions to a problem include:

- an introductory paragraph stating the problem,
- main body paragraphs (up to 3) each presenting a separate suggestion, a supporting sentence to develop the idea or give an example and the possible results,
- a concluding paragraph which restates the problem and summarises the writer's opinion.

Essays suggesting solutions to a problem are characterised by:

- **formal/semi-formal vocabulary and some longer sentences** (*If these suggestions are taken into consideration, I am convinced that the problem will be resolved.*)
- **formal linking words** to join ideas (*Moreover, Nevertheless, However, etc.*)
- **full verb forms** (*There is no doubt that ...*)
- **a mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Most people would agree street litter is unpleasant.*)

Useful Language

Listing points

- Firstly, / In the first place, • Secondly, • Furthermore, • In addition, • Finally, / Lastly,

Making suggestions

- One way of solving the problem ...
- Another helpful suggestion would be to ...
- We/People should ...
- It is important/It would be a good idea to ...

Adding supporting details

Developing a point:

- In other words, / In short, • This means that ...
- After all,

Giving examples:

- For instance, / For example, • In particular,

Presenting results

- As a result, • Consequently, • By doing this,
- In this way, • Therefore, • Then,
- If (people) ... , the (situation) will/would ...

Expressing opinion

- In my opinion/view,
- I believe/think/feel (that)...
- It seems to me/It is obvious (that)...

Concluding

- To conclude, / To sum up, • All in all,

Małura

Nauczyciel zadał Twojej klasie wypracowanie na temat problemu nękającego okoliczną społeczność. Wybrałeś/-aś temat zaśmieconych ulic. Napisz rozprawkę (200–250 słów), w której zawrzesz sugestie, jak każdy z mieszkańców może przyczynić się do rozwiązania problemu, oraz opis możliwych skutków podjętych działań.

Fight litter now!

Para 1
states
problem +
possibility of
solving it

Nowadays, litter on the streets is a common problem in many cities and towns. There is no doubt that it is an unpleasant and annoying sight. The question is, what can we as individuals do about it? In fact, there are a number of solutions.

Para 2
1st suggestion
+ supporting
sentence +
result

In the first place, we should make sure we dispose of our own rubbish responsibly. In other words, we should all get into the habit of finding the nearest rubbish bin or taking it home with us for recycling. If everyone does this, the streets will be much cleaner and tidier.

Para 3
2nd suggestion
+ supporting
sentence +
result

Secondly, don't ignore litter that you see lying around – pick it up. It is important to set a good example for others. Then, when someone sees your concern for the environment, they will hopefully follow your example and do the same.

Para 4
3rd suggestion
+ supporting
sentence +
result

As a final idea, you can join or create a local litter group. You could not only get involved in litter picking but also work with the local council to give talks in schools. As a result, children will learn at an early age how important it is not to litter.

Para 5
restates
problem +
gives writer's
opinion

To sum up, it cannot be denied that street litter poses a problem in many neighbourhoods. It is an ugly nuisance that will not go away unless we do something about it. I believe we should do more as individuals to reduce the problem.

Practice

- 1 Find and replace all the linking words and phrases in the essay with different ones from the *Useful Language* box.
- 2 Find examples of formal vocabulary and mild impersonal style in the essay. Compare with your partner.
- 3 Write a supporting sentence and a sentence presenting results for the following suggestions. Use language from the *Useful Language* box.
 - 1 One way of solving the problem of graffiti is for the council to provide a graffiti park.
 - 2 People suffering from stress should take up yoga.

For-and-against essays

For-and-against essays are formal pieces of writing which discuss the advantages and disadvantages of a topic. Arguments on both sides of the topic are presented in equal detail and the writer's opinion is included at the end of the essay.

For-and-against essays include:

- an introductory paragraph introducing the topic and its two sides,
- two main body paragraphs – one presenting arguments for together with justifications/examples and the other presenting arguments against with justifications/examples,
- a concluding paragraph which summarises the arguments and gives the writer's opinion.

Note: in for-and-against essays, each main body paragraph begins with a topic sentence that outlines the main idea of that paragraph.

For-and-against essays are characterised by:

- **formal/semi-formal vocabulary and some longer sentences** (*Although some people may disagree, in my view, the advantages far outweigh the disadvantages.*)
- **formal linking words** to join ideas (*Although, Whereas, For this reason, etc.*)
- **full verb forms** (*It is well worth ...*)
- **a mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Renting a home is thought by some people to be a better solution than buying one.*)

Useful Language

Listing points

- Firstly,/To begin with, • Secondly,
- Furthermore,/Moreover, • Finally,

Introducing advantages

- One/An important/The main advantage of ...,
- Another/An additional benefit of ...,
- Some/Many people are in favour of ...,

Introducing disadvantages

- A serious drawback/major disadvantage of ...,
- Some/Many people are against ...,

Justifying points and giving examples

Justifying a point:

- This is because ... • The reason for this is ...
- This means that ... • After all,

Giving examples:

- For instance,/For example, • such as

Contrasting ideas

- On the other hand, • However,/Nevertheless,
- Despite/In spite of (*the fact that*) ...

Expressing opinion

- In my opinion/view, • I believe/think/feel ...,

Concluding

- In conclusion, • All things considered,

Matura

Napisz rozprawkę (200–250 słów) przeznaczoną do publikacji w magazynie poświęconym urządzaniu domu i ogrodu na temat zalet i wad kupna własnego domu.

To buy or not to buy?

Para 1
introduces topic
+ presents the
two sides

Many young people today, especially those planning to get married, dream of owning their own home some day. Some people would agree that home ownership is a good thing, while others believe it is not worth the trouble.

topic sentence

Para 2
1st advantage
+ justification

There are certain advantages to having a home of your own. To begin with, it can be considered a good investment. After all, you can sell it at any time and possibly make a profit. Furthermore, home ownership means you have greater freedom to please yourself. You can redecorate your house or keep a pet dog, for example, without having to ask the landlord.

2nd advantage
+ example

topic sentence

Para 3
1st disadvantage
+ justification

However, buying a house can also have a number of disadvantages. One major drawback is the high cost. This is because you need a large amount of money as a down payment before you can buy, in addition to the expense of maintaining and repairing your house.

2nd disadvantage + justification

Secondly, a homeowner tends to be tied down to one place. This means that you can't just get up and move if you do not like the neighbourhood, because you will have to sell your house first.

Para 4
summarises the arguments + gives the writer's opinion

All things considered, there are both advantages and disadvantages to buying your own home. It seems to me, though, that it is a good idea if you can afford it. It is something that belongs to you and can give you security in the future.

Practice

- 1 Find examples of longer sentences and formal/advanced vocabulary in the essay.
- 2 Rewrite the topic sentences in the main body paragraphs of the model. Use phrases from the *Useful Language* box to help you.
- 3 Write one additional advantage and one additional disadvantage of buying your own home, together with justifications/examples.

Letters to the editor making suggestions

Letters to the editor making suggestions are pieces of writing which appear in newspapers or magazines. They express the writer's ideas concerning issues of public interest at local, national and even international levels, e.g. improving community facilities, health issues, etc. Letters to the editor are often written in direct response to a published article or news item and are usually formal in style. They include:

- a **formal greeting** (*Dear Sir/Madam, Dear Editor, Sir,*),
- an **introduction** in which we refer to the article/news item we are responding to (when applicable), say when and where we read it, state our reason for writing (to make suggestions on a given topic), and briefly give our opinion,
- at least two **main body paragraphs**, one for each suggestion and the possible results/consequences,
- a **conclusion** which summarises our opinion/restates the topic,
- a **formal ending** (*Yours faithfully*, + your full name).

Letters to the editor making suggestions are characterised by:

- **formal vocabulary & some longer sentences** (*In view of the widespread extent of the problem, security systems should be upgraded frequently as a precaution.*)
- **formal linking words** to join ideas (*Furthermore, Nevertheless, For this reason etc.*)
- **the use of full verb forms** (*It is important that we raise public awareness of this issue.*)
- a **mild impersonal style** that avoids colloquial expressions or strong personal feelings (*Another point to keep in mind is that security systems need regular updating.*)

Useful Language

Listing points

- Firstly/In the first place • To begin with,
- Secondly, • Additionally, • Finally/Lastly,

Making suggestions

- One good idea is to ...
- We/You/People should/could ...
- Another helpful suggestion would be to ...

Presenting results

- By doing this, • In this way, • Therefore,
- If (people) ..., the (situation) will/would ...

Expressing opinion

- I believe/think/feel (that) ...
- It seems to me/It is clear (that) ...

Concluding

- To sum up, • All things considered,

Matura

Przeczytałeś/-aś artykuł o osobach, których komputery zostały zaatakowane przez hakerów. Napisz list (150–200 słów) do redakcji „The Daily Chronicle”, przedstawiając czytelnikom sposoby ochrony komputerów.

Dear Sir/Madam, formal greeting

Further to your article in today's issue of *The Daily Chronicle* about cyber hacking, I would like to express my concern about this issue. Most of us are familiar with firewall and anti-virus protection. However, there are one or two other suggestions which I hope readers may find helpful. formal linking word

First of all, it is important for PC users to keep their security programs up-to-date. You should upgrade them frequently and regularly to ensure you have the latest versions of security software. These are often free over the Internet. As a result, your chances of being hacked will be reduced.

Another point to keep in mind is to change your personal password from time to time. Do this regularly, say, every 90 days, to keep your PC access secure. Consequently, you will make it more difficult for hackers to break into your account. full verb form

To conclude, cyber hacking can pose a serious security threat to information systems. Nevertheless, I believe a few simple suggestions like the ones above can considerably reduce our risk of a cyber attack.

Yours faithfully,

Katarzyna Krajewska formal ending

formal vocabulary/
longer sentence

Practice

- 1 Underline the topic sentences in the main body paragraphs. Then, rewrite them using language from the Useful Language section.
- 2 Write two main body paragraphs making suggestions on how your local town council can improve road safety in your town/village.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom podstawowy)

CZĘŚĆ PISEMNA

Rozumienie ze słuchu

ZADANIE 1. Prawda/fałsz (5 pkt)

🔊 Usłyszysz dwukrotnie wypowiedź George'a, bezrobotnego pracownika służby cywilnej. Na podstawie zawartych w niej informacji zdecyduj, które zdania (1–5) są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 1 George lost his job half a year ago.
- 2 Younger workers take less time off work than older workers.
- 3 George would feel too embarrassed to be a road sweeper.
- 4 George has found a job as a clerk.
- 5 George didn't like his old job.

True	False

ZADANIE 2. Dobieranie (5 pkt)

🔊 Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat problemów związanych z ich miejscem zamieszkania. Przyporządkuj mówiących do pytań, które najlepiej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–F) w kratki (1–5). Jedno pytanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Which speaker:

- A lives in the countryside?
- B doesn't have enough room to live the way they did in the past?
- C is not completely in charge of running their home?
- D has a home that gets messy in bad weather?
- E wants to move somewhere else?
- F says something in their home needs replacing?

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

ZADANIE 3. Wybór wielokrotny (5 pkt)

🔊 Usłyszysz dwukrotnie wywiad z europarlamentarzystką June Stewart. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- | | | |
|--|--|---|
| 1 June says she spends most of her working life
A in Brussels.
B in Strasbourg.
C travelling between offices. | 3 You can't become an MEP if you
A work in a bank.
B have a conviction.
C are a local councillor. | 5 June presents herself in the interview as someone who is
A right-wing.
B left-wing.
C environmentally aware. |
| 2 Strasbourg is where June
A writes new laws.
B holds meetings with other MEPs.
C takes part in votes. | 4 The interviewer suggests the European Parliament is too
A big.
B weak.
C disorganised. | |

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom podstawowy)

Rozumienie tekstu pisanego

ZADANIE 4. Dobieranie (8 pkt)

Przeczytaj tekst dotyczący pracy na farmie ekologicznej. Do każdej części tekstu (1–7) dopasuj nagłówek (A–H) i wpisz w każdą kratkę odpowiednią literę. Jeden nagłówek został podany dodatkowo i nie odnosi się do żadnej części tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Chelsea MacDuff spent six months working on Golden Valley Organic Farm in Oregon, Canada. Here's what she says about it.

1 Last summer I finished secondary school and decided I wanted a year out to gain some work experience before I started university. I planned to study Agriculture, so it made sense to do a farming job of some kind. That's when I saw an advert for a farmhand at Golden Valley Organic Farm.

2 The 100-acre farm produces a wide range of fruit and vegetables and raises pigs and hens, using 100% organic methods. No chemicals are used in fertilisers and pesticides, so the soil and air remain unpolluted. It's also really good news for the river near the farm, which is clean enough to drink!

3 I worked there with three other helpers. From June to November we were out in the fields, planting seeds, weeding and harvesting. In addition, we were given our own special jobs. Nuala and I looked after the chickens. Chet and Sam had carpentry work to do, building and repairing barns and outhouses.

4 Obviously, you have to be very strong, fit and energetic, as farm work is very physically demanding. If you have previous farm experience, it's helpful but not essential. It's more important in Golden Valley to be enthusiastic, cooperative and willing to learn.

5 Of course, some things were hard to get used to. For me, the worst thing was getting up at six in the morning and feeding the chickens before breakfast. Cleaning out the chicken coop wasn't exactly my favourite job, either!

- A A REWARDING EXPERIENCE
- B DEALING WITH DIFFICULTIES
- C RESPECTING THE ENVIRONMENT
- D COMMUNAL LIVING
- E THE SKILLS NEEDED
- F EXPLORING THE COUNTRYSIDE
- G ASSIGNING THE CHORES
- H A LOGICAL CHOICE

6 Most of the time, though, I thoroughly enjoyed myself. You get a tremendous sense of satisfaction watching the seedlings you planted grow into strong healthy plants. I learnt how to make an organic pesticide from garlic, onions and hot peppers. No insect would go near a plant sprayed with that!

7 For accommodation, I shared a cosy log cabin with Nuala. At mealtimes we all ate together in the main farmhouse and everyone had a turn at cooking. All the food was organic farm produce and so we ate really healthily. All in all, Golden Valley is an experience I would recommend to anyone who likes working alongside Mother Nature!

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom podstawowy)

ZADANIE 5. Prawda/fałsz (7 pkt)

Przeczytaj tekst o nowoczesnych robotach ułatwiających wykonywanie obowiązków domowych. Na podstawie zawartych w nim informacji zdecyduj, które zdania (1–7) są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

HOUSEHOLD CHORES? NO MORE!

How would you like to have a robot to do your household chores for you? It may sound like fantasy, but think about the electrical appliances we already have to do our housework. Early in the 20th century, everybody did their washing-up and their laundry by hand. The dishwashers and washing machines of today were undreamt of. So, how will technology help us in the home in the next 100 years?

It looks like we won't need to vacuum our floors so much, for one thing. There are several robotic vacuum cleaners now available to buy online. They can find their way around a room without any human help. Unfortunately, they don't do the job as well as a person – and at the moment there's only one that can empty itself of dirt!

If you don't have carpets, how about a machine that can wash hard floors? There is one – and reviewers say it does the job better than a mop. However, it takes a lot longer than a person and it's somewhat noisy. Of course, that won't bother businesses if they can stop paying people to clean their floors. It may also be harder in the future to make money as a window cleaner. A South Korean company has invented a machine that sticks to windows and can clean a square metre of glass in ten minutes.

While floor-cleaning and window-cleaning robots are small machines that can do only one task, human-like robots that can do more than one chore are also appearing. In Japan, scientists have invented a robot that moves around on wheels and can tidy up, put dishes away and load a washing machine. Its creators hope it will be on sale by the middle of this decade. The most advanced robots can pour drinks and serve them.

So perhaps a robot that is gentle enough to water plants, dust and polish furniture or even iron clothes isn't too far away. But there is one big problem. None of these robots are able to get upstairs on their own!

	True	False
1 A hundred years ago people couldn't imagine the technology of the future.		
2 Robotic vacuum cleaners perform better than humans.		
3 If you like peace and quiet, don't buy a floor-washing machine.		
4 Businesses can't afford to keep paying window cleaners.		
5 Robots that can do a number of chores are now available.		
6 It is unlikely that robots will ever iron clothes.		
7 Robots are limited in their movements.		

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom podstawowy)

ZADANIE 6.

Wybór wielokrotny

(6 pkt)

Przeczytaj tekst o niebieskich pokarmach. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Blue Food

A part from blueberries, can you think of any blue foods? Blue food is quite rare in nature and because of that, the colour blue can suppress your appetite! That's right – believe it or not, experts claim that blue will make you eat less. They actually recommend that people on diets should try eating from blue plates.

Painting your dining area blue or putting a blue light in your fridge could also stop you getting hunger pangs. Dyeing food blue will produce the same effect. In Japan you can even buy blue 'weightloss' glasses! The idea is that when you put them on, they make all foods look blue and therefore unappetising. But why is this?

Millions of years ago, when our ancestors looked for food, they learned to avoid eating anything blue, purple or black, which could be poisonous in some way. Just like our ancestors, the first thing we do before we eat something is look at it; our sight plays an important role when we decide whether or not to put something in our mouths. One test showed that when people ate food in the dark, they enjoyed it much less than when they

could see it. So it seems our sight can play a more important role than smell, texture and even taste in our appreciation of food.

However unnatural they are though, it seems some people do want to eat blue foods. When an American sweet manufacturer asked people what colour sweets they would like added to their selection, the answer was blue. But was this just for novelty value because blue food is so unusual? When a different American company actually put a blue product on the market – blue cola – it quickly disappeared from supermarket shelves because of poor sales.

Many food products fail because of their unappetising appearance, but green, white and brown foods are very popular. The colours that are the best appetite stimulants, however, are red and yellow. Have you noticed that many big fast food chains use red and yellow in their logos? These are the best colours to paint your dining room to make people enjoy any food you cook as much as possible!

- 1 According to the writer, blue food is
 - A becoming fashionable.
 - B unusual in nature.
 - C never found in nature.
 - D common in nature.
- 2 The article says people can use the colour blue to try to
 - A make their food more interesting.
 - B remind themselves what to eat.
 - C reduce the amount of food they eat.
 - D create a pleasant dining atmosphere.
- 3 The reasons people first rejected blue foods were connected with
 - A politics.
 - B religion.
 - C money.
 - D health.
- 4 Researchers found that to really enjoy food, we need to
 - A see what we are eating.
 - B know what we are eating.
 - C show our appreciation of it.
 - D avoid blue foods.
- 5 In America
 - A blue is people's favourite colour of sweet.
 - B blue cola sold quickly.
 - C food companies favour blue.
 - D blue cola was a failure.
- 6 Red and yellow
 - A encourage people to eat quickly.
 - B are the colours preferred by most restaurants.
 - C have a big effect on appetite.
 - D help you feel more sociable.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom podstawowy)

ZADANIE 7. (5 pkt)

Krótki tekst użytkowy

Szukasz mieszkania do wynajęcia. Napisz ogłoszenie przeznaczone do umieszczenia na tablicy informacyjnej uczelni, na której studiujesz. W ogłoszeniu:

- poinformuj, w jakiej okolicy szukasz mieszkania,
- określ górną granicę czynszu,
- wspomnij o posiadanym zwierzątku domowym,
- poinformuj, jak długo zamierzasz wynajmować mieszkanie.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność zwięzłego przekazu wszystkich informacji określonych w poleceniu (4 punkty) oraz poprawność językowa (1 punkt).

ZADANIE 8. (10 pkt)

Dłuższy tekst użytkowy

Przeczytałeś/-aś ogłoszenie popularnej restauracji znajdującej się w znanej miejscowości turystycznej. Restauracja poszukuje kelnera i kelnerów znających język angielski. Napisz list (120–150 słów), w którym:

- poinformujesz, gdzie natknąłeś/natknęłaś się na ogłoszenie i wyjaśnisz, dlaczego jesteś zainteresowany/-a ofertą pracy,
- opisziesz swoje dotychczasowe doświadczenie zawodowe i poziom znajomości języka angielskiego,
- opisziesz swoje cechy osobowości i wyjaśnisz, dlaczego nadajesz się na to stanowisko,
- poinformujesz, w jakim terminie możesz stawić się na rozmowę kwalifikacyjną, i wyrazisz nadzieję na szybką odpowiedź.

Pamiętaj o zachowaniu odpowiedniej formy i stylu listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom rozszerzony)

CZĘŚĆ PISEMNA

Rozumienie ze słuchu

ZADANIE 1. Prawda/fałsz (5 pkt)

🔊 Usłyszysz dwukrotnie fragment radiowej audycji popularnonaukowej. Na podstawie zawartych w niej informacji zdecyduj, które zdania (1–5) są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 1 Most scientists think global dimming is a real phenomenon.
- 2 Between 1950 and 1990, the amount of sunlight reaching the earth's surface fell by 6% every decade.
- 3 Burning fossil fuels causes both global warming and global dimming.
- 4 Scientist Gerry Stanhill invented a way to reduce the amount of water crops need to grow.
- 5 In the 1980s, Israel got 22% of the sunlight it did in the 1950s.

True	False

ZADANIE 2. Dobieranie (5 pkt)

🔊 Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat snów. Przyporządkuj mówiących do pytań, które najlepiej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–F) w kratki (1–5). Jedno pytanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A Dreams are basically meaningless.
- B We dream to rehearse responses we need when we're awake.
- C The purpose of dreams is to filter information.
- D We will never know the meaning of dreams.
- E We dream in order to lose information.
- F Dreams have a problem-solving function.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

ZADANIE 3. Wybór wielokrotny (5 pkt)

🔊 Usłyszysz dwukrotnie wywiad z naukowcem na temat niedawno odkrytej skamieliny. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- 1 The spider *Nephila Jurassica*
 - A evolved before dinosaurs.
 - B gets its name from the time period it existed.
 - C had short legs but a huge body.
 - D is the largest spider to have ever lived.
- 2 The fossil spiders found in England are
 - A not as old as *Nephila Jurassica*.
 - B directly related to *Nephila Jurassica*.
 - C smaller than *Nephila Jurassica*.
 - D not as complex as *Nephila Jurassica*.
- 3 Scientists believe *Nephila Jurassica* is an ancient relative of today's golden orb-weave spiders because of its
 - A diet.
 - B appearance.
 - C size.
 - D habitat.
- 4 When asked about *Nephila Jurassica*'s diet, Dr Seldon says the spider
 - A was probably eaten by small dinosaurs.
 - B ate small birds as part of its diet.
 - C may have been preyed upon by other spiders.
 - D lived on a diet of insects.
- 5 Bigger body size for female spiders means they
 - A live longer than males.
 - B mature later than males.
 - C face less danger than males.
 - D can mate more often than males.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom rozszerzony)

Rozumienie tekstu pisanego

ZADANIE 4. Wybór wielokrotny (5 pkt)

Przeczytaj opowiadanie. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

The Recovery

Molly sat under the old oak tree enjoying the warm, summer breeze. She had been outside for perhaps fifteen minutes, but due to hospital rules would have to go back inside in half an hour. She looked down at her hospital gown and smiled. Tomorrow she'd change the ugly clothes for something more befitting a return to normal life. For tomorrow was the day she would finally leave the dreary brick walls that had been her home for the past six months.

Molly closed her eyes, let her body drink in the hot sunshine, and thought about her recovery. Her memories were flooding back more rapidly every day – a relief beyond words, as for many months she had been unable to remember even the most basic facts about her life. It had been terrifying to wake not knowing where she was, who she was, or even what year it was. She recalled how she had listened, confusedly, to her doctors explaining that she had been in a terrible car accident which had put her in a coma for 5 weeks. She recalled the months of frustration as her memories returned to her piece by painfully slow piece. But most of all, she recalled her terror the time the woman with dark hair and green eyes had told her that she was her mother. It had been many months before Molly's brain had been able to confirm the woman's words. But it had even longer before Molly was able to recall the fact that she, too, was a mother.

The dream had begun just a few weeks after she had regained consciousness. And it was always the same. A blonde-haired,

blue-eyed angel would visit her and sit quietly behind her, not saying a word. Just waiting, it seemed, for her to look around and acknowledge her presence. After many months, she had mentioned the dream to her mother. It was only then that Molly found out she had a 7-year-old daughter named Ashley. Molly felt terrified and ashamed that she couldn't remember her own daughter. It was Molly herself who had refused to let Ashley come and visit her in hospital. Ashley would only see her when she knew who she was – on this point she was determined. Her mother had brought in pictures of Ashley and slowly the memories had returned. The day she finally remembered who Ashley was, was the happiest day of her life.

And then there had also been the painful resurfacing of the memories of the accident. The dark night ... the black ice on the road ... the grip of her tyres becoming useless ... the awful moment she had lost control of her car ... the terror of spinning wildly towards the oncoming traffic ... So upsetting were the memories that she'd awake screaming. The nurses who rushed to her room were kind, allowing her to talk time and time again about that fateful night.

Molly got up and began walking slowly back towards her room. There were, she knew, many difficult days still ahead. But fate had been kind to her. It had given her a second chance at life and she would be forever thankful for that gift. The miracle of being able to hold Ashley again and watch her grow into adulthood – this fact alone would help her face whatever challenges lay ahead.

- 1 While outside, Molly felt
 - A grateful to be outside for the first time in 6 months.
 - B happy about her future.
 - C puzzled that she wasn't allowed to stay out longer.
 - D regret about the past.
- 2 Molly's recovery
 - A was not helped by her mother.
 - B happened more slowly than her doctors expected.
 - C began once she remembered she had a daughter.
 - D got faster as time went on.
- 3 Molly discovered she had a daughter because
 - A her mother told her.
 - B of a recurring nightmare.
 - C Ashley came to see her.
 - D she recognised Ashley from photos.
- 4 Molly's accident was the result of
 - A driving along a poorly-surfaced road.
 - B being blinded by another vehicle's headlights.
 - C the weather causing slippery road conditions.
 - D the tyres on her car being too old.
- 5 At the end of the story, Molly's main emotion is
 - A gratefulness.
 - B expectation.
 - C nervousness.
 - D longing.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom rozszerzony)

ZADANIE 5. Dobieranie (4 pkt)

Przeczytaj tekst, z którego usunięto cztery zdania. Dobierz brakujące zdania (A–E), tak aby otrzymać spójny i logiczny tekst. W każdą lukę (1–4) wpisz literę, którą oznaczone jest brakujące zdanie. Jedno zdanie zostało podane dodatkowo i nie pasuje do tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Musical Instruments in Antiquity

Music is found in every known culture, past and present. The origin of music will likely forever remain a mystery as it occurred prior to the invention of writing. However, one thing seems probable: the first 'object' used to produce music was in all probability the human voice, which can create a wide range of sounds, including humming, whistling and clicking.

It is not certain when the first musical instrument was invented. Archaeologists have discovered flutes made from animal bones that are at least 37,000 years old. Objects that may or may not be musical instruments have also been found that are 67,000 years old. 1

Images of musical instruments appear in Mesopotamian artwork dating back to 2800 BC. By far the most frequently-depicted instruments are harps, lyres and lutes, suggesting stringed instruments were favoured in Mesopotamia. Ancient Egyptian instruments bear striking similarity to those from Mesopotamia. 2 Egyptian tomb paintings depict lutes, lyres and harps, as well as vertical flutes, double clarinets and drums.

As far back as 3000 BC in India, musicians were using rattles, whistles and harps. A clay statue from

the time also indicates the use of drums. The Chinese had over 70 types of musical instruments by 1000 BC. The Chinese believed that music was an essential part of character and community, and could purify people's minds. String, wind and percussion instruments were all popular.

The chief instrument in ancient Greece was the phorminx, a lyre used to accompany poet-singers. Harps, flutes, castanets, cymbals and pipes were also popular. The favoured musical instrument of the ancient Romans was the kithara, a type of guitar. Artwork also shows the Romans played trumpets, harps, flutes, drums, pipes and lutes. Interestingly, the development of musical instruments in ancient Greece and Rome stood in marked contrast to these cultures' outstanding and original achievements in architecture and sculpture.

3

The ancient Greeks used music during religious and military ceremonies, at sporting events and in theatre performances. The Greeks considered it extremely important that poetic and dramatic performances be coupled with music. As in Greece, music was central to Roman religious ceremony, entertainment and the military. 4 To the Greeks, music was central to the education of every citizen and professional musicians were publicly recognised for their talent. By contrast, music for the Romans was seen as mere entertainment; it was not considered a serious art form. Hence, the Romans held music and musicians in much lower regard than the Greeks.

- A Musical instruments were all simple and virtually all were taken from other cultures.
- B The role of music there differed in that it wasn't only central in festivals but also a part of daily life.
- C This has lead historians to conclude these two civilizations must have been in contact with one another.
- D However the function of these ancient objects is disputed by experts.
- E However when the role of musicians in the two cultures is compared and contrasted, important differences emerge.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom rozszerzony)

Rozpoznawanie struktur leksykalno-gramatycznych

ZADANIE 6. Test luk (3 pkt)

Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, tak aby otrzymać spójny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D. Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.



What do you think it would be like to live on a tropical island? Close your eyes for a moment. What do you see? Perhaps you're 1 palm trees swaying gently in a warm tropical breeze. Maybe the image of an azure blue ocean lapping against a golden shore has sprung into your mind.

Believe it or not, recent research shows that there are more tropical paradises in the world than previously thought. In 2011, researchers at Duke University and Meredith College in the USA located 657 previously undiscovered 'barrier islands' across the world. Barrier islands are long, narrow strips of sand that 2 parallel to coastlines. They are built up by the action of waves and currents and they're found along the coastlines of all the world's continents, 3 Antarctica.

Barrier islands play an important 4 in coastal geology and ecology. Firstly, they protect coastlines

from erosion and storm and hurricane damage. Secondly, they harbour habitats that are refuges for wildlife. One famous series of barrier islands lies along the coast of southern Texas in the Gulf of Mexico. These islands attract large numbers of tourists who come for the excellent dolphin and bird-watching opportunities. They are home to an amazing array of wildlife including turtles, crabs, foxes, squirrels, shore birds and migratory birds.

Barrier islands 5 permanent – their contours are constantly reshaped by wind, waves and storms. But most exist for thousands of years. Researchers are excited about their recent discovery as it will give them an even better chance to understand the formation and function of barrier islands. However, given the importance of barrier islands to coastline ecology, they are also concerned about how climate change and rising sea levels will affect these fragile landmasses in the 6 decades.

- | | | | |
|------------------|------------------|------------|--------------|
| 1 A dreaming | B picturing | C imaging | D visioning |
| 2 A reach | B travel | C run | D go |
| 3 A apart | B except | C other | D aside |
| 4 A role | B responsibility | C task | D job |
| 5 A shouldn't be | B haven't been | C won't be | D aren't |
| 6 A appearing | B coming | C arriving | D forwarding |

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom rozszerzony)

Stosowanie struktur leksykalno-gramatycznych

ZADANIE 7. Słowotwórstwo (3 pkt)

Przeczytaj tekst. Przekształć wyrazy podane drukowanymi literami i uzupełnij nimi luki w taki sposób, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

The pressures and challenges of the workplace can be immense. It is 1) (HARD) surprising, therefore, that nine in ten employees complain of suffering from work-related stress. If stress on the job is interfering with your ability to work, care for yourself, or manage your 2) (PERSON) life, it's time to take action! Start by paying attention to your physical and emotional well-being – the better you feel, the better you'll be able to cope with stress on the job without becoming overwhelmed. Taking care of yourself doesn't require a total lifestyle overhaul. Even small changes can make a significant 3) (DIFFERENT). Aerobic exercise is an excellent way to lift your mood, increase your energy, sharpen your focus and relax your mind and body. For maximum stress relief, try to get at least 30 minutes of heart-pounding 4) (ACTIVE) a day. Take a look at your eating habits. Eating small, healthy meals frequently throughout the day maintains stable blood sugar levels in your body. Lack of food will lead to low blood sugar and leave you 5) (FEEL) anxious and irritable. On the other hand, eating too much can make you lethargic. Lack of sleep also leaves you vulnerable to stress. So make sure you get a good night's sleep every night, even at the weekend. When you're well-rested, it's much easier to keep your 6) (EMOTION) balance, a key factor in coping with work-related stress.

ZADANIE 8. Transformacje (2 pkt)

Uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego. Nie należy zmieniać podanych fragmentów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań. Za każde poprawne rozwiązanie otrzymasz 0,5 punktu.

- 1 It isn't worth having the party on a weekday.
There is no the party on a weekday.
- 2 They had just started their journey when it began to rain heavily.
They had just set their journey when it began to rain heavily.
- 3 Not many people came to the performance.
Only came to the performance.
- 4 Tara's neighbours looked after her dog while she was away.
Tara's dog was taken by her neighbours while she was away.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(Poziom rozszerzony)

Wypowiedź pisemna

ZADANIE 9. (18 pkt)

Wypowiedz się na jeden z trzech poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany temat, zakreślając jego numer.

1. Napisz **artykuł prasowy** na temat uroczystości obchodzonej w Twoim mieście. Napisz, jak wyglądają przygotowania do obchodów i ich przebieg.
2. Napisz **opowiadanie**, którego bohater/-ka żałuje, że nie posłuchał/-a rady przyjaciela/przyjaciółki i stracił/-a doskonałą okazję.
3. Napisz **rozprawkę** przedstawiającą dobre i złe strony podróży zagranicznych. Uwzględnij zarówno punkt widzenia podróżników, jak i mieszkańców odwiedzanych przez nich krajów.

Uwaga: jeśli praca będzie zawierać więcej niż 300 słów, otrzymasz za jej kompozycję 0 punktów.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(część ustna – bez określania poziomu)

ZESTAW I

Rozmowa wstępna

(ok. 2 minut)

Przykładowe pytania do rozmowy wstępnej:

Praca

- 1 How many people in your family work and what do they do?
- 2 Do you do any part-time jobs? Tell me about them. / Would you like to? Why?/Why not?
- 3 What job do you hope to do when you finish your studies?
- 4 Would you like to work abroad? Why?/Why not?
- 5 What is your ideal job?

Zakupy

- 1 Do you like going shopping? Why?/ Why not?
- 2 What do you spend most of your money on?
- 3 Are you good at saving money? Why?/Why not?
- 4 Is there any kind of shop you would like to see opening in your area?
- 5 Would you like to be a shop owner? Why?/Why not?

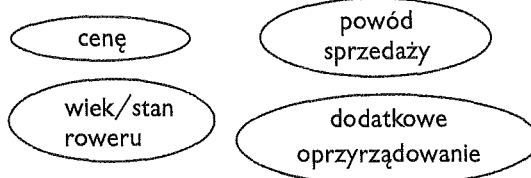
Czas wolny

- 1 Do you think you have enough free time? Why?/Why not?
- 2 How much of your free time do you spend with other people? (Who do you spend it with?)
- 3 Do you prefer indoor or outdoor free time activities?
- 4 Why is it important for you to have free time?
- 5 What's your favourite thing to do in your free time? Why?

ZADANIE 1. (maks. 3 minuty)

Rozmowa z odgrywaniem roli

Chcesz sprzedać swój rower górski. Twój znajomy jest zainteresowany kupnem. Omów z nim warunki sprzedaży, uwzględniając następujące kwestie:



Rozmowę rozpoczyna egzaminujący.

Dodatkowe uwagi dla egzaminującego

Jest Pan/Pani rówieśnikiem zdającego. Zgłasza się do Pana/Pani zdający, który chce sprzedać swój rower górski. Proszę porozmawiać ze zdającym. Rozpoczyna Pan/Pani rozmowę. W zależności od tego, jak potoczy się rozmowa, proszę włączyć do rozmowy wszystkie/wybrane punkty.

- Proszę poprosić zdającego o dokładniejsze objaśnienie jakiejś kwestii.
- Proszę grzecznie nie zgodzić się ze zdającym, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Jako przykładowy powód sprzedaży można podać kupno nowego roweru lub dłuższy wyjazd za granicę.
- Rower można opisać jako stary/nowy, będący w dobrym/średnim stanie, po wymianie niektórych części (np. łańcucha, koła czy siodełka).
- Jako dodatkowe oprzyrządowanie można wymienić licznik kilometrów, pompkę i zestaw do naprawy dętek, bagażnik z sakwami rowerowymi itp.

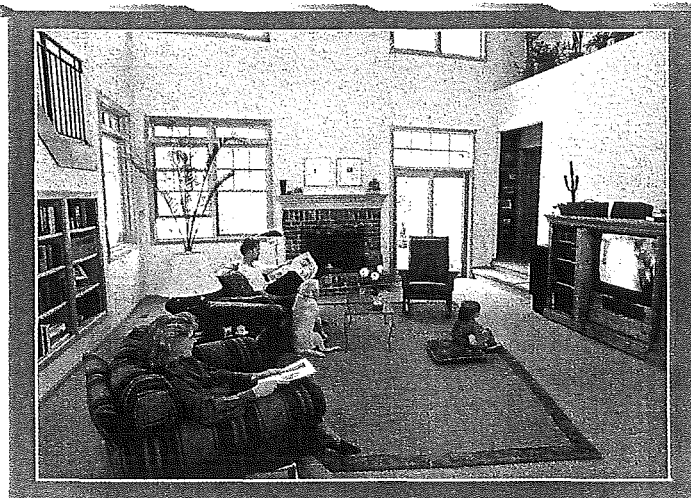
PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(część ustna – bez określania poziomu)

ZADANIE 2. (maks. 4 minuty)

Opis ilustracji i odpowiedzi
na trzy pytania

Opisz zdjęcie i odpowiedz na poniższe pytania:



Egzaminujący zadaje zdającemu poniższe pytania:

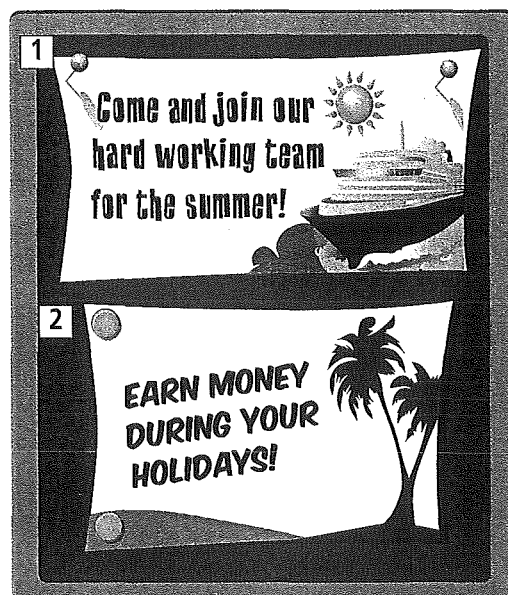
- 1 Who do you think is enjoying themselves the most?
- 2 How could you improve the flat or house where you live?
- 3 Have you ever changed the style of your bedroom? How?

ZADANIE 3. (maks. 5 minut)

Wypowiedź na podstawie
materiału stymulującego
i odpowiedzi na trzy pytania

Przyjrzyj się plakatom 1 i 2. Twój wujek z Anglii poszukuje studentów do pracy podczas wakacji na pół etatu na jego jachcie wycieczkowym. Kandydaci do pracy na jachcie powinni być pracowici i towarzyscy.

- Wybierz plakat, który Twoim zdaniem bardziej zachęci potencjalnych kandydatów, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



Egzaminujący zadaje zdającemu dwa z poniższych pytań:

- 1 Do you think students should work during the holidays? Why? Why not?
- 2 If you had to choose between a job you like and a well-paid one, which would you choose? Why?
- 3 Would you rather work inside or outside?
- 4 Do you enjoy team work or do you prefer working alone?

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

(część ustna – bez określania poziomu)

ZESTAW 2

Rozmowa wstępna

(ok. 2 minut)

Przykładowe pytania do rozmowy wstępnej:

Sport

- 1 How often do you play sports?
- 2 Do you prefer indoor or outdoor sports? Why?
- 3 Would you like to try an adventure sport? If so, which one?
- 4 Which is your least favourite sport? Why?
- 5 Do you think your school offers (offered) a big enough variety of sports?

Zwierzęta

- 1 Do you enjoy visiting zoos? Why?/ Why not?
- 2 Which animal do you think makes the best pet? Why?
- 3 Would you like to work with animals? Why?/Why not?
- 4 Can you see much wildlife where you live?
- 5 Did you have a favourite toy animal when you were a child? What was it?

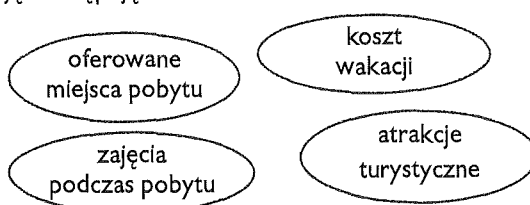
Czas wolny

- 1 How much time do you spend watching TV?
- 2 How do you usually prefer to learn about world events?
- 3 Do you prefer watching TV or listening to the radio?
- 4 Do you find advertisements on TV enjoyable to watch?
- 5 What sections in a newspaper do you find most interesting?

ZADANIE 1. (maks. 3 minuty)

Rozmowa z odgrywaniem roli

Zamierzasz spędzić wakacje w egzotycznym miejscu. Jesteś w biurze podróży. Porozmawiaj z pracownikiem biura na temat swoich planów wakacyjnych, uwzględniając następujące kwestie:



Rozmowę rozpoczyna egzaminujący.

Dodatkowe uwagi dla egzaminującego

Jest Pan/Pani pracownikiem biura podróży. Zgłasza się do Pana/Pani zdający, który chce skorzystać z oferty biura i spędzić wakacje w egzotycznym miejscu. Proszę porozmawiać ze zdającym. Rozpoczyna Pan/Pani rozmowę.

W zależności od tego, jak potoczy się rozmowa, proszę włączyć do rozmowy wszystkie/wybrane punkty.

- Proszę poprosić zdającego o dokładniejsze objaśnienie jakiejś kwestii.
- Proszę grzecznie nie zgodzić się ze zdającym, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie.
- Można podać wyjazd do Tanzanii jako przykład egzotycznych wczasów połączonych ze zwiedzaniem.
- Można wspomnieć o takich atrakcjach turystycznych, jak park narodowy Serengeti, góra Kilimandżaro czy słynna Wielka Piątka dzikich zwierząt: słoń, nosorożec, bawół, lew, lampart
- Można wymienić zajęcia proponowane turystom podczas pobytu: safari z przewodnikiem po parku narodowym i zwiedzanie wioski Masajów.
- Można wspomnieć o tym, że koszt wyjazdu uwzględni promocję dla studentów i na pewno nie ulegnie zmianie.

PRZYKŁADOWY ZESTAW EGZAMINACYJNY

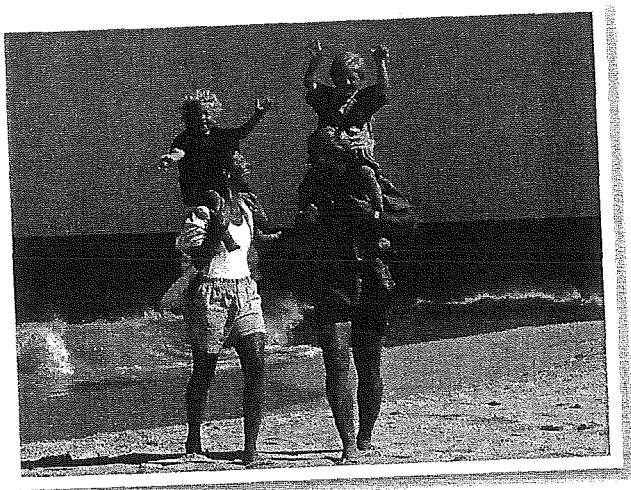
(część ustna – bez określania poziomu)

ZADANIE 2.

(maks. 4 minuty)

Opis ilustracji i odpowiedzi
na trzy pytania

Opisz zdjęcie i odpowiedz na poniższe pytania:



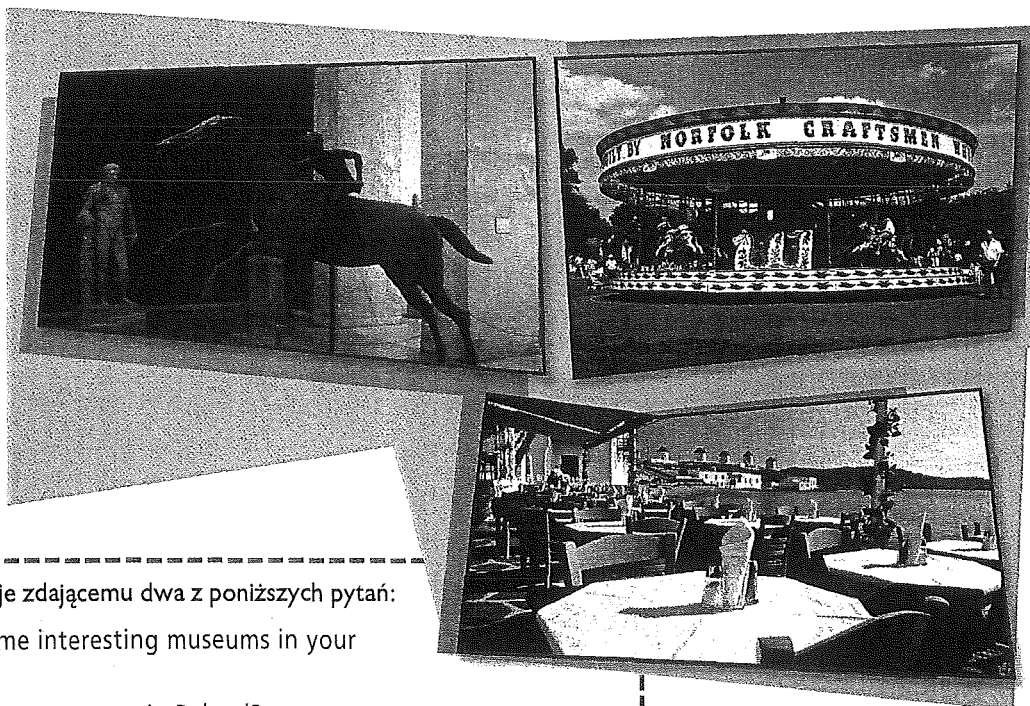
Egzaminujący zadaje zdającemu poniższe pytania:

- 1 Do you think the people are enjoying their holiday?
- 2 Where do you prefer going on holiday, to the mountains or to the seaside?
- 3 What was the best holiday you've ever been on?

ZADANIE 3.

(maks. 5 minut)

Wypowiedź na podstawie materiału
stymulującego i odpowiedzi na dwa pytania



Egzaminujący zadaje zdającemu dwa z poniższych pytań:

- 1 What are some interesting museums in your country?
- 2 Is it expensive to eat out in Poland?
- 3 What's a popular form of entertainment with young people where you live?
- 4 How did people entertain themselves before there was television?

Word List

Abbreviations	(adj) adjective (adv) adverb	(conj) conjunction (n) noun	(phr) phrase (phr v) phrasal verb	(pl n) plural noun (prep) preposition	(pro) pronoun (v) verb
1 (p. 7)					
apply the law (phr)	stosować prawo	get paid well (phr)	dobrze zarabiać	mostly /məʊstli/ (ad)	głównie
camp counsellor /kæmp 'kaʊnsələ/ (n)	opiekun-wychowawca na obozie	helmet /'helmət/ (n)	kask, hełm	patient /'peɪjənt/ (adj)	cierpliwý
court /kɔ:t/ (n)	sąd	improve /'ɪm'pru:v/ (v)	ulepszać	planet /'plænət/ (n)	planeta
customer /'kʌstəmə/ (n)	klient	long hours (phr)	długo (pracować)	possibility /'pɒsə'bɪləti/ (n)	możliwość
dangerous /'deɪndʒərəs/ (adj)	niebezpieczny	low wages /ləʊ 'weɪdʒəz/ (n)	niskie zarobki	record information (phr)	zapisywać informacje
demanding /dɪ'mændɪŋ/ (adj)	wymagający	nurse /nɜ:s/ (n)	pielęgniarka, pielęgniarz	robot building /rəʊbət 'bɪldɪŋ/ (n)	konstruowanie robotów
difficult /dɪfɪkəlt/ (adj)	trudny	on his own (phr)	samodzielnie	rooftop /'ru:ftɒp/ (n)	dach
easy /'i:zi/ (adj)	łatwy	organised /'ɔ:gənaɪzd/ (adj)	zorganizowany	science fiction /saɪəns 'fɪkʃən/ (n)	fantastyka naukowa
firefighter /'faɪəfaɪtə/ (n)	strażak	padded /'pædəd/ (adj)	wywatowany	shape /ʃeɪp/ (n)	kształt
flight attendant /flaɪt ə'tendənt/ (n)	steward, stewardessa	parachute /'pærəʃu:t/ (v)	skakać ze spadochronem	sighting /'saɪtɪŋ/ (n)	sytuacja, w której coś zauważono (np. UFO)
interesting /'ɪntərəstɪŋ/ (adj)	interesujący	patient /'peɪjənt/ (adj)	cierpliwý	spot /spɒt/ (v)	zauważyć
judge /dʒʌdʒ/ (n)	sędzia	polite /pə'laɪt/ (adj)	uprzejmy, grzeczny	strange object (phr)	dziwny obiekt
look after /lʊk 'ɑ:ftə/ (phr v)	opiekować się	put out /put 'aʊt/ (phr v)	ugasić (pożar)	take up /teɪk 'ʌp/ (phr v)	zająć się (czymś)
obey the law (phr)	przestrzegać prawa	quality /'kwɒləti/ (n)	jakość	telescope /'teləskəʊp/ (n)	teleskop, luneta
operate (on) /'ɒpəreɪt ɒn/ (v)	operować	read a map (phr)	czytać mapę	tornado chasing /tɔ:'neɪdəʊ 'tʃeɪsɪŋ/ (n)	pogoń za tornadami
passenger /'pæsəndʒə/ (n)	pasażer	remote area /rɪ'məʊt 'eəriə/ (n)	odległy obszar	UFO hunting /'ju: ef əʊ 'hʌntɪŋ/ (n)	polowanie na UFO
photograph tornadoes (phr)	fotografować tornada	risk /rɪsk/ (v)	ryzykować		
police officer /pə'li:s ɒfɪsə/ (n)	funkcjonariusz policji, oficer policji	secretary /'sekɹətəri/ (n)	sekretarka	1c (p. 12)	
put out /put 'aʊt/ (phr v)	ugasić (ogień)	shift /ʃɪft/ (n)	zmiana	accommodation /ə'kɒmə'deɪʃən/ (n)	zakwaterowanie
shop assistant /ʃɒp ə'sɪstənt/ (n)	sprzedawca	smokejumper /'sməʊk,dʒʌmpə/ (n)	strażak, który skacze ze spadochronem na teren objęty pożarem	assistant /ə'sɪstənt/ (n)	asystent, pomocnik
storm chaser /'stɔ:m 'tʃeɪsə/ (n)	osoba poszukująca trudnych warunków pogodowych w celu przeprowadzenia badań lub zaspokojenia ciekawości	sports coach /spɔ:ts kəʊtʃ/ (n)	trener sportowy	available /ə'veɪləbəl/ (adj)	osiągalny, dostępny
supervise /'sʊ:pəvaɪz/ (v)	nadzorować, doglądać	stay calm (phr)	zachować spokój	average wage /'ævərɪdʒ 'weɪdʒ/ (n)	średnia płaca
surgeon /sɜ:ʒən/ (n)	chirurg	taxi driver /tæksi 'draɪvə/ (n)	taksówkarz	camp counsellor /kæmp 'kaʊnsələ/ (n)	opiekun-wychowawca na obozie
well paid /wel 'peɪd/ (adj)	dobrze płatny	tool /tu:l/ (n)	narzędzie, przyrząd	campus /'kæmpəs/ (n)	kampus, miasteczko uniwersyteckie
		tough /tʌf/ (adj)	twardy, wytrzymały	cash /kæʃ/ (n)	gotówka
		tough job /tʌf 'dʒɒb/ (n)	trudna, wymagająca praca	cashier /kæʃɪə/ (n)	kasjer
		train /treɪn/ (v)	trenować	clerk /kla:k/ (n)	pracownik biurowy, urzędnik
		training /treɪnɪŋ/ (n)	trening	customer service /'kʌstəmə 'sɜ:vɪs/ (n)	obsługa klienta
		with a team (phr)	z drużyną	delivery /dɪ'lɪvəri/ (n)	dostawa
1a (pp. 8-9)				earn /ɜ:m/ (v)	zarabiać
annoyed /ə'noɪd/ (adj)	rozdrażniony, poirytowany	1b (pp. 10-11)		experience /ɪk'spɪəriəns/ (n)	doświadczenie
artist /'ɑ:tɪst/ (n)	artysta	analyse /'ænəl-aɪz/ (v)	analizować	graduate /'grædʒueɪt/ (v)	ukończyć (szkołę, uniwersytet)
background /'bækgraʊnd/ (n)	środowisko, pochodzenie	camcorder /'kæmkɔ:ɹdə/ (n)	kamera wideo	ideal /aɪdɪəl/ (adj)	idealny
backpack /'bækpæk/ (n)	plecak	curious /'kjʊəriəs/ (adj)	ciekaw, zaciekawiony	internship /'ɪntə'nʃɪp/ (n)	praktyka, staż
beat /bi:t/ (v)	pobić, wygrać (z kimś/czymś)	device /dɪ'vaɪs/ (n)	urządzenie	law firm /lɔ: fɜ:m/ (n)	kancelaria prawna
brave /breɪv/ (adj)	odważny	enthusiastic /ɪn'θju:zi'æstɪk/ (adj)	entuzjastyczny	make a delivery (phr)	zorganizować dostawę
bravely /'breɪvli/ (adv)	odważnie	exist /ɪg'zɪst/ (v)	istnieć	offer /ɒfə/ (v)	zaoferować
bucket /'bʌkɪt/ (n)	wiadro	explanation /ɪk'splə'neɪʃən/ (n)	wyjaśnienie	part-time /'pɑ:t 'taɪm/ (adj)	niepełnoetatowy
caring /'keərɪŋ/ (adj)	opiekuńczy, troskliwy	fascinated /'fæsə'neɪtəd/ (adj)	zafascynowany	profession /'prəfeʃən/ (n)	zawód
conditions /kən'dɪʃənz/ (pl n)	warunki	find out /faɪnd 'aʊt/ (phr v)	dowadywać się	research /rɪ'sɜ:tʃ, 'rɪsɜ:tʃ/ (n)	badania
creative /kri'eɪtɪv/ (adj)	twórczy, kreatywny	ghost hunting /'ɡəʊst 'hʌntɪŋ/ (n)	polowanie na duchy	room and board /ru:m ənd 'bɔ:d/ (n)	zakwaterowanie i wyżywienie
deal with /di:l wɪð, wɪθ/ (phr v)	mieć do czynienia (z kimś/czymś)	hang out /hæŋ 'aʊt/ (phr v)	spędzać czas	wait tables (phr)	pracować jako kelner
develop ideas (phr)	opracowywać, rozwijać pomysły	hillside /'hɪlsaɪd/ (n)	stok, zbocze		
drop /drɒp/ (v)	zrzucić	hotspot /'hɒtspɒt/ (n)	miejsce pojawiania się		
duty /dʒu:ti/ (n)	obowiązek	in fact (phr)	właściwie		
elite /e'lɪt/ (adj)	elitarny	interested (in) /'ɪntərəstəd ɪn/ (adj)	zainteresowany (czymś)		
equipment /'ekwɪpmənt/ (n)	sprzęt	interview witnesses (phr)	rozmawiać ze świadkami		
face mask /feɪs mɑ:sk/ (n)	maska na twarz	investigate /ɪn'vestɪgeɪt/ (v)	badać		
fight a fire (phr)	walczyć z ogniem	involve /ɪn'vɒlv/ (v)	pociągać za sobą, wiązać się z		
Fire Service /faɪə sɜ:vɪs/ (n)	straż pożarna	join a club (phr)	wstąpić do klubu		
fire zone /faɪə zəʊn/ (n)	obszar objęty pożarem	metal detecting /'metl dɪ'tektɪŋ/ (n)	wykrywanie metali		
fit /fɪt/ (adj)	w dobrej formie, wysportowany	meteor /'mi:tɪə/ (n)	meteor		
get annoyed (phr)	rozzłościć się	military plane /'mɪlətəri 'pleɪn/ (n)	wojskowy samolot		
				1d (p. 13)	
				apply (for) /ə'plai fə/ (v)	ubiegać się (o coś)
				(be) in touch (phr)	być w kontakcie
				have a seat (phr)	usiąść
				have experience in (phr)	mieć doświadczenie w
				honest /'ɒnəst/ (adj)	uczciwy

interviewer /'intəvjʊə/ (n) osoba przeprowadzająca rozmowę kwalifikacyjną
 job applicant /'dʒɒb ˌæplɪkənt/ (n) osoba ubiegająca się o pracę
 letter of recommendation (phr) list polecający
 reliable /rɪ'laɪəbəl/ (adj) godny zaufania

1e (pp. 14-15)

air tank /'eə tæŋk/ (n) zbiornik/butla z powietrzem
 bark /bɑ:k/ (v) szczekać
 break a record (phr) pobić rekord
 carry on /ˌkæri 'ɒn/ (phr v) kontynuować
 champion /'tʃæmpɪən/ (n) mistrz
 come naturally (phr) przychodzić naturalnie
 deep breath /di:p 'breθ/ (n) głęboki oddech
 distraction /dɪ'strækʃən/ (n) zakłócenie spokoju
 dive /daɪv/ (v) nurkować
 double in size (phr) podwoić rozmiar
 environmental campaign /ˌɪnˌvaɪrən'mentl kæmˌpeɪn/ (n) kampania na rzecz środowiska naturalnego
 expand /ɪk'spænd/ (v) powiększyć się, rozwinąć się
 final /faɪnəl/ (adj) ostatni
 flipper /'flɪpə/ (n) płetwa
 freediving /'fri: daɪvɪŋ/ (n) nurkowanie na wstrzymanym oddechu, nurkowanie swobodne
 goggles /'gɒɡəlz/ (pl n) okulary ochronne, gogle
 hold a record (phr) mieć rekord, być rekordzistą
 hold your breath (phr) wstrzymać oddech
 lung /lʌŋ/ (n) płuco
 meditate /'medəteɪt/ (v) medytować
 meditation /ˌmedə'teɪʃən/ (n) medytacja
 mermaid /'mɜ:meɪd/ (n) syrena
 motocross /'məʊtəʊkros/ (n) motokros, wyścigi motocyklowe
 monofin /'mɒnəʊfɪn/ (n) monopłetwa
 motorcycle racing /'məʊtəʊsaɪkəl reɪsɪŋ/ (n) wyścigi motocyklowe
 mountain biking /'maʊntən baɪkɪŋ/ (n) kolarstwo górskie
 paragliding /'pærəglɑɪdɪŋ/ (n) paralotniarstwo
 rock climbing /rɒk ˌklaɪmɪŋ/ (n) wspinaczka
 scenery /'sɪnəri/ (n) sceneria
 set a record (phr) ustanowić rekord
 shallow /'ʃæləʊ/ (adj) płytki
 shrink /frɪŋk/ (v) kurczyć się
 silent /saɪlənt/ (adj) cichy
 speed skiing /'spi:d ˌskiɪŋ/ (n) narciarstwo szybkie
 street luge /'stri:t lu:ʒ/ (n) jazda na specjalnej desce w pozycji leżącej
 surface /'sʌrfəs/ (n) powierzchnia
 terrific /tə'rfɪk/ (adj) niesamowity
 thrill (of) /θrɪl əv/ (n) dreszcz emocji
 thrilling /θrɪlɪŋ/ (adj) ekscytujący
 totally /'təʊtlɪ-/ (adv) całkowicie

wetsuit /'wetsuɪt/ (n) pianka do nurkowania
 white-water rafting /ˌwaɪt ˌwɔ:tə 'rɑ:ftɪŋ/ (n) spływ górską rzeką
 windsurfing /ˌwɪndˌsɜ:fɪŋ/ (n) windsurfing

1f (pp. 16-17)

boss /bɒs/ (n) szef
 careers centre /kə'riəz ˌsentə/ (n) centrum doradztwa zawodowego
 co-worker /ˌkəʊ ˌwɜ:kə/ (n) współpracownik
 criticism /ˌkrɪtɪsɪzəm/ (n) krytyka
 dress smartly (phr) ubierać się elegancko
 employee /ˌɪmˌplɔɪ-i:, ˌemˌplɔɪ-i:/ (n) pracownik
 enthusiastic /ˌɪnθju:zi'æstɪk/ (adj) pełen zapału, entuzjastyczny
 fidget /'fɪdʒət/ (v) wiercić się
 firm handshake /ˌfɜ:m ˌhændʃeɪk/ (n) mocny uścisk dłoni
 fill /fɪl/ (v) zapełnić, uzupełnić
 flip burgers (phr) wykonywać nisko płatną pracę
 fold clothes (phr) składać ubrania
 graduate /ˌgrædʒuət/ (adj) dla absolwentów uczelni
 greet /gri:t/ (v) przywitać
 interior design /ˌɪnˌtɪəriə dɪ'zʌɪn/ (n) wystrój wnętrz
 interviewee /ˌɪntəvju:ɪ/ (n) kandydat (w czasie rozmowy kwalifikacyjnej)
 job vacancy /ˌdʒɒb ˌveɪkənsi/ (n) wolne miejsce pracy
 lean (forward) /li:n/ (v) pochylić się (do przodu)
 letter of application (phr) podanie o pracę
 look your best (phr) wyglądać jak najlepiej
 maintain eye contact (phr) utrzymywać kontakt wzrokowy
 make your mind up (about) (phr) podjąć decyzję
 order /'ɔ:də/ (n) polecenie, rozkaz
 post /pəʊst/ (n) stanowisko
 quiz /kwɪz/ (n) kwiz
 sit up straight (phr) usiąść prosto
 skill /skɪl/ (n) umiejętność
 smart clothes /ˌsmɑ:t ˌkləʊðz, ˌkləʊz/ (pl n) eleganckie ubrania
 start my own business (phr) rozpocząć własną działalność
 support /sə'pɔ:t/ (v) uzasadnić, poprzeć
 top employer /ˌtɒp ˌɪmˌplɔɪə/ (n) najlepszy pracodawca
 top job /ˌtɒp ˌdʒɒb/ (n) najlepsza praca
 work skills /wɜ:k skɪlz/ (pl n) umiejętności potrzebne do wykonywania pracy
 write a CV (phr) pisać życiorys

1g (p. 18)

animal shelter /ˌænəməl ˌʃeltə/ (n) schronisko dla zwierząt
 babysitter /ˌbeɪbɪˌsɪtə/ (n) opiekunka do dzieci
 conservation group /ˌkɒnsə'veɪʃən ɡru:p/ (n) grupa działająca na rzecz ochrony przyrody
 degree /dɪ'ɡri:/ (n) stopień (uniwersytecki)
 delivery person /dɪ'lɪvəri ˌpɜ:sən/ (n) doręczyciel, roznosiciel

dishwasher /dɪʃˌwɒʃə/ (n) zmywarka
 dog walker /ˌdɒg ˌwɔ:kə/ (n) osoba zajmująca się wyprowadzaniem psów innych ludzi

gardener /ˌɡɑ:dənə/ (n) ogrodnik
 grade /ɡreɪd/ (n) ocena
 interest /ˌɪntrəst/ (n) zainteresowanie
 learn a language (phr) uczyć się języka
 letter of application (phr) podanie o pracę
 lifeguard /ˌlaɪfgɑ:d/ (n) ratownik
 literature /ˌlɪtərəʃə/ (n) literatura
 look your best (phr) wyglądać jak najlepiej
 maintain eye contact (phr) utrzymywać kontakt wzrokowy
 make up your mind (about) (phr) podjąć decyzję
 married /ˌmæriəd/ (adj) żonaty/zamężna
 qualification /ˌkwɒləfəˈkeɪʃən/ (n) kwalifikacja
 scuba diving /ˌsku:bə ˌdaɪvɪŋ/ (n) nurkowanie z akwalungiem
 secret shopper /ˌsɪkɪrət ˌʃɒpə/ (n) tajemniczy klient
 single /ˌsɪŋɡəl/ (adj) kawaler, panna, singiel
 travel abroad (phr) podróżować za granicę
 video game tester /ˌvɪdiəʊ ɡeɪm ˌtestə/ (n) osoba sprawdzająca gry wideo
 volunteer /ˌvɒləntɪə/ (n) ochotnik
 waitress /ˌweɪtrəs/ (n) kelnerka

1h (p. 19)

at sb's convenience (phr) kiedy komuś pasuje
 best regards (phr) z poważaniem
 current position /ˌkʌrənt pə'zɪʃən/ (n) obecne stanowisko
 find enclosed a copy of my CV (phr) załączam kopię mojego CV
 first aid /ˌfɜ:st ˈeɪd/ (n) pierwsza pomoc
 get a certificate (phr) otrzymać świadectwo/zaświadczenie
 go on holiday (phr) jechać na wakacje
 previous /ˌpri:vɪəs/ (adj) poprzedni
 Yours faithfully (phr) z poważaniem
 Yours sincerely (phr) z poważaniem

1i (p. 20)

agree (on) /ə'ɡri: ɒn/ (v) zgadzać się (na)
 architect /ˌɑ:kətekt/ (n) architekt
 artistic /ˌɑ:tɪstɪk/ (adj) artystyczny
 blanket /ˌblæŋkət/ (n) koc
 by myself (phr) sam, samodzielnie
 come up with /kʌm ˌʌp wɪð, wɪθ/ (phr v) zaproponować
 comfort /ˌkʌmfət/ (v) pocieszać
 creative /kri'eɪtɪv/ (adj) twórczy, kreatywny
 down-to-earth /ˌdaʊn tu ˈɜ:θ/ (adj) przyziemny, praktyczny
 electrician /ˌelɪktɪʃən/ (n) elektryk
 engineer /ˌendʒə'nɪə/ (n) inżynier
 film director /ˌfɪlm dɪ'rektə, daɪ-/ (n) reżyser
 filmowy
 interest /ˌɪntrəst/ (n) zainteresowanie
 interior designer /ˌɪnˌtɪəriə dɪ'zʌɪnə/ (n) projektant/-ka wnętrz
 key /ki:/ (n) klucz
 mood /mu:d/ (n) nastrój

Word List

personality types /pɜːsə'næləti taɪps/ (n)
typy osobowości
psychologist /saɪkə'lɒdʒəst/ (n) psycholog
realistic /riːəlɪstɪk/ (adj) realistyczny
result /rɪzʌlt/ (n) wynik, rezultat
skill /skɪl/ (n) umiejętność, zdolność
social worker /səʊʃəl wɜːkə/ (n) pracownik
opieki społecznej
solution /sə'ljuːʃən/ (n) rozwiązanie
solve a problem (phr) rozwiązać problem
spontaneous /spɒntə'niəs/ (adj) spontaniczny
suit /suɪt, sjuːt/ (v) odpowiadać, pasować
surgeon /sɜːdʒən/ (n) chirurg
useful /'juːsfəl/ (adj) użyteczny

Language in Use 1 (p. 21)

assist /ə'sɪst/ (v) asystować, pomagać
assistant /ə'sɪstənt/ (n) asystent, pomocnik
attend /ə'tend/ (v) być obecnym,
towarzyszyć
attendant /ə'tendənt/ (n) opiekun
break down /breɪk 'daʊn/ (phr v) zepsuć się,
załamać się
break in /breɪk 'ɪn/ (phr v) włamać się
break into /breɪk 'ɪntə/ (phr v) włamać się do
break out /breɪk 'aʊt/ (phr v) wybuchnąć
(o wojnie), uciec
break up /breɪk 'ʌp/ (phr v) odpaść
bring about /brɪŋ ə'baʊt/ (phr v) spowodować
bring off /brɪŋ 'ɔːf/ (phr v) dokonać
bring (sb) around /brɪŋ səmbədi ə'raʊnd/ (phr v)
ocucić, przekonać
bring up /brɪŋ 'ʌp/ (phr v) wychowywać
by force (phr) siłą, przy użyciu siły
electric /ɪ'lektrɪk/ (adj) elektryczny
electrician /ɪ'lektrɪʃən/ (n) elektryk
employ /ɪm'plɔɪ/ (v) zatrudnić
employee /ɪm'plɔɪ-iː, ˌemplɔɪi/ (n) pracownik
gently /dʒentli/ (adv) delikatnie
interview /ɪntə'vjuː/ (n) rozmowa
kwalifikacyjna
interviewee /ɪntə'vjuːi/ (n) kandydat (osoba,
z którą przeprowadza się rozmowę
kwalifikacyjną)
magic /mædʒɪk/ (n, adj) magia, magiczny
magician /mædʒɪʃən/ (n) czarodziej,
iluzjonista
mind /maɪnd/ (v) mieć coś przeciwko
persuade /pə'sweɪd/ (v) przekonać
raise a child (phr) wychowywać dziecko
regain consciousness (phr) odzyskać
przytomność
sculpt /skʌlpt/ (v) rzeźbić
sculptor /skʌlptə/ (n) rzeźbiarz
tour /tuə/ (n, v) wycieczka objazdowa
tourist /tuəɪst/ (n) turysta

Matura Skills 1 (p. 22-23)

banged-up /bæŋd 'ʌp/ (pp) potrzaskany,
porozbijany
body part /bɒdi paɪt/ (n) część ciała
bunch /bʌntʃ/ (n) grupa, grono
career path /kə'riə paθ/ (n) ścieżka kariery
creaky /kriːki/ (adj) trzeszczący
death-defying stunt /deθ dɪ'faɪ-ɪŋ 'stʌnt/ (n)
grożący śmiercią wyczyn
kaskaderski

do stunts (phr) wykonywać popisy
kaskaderskie
enrolment /ɪn'trəʊlmənt/ (n) nabór
flip /flɪp/ (v) podrzucać
infected /ɪn'fektəd/ (adj) zakażony, zarażony
initiation /ɪnɪ'ʃi'eɪʃən/ (n) inicjacja,
wprowadzenie
location /ləʊ'keɪʃən/ (n) położenie
on the edge of (phr) na skraju
requirement /rɪ'kwəɪəmənt/ (n) wymaganie
set (sth) on fire (phr) podpalić
severe weather (phr) trudne warunki
pogodowe
space /speɪs/ (n) miejsce, przestrzeń
stand out /stænd 'aʊt/ (phr v) wyróżniać się
stuntman /stʌntmən/ (n) kaskader
there's no room for (phr) nie ma miejsca na
vocalist /vəʊkəlɪst/ (n) wokalista

2 (p. 25)

classic novel /klæsɪk 'nɒvəl/ (n) klasyczna
powieść
culture /kʌltʃə/ (n) kultura
guided tour /gaɪdəd 'tuə/ (n) zwiedzanie
z przewodnikiem
take a class (phr) wziąć udział w zajęciach
practise playing the flute (phr) ćwiczyć grę
na flecie
rock concert /rɒk kɒnsət/ (n) koncert
rockowy
traditional dancing /trə'dɪʃənəl 'dɑːnsɪŋ/ (n)
tańce tradycyjne

2a (pp. 26-27)

adventure /əd'ventʃə/ (n) przygoda
arrive /ə'raɪv/ (v) przybyć
backpack /'bækpæk/ (n) plecak
bite /baɪt/ (v) gryźć
blow /bləʊ/ (v) wiać
boat trip /bəʊt trɪp/ (n) wycieczka statkiem
branch /brʌntʃ/ (v) gałąź
bush /bʊʃ/ (n) krzak
buzz (around) /bʌz/ (v) brzęczeć, bzyczeć
can't stand (phr) nie móc wytrzymać
catch the bus/train (phr) złapać
autobus/pociąg
culture /kʌltʃə/ (n) kultura
divide /dɪ'vaɪd/ (v) dzielić
embassy /'embəsi/ (n) ambasada
end up /end 'ʌp/ (phr v) skończyć
experience /ɪk'spiəriəns/ (n) doświadczenie,
przeżycie
get bitten (by) (phr) zostać ugryzionym
(przez)
get caught (in) (phr) zostać zaskoczonym
(przez)
go on a (boat) trip (phr) pojechać na
wycieczkę (statkiem)
get seasick (phr) cierpieć na chorobę
morską
get stolen (phr) zostać ukradzionym
grab /græb/ (v) złapać, chwycić
head (back to) /hed/ (v) kierować się,
podążyć (z powrotem do)
in the middle of nowhere (phr) na końcu
świata

kayaking /kaɪəkɪŋ/ (n) kajakarstwo
long-tail boat /lɒŋ teɪl 'bəʊt/ (n) długa łódź
lose my passport (phr) zgubić mój paszport
make friends (with) (phr) zaprzyjaźnić się (z)
oxcart /'ɒkskɑːt/ (n) wóz ciągnięty przez
woły
pass by /pɑːs 'baɪ/ (phr v) przejechać obok
passport /'pɑːspɔːt/ (n) paszport
pineapple /'paɪnæpl/ (n) ananas
puff /pʌf/ (v) dyszeć, sapać
reach /ri:tʃ/ (v) dotrzeć (do)
relieve /rɪ'liːv/ (v) ulżyć
ride a camel (phr) jechać na wielbłądzie
run after /rʌn ˌɑːftə/ (phr v) biec za
sack /sæk/ (n) worek
share (sth with) /ʃeə wɪð, wɪθ/ (v) dzielić (coś
z kimś)
take a trip (phr) pojechać na wycieczkę
travel (on) /trævl ɒn/ (v) podróżować (na)
try spicy food (phr) kosztować pikantnego
jedzenia
unfortunately /ʌn'fɔːtʃənəli/ (adv) niestety

2b (pp. 28-29)

a fair amount (of) (phr) spora ilość
argue /ɑːɡjuː/ (v) kłócić się
argument /ɑːɡjʊmənt/ (n) kłótnia
billion /'bɪljən/ (n) miliard
brainchild /breɪntʃaɪld/ (n) pomysł
catchy /kætʃi/ (adj) chwytliwy
calculate /kælkjəleɪt/ (v) kalkulować, obliczać
commitment /kə'mɪtmənt/ (n) poświęcenie,
oddanie
complicated /kəm'pləkeɪtəd/ (adj)
skomplikowany
computer science /kəm'pjʊːtə 'saɪəns/ (n)
informatyka
criticism /krɪtɪsɪzəm/ (n) krytyka
disagree /dɪsə'ɡriː/ (v) nie zgadzać się
endless /endləs/ (adj) niewyczerpany,
niekończący się
expand /ɪk'spænd/ (v) powiększać,
rozszerzać
expert /'ekspɜːt/ (n) ekspert
face /feɪs/ (v) zmierzyć się z
fade /feɪd/ (v) zanikać, słabnąć
frustrating /frʌ'streɪtɪŋ/ (adj) frustrujący
garage /'ɡærɪdʒ, -ɑːʒ/ (n) garaż
get on /get 'ɒn/ (phr v) lubić się
headquarters /hed'kwɔːtəz, hed'kwɔːtɪz/ (n)
główna siedziba
idea /aɪ'diə/ (n) pomysł
insist /ɪn'sɪst/ (v) nalegać
inspired /ɪn'spaɪəd/ (adj) zainspirowany
introduce /ɪn'trə'djuːs/ (v) wprowadzić
investor /ɪn'vestə/ (n) inwestor
launch /ləʊntʃ/ (v) wypuścić nowy produkt
neat /niːt/ (adj) schludny
operation /ɒpə'reɪʃən/ (n) działalność,
działanie
performance /pə'fɔːməns/ (n) działanie
popularity /pɒpjə'lærəti/ (n) popularność
profile /prəʊfaɪl/ (n) profil
project /prɒdʒekt/ (n) projekt,
przedsięwzięcie
request /rɪ'kwest/ (n) prośba
respond /rɪ'spɒnd/ (v) odpowiedzieć

search engine /sɜːtʃ ˈendʒɪn/ (n) wyszukiwarka
 search term /sɜːtʃ ˈtɜːm/ (n) szukany termin
 seek /siːk/ (v) szukać
 senior /ˈsiːniə/ (n) senior
 sign /saɪn/ (v) podpisać
 sign up /saɪn ˈʌp/ (phr v) zapisać się
 social network /ˈsəʊʃəl ˈnetwɜːk/ (n) sieć społeczna
 speedy /ˈspiːdi/ (adj) prędkie
 user /ˈjuːzə/ (n) użytkownik
 user-friendly /ˈjuːzə ˈfrendli/ (adj) przyjazny dla użytkownika

2c (p. 30)

achieve /əˈtʃiːv/ (v) osiągnąć
 armful /ˈɑːmfʊl/ (n) naręcze
 artist /ˈɑːtɪst/ (n) artysta
 award /əˈwɔːd/ (n) nagroda
 available /əˈveɪləbəl/ (adj) dostępny, osiągalny
 chart-topping /ˈtʃɑːt ˈtɒpɪŋ/ (adj) znajdujący się na czele list przebojów
 classical /ˈklæsɪkəl/ (adj) klasyczny
 club /klʌb/ (n) klub
 composer /ˈkɒmpəʊzə/ (n) kompozytor
 download /ˈdaʊnləʊd/ (n, v) ściągać (np. pliki) z Internetu
 fan /fæn/ (n) fan
 fame /feɪm/ (n) sława
 fashion statement (phr) ekstrawaganckie ubranie, ubranie/rzecz przyciągająca uwagę
 flat /flæt/ (n) mieszkanie
 follow a dream (phr) zrealizować swoje marzenie
 follower /ˈfɒləʊə/ (n) naśladowca
 hit /hɪt/ (n) przebój
 icon /aɪkən/ (n) ikona
 inspiration /ˌɪnspəˈreɪʃən/ (n) inspiracja
 lyrics /ˈlɪrɪks/ (pl n) słowa piosenki
 make-up /ˈmeɪk ʌp/ (n) makijaż
 music executive /ˈmjuːzɪk ɪɡˌzekjʊtɪv/ (n) producent muzyczny
 outrageous /aʊtˈreɪdʒəs/ (adj) oburzający, skandaliczny
 performance style /ˈpɜːfɔːməns ˈstɑɪl/ (n) styl wykonania/występowania
 phenomenal /fɪˈnɒmənl/ (adj) fenomenalny, wyjątkowy
 play by ear (phr) grać ze słuchu
 pop culture /ˈpɒp ˈkʌltʃə/ (n) kultura masowa
 profile /ˈprəʊfaɪl/ (n) profil
 promote /prəˈməʊt/ (v) promować
 reigning /ˈreɪnɪŋ/ (adj) panujący
 sensation /ˈsenˈseɪʃən/ (n) sensacja
 string /strɪŋ/ (n) seria
 success /səkˈses/ (n) sukces
 social media (phr) media społeczne
 slow down /sləʊ ˈdaʊn/ (phr v) zwolnić
 talent /ˈtælənt/ (n) talent
 turning point /ˈtɜːnɪŋ ˈpɔɪnt/ (n) punkt zwrotny
 wig /wɪɡ/ (n) peruka
 worldwide /ˈwɜːldwaɪd/ (adj) ogólnoświatowy, na światową skalę

2d (p. 31)

annoyed /əˈnɔɪd/ (adj) rozdrażniony

ballet /ˈbæleɪ/ (n) balet
 classical music concert /ˈklæsɪkəl ˈmjuːzɪk ˈkɒnsɜːt/ (n) koncert muzyki klasycznej
 disbelief /ˌdɪsbəˈliːf/ (n) niedowierzanie
 enthusiasm /ˌɪnθjuːzɪəzəm/ (n) entuzjazm
 musical /ˈmjuːzɪkəl/ (adj) muzyczny
 negative /ˈneɡətɪv/ (adj) negatywny
 nothing special (phr) nic specjalnego
 opera /ˈɒpərə/ (n) opera
 play /pleɪ/ (v) grać
 pop/rock concert /ˈpɒp ˈrɒk ˈkɒnsɜːt/ (n) koncert muzyki pop / rockowy
 positive /ˈpɒzətɪv/ (adj) pozytywny

2e (pp. 32-33)

a pile of (phr) sterta
 acrobatics /ˌækrəˈbætɪks/ (pl n) akrobacje
 actor /ˈæktə/ (n) aktor
 admit /ədˈmɪt/ (v) przyznać
 ancient times /ˈeɪnʃənt ˈtaɪmz/ (pl n) czasy starożytne
 attract attention (phr) przyciągnąć uwagę
 audience /ˈɔːdiəns/ (n) publiczność
 bravery /ˈbreɪvəri/ (n) odwaga
 breathetaking /ˈbreθˌteɪkɪŋ/ (adj) zapierający dech w piersiach
 carry (over) /ˈkæri ˈəʊvə/ (v) nieść się
 change (into) /tʃeɪndʒ ɪntə/ (v) zmienić się w kogoś/coś
 combine /kəmˈbaɪn/ (v) łączyć
 costume /ˈkɒstjuːm/ (n) kostium
 crowd /kraʊd/ (n) tłum
 cruelty /ˈkruːləti/ (n) okrucieństwo
 curtain /ˈkɜːtn/ (n) kurtyna
 design /dɪˈzaɪn/ (n) projekt
 effect /ɪˈfekt/ (n) efekt
 emotion /ɪˈməʊʃən/ (n) emocja
 fall in love (with) (phr) zakochać się (w)
 fiery /ˈfaɪəri/ (adj) ognisty, płomienny
 finale /ˈfiːnəli/ (n) finał
 (be) for me (phr) (być czymś) dla mnie
 furniture /ˈfɜːnɪtʃə/ (n) meble
 gallop /ˈɡæləp/ (v) galopować
 gather /ˈɡæðə/ (v) gromadzić się
 gold /ɡəʊld/ (n) złoto
 grand /ɡrænd/ (adj) wielki, wspaniały
 hanging /ˈhæŋɪŋ/ (adj) wiszący
 high-pitched /ˈhaɪ ˈpɪtʃt/ (adj) przenikliwy, wysoki (o dźwięku)
 insist /ɪnˈsɪst/ (v) nalegać
 kaleidoscope /ˈkælɪdəˈskəʊp/ (n) kalejdoskop
 lantern /ˈlæntən/ (n) latarnia, latarnia
 lighting /ˈlaɪtɪŋ/ (n) oświetlenie
 live /laɪv/ (adj) na żywo
 loyalty /ləˈleɪti/ (n) lojalność
 on stage (phr) na scenie
 prop /prɒp/ (n) rekwizyt
 reveal /rɪˈviːl/ (v) wyjawiać
 ribbon /ˈrɪbən/ (n) wstążka
 rise /raɪz/ (v) podnosić się
 scenery /ˈsiːnəri/ (n) dekoracja
 sharp /ʃɑːp/ (adj) ostry, przenikliwy
 silver /ˈsɪlvə/ (n) srebro
 somersault /ˈsɒməsɔːlt/ (n) salto
 stage /steɪdʒ/ (n) scena
 stage props /steɪdʒ ˈprɒps/ (pl n) rekwizyty

stand out /ˈstænd ˈaʊt/ (phr v) wyróżniać się
 start out /stɑːt ˈaʊt/ (phr v) rozpoczynać
 striking /ˈstraɪkɪŋ/ (adj) uderzający
 symbol /ˈsɪmbəl/ (n) symbol
 temporary /ˈtempərəri/ (adj) tymczasowy
 warrior /ˈwɔːriə/ (n) wojownik
 whip /wɪp/ (n) bat
 whole /həʊl/ (adj) cały
 wild /waɪld/ (adj) dziki

2f (p. 34-35)

ancient wall (phr) starożytny mur
 cobbled street /ˈkɒbəld ˈstriːt/ (n) brukowana ulica
 compass /ˈkɑːmpəs/ (n) kompas
 explore /ɪkˈsplɔː/ (v) odkrywać, badać
 fascinating /ˈfæsəˈneɪtɪŋ/ (adj) fascynujący
 find (sth) out /faɪnd ˈaʊt/ (phr v) dowiedzieć się
 ghost /ɡəʊst/ (n) duch
 ghostly attraction (phr) upiorna atrakcja
 get stuck (phr) zaciąć się, utknąć
 go missing (phr) zaginąć
 haunted /ˈhəʊntəd/ (adj) nawiedzony
 historic /hɪˈstɒrɪk/ (adj) historyczny
 march /mɑːtʃ/ (v) maszerować
 medieval cathedral /ˌmediˈiːvəl kəˈθɪdrəl/ (n) średniowieczna katedra
 shield /ʃiːld/ (n) tarcza
 spear /spiə/ (n) dzida, włócznia
 spooky /ˈspuːki/ (adj) straszny
 stand out /ˈstænd ˈaʊt/ (phr v) wyróżniać się
 terrified /ˈterəfaɪd/ (adj) przerażony
 treasurer /ˈtreʒərə/ (n) skarbnik
 wander /ˈwɒndə/ (v) wędrować

2g (p. 36)

adventure /ədˈventʃə/ (n) przygoda
 biography /ˌbaɪəˈɡrafi/ (n) biografia
 can't put it down (phr) nie da się odłożyć (przestać czytać)
 classic novel /ˈklæsɪk ˈnɒvl/ (n) klasyczna powieść
 crime thriller /ˈkraɪm θrɪlə/ (n) thriller z elementami kryminału
 dull /dʌl/ (adj) nudny
 fantasy /ˈfæntəsi/ (n) fantastyka
 horror /ˈhɒrə/ (n) horror
 majority /məˈdʒɔːrəti/ (n) większość
 non-fiction /ˌnɒn ˈfɪkʃən/ (n) literatura faktu
 percent /pəˈsent/ (n) procent
 recommend /ˌrekəˈmend/ (phr v) polecać
 romance /ˈrəʊməns, ˈrəʊ-/ (n) romans
 science fiction /ˈsaɪəns ˈfɪkʃən/ (n) fantastyka naukowa
 similar /ˈsɪmələ/ (adj) podobny
 slow-moving /sləʊ ˈmuːvɪŋ/ (adj) o wolnym tempie akcji

2h (p. 37)

carry a lantern (phr) nieść latarnię
 chat /tʃæt/ (v) gawędzić
 chilly /ˈtʃɪli/ (adj) chłodny
 corridor /ˈkɒrɪdɔː/ (n) korytarz
 empty /empti/ (adj) pusty
 entrance hall /ˈentrəns ˈhɔːl/ (n) hol wejściowy

Word List

freezing cold /'fri:zɪŋ 'kəʊld/ (adj) lodowaty
guide /gaɪd/ (n) przewodnik
hear the sound (of) (phr) słyszeć dźwięk (czegoś)
heavily /'hevɪli/ (adv) ciężko, mocno
huge /hju:dʒ/ (adj) ogromny
old-fashioned /əʊld 'fæʃənd/ (adj) staromodny
stone floor (phr) kamienna podłoga
roaring /'rɔ:ɪŋ/ (adj) ryczący
terrifying /'terɪfaɪŋ/ (adj) przerażający
turn a corner (phr) skręcić za róg
turn around /tɜ:n ə'raʊnd/ (phr v) odwrócić się
go white (as a sheet) (phr) zrobić się białym jak prześcieradło

2i (p. 38)

allow /ə'laʊ/ (v) pozwolić
blogger /'blɒgə/ (n) osoba pisząca blog
browse /braʊz/ (v) przeglądać
community /kə'mju:nəti/ (n) społeczność
company /'kʌmpəni/ (n) firma, spółka
connection /kə'nekʃən/ (n) związek, powiązanie
contact /'kɒntækt/ (n) kontakt
email account /'i:meɪl ə'kaʊnt/ (n) konto mailowe
expand /ɪk'spænd/ (v) rozszerzać, rozwijać
independent /ˌɪndə'pendənt/ (adj) niezależny
interact /ˌɪntər'ækt/ (v) oddziaływać wzajemnie, nawiązywać kontakty
location /ləʊ'keɪʃən/ (n) lokalizacja
login name /'lɒɡɪn neɪm/ (n) login
media /'mi:diə/ (n) media
member /'membə/ (n) członek
offline /'ɒflaɪn/ (adj) niepołączony
password /'pɑ:swɜ:d/ (n) hasło
personal profile /'pɜ:snəl 'prəʊfaɪl/ (n) profil osobisty
personalise /'pɜ:snəlaɪz/ (v) personalizować
photo /'fəʊtəʊ/ (n) zdjęcie
post /pəʊst/ (v) umieścić
profile /'prəʊfaɪl/ (n) profil
promote /prə'məʊt/ (v) promować
network /'netwɜ:k/ (n) sieć
sex /seks/ (n) płeć
share /ʃeə/ (v) dzielić
social connection (phr) powiązania społeczne/towarzyskie
social network /'səʊʃəl 'netwɜ:k/ (n) sieć społeczna
social networking site /'səʊʃəl 'netwɜ:kɪŋ saɪt/ (n) portal społecznościowy
specialise /speʃəlaɪz/ (v) specjalizować (się)
straightforward /ˌstreɪt'fɔ:wəd/ (adj) bezpośredni
tight-knit /taɪt 'nɪt/ (adj) zintegrowany, zżyty
trend /trend/ (n) tendencja, trend
upload /'ʌpləʊd/ (v) wysyłać (np. pliki)
user-friendly interface (phr) interfejs przyjazny dla użytkownika
video /'vɪdiəʊ/ (n) film wideo
workplace /'wɜ:kpleɪs/ (n) miejsce pracy

Language in Use 2 (p. 39)

act /ækt/ (v) grać, działać
action /'ækʃən/ (v) akcja
advertise /əd'vɜ:tɪz/ (v) reklamować
annoy /ə'noɪ/ (v) złościć, denerwować
annoyance /ə'noɪəns/ (v) irytacja, rozdrażnienie
appear /ə'piə/ (v) pojawić się
argue /'ɑ:gju:/ (v) kłócić się
arrive /ə'raɪv/ (v) przybyć
attract /ə'trækt/ (v) przyciągać
brightly-coloured /ˌbraɪtli 'kɒləd/ (adj) jaskrawo ubarwiony
business trip /'biznəs 'trɪp/ (v) wyjazd służbowy
chord /kɔ:d/ (v) akord
clap /klæp/ (v) klaskać, bić brawo
enjoy /ɪn'dʒɔɪ/ (v) bawić się, cieszyć się, lubić
enjoyment /ɪn'dʒɔɪmənt/ (v) przyjemność, radość
erupt /ɪ'trʌpt/ (v) wybuchać
fall for /fɔ:l fɔ:/ (phr v) zainteresować się, stracić głowę (dla kogoś)
fall out /fɔ:l 'aʊt/ (phr v) pokłócić się
fall through /fɔ:l θru:/ (phr v) nie powieść się
get along with (sb) /get ə'lɒŋ wɪð/ (phr v) dobrze się dogadywać (z kimś)
get on/off /get 'ɒn, 'ɒf/ (phr v) wsiąść/wysiąść
get through /get θru:/ (phr v) połączyć się (przez telefon)
give away /gɪv ə'weɪ/ (phr v) wydać, rozdać
give off/out /gɪv 'ɒf, 'aʊt/ (phr v) wydzielać (zapach)
give up /gɪv 'ʌp/ (phr v) zrezygnować, rzucić (nałóg)
go sailing (phr) pójść żeglować
highlight /'haɪlaɪt/ (v) uwydatnić, podświetlić
musician /mju:ʃɪən/ (n) muzyk
orchestra /'ɔ:kɪstrə/ (n) orkiestra
on stage (phr) na scenie
perform /pə'fɔ:m/ (v) występować (na scenie)
perfect /pə'fɛkt/ (adj) doskonały
refusal /rɪ'fju:zəl/ (v) odmowa
refuse /rɪ'fju:z/ (v) odmówić

Matura Skills 2 (p. 40-41)

asthma /'æsmə/ (n) astma
carve /kɑ:v/ (v) rzeźbić
chamber /tʃeɪmbə/ (n) sala, komnata
chandelier /ʃændə'leɪə/ (n) żyrandol
chapel /tʃæpəl/ (n) kaplica
distant /'dɪstənt/ (adj) odległy
eczema /'eksəmə/ (n) egzema
emerge /ɪ'mɜ:dʒ/ (v) wyjść, wyłonić się
in (sb's) memory (phr) ku czci (kogoś)
polish /'pɒlɪʃ/ (v) polerować
relative /rɪ'lətv/ (n) krewny
remains /rɪ'meɪnz/ (pl n) pozostałości
stalactite /stæləktat/ (n) stalaktyt
stalagmite /stæləgmɪt/ (n) stalagmit

3 (p. 43)

blizzard /'blɪzəd/ (n) zamieć śnieżna
extreme weather /ɪk'stri:m 'weðə/ (n) ekstremalne warunki pogodowe
heatwave /'hi:tweɪv/ (n) fala upałów
hurricane /'hʌrəkən/ (n) huragan
Mother Nature /ˌmʌðə 'neɪtʃə/ (n) Matka Natura
thick fog /θɪk 'fɒg/ (phr n) gęsta mgła
storm /stɔ:m/ (n) burza

3a (pp. 44-45)

adapt (to) /ədæpt tə/ (v) przystosować się (do)
at least (phr) przynajmniej
blizzard /'blɪzəd/ (n) zamieć śnieżna
blog /blɒg/ (n) blog
boiling hot /'bɔɪlɪŋ 'hɒt/ (adj) wrzący
breeze /bri:z/ (n) bryza, wiaterek
can't wait (phr) nie móc się doczekać
cloud /klaʊd/ (n) chmura
chilly /tʃɪli/ (adj) chłodny
cold /kəʊld/ (adj) zimny
continent /kɒntɪnənt/ (n) kontynent
cover /'kʌvə/ (v) przykryć
crack /kræk/ (n) pęknięcie
crevasse /kri'ves/ (n) szczelina lodowa
do a survey (phr) przeprowadzić badanie, sondaż
drizzle /'drɪzl/ (n) mżawka
drop /drɒp/ (v) spaść
Emperor Penguin /ˌempə'reɪ 'pɛŋgwɪn/ (n) pingwin cesarski
flood /flʌd/ (n) powódź
freezing cold /'fri:zɪŋ 'kəʊld/ (adj) lodowaty
gale /geɪl/ (n) wichura, zawierucha
give (sb) a hand (phr) pomóc (komuś)
go on a course (phr) iść na kurs
hail /heɪl/ (n) grad
heat /hi:t/ (n) upał
heavy clouds /'hevi 'klaʊdz/ (pl n) ciężkie chmury (przed burzą)
heavy rain /'hevi reɪn/ (n) ulewny deszcz
hot /hɒt/ (adj) gorący
humpback whale /'hʌmpbæk 'weɪl/ (n) wieloryb faldowiec
ice /aɪs/ (n) lód
inland /ɪn'lænd/ (adv) w głębi lądu
lead (to) /li:d tə/ (v) prowadzić (do)
light clouds /laɪt 'klaʊdz/ (pl n) lekkie chmury
lightning /'laɪtnɪŋ/ (n) błyskawica
marine biologist /mə'ri:n baɪə'lɒdʒɪst/ (n) biolog morski
mild /maɪld/ (adj) łagodny, umiarkowany
newcomer /'nju:kəmə/ (n) nowo przybyły
put on /put 'ɒn/ (phr v) włączyć
rain /reɪn/ (n) deszcz
research station /rɪ'sɜ:tʃ 'steɪʃən, 'rɪ:sɜ:tʃ-/ (n) stacja badawcza
rise /raɪz/ (v) wzrastać, wschodzić
scenery /'sɪnəri/ (n) sceneria
scientific /saɪən'tɪfɪk/ (adj) naukowy
seal /si:l/ (n) foka
set /set/ (v) zachodzić
shower /ʃaʊə/ (n) przelotny deszcz

ski-doo /skɪ'duː/ (n) skuter śnieżny (firmy Ski-Doo)
 sledge /sledʒ/ (n) sanki
 sleet /sliːt/ (n) deszcz ze śniegiem, gołoledź
 snow /snoʊ/ (n) śnieg
 snow storm /snoʊ stɔːm/ (n) zamieć śnieżna, śnieżnica
 storm /stɔːm/ (n) burza
 sun /sʌn/ (n) słońce
 sun rises (phr) słońce wschodzi
 sun sets (phr) słońce zachodzi
 sunny spell /sʌni spɛl/ (n) okres słonecznej pogody
 sunshine /sʌnʃaɪn/ (n) słoneczna pogoda
 survey /sʌrveɪ/ (n) badanie, przegląd
 survival course /sə'vaɪvəl kɔːrs/ (n) kurs przetrwania
 take off /teɪk ɒf/ (phr v) startować (o samolocie)
 temperature /temprətʃə/ (n) temperatura
 threaten /θreɪn/ (v) zagrozić
 thunder /θʌndə/ (n) grzmot
 tornado /tɔːneɪdɔː/ (n) tornado
 warm /wɔːm/ (adj) ciepły
 warn /wɔːn/ (v) ostrzegać
 weather /weðə/ (n) pogoda
 weird /wiəd/ (adj) dziwny
 wildlife /waɪldlaɪf/ (n) dzika przyroda
 wind /wɪnd/ (n) wiatr

3b (pp.46-47)

ash /æʃ/ (n) popiół
 backwards /bækwɔːd/ (adv) do tyłu
 beat /biːt/ (v) pokonać, pobić
 board /bɔːd/ (n) deska
 boil /bɔɪ/ (v) wrzeć
 bottom /bɒtəm/ (n) dno, spód
 bungee jumping /bʌndʒi dʒʌmpɪŋ/ (n) skoki na bungee
 compete (in) /kəm'piːt ɪn/ (v) brać udział w zawodach, współzawodniczyć
 competitor /kəm'petɪtə/ (n) zawodnik
 connected (to) /kə'nektəd tə/ (adj) połączony z
 control /kən'trɒl/ (v) kontrolować
 craze /kreɪz/ (n) szaleństwo, moda na coś
 elastic rope /ɪ'læstɪk ruːp/ (n) elastyczna lina
 erupt /ɪrʌpt/ (v) wybuchać
 extreme activities /ɪk'striːm æktɪvətɪz/ (pl n) zajęcia ekstremalne
 extreme ironing /ɪk'striːm 'aɪəniŋ/ (n) ekstremalne prasowanie (prasowanie ubrań w miejscach trudno dostępnych)
 feel better (phr) czuć się lepiej
 float /fləʊt/ (v) unosić się na powierzchni
 frying pan /fraɪ-ɪŋ pæn/ (n) patelnia
 get wet (phr) zmoknąć
 have control of (phr) mieć kontrolę nad
 heat /hiːt/ (v) podgrzać
 ice climbing /aɪs klaɪmɪŋ/ (n) wspinaczka lodowa
 ice tool /aɪs tuːl/ (n) czekan lodowy
 inflatable /ɪn'fleɪtəbəl/ (adj) nadmuchiwany
 iron /aɪən/ (n) żelazo

ironing board /aɪəniŋ bɔːd/ (n) deska do prasowania
 kite surfing /kaɪt sɜːfɪŋ/ (n) surfing z latawcem
 ladle /leɪdl/ (n) chochla
 melt /melt/ (v) topić
 perfect (for) /pɜːfɪkt fɔː/ (adj) doskonały (dla)
 protective /prə'tektɪv/ (adj) ochronny
 quad racing /kwɒd reɪsɪŋ/ (n) wyścigi na quadach
 rapids /ræpɪdz/ (pl n) progi rzeczne
 rest /rest/ (n) odpoczynek
 river bugging /rɪvə bʌɡɪŋ/ (n) jednoosobowy spływ rwącą rzeką w specjalnym, nadmuchiwym pontonie
 rust /rʌst/ (v) rdzewieć
 slope /sloʊp/ (n) zbocze
 smoking volcano /sməʊkɪŋ vol'keɪnəʊ/ (n) dymiący wulkan
 speed (down) /spiːd/ (v) pędzić (w dół)
 spike /spaɪk/ (n) kolec (na podeszwie buta)
 sunscreen /sʌnskriːn/ (n) filtr przeciwsłoneczny
 thrill-seeker /θrɪl siːkə/ (n) poszukiwacz wrażeń
 throw out /θrəʊ 'aʊt/ (phr v) wyrzucać
 tip /tɪp/ (n) wskazówka
 volcano surfing /vol'keɪnəʊ sɜːfɪŋ/ (n) zjazd z wygasłego wulkanu na desce
 watch out /wɒtʃ 'aʊt/ (phr v) uważać
 webbed gloves /webd 'glʌvz/ (pl n) rękawice z błoną między palcami
 weird /wiəd/ (adj) dziwny
 win /wɪn/ (v) wygrać
 wok racing /wɒk reɪsɪŋ/ (n) wyścigi na wokach
 world championship /wɜːld 'tʃæmpɪənʃɪp/ (n) mistrzostwo świata

3c (p. 48)

all the way (phr) cała trasa, pełna długość
 avoid /ə'vɔɪd/ (v) unikać
 bobcat /bɒbkæt/ (n) ryś rudy
 breathtaking view /breɪtkeɪkɪŋ 'vjuː/ (n) widok zapierający dech w piersiach
 campsite /kæmpsaɪt/ (n) kemping
 cover /kʌvə/ (v) obejmować
 coyote /kɔɪ-əʊt, kɔɪ'əʊti/ (n) kojot
 deer /dɪə/ (n) jeleni
 footpath /'fʊtpaːθ/ (n) ścieżka
 get lost (phr) zgubić się
 guide /gaɪd/ (v) prowadzić
 harmless /harmləs/ (adj) nieszkodliwy
 heap /hiːp/ (n) sterta
 hike /haɪk/ (v) wędrować
 hut /hʌt/ (n) chata, szałas
 incredible /ɪn'kredəbəl/ (adj) niewiarygodny
 keep away from /kiːp ə'weɪ frəm/ (phr v) trzymać się z daleka od
 make it (phr) dać radę
 moose /muːs/ (n) łos
 mountain top /maʊntən tɒp/ (n) szczyt, wierzchołek góry
 natural beauty /nætʃərəl 'bjʊti/ (n) naturalne piękno

pass (through) /pɑːs 'θruː/ (v) przechodzić/biec (przez)
 pile (of) /paɪl əv/ (n) sterta
 quarter-mile /kwɔːtə 'maɪl/ (n) ćwierć mili
 racoon /rə'kʊn, ræ-/ (n) szop
 rocky /rɒki/ (adj) skalisty
 run (through) /rʌn 'θruː/ (v) przebiegać/przedostawać się (przez)
 scenery /sɪməri/ (n) sceneria
 shelter /ʃeltə/ (n) schronienie
 show the way (phr) pokazywać drogę
 special offer /speʃəl ɒfə/ (n) oferta specjalna
 step /step/ (n) krok
 stunning /stʌniŋ/ (adj) olśniewający
 trail /treɪl/ (n) szlak

3d (p. 49)

agree (on) /ə'ɡriː ɒn/ (v) zgodzić się (na)
 ask /ɑːsk/ (v) pytać
 available /ə'veɪləbəl/ (adj) dostępny, osiągalny
 bed & breakfast /bed ən 'brekfəst/ (n) pensjonat
 book a room (phr) rezerwować pokój
 confirmation /kɒnfə'meɪʃən/ (n) potwierdzenie
 cost /kɒst/ (v) kosztować
 double room /dʌbəl 'ruːm/ (n) pokój dwuosobowy
 hotel /həʊtel/ (n) hotel
 per night (phr) za noc
 plus tax (phr) plus podatek
 repeat /rɪ'piːt/ (v) powtarzać
 room service /ruːm sɜːvɪs/ (n) obsługa hotelowa
 self-catering flat /self keɪtərɪŋ 'flæt/ (n) mieszkanie z wyposażeniem we własnym zakresie
 single room /sɪŋɡəl 'ruːm/ (n) pokój jednoosobowy
 ski lodge /skiː lɒdʒ/ (n) domek w górach najczęściej używany przez narciarzy
 state /steɪt/ (v) określić
 youth hostel /juːθ 'hɒstl/ (n) schronisko młodzieżowe

3e (pp. 50-51)

according to /ə'kɔːdɪŋ tə/ (prep) według
 average /ævərɪdʒ/ (adj) przeciętny, średni
 become extinct (phr) wymrzeć, wyginać
 (be) in great danger (phr) (być) w wielkim niebezpieczeństwie
 (be sb's) fault (phr) (być) winą
 (be) under threat (phr) (być) zagrożonym
 blanket /'blæŋkɪt/ (n) koc
 burn /bɜːn/ (v) spalać, palić
 car exhaust /kɑːr ɪg.zɔːst/ (n) spaliny samochodowe, rura wydechowa
 carbon dioxide /kɑːbən daɪ'ɒksaɪd/ (n) dwutlenek węgla
 carbon footprint /kɑːbən 'fʊtprɪnt/ (n) ślad węglowy
 cause /kɔːz/ (v) powodować
 changeable /tʃeɪndʒəbəl/ (adj) zmienny
 chilly /tʃɪli/ (adj) chłodny

Word List

climate /klaɪmət/ (n) klimat
 climate change /klaɪmət tʃeɪndʒ/ (n) zmiana klimatu
 climatologist /klaɪmətələdʒɪst/ (n) klimatolog
 coastal /kəʊstl/ (adj) nadbrzeżny, przybrzeżny
 cover /kʌvə/ (v) przykryć, zakryć
 die from hunger (phr) umrzeć z głodu
 die out /daɪ 'aʊt/ (phr v) wymierać
 drought /draʊt/ (n) susza
 drown /draʊn/ (v) utonąć
 energy-saving bulb /enədʒi 'seɪvɪŋ 'bʌlb/ (n) żarówka energooszczędna
 expert /'eksɜːpt/ (n) ekspert
 extinct /ɪk'stɪŋkt/ (adj) wymarły
 extreme weather /ɪk'striːm 'weðə/ (n) ekstremalne warunki pogodowe
 fossil fuel /fɒsəl 'fjuːəl/ (n) paliwo kopalne
 further /fɜːðə/ (adv) dalej
 glacier /'glæsiə/ (n) lodowiec
 global warming /'gləʊbəl 'wɔːmɪŋ/ (n) globalne ocieplenie
 greenhouse gas /'ɡriːnhaʊs 'ɡæs/ (n) gaz cieplarniany
 heat up /hiːt 'ʌp/ (phr v) rozgrzać
 heating /'hiːtɪŋ/ (n) ogrzewanie
 ice sheet /aɪs 'ʃiːt/ (n) pokrywa lodowa
 immediately /ɪ'miːdiətli/ (adv) natychmiast
 increase /ɪn'kriːs/ (n) wzrastać, zwiększać
 instead (of) /ɪn'sted əv/ (adv) zamiast (czegoś)
 lose (their) habitat (phr) tracić (swoje) siedlisko/miejsce występowania
 low-lying /ləʊ 'laɪ-ɪŋ/ (adj) nisko położony
 major /meɪdʒə/ (adj) główny
 melt /melt/ (v) topnieć
 polar ice cap /pəʊləɪs 'aɪs kæp/ (n) polarna czapa lodowa
 power plant /paʊə plɑːnt/ (n) elektrownia
 produce /prə'djuːs/ (v) wytwarzać
 radiate /reɪdiət/ (v) promieniować
 reduce /rɪ'djuːs/ (v) zmniejszać
 report /rɪ'pɔːt/ (n) raport, sprawozdanie
 sea level /siː 'levəl/ (n) poziom morza
 serious /'sɪəriəs/ (adj) poważny
 species /spiːʃiːz/ (n) gatunek, gatunki
 starve /stɑːv/ (v) głodować
 surround /sə'raʊnd/ (v) otaczać
 threat (to) /θret/ (n) zagrożenie (dla)
 tornado /tɔː'neɪdəʊ/ (n) tornado
 trap /træp/ (v) uwięzić, zatrzymać
 trouble /trʌbl/ (n) problem, kłopot
 turn up /tɜːn 'ʌp/ (phr v) podkręcić, zwiększyć
 unpredictable /ˌʌnpri'dɪktəbəl/ (adj) nieprzewidywalny
 vanish /væniʃ/ (v) zniknąć
 wave /weɪv/ (n) fala

3f (p. 52-53)

alight /ə'laɪt/ (adj) płonący
 bounce /baʊns/ (v) odbić
 branch /brɑːntʃ/ (n) gałąź
 compass /kəm'pɑːs/ (n) kompas
 crash (into) /kræʃ/ (v) zderzyć się (z)
 crawl /kroʊl/ (v) czołgać się, pełzać
 fast-flowing /fɑːst 'fləʊɪŋ/ (adj) wartki

first aid kit /fɜːst 'eɪd kiːt/ (n) apteczka pierwszej pomocy
 flashlight /flæʃlaɪt/ (n) latarka
 hypothermia /haɪpə'θɜːmiə/ (n) hipotermia
 insect repellent /ɪnsekt rɪ'pelənt/ (n) środek odstraszający owady
 life jacket /laɪf 'dʒækt/ (n) kamizelka ratunkowa
 lighter /laɪtə/ (n) zapalniczka
 map /mæp/ (n) mapa
 oar /ɔː/ (n) wiosło
 overhead /əʊvə'hed/ (adv) nad głową
 penknife /pen-'naɪf/ (n) szczyrzyk
 pick (sb) up /pɪk 'ʌp/ (phr v) odebrać (kogoś), wziąć (kogoś) na pokład
 pilot /paɪlət/ (n) pilot
 rafting /'rɑːftɪŋ/ (n) spływ pontonem górską rzeką
 rescue helicopter /reskjʊː 'helɪkɒptə/ (n) helikopter ratunkowy
 rope /rəʊp/ (n) lina
 rucksack /rʌksæk/ (n) plecak
 scare off /skeər 'ɒf/ (phr v) odstrzążyć
 set off /set 'ɒf/ (phr v) wyruszyć
 shelter /'ʃeltə/ (n) schronienie
 shore /ʃɔː/ (n) brzeg
 signal /sɪɡnəl/ (v) sygnalizować
 sleeping bag /sliːpɪŋ bæɡ/ (n) śpiwór
 spot /spɒt/ (v) zauważyć
 suck /sʌk/ (v) wciągnąć, ssąć
 suffer (from) /sʌfə/ (v) cierpieć (na)
 sunscreen /sʌnskrɪn/ (n) filtr przeciwsłoneczny
 surface /sɜːfəs/ (v) wynurzyć się
 sweep /swiːp/ (v) zmieść
 tent /tent/ (n) namiot
 terrifying /tə'reɪfɪŋ/ (adj) przerażający
 to (sb's) horror (phr) ku (czyjemuś) przerażeniu
 torch /tɔːtʃ/ (n) latarka
 wilderness /'wɪldənəs/ (n) dzicz, odludzie

3g (p. 54)

aqua aerobics /ækwə əə'raʊbɪks/ (n) aqua aerobik
 bird watching /bɜːd wɒtʃɪŋ/ (n) obserwowanie ptaków
 card /kɑːd/ (n) karta
 community centre /kə'mjuːnəti 'sentə/ (n) centrum kultury
 nature reserve /neɪtʃə rɪ'zɜːv/ (n) rezerwat przyrody
 paintballing /peɪntbɔːlɪŋ/ (n) gra w paintball
 ski resort /skiː rɪ'zɔːt/ (n) ośrodek narciarski
 zip-lining /zɪp laɪnɪŋ/ (n) kolejka tyrolska
 zorbing /zɔːbɪŋ/ (n) zorbing (turlanie się w plastikowej kuli)

3h (p. 55)

ending /endɪŋ/ (n) zakończenie
 forest adventure /fɒrɪst əd'ventʃə/ (n) przygoda w lesie
 greeting /'ɡriːtɪŋ/ (n) pozdrowienie, powitanie
 opening comment /əʊpənɪŋ 'koment/ (n) wstępna uwaga

polite /pə'laɪt/ (adj) uprzejmy, grzeczny
 reason /rɪ'zən/ (n) powód

3i (p. 56)

abseil /æbsaɪl/ (v) schodzić przy użyciu liny
 acidic rain /æsəd 'reɪm/ (n) kwaśny deszcz
 adapt (to) /ədæpt tə/ (v) przystosować się (do)
 become stiff (phr) zeszywnieć
 blind /blaɪnd/ (adj) ślepy
 calcite /'kælsaɪt/ (n) kalcyt
 cave /keɪv/ (n) jaskinia
 chalk /tʃɔːk/ (n) kreda
 cliff /klɪf/ (n) klif
 column /'kɒləm/ (n) kolumna
 crab /kræb/ (n) krab
 crawl /kroʊl/ (v) pełzać, czołgać się
 crayfish /kreɪfɪʃ/ (n) rak
 creature /kriːtʃə/ (n) stworzenie
 dark /dɑːk/ (adj) ciemny
 discover /dɪs'kʌvə/ (v) odkryć
 dissolve /dɪ'zɒlv/ (v) rozpuścić
 drip /drɪp/ (v) kapać
 drop /drɒp/ (v) spadać
 eat away /iːt ə'weɪ/ (phr v) wżerać się
 erode /ɪ'rəʊd/ (v) niszczyć w procesie erozji, podmyć
 form /fɔːm/ (v) tworzyć, formować
 formation /fɔːmeɪʃən/ (n) formacja
 glacier /'glæsiə/ (n) lodowiec
 glow /gləʊ/ (v) jarzyć się, świecić
 glowing /'gləʊɪŋ/ (adj) jarzący się
 go off /gəʊ 'ɒf/ (phr v) eksplodować, dzwonić (o budziku)
 go over /gəʊ əʊvə/ (phr v) przejrzeć
 go round /gəʊ 'raʊnd/ (phr v) wystarczać
 harden /'hɑːdn/ (v) twardnieć
 hole /həʊl/ (n) dziura
 involve /ɪn'vɒlv/ (v) pociągać za sobą, wiązać się z
 lava /lɑːvə/ (n) lava
 limestone /laɪmstəʊn/ (n) wapień
 look after /lʊk ɑːftə/ (phr v) opiekować się
 look for /lʊk fɜː/ (phr v) szukać
 look through /lʊk θruː/ (phr v) przejrzeć
 look up /lʊk ʌp/ (phr v) sprawdzać
 millipede /mɪlə'piːd/ (n) krocionóg
 natural /nætʃərəl/ (adj) naturalny
 rafting /'rɑːftɪŋ/ (n) spływ pontonem po rwącej górskiej rzece
 remain alive (phr) pozostać przy życiu
 scorpion /skɒrpiən/ (n) skorpion
 so far (phr) jak dotąd
 species /spiːʃiːz/ (n) gatunek, gatunki
 stalactite /stæləktatɪt/ (n) stalaktyt
 stalagmite /stələɡmaɪt/ (n) stalagmit
 survive /sə'vaɪv/ (v) przetrwać, przeżyć
 worm /wɜːm/ (n) robak

Language in Use 3 (p. 57)

athlete /æθliːt/ (n) atleta, lekkoatleta
 athletic /æθlətɪk, əθ-/ (adj) atletyczny, wysportowany
 care /keə/ (v) dbać
 careful /keəfəl/ (adj) ostrożny

careless /'keələs/ (adj) niedbały
 economical /'ekə'nɒmɪkəl, jɪ-/ (adj) oszczędny
 economy /'ɪkənəmi/ (n) gospodarka
 effect /'fekt/ (n) efekt, skutek
 effective /'fektɪv/ (adj) skuteczny
 examine /'ɪg'zæmɪn/ (v) badać
 expense /'ɪkspens/ (n) wydatek
 expensive /'ɪkspensɪv/ (adj) drogi
 explode /'ɪkspləʊd/ (v) wybuchać
 fool /'fu:l/ (n) głupiec
 foolish /'fu:lɪʃ/ (adj) głupi, nierozsądny
 go around /'gəʊ ə'raʊnd/ (phr v) wystarczyć
 go off /'gəʊ ɒf/ (phr v) eksplodować,
 zadzwonić (o budziku)
 go over /'gəʊ ə'vɜ:v/ (phr v) przejrzeć
 look after /'lʊk ɑ:'ftə/ (phr v) opiekować się
 look for /'lʊk fɔ:/ (phr v) szukać
 look through /'lʊk θru:/ (phr v) przejrzeć
 look up /'lʊk ʌp/ (phr v) sprawdzić
 poison /'pɔɪzən/ (n) trucizna
 poisonous /'pɔɪzənəs/ (adj) trujący, jadowity
 ring /rɪŋ/ (v) dzwonić
 salt /sɔ:lt/ (n) sól
 salty /'sɔ:ltɪ/ (adj) słony
 spoil /spɔɪl/ (v) zepsuć się
 stunning scenery /'stʌnɪŋ 'si:niəri/ (n)
 oszałamiająca sceneria
 warn (sb) about /'wɔ:n ə'baʊt/ (v) ostrzec
 (kogoś) przed
 youth hostel /'ju:θ 'hɒstl/ (n) schronisko
 młodzieżowe

Matura Skills 3 (p. 58-59)

abandoned /ə'bændənd/ (adj) opuszczony
 attendant /ə'tendənt/ (n) opiekun,
 towarzyszący
 (be) in high demand (phr) (jest) wysoki
 popyt na
 (be) on a tight budget (phr) mieć
 ograniczone możliwości finansowe
 full board /fʊl 'bɔ:d/ (n) pełne wyżywienie
 funding /'fʌndɪŋ/ (n) finansowanie
 neglected /'nɪgлектəd/ (adj) zaniedbany
 province /'prɒvɪns/ (n) prowincja
 pursue a career in (phr) robić karierę w
 rewarding /rɪ'wɔ:ɪdɪŋ/ (adj) dający satysfakcję,
 dochodowy
 spare the time (phr) znaleźć czas

4 (p. 61)

exercise regularly (phr) ćwiczyć regularnie
 exercise your mind (phr) ćwiczyć umysł
 get sleep (phr) przespać się
 make ethical choices (phr) dokonywać
 etycznych wyborów
 manage stress (phr) radzić sobie ze
 stresem
 peace of mind (phr) spokój ducha
 practise meditation (phr) uprawiać
 medytację
 solve a crossword (phr) rozwiązywać
 krzyżówkę
 spend time in the sunshine (phr) spędzać
 czas w słońcu

4a (pp. 62-63)

ache /eɪk/ (v) boleć
 acne /'ækni/ (n) trądzik
 against the rules (phr) wbrew zasadom
 bacteria /bæk'tɪəriə/ (n) bakterie
 (be) better off (phr) lepiej na czymś wyjść
 (be) obliged to do (sth) (phr)
 być zobowiązanym do
 blurred vision /'blɜ:d 'vɪʒən/ (n) rozmyte
 widzenie
 borrow /'bɒrɔ:/ (v) pożyczać
 cause /kɔ:z/ (v) powodować
 confined space /kən'faɪnd 'speɪs/ (n)
 ograniczona przestrzeń
 conversation /kɒnvə'seɪʃən/ (n) rozmowa
 cope (with/without) /kəʊp wɪð, wɪð'aʊt/ (v)
 radzić sobie (z/bez)
 dermatologist /dɜ:'mætɒlədʒɪst/ (n)
 dermatolog
 directly /dɪ'rektli, daɪ-/ (adv) bezpośrednio
 distinguish (between) /dɪ'stɪŋɡwɪʃ bɪ'twi:n/ (v)
 rozróżnić, odróżnić
 ear canal /iə kənəl/ (n) przewód słuchowy
 zewnętrzny
 entertainment /entə'teɪnmənt/ (n) rozrywka
 extended period /ɪk'stendəd 'pɪəriəd/ (n)
 wydłużony czas
 eye strain /aɪ streɪn/ (n) przemęczenie
 wzroku
 face the consequences (phr) liczyć się
 z konsekwencjami
 forbidden /fə'bɪdn/ (adj) zabroniony,
 zakazany
 hearing loss /'hiəriŋ 'lɒs/ (n) utrata słuchu
 lead (to) /li:d tə/ (v) prowadzić do
 low volume /ləʊ 'vɒljəm/ (n) niska głośność
 modern marvel /'mɒdn 'mɑ:vəl/ (n)
 współczesny cud
 motion /'məʊʃən/ (n) ruch
 nasty /'næsti/ (adj) okropny, niezdolny
 optician /'ɒptɪʃən/ (n) optyk
 pain /peɪn/ (n) ból
 prevent /prɪ'vent/ (v) zapobiec
 rash /ræʃ/ (n) wysypka
 repeated /rɪ'pi:təd/ (adj) wielokrotnie,
 powtarzający się
 restriction /rɪ'strɪkʃən/ (n) ograniczenie
 result /rɪ'zʌlt/ (n) rezultat
 set /set/ (v) zachodzić
 shoulder strain /ʃəʊldə streɪn/ (n) zapalenie
 mięśnia barkowego
 shout (at) /ʃaʊt ət/ (v) krzyczeć (na)
 skin infection /skɪn ɪn'fekʃən/ (n) infekcja
 skórna
 stare (at) /steə ət/ (v) gapić się (na)
 strain /streɪn/ (n) napięcie, naderwanie
 swelling /'swelɪŋ/ (n) opuchlizna
 symptom /'sɪmptəm/ (n) objaw, symptom
 take frequent breaks (phr) robić częste
 przerwy
 thumb arthritis /θʌm ɑ:'θraɪtəs/ (n) zapalenie
 kciuka
 tool (for) /tu:l/ (n) narzędzie
 volume /'vɒljəm/ (n) głośność, objętość
 warm up /wɔ:m ʌp/ (phr v) rozgrzewać się
 warn /wɔ:m/ (v) ostrzec

4b (pp. 64-65)

ability /ə'bɪləti/ (n) umiejętność
 acid /'æsɪd/ (n) kwaśny
 allow /ə'laʊ/ (v) pozwolić
 antibacterial /æntɪ'bæktəriəl/ (adj)
 antybakteryjny
 anti-perspirant /æntɪ 'pɜ:spərənt/ (n)
 antyperspirant
 bad breath /bæd 'breθ/ (n) nieświeży oddech
 baking soda /'beɪkɪŋ 'səʊdə/ (n) soda
 oczyszczona (do pieczenia)
 bandage /'bændɪdʒ/ (n) bandaż
 blood vessel /blʌd 'vesəl/ (n) naczynie
 krwionośne
 chew /tʃu:/ (v) żuć
 constricted /kən'strɪktəd/ (adj) zwężony
 cover (sth) with /kʌvə 'sʌmθɪŋ wɪð/ (v)
 przykryć (coś) czymś
 cure /kjʊə/ (v) wyleczyć
 feel (sth) coming on (phr) przeczuwać
 fight an illness (phr) pokonać chorobę
 flu /flu:/ (n) grypa
 garlic /'gɑ:ɪk/ (n) czosnek
 germ /dʒɜ:m/ (n) zarazek
 get a cold/the flu (phr) przeziębienie się,
 złapać grype
 get rid of (phr) pozbyć się
 get a sunburn (phr) nabawić się oparzenia
 słonecznego
 ginger /'dʒɪndʒə/ (n) imbir
 graze /greɪz/ (n) otarcie
 have a bad cough (phr) mocno kaszleć
 have a headache (phr) cierpieć na ból głowy
 have a minor cut (phr) mieć niewielkie
 skaleczenie
 have a mouth ulcer (phr) mieć aftę
 have a sore throat (phr) cierpieć na ból
 gardła
 have a stomachache (phr) cierpieć na ból
 brzucha
 have an itchy rash (phr) mieć swędzącą
 wysypkę
 have bad breath (phr) mieć nieświeży
 oddech
 have hay fever (phr) mieć katar sienny
 have insomnia (phr) cierpieć na bezsenność
 have smelly feet (phr) mieć śmierdzące
 stopy
 have watery eyes (phr) mieć łzawiące oczy
 honey /'hʌni/ (n) miód
 immune system /ɪ'mju:n 'sɪstəm/ (n) system
 odpornościowy/immunologiczny
 indigestion /ɪn'dɪdʒestʃən/ (n) niestrawność
 insomnia /ɪn'sɒmniə/ (n) bezsenność
 kettle /ketl/ (n) czajnik
 lack (of) /læk əv/ (n) brak
 natural remedy (phr) naturalne lekarstwo
 necessary /'nesəsəri/ (adj) potrzebny
 neutralise /nju:'trəlaɪz/ (v) zneutralizować
 odour-free /əʊdə 'fri:/ (adj) bezzapachowy
 permission /pə'mɪʃən/ (n) pozwolenie
 possibility /pɒsə'bɪləti/ (n) możliwość
 prohibition /prə'hu:bɪʃən/ (n) zakaz
 quality /kwɒləti/ (n) jakość
 raw /rɔ:/ (adj) surowy
 refuse /rɪ'fju:z/ (v) odmówić
 reputation /repə'teɪʃən/ (n) reputacja, opinia

Word List

rub /rʌb/ (v) wetrzeć
 soothe /su:ð/ (v) uśmierzyć, uspokoić
 sprain my ankle (phr) skręcić sobie kostkę
 sprinkle /sprɪŋkl/ (v) posypać
 stomach acid /ˈstʌmək ˈæsid/ (n) kwas żołądkowy
 suffer (from) /sʌfə frəm/ (v) cierpieć (na)
 swallow /swɒləʊ/ (v) połknąć
 tannin /ˈtænɪn/ (n) tanina
 travel sickness /ˈtrævl ˈsɪknəs/ (n) choroba lokomocyjna
 upset stomach /ˈʌpsɪt ˈstʌmək/ (n) rozstrojony żołądek
 vinegar /ˈvɪnɪɡə/ (n) ocet

4c (p. 66)

anti-venin /ˌæntɪ ˈvenɪn/ (n) antytoksyna
 at all costs (phr) za wszelką cenę
 attack /əˈtæk/ (v) atakować
 avoid /əˈvɔɪd/ (v) unikać
 backyard /ˈbækjɑːd/ (n) podwórko za domem
 bite /baɪt/ (v) gryźć
 circumstances /ˈsɪkəmstənsəz, -stənsəz/ (n) okoliczności
 deadly /ˈdedli/ (adj) śmiertelny
 death /deθ/ (n) śmierć
 fortunately /ˈfɔːtʃənətli/ (adv) na szczęście
 inject /ɪnˈdʒekt/ (v) wstrzykiwać
 inland /ˈɪnlənd/ (adv) w głębi lądu
 invisible /ɪnˈvɪzəbəl/ (adj) niewidoczny, niewidzialny
 jellyfish /ˈdʒelɪfɪʃ/ (n) meduza
 kick /kɪk/ (v) kopnąć
 last /lɑːst/ (v) trwać
 needle /niːdl/ (n) igła
 pain /peɪn/ (n) ból
 poisonous /ˈpɔɪzənəs/ (adj) trujący, jadowity
 rock pool /rɒk puːl/ (n) zagłębienie z wodą w nadmorskich skałach
 scary /skeəri/ (adj) straszny
 scratch /skrætʃ/ (v) drapać
 self-defence /self dɪfens/ (n) samoobrona
 shark /ʃɑːk/ (n) rekin
 spike /spaɪk/ (n) kolec
 sting /stɪŋ/ (n) żądło
 stripe /straɪp/ (n) pasek
 sweating /ˈswetɪŋ/ (n) poty
 tentacle /ˈtentəkl/ (n) macka
 unpleasant /ˌʌnplezənt/ (adj) nieprzyjemny
 venom /venəm/ (n) jad
 victim /ˈvɪktɪm/ (n) ofiara
 vomiting /ˈvɒmɪtɪŋ/ (n) wymioty

4d (p. 67)

antibiotic cream /ˌæntɪbaɪɒtɪk ˈkriːm/ (n) maść antybiotykowa
 drought /draʊt/ (n) susza
 give a prescription (phr) wypisać receptę
 go to hospital for an X-ray (phr) iść do szpitala na prześwietlenie
 ground /graʊnd/ (n) ziemia
 infected /ɪnˈfektəd/ (adj) zakażony, zarażony
 mosquito bite /məˈskiːtəʊ baɪt/ (n) ugryzienie przez komara

put (antiseptic/antibiotic) cream on it (phr) posmarować maścią (odkażającą/antybiotykową)
 reason /ˈriːzən/ (n) powód
 rough /rʌf/ (adj) szorstki, chropowaty
 round /raʊnd/ (adj) wokół
 sound /saʊnd/ (n) dźwięk
 swollen /ˈswəʊlən/ (adj) spuchnięty
 take a look (phr) rzucić okiem, spojrzeć
 take a seat (phr) usiąść
 take some pain killers (phr) zażyć środki przeciwbólowe
 take some (cough) syrup (phr) zażyć syrop na kaszel
 toe /təʊ/ (n) palec u nogi
 tough /tʌf/ (adj) trudny
 use some (eye/ear/nose) drops (phr) zastosować krople (do oczu/uszu/nosa)
 wound /waʊnd/ (n) rana

4e (pp. 68-69)

arrest /əˈrest/ (v) aresztować
 bare hands (phr) gołe ręce
 bend /bend/ (v) schylać się
 broken bone /ˈbrəʊkən ˈbəʊn/ (n) złamana kość
 challenge /ˈtʃæləndʒ/ (n) wyzwanie
 concrete /ˈkɒŋkriːt/ (n) beton
 confidence /ˈkɒnfɪdəns/ (n) pewność siebie
 crawl (along/through) /kraʊl əˈlɔːŋ, ˈθruː/ (v) czołgać się, pełzać (wzdłuż/przez)
 criticise /ˈkrɪtɪsaɪz/ (v) krytykować
 crowd /kraʊd/ (n) tłum
 daredevil /ˈdeədɪvəl/ (n) śmiałek, ryzykant
 edge (of) /edʒ əv/ (n) skraj, brzeg (czegoś)
 encourage /ɪnˈkʌrɪdʒ/ (v) zachęcać
 extraordinary /ɪkˈstrɔːdnəri/ (adj) niezwykle
 feel dizzy (phr) mieć zawroty głowy
 fracture /ˈfræktʃə/ (n) pęknięcie, złamanie
 gather /ˈɡæðə/ (v) zebrać się, zgromadzić się
 get a fine (phr) dostać mandat/grzywnę
 get stuck (phr) utknąć
 grab /ɡræb/ (v) chwycić
 grip /ɡrɪp/ (v) ścisnąć
 halfway (up) /ˈhaɪfweɪ ˈʌp/ (adv) w połowie drogi (w górę)
 handcuffs /ˈhændkʌf/ (n) kajdanki
 hang /hæŋ/ (v) wisieć, wieszać
 height /haɪt/ (n) wysokość
 illegal /ɪˈlɪɡəl/ (adj) nielegalny
 injure /ɪndʒə/ (v) zranić
 kick /kɪk/ (v) kopać
 kneel /niːl/ (v) klęczeć
 ledge /ledʒ/ (n) gzyms
 movement /ˈmuːvmənt/ (n) ruch
 natural landscape /ˈnætʃərəl ˈlændskeɪp/ (n) naturalny krajobraz
 nickname /ˈnɪkneɪm/ (n) przezwisko, pseudonim
 pavement /ˈpeɪvmənt/ (n) chodnik
 public building /ˈpʌblɪk ˈbɪldɪŋ/ (n) budynek użyteczności publicznej
 purpose /ˈpʊrps/ (n) cel
 raise awareness (phr) podnosić świadomość
 risk my life (phr) ryzykować moim życiem
 rope /rəʊp/ (n) lina

safety net /ˈseɪftɪ net/ (n) siatka asekuracyjna
 shock /ʃɒk/ (v) zaszkokować
 sigh with relief (phr) westchnąć z ulgą
 slip /slɪp/ (v) poślizgnąć się
 slippery surface /ˈslɪpəri ˈsɜːfəs/ (n) śliska powierzchnia
 storey /ˈstɔːri/ (n) piętro
 structure /ˈstrʌktʃə/ (n) struktura, budowa
 suffer from vertigo (phr) cierpieć na zawroty głowy (spowodowane np. lękiem wysokości)
 tower /ˈtaʊə/ (n) wieża
 urban /ˈɜːbən/ (adj) miejski
 vertigo /ˈvɜːtɪɡəʊ/ (n) zawroty głowy (spowodowane np. lękiem wysokości)
 world issues /ˈwɜːld ˈɪʃuːz/ (pl n) problemy świata

4f (pp. 70-71)

adrenalin /əˈdrenəl-ən/ (n) adrenalina
 beat /biːt/ (v) bić
 catch your breath (phr) złapać oddech
 crowd /kraʊd/ (n) tłum
 (the) dark /daːk/ (n) ciemność
 enclosed /ɪnˈklaʊzd/ (pp) osłonięty, ogrodzony, zamknięta (przestrzeń)
 fear /fɪə/ (n) strach
 flying /ˈflaɪɪŋ/ (n) latanie
 get stung (phr) zostać użądłym
 go to the dentist (phr) iść do dentysty
 heights /haɪts/ (pl n) wysokości
 injection /ɪnˈdʒekʃən/ (n) zastrzyk
 lift /lɪft/ (n) winda
 little by little (phr) stopniowo, po trochu
 miss out (on) /ˈmɪs ˈaʊt/ (phr v) przegapić, stracić okazję
 muscle /ˈmʌsəl/ (n) mięsień
 nightmare /ˈnaɪtmɛə/ (n) koszmar senny
 odd /ɒd/ (adj) dziwny
 pump /pʌmp/ (v) pompować
 rational /ˈræʃənəl/ (adj) racjonalny, rozsądny
 ridiculous /rɪˈdɪkjələs/ (adj) śmieszny, absurdalny
 sense /sens/ (v) wyczuwać
 shake /ʃeɪk/ (v) trząść
 signal /ˈsɪɡnəl/ (n) sygnał
 snake /sneɪk/ (n) wąż
 spider /ˈspaɪdə/ (n) pająk
 suffer (from) /sʌfə/ (v) cierpieć (na)
 sweat /swet/ (v) pocić się
 tense /tens/ (adj) napięty
 thunderstorm /ˈθʌndəstɔːm/ (n) burza z piorunami
 trigger /ˈtrɪɡə/ (v) wywoływać
 work up to (phr) przygotowywać się na coś

4g (p. 72)

argue /ɑːɡjuː/ (v) klócić się
 fall out with /fɔːl ˈaʊt wɪð/ (phr v) pokłócić się z
 have similar interests (phr) mieć podobne zainteresowania
 ignore /ɪɡnəʊ/ (v) lekceważyć, ignorować
 laugh (at) /læf ət/ (v) śmiać się (z)

make an appointment (phr) umówić się na wizytę/spotkanie
 peer pressure /ˈpiəˌpreʃə/ (n) presja grupy rówieśniczej
 pressurise /ˈpreʃəraɪz/ (v) naciskać na kogoś, wywierać presję
 shy /ʃaɪ/ (adj) nieśmiały
 stressed out /ˈstrest ˈaʊt/ (adj) zestresowany
 strict /strikt/ (adj) surowy, wymagający
 study plan /ˈstʌdi plæn/ (n) plan uczenia się
 talk (sth) through /ˈtɔːk sʌmθɪŋ θruː/ (phr v) przedyskutować
 work out /ˈwɜːk ˈaʊt/ (phr v) obmyślić, zrozumieć
 worried (about) /ˈwɒrɪd əbaʊt/ (adj) zmartwiony

4h (p. 73)

belief /brɪliːf/ (n) pogląd
 confident /ˈkɒnfɪdənt/ (adj) pewny siebie
 consequence /ˈkɒnsəkwəns/ (n) konsekwencja, rezultat
 consequently /ˈkɒnsəkwəntli/ (adv) w rezultacie
 discuss a problem (phr) przedyskutować problem
 editor /ˈedɪtə/ (n) redaktor
 eventually /ˈɪventʃuəli, -tʃəli/ (adv) w końcu
 focus (on) /ˈfəʊkəs ɒn/ (v) skupić się na czymś
 get out of control (phr) wymknąć się spod kontroli
 goal /ɡəʊl/ (n) cel
 limit /lɪmət/ (n) ograniczenie
 linker /lɪŋkə/ (n) spójnik
 reduce /rɪdjuːs/ (v) zmniejszać
 refuse /rɪˈfjuːz/ (v) odmawiać
 resist /rɪˈzɪst/ (v) opierać się
 respect /rɪˈspekt/ (n) szacunek
 stick (to) /stɪk tə/ (v) trzymać się (czegoś)
 study timetable /ˈstʌdi ˌtaɪmteɪbəl/ (n) harmonogram nauki
 suggestion /səˈdʒestʃən/ (n) propozycja, sugestia
 summarise /ˈsʌməraɪz/ (v) streścić
 take care of (phr) opiekować się

4i (p. 74)

active /æktɪv/ (adj) aktywny
 affect /əˈfekt/ (v) wpływać na, dotyczyć
 bodily function /ˈbɒdəli ˈfʌŋkʃən/ (n) funkcja życiowa
 brain /breɪn/ (n) mózg
 caffeine /ˈkæfɪn/ (n) kofeina
 cell /sel/ (n) komórka
 concentrate /ˈkɒnsəntreɪt/ (v) koncentrować się
 contain /kənˈteɪn/ (v) zawierać
 deeply /ˈdiːpli/ (adv) głęboko
 depression /drɪˈpreʃən/ (n) depresja
 drop /drɒp/ (v) spadać
 fall asleep (phr) zasnąć
 forgetful /fəˈgetfəl/ (adj) zapominalski
 function /ˈfʌŋkʃən/ (n) funkcja
 get into a routine (phr) wpaść w rutynę
 growth /ɡrəʊθ/ (n) wzrost
 grumpy /ˈɡrʌmpi/ (adj) gderliwy
 heart rate /ha:t reɪt/ (n) tętno

immune system /ɪˈmjuːn sɪstəm/ (n) system odpornościowy/immunologiczny
 keep (sb) awake (phr) nie pozwolić (komuś) zasnąć
 lack (of) /læk əv/ (n) brak
 light /laɪt/ (adj) lekki
 rapid eye movement /ˈræpɪd ˈaɪ ˌmuːvmənt/ (n) faza snu, w której występują gwałtowne ruchy gałek ocznych, faza REM
 repair /rɪˈpeə/ (v) naprawiać
 replace /rɪˈpleɪs/ (v) zastąpić
 resting state /ˈrestɪŋ steɪt/ (n) stan spoczynku
 shorten /ˈʃɔːtn/ (v) skrócić
 slow down /ˈsləʊ ˈdaʊn/ (phr v) zwolnić
 stage /steɪdʒ/ (n) stadium, etap

Language in Use 4 (p. 75)

accept /əkˈsept/ (v) akceptować
 acceptable /əkˈseptəbəl/ (adj) akceptowalny, zadowalający
 compensate /ˈkɒmpenseɪt/ (v) wynagrodzić, zrekompensować
 connect /kəˈnekt/ (v) łączyć
 curable /ˈkjʊərəbəl/ (adj) uleczalny
 cure /kjʊə/ (v) wyleczyć
 damage /ˈdæmɪdʒ/ (n) uszkodzenie, uszczerbek
 depend /dɪˈpend/ (v) zależeć
 dependent /dɪˈpendənt/ (adj) zależny
 extinguish /ɪkˈstɪŋɡwɪʃ/ (v) ugasić
 hurt /hɜːt/ (v) ranić
 increase /ɪnˈkriːs/ (v) zwiększać, wzrastać
 injury /ɪnˈdʒəri/ (n) rana, zranienie
 invent /ɪnˈvent/ (v) wynaleźć
 make out /ˈmeɪk ˈaʊt/ (phr v) dostrzec, zrozumieć
 make up /ˈmeɪk ˈʌp/ (phr v) wymyślić, pogodzić się z kimś
 make up for /ˈmeɪk ˈʌp fɔː/ (phr v) nadrobić, wynagrodzić coś
 observant /əbˈzɜːvənt/ (adj) spostrzegawczy
 observe /əbˈzɜːv/ (v) obserwować
 pleasant /ˈplezənt/ (adj) przyjemny
 please /pliːz/ (v) zadowalać
 postpone /pəʊsˈpaʊn/ (v) przełożyć na inny termin
 put on /put ˈɒn/ (phr v) przybrać (na wadze), założyć (ubranie)
 put out /put ˈaʊt/ (phr v) ugasić
 put (sb) through /put θruː/ (phr v) połączyć (w rozmowie telefonicznej)
 put up with /put ˈʌp wɪð/ (phr v) wytrzymać z kimś/czymś
 sense /sens/ (v) wyczuć
 sensible /ˈsensəbəl/ (adj) rozsądny
 tolerate /ˈtɒləreɪt/ (v) tolerować

Matura Skills 4 (p. 76-77)

artificial finger /ˌɑːtɪfɪʃəl ˈfɪŋɡə/ (n) sztuczny palec
 breakthrough (in) /ˈbreɪkθruː/ (n) przełom (w czymś)
 chunk /tʃʌŋk/ (n) kawał (czegoś)
 claustrophobia /ˈkloʊstrəˈfoʊbiə/ (n) klaustrofobia
 conflict /ˈkɒnflikt/ (n) spór, konflikt

emerge /ɪˈmɜːdʒ/ (v) wyłonić się
 frostbite /ˈfrɒstbaɪt/ (n) odmrożenie
 go fly-fishing (phr) pójść łowić ryby na muchę
 heart-warming story /ha:t wɔːmɪŋ ˈstɔːri/ (n) pocieszająca opowieść
 hypothermia /ˌhaɪpəˈθɜːmiə/ (n) hipotermia
 Inuit /ɪnjuət, ˈɪnuət/ (adj) Inuit
 irrational /ɪˈræʃənəl/ (adj) nieracjonalny
 minor operation /ˈmaɪnər ɒpəˈreɪʃən/ (n) drobna operacja
 motto /ˈmɒtəʊ/ (n) motto
 near-miraculous rescue /ˌniə məˈrækjələs ˈreskjʊː/ (n) niemal cudowne ocalenie
 out of the ordinary (phr) nadzwyczajne
 poor condition /poː kənˈdɪʃən/ (n) zły stan
 raise the alarm (phr) podnieść alarm
 resurface /ˌrɪˈsɜːfəs/ (v) pojawić się na nowo
 retrieve /rɪˈtriːv/ (v) odzyskać
 settlement /ˈsetlmənt/ (n) osada
 spring into action (phr) zacząć działać, rozpocząć działanie
 undergo /ˌʌndəˈɡəʊ/ (v) poddawać się czemuś, przechodzić coś

Revision 4 (p. 78)

associate (with) /əˈsəʊʃieɪt wɪð, əˈsəʊsi-/ (v) kojarzyć z czymś/kimś
 check off /tʃek ˈɒf/ (phr v) zaznaczyć, odhaczyć
 clue /kluː/ (n) wskazówka, pojęcie
 common cold /kɒmən ˈkəʊld/ (n) przeziębienie
 mnemonic /ˈnɪmɒnɪk/ (n) pamięciowy
 recall /rɪˈkɔːl/ (v) przypomnieć sobie

5 (p. 79)

buy a house (phr) kupić dom
 get a divorce (phr) dostać rozwód, rozwieść się
 get a job (phr) dostać pracę
 get a promotion (phr) dostać awans
 get fired (phr) zostać zwolnionym
 get married (phr) pobrać się, wziąć ślub
 graduate from university (phr) ukończyć studia, skończyć uniwersytet
 have grandchildren (phr) mieć wnuki
 lose your job (phr) stracić pracę
 move (house/abroad) /muːv/ (v) przeprowadzić się (do innego domu, za granicę)
 retire /rɪˈtaɪə/ (v) przejść na emeryturę
 start a business (phr) rozpocząć działalność gospodarczą
 start a family (phr) założyć rodzinę
 recall /rɪˈkɔːl/ (v) przypomnieć sobie

5a (pp. 80-81)

accept /əkˈsept/ (v) akceptować
 annoying /əˈnɔɪ-ɪŋ/ (adj) denerwujący
 appointment /əˈpɔɪntmənt/ (n) umówione spotkanie/wizyta
 (be) (sb's) fault (phr) (być) czyjaś wina
 (be) stuck (phr) utknąć
 behave /brɪˈbeɪv/ (v) zachowywać się

body odour /'bɒdi ˈoʊdə/ (n) naturalny zapach ciała
 break down /breɪk ˈdaʊn/ (phr v) zepsuć się, załamać się
 cheer up /tʃiər ˈʌp/ (phr v) rozweselić się
 complain /kəmˈpleɪn/ (v) narzekać, skarżyć się
 cover /ˈkʌvə/ (v) przykryć
 deal with /di:l wɪð/ (phr v) mieć do czynienia z
 deep breath /di:p ˈbreθ/ (n) głęboki oddech
 demanding /dɪˈmɑːndɪŋ/ (adj) wymagający
 feel sorry for (phr) współczuć komuś
 furious /ˈfjʊəriəs/ (adj) wściekły
 get on my nerves (phr) działać (komuś) na nerwy
 gossip (about) /ˈɡɒsɪp əˈbaʊt/ (v) plotkować
 ignore /ɪˈɡnɔː/ (v) lekceważyć
 laugh my head off (phr) pękać ze śmiechu
 let off steam (phr) wyładować się, wypuścić parę
 lose my temper (phr) stracić cierpliwość
 notice /ˈnəʊtɪs/ (v) zauważyć
 plenty (of) /ˈplenti/ (pronoun) mnóstwo
 polluted /pəˈlʊtəd/ (adj) zanieczyszczony
 press (against) /pres əˈɡenst/ (v) przycisnąć (do czegoś)
 public transport /ˈpʌblɪk ˈtrænsˌpɔːt/ (n) transport publiczny
 pull into /pʊl ˈɪntə/ (phr v) wjechać na stację
 rail /reɪl/ (n) kolej
 reach /ri:tʃ/ (v) osiągnąć
 restaurant critic /ˈrestərɒnt ˌkrɪtɪk/ (n) krytyk kulinarny
 (sb's) heart sinks (phr) (ktoś) traci zapał do robienia czegoś
 section /ˈseksjən/ (n) dział
 slurp your soup (phr) siorbać zupę
 sneeze /ˈsniːz/ (v) kichać
 suffer (from) /sʌfə frəm/ (v) cierpieć na
 sympathise (with) /sɪmpəˈθaɪz wɪð/ (v) współczuć (komuś)
 table manners /ˈteɪbəl ˌmænəz/ (pl n) zasady zachowania przy stole
 the final straw (phr) ostatnia kropla
 tough /tʌf/ (adj) twardy
 usher /ˈʌʃə/ (n) biletowy

5b (pp. 82-83)

afternoon siesta /ˌɑːftənʊn siˈesta/ (n) popołudniowa siesta
 architecture /ˌɑːkɪtektʃə/ (n) architektura
 ask for directions (phr) pytać o drogę
 century /ˈsentʃəri/ (n) wiek
 challenging /tʃæləndʒɪŋ/ (adj) ambitny
 find sth hard (phr) uważać coś za trudne
 foreign /ˈfɔːrən/ (adj) obcy, z innego kraju
 get used to (phr) przyzwyczaić się do czegoś
 go for it (phr) zaważczyć o coś
 have difficulty (phr) mieć trudności w robieniu czegoś
 host /həʊst/ (n) gospodarz
 host family /həʊst ˈfæməli/ (n) rodzina goszcząca
 improve /ɪmˈpruːv/ (v) ulepszyć, polepszyć

language /ˈlæŋɡwɪdʒ/ (n) język
 language skills /ˈlæŋɡwɪdʒ ˌskɪlz/ (n) umiejętności językowe
 make friends (phr) zaprzyjaźnić się
 miss family (phr) tęsknić za rodziną
 opportunity /ˌɒpəˈtjuːnəti/ (n) okazja, szansa
 outgoing /ˌaʊtɡəʊɪŋ/ (adj) otwarty, towarzyski
 overwhelming /əʊvəˈwelɪŋ/ (adj) przytłaczający, nieprzeparty
 patient /ˈpeɪʃənt/ (adj) cierpliwy
 rewarding /rɪˈwɔːdɪŋ/ (adj) satysfakcjonujący, opłacalny
 self-confident /ˌself ˈkɒnfədənt/ (adj) pewny siebie
 social etiquette /ˌsəʊʃəl ˈetɪkət/ (n) etykieta, społeczne normy zachowania
 spicy food /ˈspaɪsi ˈfuːd/ (n) pikantne jedzenie
 struggle /ˈstrʌɡəl/ (v) borykać się, walczyć
 study abroad (phr) studiować za granicą
 treat /tri:t/ (v) traktować
 turn up /tɜːn ˈʌp/ (phr v) zjawić się
 without a doubt (phr) bez wątpienia

5c (p. 84)

a sign of (phr) znak (czegoś)
 (be) aware /əˈweə/ (adj) (być) świadomym
 between friends (phr) między przyjaciółmi
 chew /tʃuː/ (v) żuć
 compliment /ˈkɒmplɪment/ (v) komplementować
 crowded place /ˈkraʊdəd ˈpleɪs/ (n) zatłoczone miejsce
 disgusting /ˌdɪsˈɡæstɪŋ/ (adj) obrzydliwy
 elbow /elbəʊ/ (n) łokieć
 expect /ɪkˈspekt/ (v) oczekiwać
 extend /ɪkˈstend/ (v) wydłużyć
 extend a hand (phr) wyciągnąć rękę
 firm handshake /ˈfɜːm ˈhændʃeɪk/ (n) mocny uścisk dłoni
 greet (sb with) /ɡri:t wɪð/ (v) powitać (kogoś czymś)
 greeting /ˈɡriːɪŋ/ (n) powitanie
 hug /hʌɡ/ (n) uściskać, przytulić
 in public (phr) publicznie
 index finger /ˈɪndeks ˌfɪŋɡə/ (n) palec wskazujący
 insincere /ɪnˈsɪnəri/ (adj) nieszczerzy
 kiss on the cheek (phr) pocałować w policzek
 long reply /lɒŋ ˈriːplai/ (n) długa odpowiedź
 make eye contact (phr) nawiązać kontakt wzrokowy
 palm /pɑːm/ (n) dłoń
 peace sign /piːs saɪn/ (n) znak pokoju
 rare /reə/ (adj) rzadki
 return the gesture (phr) odwzajemnić gest
 second rate /ˈsekənd ˈreɪt/ (n) drugorzędny
 share a meal (phr) dzielić się posiłkiem
 talk loudly (phr) rozmawiać głośno
 talk with my mouth full (phr) mówić z pełnymi ustami
 tip /tɪp/ (n) napiwek
 title /taɪtl/ (n) tytuł
 token /ˈtəʊkən/ (n) oznaka, symbol

token of thanks (phr) symbol podziękowania
 typical /ˈtɪpɪkəl/ (adj) typowy
 typical greeting /ˈtɪpɪkəl ˈɡriːtɪŋ/ (n) typowe powitanie, pozdrowienie
 wide smile /ˈwaɪd ˈsmɪl/ (n) szeroki uśmiech

5d (p. 85)

appreciate /əˈpriːʃieɪt/ (v) doceniać
 bother /ˈboʊə/ (v) przeszkadzać
 complaint /kəmˈpleɪnt/ (n) skarga
 damage /ˈdæmɪdʒ/ (n) niszczyć
 driveway /ˈdraɪvweɪ/ (n) podjazd
 make a complaint (phr) złożyć skargę
 property /ˈprɒpəti/ (n) własność, nieruchomość

5e (pp. 86-87)

abroad /əˈbrɔːd/ (adv) za granicą
 achieve /əˈtʃiːv/ (v) osiągnąć
 adopt a child (phr) adoptować dziecko
 argue /ˈɑːɡjuː/ (v) twierdzić, dowodzić
 award-winning /əˈwɔːd ˌwɪnɪŋ/ (adj) nagrodzony
 bullying /ˈbʊli-ɪŋ/ (n) tyranizowanie, zmuszanie
 challenging /tʃæləndʒɪŋ/ (adj) trudny, stawiający wyzwania
 comb /kəʊm/ (n) czesać
 community /kəˈmjuːnəti/ (n) społeczność
 consumer /kənˈsjʊmə/ (n) konsument
 dedication /ˌdedɪˈkeɪʃən/ (n) zaangażowanie, poświęcenie
 determination /ˌdɪːtɜːməˈneɪʃən/ (n) determinacja, zdecydowanie
 drug addict /ˈdrʌɡ ˌædɪkt/ (n) narkoman
 fuel /ˈfjuːəl/ (n) paliwo
 give up /ˌɡɪv ˈʌp/ (phr v) rzucić, zrezygnować
 graduate /ˈɡrædʒuət, -eɪt/ (n,v) absolwent; ukończyć szkołę/universytet
 grow food (phr) produkować żywność
 hand out /hænd ˈaʊt/ (phr v) rozdać
 have cosmetic surgery (phr) zrobić sobie operację plastyczną
 home-grown /həʊm ˈɡrəʊn/ (adj) wyhodowane/wyprodukowane przez siebie
 homeless /ˈhəʊmləs/ (adj) bezdomny
 ice cube /aɪs kjuːb/ (n) kostka lodu
 install /ɪnˈstɔːl/ (v) instalować
 move into a caravan (phr) wprowadzić się do przyczepy kempingowej
 organic food /ˌɔːɡənɪk ˈfuːd/ (n) żywność organiczna
 packaging /ˈpækɪdʒɪŋ/ (n) opakowanie
 park bench /ˈpɑːk ˈbentʃ/ (n) ławka w parku
 passionate /ˈpæʃənət/ (adj) namiętny
 pick wild berries (phr) zbierać dzikie jagody
 population /ˌpɒpjəˈleɪʃən/ (n) populacja
 profit /ˈprɒfɪt/ (n) zysk
 property /ˈprɒpəti/ (n) nieruchomość, własność
 prove /pruːv/ (v) dowieść
 put in /pʊt ˈɪn/ (phr v) zainstalować

racism /ˈreɪsɪzəm/ (n) rasizm
 razor /ˈreɪzə/ (n) maszynka do golenia
 reach your goals (phr) osiągnąć swoje cele
 reduce /rɪˈdjuːs/ (v) zmniejszyć
 risky /ˈrɪski/ (adj) ryzykowny
 salary /ˈsæləri/ (n) pensja
 satisfying /ˈsætɪsfarɪŋ/ (adj) zadowalający
 scholarship /ˈskɒləʃɪp/ (n) stypendium
 scissors /ˈsɪzəz/ (pl n) nożyczki
 set up a charity (phr) założyć organizację dobroczynną
 share the stage (phr) występować z kimś
 shave /ʃeɪv/ (v) golić
 shelter /ˈʃeltə/ (n) schronienie
 social issue /ˈsəʊʃəl ɪʃuː/ (n) problem społeczny
 solar panel /ˈsəʊlə ˈpænl/ (n) panel słoneczny
 start a business (phr) rozpocząć działalność gospodarczą
 starve /ˈstɑːv/ (v) głodować
 throw away /θrəʊ əˈweɪ/ (phr v) wyrzucać
 tube of toothpaste /tjuːb əv ˈtuːθpeɪst/ (n) tubka pasty do zębów
 turn around /tɜːn əˈraʊnd/ (phr v) odwrócić się
 win /wɪn/ (v) wygrać
 win a scholarship /wɪn ə ˈskɒləʃɪp/ (phr) zdobyć stypendium

5f (p. 88-89)

adult /ˈædʌlt/ (n) dorosły
 awkward /ˈɔːkwəd/ (adj) niezręczny
 ceremony /ˈserəməni/ (n) ceremonia
 child /tʃaɪld/ (n) dziecko
 dye /daɪ/ (n) barwnik, farba
 elderly /ˈeldəli/ (adj) starszy (grzecz.)
 embarrass (oneself) /ɪmˈbærəs/ (v) wprawić w zażenowanie, wstydzić się
 entrance /ˈentrəns/ (n) wejście
 fairytale wedding /ˈfeərɪteɪl/ (phr) wesele jak z bajki
 garland /ˈgɑːlənd/ (n) girlanda
 get a promotion (phr) awansować
 greet /griːt/ (v) powitać, pozdrowić
 groom /ɡruːm/ (n) pan młody
 have a baby shower (phr) uczestniczyć w / organizować przyjęcie dla kobiety spodziewającej się dziecka
 have a family reception (phr) organizować przyjęcie rodzinne
 hustle and bustle (phr) rozgardiasz, zgiełk
 infant /ˈɪnfənt/ (n) niemowlę
 last /lɑːst/ (v) trwać
 leap at the chance (phr) skorzystać z okazji
 marching band /ˈmɑːtʃɪŋ bænd/ (n) orkiestra dęta
 middle-aged /ˌmɪdl ˈeɪdʒd/ (adj) w średnim wieku
 nickname /ˈnɪkneɪm/ (n) przezwisko, pseudonim
 prosperity /ˌprɒˈsperəti/ (n) dobrobyt, pomyślność
 rickshaw /ˈrɪkʃəʊ/ (n) riksha
 sari /ˈsəri/ (n) sari
 signify /ˈsɪɡnəfaɪ/ (v) oznaczać

silk /sɪlk/ (n) jedwab
 steaming hot (adj) gorące
 stick /stɪk/ (n) kij, patyk
 stunning /ˈstʌnɪŋ/ (adj) oszałamiający
 teenager /ˈtiːneɪdʒə/ (n) nastolatek
 toddler /ˈtɒdlə/ (n) brzdąc, dziecko uczące się chodzić
 tradition /ˈtrəˈdɪʃən/ (n) tradycja

5g (p. 90)

affect /əˈfekt/ (v) wpływać na
 bald /bɔːld/ (adj) łysy
 beard /bɪəd/ (n) broda
 blond(e) /blɒnd/ (adj) blond
 celebrity /ˈseləbrəti/ (n) celebryta
 cheerful /ˈtʃɪəfəl/ (adj) radosny
 curly /ˈkɜːli/ (adj) kręcone
 dark /dɑːk/ (adj) ciemny
 dark/pale skin /dɑːk ˈskɪn, ˈpeɪl-/ (n) ciemna/blada skóra
 fat /fæt/ (adj) gruby
 freckles /ˈfrekəlz/ (pl n) pieg
 generous /dʒenərəs/ (adj) hojny
 glasses /ˈglɑːsəz/ (pl n) okulary
 grow a beard (phr) zapuścić brodę
 honest /ˈɒnəst/ (adj) uczciwy
 in (sb's) early forties (phr) około czterdziestu lat
 in (sb's) early twenties (phr) około dwudziestu lat
 in (sb's) late teens (phr) starszy nastolatek
 in (sb's) mid-thirties (phr) (mieć) około 35 lat
 lazy /ˈleɪzi/ (adj) leniwy
 long /lɒŋ/ (adj) długi
 lose weight (phr) stracić na wadze
 middle-aged /ˌmɪdl ˈeɪdʒd/ (adj) w średnim wieku
 moustache /məˈstɑːʃ/ (n) wąsy
 of medium height (phr) średniego wzrostu
 old /əʊld/ (adj) stary
 outgoing /ˌaʊtˈɡəʊɪŋ/ (adj) otwarty, towarzyski
 oval /əʊvəl/ (adj) owalny
 overweight /ˌəʊvəˈweɪt/ (adj) z nadwagą
 patient /ˈpeɪʃənt/ (adj) cierpliwy
 pierced ear /ˈpiəd ɪə/ (n) przekłute ucho
 plump /plʌmp/ (adj) pulchny
 popular /ˈpɒpjələ/ (adj) popularny
 recognise /ˈrekəɡnaɪz, ˈrekən-/ (v) rozpoznać
 round /raʊnd/ (adj) okrągły
 rude /ruːd/ (adj) niegrzeczny
 selfish /ˈselfɪʃ/ (adj) samolubny
 short /ʃɔːt/ (adj) niski
 shy /ʃaɪ/ (adj) nieśmiały
 skinny /ˈskɪni/ (adj) chudy
 small /smɔːl/ (adj) mały
 straight /streɪt/ (adj) prosty
 tall /tɔːl/ (adj) wysoki
 tattoo /ˈtætuː, ˈtætuː/ (n) tatuaż
 thin /θɪn/ (adj) szczupły
 wavy /weɪvi/ (adj) falujący
 well-built /wel ˈbɪlt/ (adj) dobrze zbudowany
 wrinkle /ˈrɪŋkəl/ (n) zmarszczka
 young /jʌŋ/ (adj) młody

5h (p. 91)

addictive /əˈdɪktɪv/ (adj) uzależniający
 (be) obsessed with (phr) mieć obsesję na punkcie czegoś/kogoś
 boost /buːst/ (v) poprawić, wzmocnić
 conclusion /kənˈkluːʒən/ (n) wniosek
 counselling /ˈkaʊnsəlɪŋ/ (n) doradztwo
 defect /dɪˈfekt, ˈdiːfekt/ (n) wada, defekt
 go under the knife (phr) iść pod nóż
 introduction /ˌɪntrəˈdʌkʃən/ (n) wstęp, wprowadzenie
 main body /ˌmeɪn ˈbɒdi/ (n) główna część
 normal life /ˌnɒrml ˈlaɪf/ (n) normalne życie
 obsessed /əˈbʌst/ (adj) opętany, mający obsesję
 painful /ˈpeɪnfəl/ (adj) bolesny
 recover /rɪˈkʌvə/ (v) wyzdrowieć
 scar /skɑː/ (n) blizna
 self-image /ˌself ˈɪmɪdʒ/ (n) obraz samego siebie
 take medication /ˌteɪk medɪˈkeɪʃən/ (n) przyjmować leki
 worrying /ˈwʌrɪ-ŋ/ (adj) niepokojący

5i (p. 92)

adrenalin /əˈdrenəl-ən/ (n) adrenalina
 airway /ˈeəweɪ/ (n) drogi oddechowe
 alert /əˈlɜːt/ (adj) czujny
 allergy /ˈælədʒi/ (n) alergia
 barking noise /ˈbɑːkɪŋ ˌnoɪz/ (n) odgłos szczekania
 become aware (phr) uświadomić sobie
 blush /blʌʃ/ (n, v) zarumienić się; rumieniec
 brain /breɪn/ (n) mózg
 breathe deeply (phr) oddychać głęboko
 carbon dioxide /ˌkɑːbən daɪˈɒksaɪd/ (n) dwutlenek węgla
 cold virus /kəʊld ˌvaɪrəs/ (n) wirus przeziębienia
 contagious /kənˈteɪdʒəs/ (adj) zakaźny
 cough /kɒf/ (n, v) kaszel; kaszleć
 diaphragm /ˌdaɪəˈfræm/ (n) przepona
 dome-shaped /ˈdəʊm ʃeɪpt/ (adj) w kształcie kopuły
 dust /dʌst/ (n) kurz
 embarrassed /ɪmˈbærəst/ (adj) zawstydzony, zażenowany
 eyelid /ˈaɪlɪd/ (n) powieka
 flow /fləʊ/ (n) przepływ
 heart rate /ˈha:t reɪt/ (n) tętno
 hiccup /ˈhɪkʌp, -kəp/ (n, v) czkawka; mieć czawkę
 increase /ɪnˈkriːs/ (v) zwiększać, wzrastać
 infectious /ɪnˈfekʃəs/ (adj) zakaźny
 irritate /ɪˈreɪt/ (v) drażnić
 irritation /ˌɪrəˈteɪʃən/ (n) podrażnienie
 jerky /ˈdʒɜːki/ (adj) nerwowy
 lung /lʌŋ/ (n) płuco
 muscle /ˈmʌsəl/ (n) mięsień
 nasal passage /ˈneɪzəl ˌpæsɪdʒ/ (n) nozdrze
 oxygen /ˈɒksɪdʒən/ (n) tlen
 pollen /ˈpɒlən/ (n) pyłek kwiatowy
 release /rɪˈliːs/ (v) uwolnić
 self-conscious /ˌself ˈkɒnʃəs/ (adj) skrupowany, nieśmiały

Word List

separate /ˈseperət/ (adj) odrębny
sneeze /sniːz/ (n, v) kichnięcie; kichać
snore /snɔː/ (n, v) chrapanie; chrapać
stretch /stretʃ/ (v) rozciągać
throat /θrəʊt/ (n) gardło
vibrate /ˈvɪbreɪt/ (v) drgać, wibrować
virus /ˈvaɪərəs/ (n) wirus
vocal cords /ˈvəʊkəl kɔːdz/ (pl n) struny
głosowe
voice box /ˈvɔɪs bɒks/ (n) krtań
yawn /jɔːn/ (n, v) ziewnięcie; ziewać

Language in Use 5 (p.93)

accurate /ˈækjərət/ (adj) dokładny
dishonest /dɪsˈɒnəst/ (adj) nieuczciwy
dissatisfied /dɪsˈsætɪsfəɪd, dɪsˈsæ-/ (adj)
niezadowolony
end up /end ʼʌp/ (phr v) skończyć
existent /ɪgˈzɪstənt/ (adj) istniejący
formal /ˈfɔːməl/ (adj) formalny
give a hug (phr) uściskać
happy /ˈhæpi/ (adj) szczęśliwy
helpful /ˈhelpfəl/ (adj) pomocny
homeless shelter /ˈhəʊmləs ˈʃeltə/ (n)
schronisko dla bezdomnych
honest /ˈɒnəst/ (adj) uczciwy
host family /ˈhəʊst ˈfæməli/ (n) rodzina
goszcząca
illegal /ɪˈliːgəl/ (adj) nielegalny
illogical /ɪˈlɒdʒɪkəl/ (adj) nielogiczny
impolite /ɪmˈpɒləɪt/ (adj) nieuprzejmy
impossible /ɪmˈpɒsəbəl/ (adj) niemożliwy
inaccurate /ɪnˈækjərət/ (adj) niedokładny
informal /ɪnˈfɔːməl/ (adj) nieformalny
irregular /ɪˈregjələr/ (adj) nieregularny
irresponsible /ɪrˈsponsəbəl/ (adj)
nieodpowiedzialny
legal /liːgəl/ (adj) legalny
logical /ˈlɒdʒɪkəl/ (adj) logiczny
lose your temper (phr) stracić cierpliwość
non-existent /ˌnɒn ɪgˈzɪstənt/ (adj)
nieistniejący
plastic surgery /ˈplæstɪk ˈsɜːdʒəri/ (n) chirurgia
plastyczna, operacja plastyczna
polite /pəˈlaɪt/ (adj) uprzejmy
possible /ˈpɒsəbəl/ (adj) możliwy
punctuality /ˌpʌŋktʃuˈæləti/ (n) punktualność
reach your goals (phr) osiągnąć swoje cele
regular /ˈregjələr/ (adj) regularny
reject /rɪˈdʒekt/ (v) odrzucić
relative /ˈrelatɪv/ (n) krewny
remove /rɪˈmuːv/ (v) usuwać
responsible /rɪˈsponsəbəl/ (adj)
odpowiedzialny
run a business (phr) prowadzić biznes
satisfied /ˈsætɪsfəɪd/ (adj) zadowolony
sense of achievement (phr) poczucie
sukcesu
social etiquette /ˌsəʊʃəl ˈetɪket/ (n) etykieta,
społeczne normy zachowania
sorry (about) /ˈsɒri əbaʊt/ (adj) żałować
(kogoś)
stay alert (phr) być czujnym
take a deep breath (phr) wziąć głęboki
oddech
take after /teɪk ˈɑːftə/ (phr v) przypominać
kogoś, być podobnym

take off /teɪk ˈɒf/ (phr v) zdjąć ubranie,
wystartować (o samolocie)
take risks (phr) podejmować ryzyko
take up /teɪk ʼʌp/ (phr v) zająć się czymś
turn down /tɜːn ˈdaʊn/ (phr v) ściszyć
turn off /tɜːn ˈɒf/ (phr v) wyłączyć
turn over /tɜːn ˈəʊvə/ (phr v) przewrócić
stronę
turn up /tɜːn ʼʌp/ (phr v) pogłośnić,
pojawić się
unhappy /ˌʌnˈhæpi/ (adj) nieszczęśliwy
unhelpful /ˌʌnˈhelpfəl/ (adj) nieskory
do pomocy
vocal cords /ˈvəʊkəl kɔːdz/ (pl n) struny
głosowe

Matura Skills 5 (p. 94-95)

adopt an attitude (phr) przyjąć postawę
change gears (phr) zmieniać biegi
competitive drive /ˌkəmˌpetətɪv ˈdraɪv/ (n)
pociąg do rywalizacji
competitive spirit /ˌkəmˌpetətɪv ˈspɪrɪt/ (n)
duch współzawodnictwa
encounter problems (phr) napotykać
problemy
gender bias /ˈdʒendə ˈbiːs/ (n) nierówne
traktowanie ze względu na płeć
genuine love of (sth) (phr) szczere
uwielbienie dla (czegoś)
if anything (phr) jeśli już
in a lesser way (phr) w mniejszym stopniu
look down on /lʊk ˈdaʊn ɒn/ (phr v)
spoglądać na kogoś z góry
masculine /ˈmæskjələn/ (adj) męski
native /ˈneɪtɪv/ (adj) rodzinny
naval engineer /ˈneɪvəl ˌendʒɪniə/ (n) inżynier
marynarki
objective /ˈɒbʒektɪv/ (n) cel
opposed (to) /əˈpəʊzd/ (adj)
w przeciwieństwie do
pointless /ˈpɔɪntləs/ (adj) bezcelowy
prosthetic leg /ˈprɒsθetɪk ˈleg/ (n)
proteza nogi
put your mind to (sth) (phr) postarać się,
być zdeterminowanym
secondary /ˌsekəndəri/ (adj) na drugim
miejscu
soft-spoken /ˌsɒft ˈspəʊkən/ (adj) o łagodnym
głosie

Revision 5 (p. 96)

have a quick word (phr) zamienić słowo
reaction (to) /rɪˈækʃən tə/ (n) reakcja (na)

6 (p.97)

arson /ˈɑːsən/ (n) podpalenie
break into /breɪk ˈɪntə/ (phr v) włamać się
burglary /ˈbɜːgləri/ (n) kradzież
z włamaniem
deliberately /dɪˈlɪbəreɪtli/ (adv) celowo
mugging /ˈmʌɡɪŋ/ (n) rozbój
pickpocketing /ˌpɪkpɒkəɪtɪŋ/ (n) kradzieże
kieszonkowe
public property /ˌpʌblɪk ˈprɒpəti/ (n) własność
publiczna
robbery /ˈrɒbəri/ (n) rabunek

shoplifting /ˈʃɒplɪftɪŋ/ (n) kradzież sklepową
speeding /ˈspiːdɪŋ/ (n) przekroczenie
prędkości
vandalism /ˈvændəl-ɪzəm/ (n) wandalizm
witness /ˈwɪtnəs/ (v) świadek

6a (pp.98-99)

approval /əˈpruːvəl/ (n) poparcie
architecture /ˌɑːkɪtektʃə/ (n) architektura
arrest /əˈrest/ (v) aresztować
brighten up /ˈbraɪtn ʼʌp/ (phr v) rozjaśnić
bullet-proof vest /ˌbʊlət pruːf ˈvest/ (n)
kamizelka kuloodporna
carving /ˈkɑːvɪŋ/ (n) rzeźba, grawerowanie
catch (sb) red-handed (phr) złapać (kogoś)
na gorącym uczynku
click /kɪk/ (v) stukać
collage /ˈkɒləʒ/ (n) kolaż
computer graphics /ˌkəmˌpjʊtə ˈɡræfɪks/ (pl n)
grafika komputerowa
concrete /ˈkɒŋkriːt/ (n) beton
crack /kræk/ (n) pęknięcie
crumbling walls (phr) kruszejące
ściany/mury
divide /dɪˈvaɪd/ (v) dzielić
dove of peace /ˌdʌv əv ˈpiːs/ (n) gołąbek
pokoju
drawing /ˈdɹɔːɪŋ/ (n) rysunek
exhibit /ɪgˈzɪbɪt/ (v) wystawiać, pokazywać
na wystawie
(have your) fair share (of sth) (phr)
(mieć swój) sprawiedliwy udział,
dostać to, co się komu należy
fit a burglar alarm (phr) zainstalować
alarm antywłamaniowy
graffiti /ˈɡræfɪti/ (n) graffiti
graffiti knitting group /ˌɡræfɪti ˈnɪtɪŋ ɡrʊp/ (n)
grupa zajmująca się odmianną graffiti
polegającą na stosowaniu wyrobów
włózkowych zamiast farb
grate /ɡreɪt/ (n) zetrzeć
have (your) (fair) share (phr) mieć (swój)
(sprawiedliwy) udział
illegal /ɪˈliːgəl/ (adj) nielegalny
knit /nɪt/ (v) robić na drutach
neglected /ˌnɛɡlektəd/ (adj) zaniedbany
offensive /əˈfensɪv/ (adj) obraźliwy
painting /ˈpeɪntɪŋ/ (n) obraz
patch /pætʃ/ (n) grządka
photography /ˈfɒtəɡrəfi/ (n) fotografia
pottery /ˈpɒtəri/ (n) garncarstwo
print making /ˌprɪnt ˈmeɪkɪŋ/ (n) rytownictwo
public opinion /ˌpʌblɪk ɒpɪnjən/ (n) opinia
publiczna
repair work /rɪˈpeə wɜːk/ (n) naprawy
rundown /ˌrʌn ˈdaʊn/ (adj) zniszczony
sculpting /ˈskʌlptɪŋ/ (n) rzeźba
skip /skɪp/ (n) kontener
steel /stiːl/ (n) stal
transform /ˌtrænsˈfɔːm/ (v) przekształcić
true identity /truː ɪdɪntəti/ (n) prawdziwa
tożsamość
volunteer /ˌvɒləntɪə/ (n) ochotnik
worldwide phenomenon /ˌwɜːldwaɪd
fəˈnɒmənən/ (n) fenomen na skalę
światową

6b (pp.100-101)

analise /'ænalɪz/ (v) analizować
 armed robbery /'ɑːmd 'rɒbəri/ (n) napad
 z bronią w rękę
 arrest /ə'rest/ (v) aresztować
 blood analysis /'blʌd ə'neɪləsɪs/ (n) analiza
 krwi
 commit /kə'mɪt/ (v) popełnić
 crime scene /kraɪm siːn/ (n) miejsce zbrodni
 distressing /dɪ'stresɪŋ/ (adj) bolesny
 DNA analysis /diː en 'eɪ ə'neɪləsɪs/ (n) analiza
 DNA
 dramatic arrest /dra'mætɪk ə'rest/ (n)
 dramatyczne aresztowanie
 electron microscope /ɪ'lektrɒn 'maɪkrəskəʊp/ (n)
 mikroskop elektronowy
 examine /ɪg'zæmɪn/ (v) badać
 fibre /faɪbə/ (n) włókno
 fingerprint /'fɪŋɡəprɪnt/ (n) odcisk palca
 fit security lights (phr) założyć światła
 alarmowe
 fluid /fluɪd/ (n) ciecz
 forensic scientist /fə'rensɪk 'saɪəntɪst, -zɪk-/ (n)
 specjalista w dziedzinie medycyny
 sądowej
 get away with /get ə'weɪ wɪð/ (phr v)
 uniknąć kary za coś
 identify /aɪ'dentɪfaɪ/ (v) zidentyfikować
 in record time (phr) w rekordowym czasie
 install a burglar alarm (phr) zainstalować
 alarm antywłamaniowy
 judge /dʒʌdʒ/ (n) sędzia
 lab /læb/ (n) laboratorium
 lawyer /'lɔːjə/ (n) prawnik
 lock /lɒk/ (n) zamek
 physical evidence /fɪzɪkəl 'evɪdəns/ (n)
 fizyczne dowody
 play a role (phr) grać rolę
 police detective /pə'liːs dɪ'tektɪv/ (n) detektyw
 present evidence in court (phr)
 przedstawić dowody w sądzie
 prison guard /'prɪzən ɡɑːd/ (n) strażnik
 więzienny
 private detective /praɪvət dɪ'tektɪv/ (n)
 prywatny detektyw
 represent (sb) in court (phr)
 reprezentować (kogoś) w sądzie
 saliva /sə'laɪvə/ (n) ślina
 scientific method /saɪəntɪfɪk 'meθəd/ (n)
 metoda naukowa
 scientific technique /saɪəntɪfɪk tek'nɪk/ (n)
 technika naukowa
 security guard /sɪ'kjʊərəti ɡɑːd/ (n) strażnik
 ochrony
 severely burnt (phr) poważnie oparzony
 shoplifter /'ʃɒplɪftə/ (n) złodziej sklepowy
 silicon chip /sɪlɪkən 'tʃɪp/ (n) układ scalony
 solve a crime (phr) wyjaśnić zbrodnię
 spectrometer /spek'trɒmɪtə/ (n) spektrometr
 stain /steɪn/ (n) plama
 store detective /stoː dɪ'tektɪv/ (n) detektyw
 sklepowy
 supervise /suːpəvaɪz/ (v) nadzorować
 suspect /sə'spekt/ (n) podejrzany
 take (sb's) fingerprints (phr) zdjąć (czyjeś)
 odciski palców

trace /treɪs/ (n) ślad
 ultra-violet light /'ʌltrə vələɪt 'laɪt/ (n)
 światło ultrafioletowe

6c (p.102)

assassinate /ə'sæsəneɪt/ (v) dokonać
 zamachu
 attract the attention of (phr) przyciągnąć
 uwagę
 ban /bæn/ (n) zakaz
 boycott /boɪkɒt/ (n) bojkot
 bravery /breɪvəri/ (n) odwaga
 civil rights movement /sɪvəl 'raɪts muːvmənt/ (n)
 ruch na rzecz praw obywatelskich
 Congress /'kɒŋɡres/ (n) Kongres (w USA)
 content /'kɒntent/ (n) zawartość
 create positive change (phr) wywołać
 pozytywną zmianę
 give up /gɪv 'ʌp/ (phr v) zrezygnować
 (have an) impact /ɪmpækt/ (n) (mieć) wpływ
 incident /ɪnsədənt/ (n) wydarzenie, zajście
 inspirational figure /ɪnspə'reɪʃən fɪɡə/ (n)
 inspirowana postać
 inspire /ɪn'spaɪə/ (v) inspirować
 judge /dʒʌdʒ/ (v) sądzić
 legacy /'legəsi/ (n) spuścizna
 march /mɑːtʃ/ (n) marsz
 minister /mɪnɪstə/ (n) minister
 mourn (sb's) loss (phr) opłakiwać czyjąś
 stratę
 pass an Act (phr) uchwalić ustawę
 protest /prə'test/ (n) protest
 race /reɪs/ (n) rasa
 racial discrimination /reɪʃəl dɪskrɪmən'eɪʃən/ (n)
 dyskryminacja rasowa
 racist opposition /reɪsɪst əpə'zɪʃən/ (n)
 rasistowska opozycja
 receive low wages (phr) otrzymywać niską
 płacę
 result in (sth) /rɪ'zʌlt ɪn/ (phr v) kończyć
 się (czymś)
 rule /ruːl/ (v) orzekać
 segregation /segrə'geɪʃən/ (n) segregacja
 spark a revolution (phr) wywołać
 rewolucję
 treat (sb) equally (phr) traktować równo

6d (p.103)

gang /ɡæŋ/ (n) gang
 give a witness statement (phr) złożyć
 oświadczenie jako świadek
 I appreciate your help. (phr) Jestem
 wdzięczny za Twoją pomoc.
 investigate /ɪn'vestɪɡeɪt/ (v) prowadzić
 śledztwo
 mugging /'mʌɡɪŋ/ (n) rozbój
 newspaper report extract /njuːzpeɪpə rɪ'pɔːt,
 'ekstrækt/ (n) fragment reportażu
 nuclear /njuːkliə/ (adj) nuklearny
 push (sb) to the ground (phr) powalić
 (kogoś) na ziemię
 witness an incident (phr) być świadkiem
 zajścia

6e (pp.104-105)

alter /ɔːltə/ (v) zmienić
 computer whiz people /kəm'pjʊtə wɪz 'piːpəl/ (n)
 specje od komputerów
 confidential /kɒnfɪ'denʃəl/ (adj) poufny, tajny
 cracker /'krækə/ (n) włamywacz
 komputerowy
 crash /kræʃ/ (v) zawiesić się (o
 komputerze)
 defense /dɪ'fens/ (n) obrona
 devastating /devə'steɪtɪŋ/ (adj) druzgocący
 disruption /dɪ'stʌpʃən/ (n) zakłócenie
 drive (to do sth) /draɪv/ (n) starania,
 dążenie (do zrobienia czegoś)
 email attachment /ɪ'meɪl ə'tætʃmənt/ (n)
 załącznik
 exploit /eksplɔɪt/ (n) wyczyn
 expose (sb to sth) /ɪks'pəʊz/ (v) narażać
 (kogoś na coś)
 gain access to (phr) zdobyć dostęp do
 hack /hæk/ (v) włamywać się do sieci
 komputerowej
 hacking /'hækiŋ/ (n) włamywanie się do
 sieci komputerowej, hakowanie
 harmless geek /'hɑːmləs 'giːk/ (n) nieszkodliwy
 maniak komputerowy
 have access to (phr) mieć dostęp do
 havoc /'hævək/ (n) spustoszenie
 hijack /haɪ'dʒæk/ (v) przejąć kontrolę nad
 identity theft /aɪ'dentəti θeft/ (n) kradzież
 tożsamości
 illegal downloading /ɪ'liɡəl 'daʊnləʊdɪŋ/ (n)
 nielegalne pobieranie np. plików
 immediate /ɪ'mɪdiət/ (adj) natychmiastowy
 make mischief (phr) narozrabiać
 navigation system /nævɪ'geɪʃən 'sɪstəm/ (n)
 system nawigacji
 on a global scale (phr) na skalę globalną
 online account /ɒnlaɪn ə'kaʊnt/ (n) konto
 online
 online credit card fraud /ɒnlaɪn 'kredɪt kɑːd
 'frɔːd/ (n) oszustwa
 z wykorzystaniem karty kredytowej
 online
 phishing /'fɪʃɪŋ/ (n) wyłudzenie za pomocą
 poczty elektronicznej poufnych
 informacji osobistych przez
 podszywanie się pod godną zaufania
 osobę lub instytucję
 power station /paʊə 'steɪʃən/ (n) elektrownia
 rely on (sb/sth) /rɪ'laɪ ɒn/ (phr v) polegać
 na (kimś/czymś)
 resort to (sth) /rɪ'zɔːt tə/ (phr v) uciekać
 się do
 scenario /sə'næəriəʊ/ (n) scenariusz,
 przewidywany rozwój zdarzeń
 script buddy, script kiddie /skɪpt bʌdi/ (n)
 niedoświadczony cracker;
 używający programów napisanych
 przez innych, aby włamywać się do
 komputerów
 security risk /sɪ'kjʊərəti rɪsk/ (n) potencjalne
 zagrożenie bezpieczeństwa
 spread computer viruses (phr)
 rozprzestrzeniać wirusy
 komputerowe

steal (sb's) identity (phr) ukraść (czyjaś) tożsamość
strengthen /streŋθən/ (v) wzmocnić
traffic jam /træfɪk dʒæm/ (n) korek uliczny
warn /wɔːn/ (v) ostrzec
worm /wɜːm/ (n) robak
zombie /zɒmbi/ (n) zombi

6f (pp.106-107)

attend /ə'tend/ (v) tu: stawić się (w sądzie)
break into /breɪk 'ɪntə/ (phr v) włamać się do
scheme /skɪm/ (n) plan
sprain your ankle (phr) zwichnąć nogę
w kostce
spray graffiti (phr) wykonać graffiti
sprayem
street lighting /stri:t 'laɪtɪŋ/ (n) oświetlenie
ulic
traffic congestion /træfɪk kən'dʒestʃən/ (n)
zagęszczenie ruchu ulicznego
trip /trɪp/ (v) potknąć się
vandalism /vændəl-ɪzəm/ (n) wandalizm
waste ground /weɪst graʊnd/ (n) ugór, ziemia
niczyja
What a nightmare! (phr) Co za koszmar!

6h (p.109)

(be) in favour of (sth) (phr) (być) za (czymś)
(be) (totally) opposed to (sth) (phr)
(całkowicie) się czemuś sprzeciwiać
a sense of (phr) poczucie
abandoned /ə'bəndənd/ (adj) opuszczony
community spirit /kə'mju:nəti 'spɪrɪt/ (n)
duch wspólnoty
in response to (phr) w odpowiedzi na
keep off /ki:p 'ɒf/ (phr v) trzymać się
z daleka
need extensive repair (phr) wymagać
gruntownej naprawy
parkland /pɑːklænd/ (n) park
renovate /renə'veɪt/ (v) odnawiać

6i (p.110)

campaign /kæm'peɪn/ (n) kampania
candle /'kændl/ (n) świeca
curse /kɜːs/ (v) przekląć
dictator /dɪk'teɪtə/ (n) dyktator
drink a toast (phr) wznieść toast
found /faʊnd/ (v) założyć
have the right (phr) mieć prawo
human rights /hju:mən 'raɪts/ (pl n) prawa
człowieka
human rights abuse /hju:mən 'raɪts ə'bjuːs/ (n)
naruszenie praw człowieka
imprison /ɪm'prɪzən/ (v) uwięzić
outstanding contribution /aʊt'stændɪŋ
kɒn'trɪ'bjuːʃən/ (n) wybitny wkład
poverty /'pɒvəti/ (n) bieda, ubóstwo
prisoner of conscience /'prɪzənər əf 'kɒnʃəns/ (n)
więzień sumienia
race /reɪs/ (n) rasa
raise support (phr) zdobyć wsparcie
release /rɪ'liːs/ (n) uwolnić
soldier /səʊldɪə/ (n) żołnierz
trial /traɪəl/ (n) proces sądowy

unfair /ʌn'feə/ (adj) niesprawiedliwy
war-torn /wɔː tɔːn/ (adj) rozdarty wojną
wipe out /waɪp 'aʊt/ (phr v) zmieść
z powierzchni ziemi

Language in Use 6 (pp.111)

appear in court (phr) stawić się w sądzie
at an alarming rate (phr) w zastraszającym
tempie
book /bʊk/ (v) rezerwować
by accident (phr) przypadkiem
expert /'ekspɜːt/ (adj) biegły
gradually /grædʒʊəli/ (adv) stopniowo
run away /rʌn ə'weɪ/ (phr v) uciec
run into /rʌn 'ɪntə/ (phr v) wpaść na kogoś
run out (of) /rʌn 'aʊt/ (phr v) kończyć się
set off /set 'ɒf/ (phr v) wyruszyć
set up /set 'ʌp/ (phr v) założyć
undervalue /ʌndə'væljuː/ (v) nie doceniać
wear off /weə 'ɒf/ (phr v) mijać, przestać
działać
wear out /weə 'aʊt/ (phr v) zużyć się,
zniszczyć
work on /wɜːk ɒn/ (phr v) pracować nad
work out /wɜːk 'aʊt/ (phr v) ćwiczyć,
obmyślić

Matura Skills 6 (pp. 112-113)

a rude awakening (phr) brutalne
przebudzenie
authorities /ɔːθərətɪz/ (pl n) władze
average price /'ævərɪdʒ 'praɪs/ (n) przeciętna
cena
(be) one of a kind (phr) jedyny w swoim
rodzaju
bystander /baɪ'stændə/ (n) przypadkowy
przechodzień/obserwator
copyright material /'kɒprɪtaɪt mə'tɪəriəl/ (n)
materiały chronione prawem
autorskim
cut off (from) /kʌt 'ɒf/ (phr v) odciąć od
debate /dɪ'beɪt/ (n) debata
deserve /dɪ'zɜːv/ (v) zasługiwać
exceed the speed limit (phr) przekroczyć
dozwołaną prędkość
falling sales (phr) spadek sprzedaży
file-sharing /faɪl 'ʃeərɪŋ/ (n) udostępnianie
plików
free of charge (phr) darmowy
generation /dʒenə'reɪʃən/ (n) pokolenie
go bump (phr) hałasować
income /ɪŋkəm, 'ɪn-/ (n) dochód
internet service provider /ɪntənət 'sɜːvɪs
prə'vaɪdə/ (n) dostawca Internetu
leaking tap /liːkɪŋ 'tæp/ (n) przeciekający
kran
legislation /ledʒɪ'sleɪʃən/ (n)
ustawodawstwo
like (sb/sth to sb/sth) /laɪkən/ (v)
przyrównać (kogoś/coś do
kogoś/czegoś)
monitor /mɒnɪtə/ (v) monitorować
music industry /mjuːzɪk ɪndəstri/ (n) przemysł
muzyczny
obtain /əb'teɪn/ (v) uzyskać
pass a law (phr) wydać prawo

pride /praɪd/ (n) duma
profit /prɒfɪt/ (v) zysk
record company /rekɔːd ,kʌmpəni/ (n)
wytwórnia płytowa
recover (from) /rɪ'kʌvə/ (v) dochodzić
do siebie
recycling project /rɪ'saɪklɪŋ ,prɒdʒekt/ (n)
projekt poświęcony recyklingowi
release /rɪ'liːs/ (v) uwolnić
resolve /rɪ'zɒlv/ (v) rozwiązać np. problem
restore /rɪ'stɔː/ (v) przywrócić
scooter /'skʊtə/ (n) skuter
set price /set 'praɪs/ (n) ustalić cenę
share (sb's) opinion (phr) podzielać
(czyjaś) opinię
take action (against) (phr) podjąć działanie
(przeciwko)
theft /θeft/ (n) kradzież
trial and error (phr) metoda prób i błędów
wine-tasting /waɪn 'teɪstɪŋ/ (n) degustacja
win

Revision 6 (p. 114)

anti-virus software /ænti 'vaɪərəs ,sɒftweə/ (n)
oprogramowanie antywirusowe
cutbacks /kʌtbæks/ (pl n) redukcja
zatrudnienia, cięcia
mugger /mʌgə/ (n) bandyta uliczny
pick up /pɪk 'ʌp/ (phr v) odebrać kogoś
z jakiegoś miejsca
take (sth) into consideration (phr) wziąć
pod uwagę
wi-fi hotspot /waɪ faɪ 'hɒtspot/ (n) punkt
dostępu do Internetu
bezwolnego

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers panty hose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C call/phone can candy check closet connect (telephone) cookie corn crazy	ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went</u> out./ He <u>has just gone</u> out.	He <u>has just gone</u> out.
L lawyer/attorney line lost and found	solicitor queue lost property	Hello, is <u>this</u> Steve?	Hello, is <u>that</u> Steve?
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
N newsstand	newsagent	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice (n,v) program realize tire travel(l)er	aluminium analyse centre cheque colour honour jewellery practice (n) practise (v) programme realise tyre traveller
		Expressions with prepositions and particles	
		different <u>from</u> /than live <u>on</u> X street <u>on</u> a team <u>on</u> the weekend Monday <u>through</u> Friday	different <u>from</u> /to live <u>in</u> X street <u>in</u> a team <u>at</u> the weekend Monday <u>to</u> Friday

Pronunciation

Vowels

a	/eə/	care, rare, scare, dare, fare, share
	/ei/	name, face, table, lake, take, day, age, ache, late, snake, make
	/æ/	apple, bag, hat, man, flat, lamp, fat, hand, black, cap, fan, cat, actor, factor, manner
	/ɔ:/	ball, wall, call, tall, small, hall, warn, walk, also, chalk
	/ɒ/	want, wash, watch, what, wasp
	/ə/	alarm, away, America
	/ɑ:/	arms, dark, bar, star, car, ask, last, fast, glass, far, mask
e	/e/	egg, end, hen, men, ten, bed, leg, tell, penny, pet, bell, pen, tent
i	/i/	in, ill, ink, it, is, hill, city, sixty, fifty, lip, lift, silly, chilly
	/ai/	ice, kite, white, shine, bite, high, kind
o	/ʊ/	home, hope, bone, joke, note, rope, nose, tone, blow, know, no, cold
	/ɒ/	on, ox, hot, top, chop, clock, soft, often, box, sock, wrong, fox
	/aʊ/	owl, town, clown, how, brown, now, cow
oo	/ʊ/	book, look, foot
	/u:/	room, spoon, too, tooth, food, moon, boot
	/ʌ/	blood, flood
	/ɔ:/	floor, door
u	/ɜ:/	turn, fur, urge, hurl, burn, burst
	/ʌ/	up, uncle, ugly, much, such, run, jump, duck, jungle, hut, mud, luck
	/ʊ/	pull, push, full, cushion
	/j/	unique, union
y	/ai/	sky, fly, fry, try, shy, cry, by

Consonants

b	/b/	box, butter, baby, bell, bank, black
c	/k/	cat, coal, call, calm, cold
	/s/	cell, city, pencil, circle
d	/d/	down, duck, dim, double, dream, drive, drink
f	/f/	fat, fan, first, food, lift, fifth
g	/g/	grass, goat, go, gold, big, dog, glue, get, give
	/dʒ/	gem, gin, giant
h	/h/	heat, hit, hen, hand, perhaps BUT hour, honest, dishonest, heir
j	/dʒ/	jam, just, job, joke, jump
k	/k/	keep, king, kick
l	/l/	lift, let, look, lid, clever, please, plot, black, blue, slim, silly

m	/m/	map, man, meat, move, mouse, market, some, small, smell, smile
n	/n/	next, not, tenth, month, kind, snake, snip, noon, run
p	/p/	pay, pea, pen, poor, pink, pencil, plane, please
q	/kw/	quack, quarter, queen, question, quiet
r	/r/	rat, rich, roof, road, ready, cry, grass, bring, fry, carry, red, read
s	/s/	sit, set, seat, soup, snow, smell, glass, dress, goose
	/z/	houses, cousin, husband
t	/t/	two, ten, tooth, team, turn, tent, tool, trip, train, tree
v	/v/	veal, vet, vacuum, vote, arrive, live, leave, view
w	/w/	water, war, wish, word, world
y	/j/	youth, young, yes, yacht, year
z	/z/	zoo, zebra, buzz, crazy

Diphthongs

ea, ee	/eə/	ear, near, fear, hear, clear, year, dear, beer, cheer, deer
	/i:/	eat, each, heat, leave, clean, seat, neat, tea, keep, feed, free, tree, three, bee
ei	/ei/	eight, freight, weight, vein
	/ai/	height
ai	/ei/	pain, sail, tail, main, bait, fail, mail
ea	/eə/	pear, wear, bear
	/ɜ:/	earth, pearl, learn, search
ie	/ai/	die, tie, lie
ou	/ʌ/	tough, touch, enough, couple, cousin, trouble
	/aʊ/	mouse, house, round, trout, shout, doubt
oi	/ɔ:/	oil, boil, toil, soil, coin, choice, voice, join
oy	/ɔ:/	boy, joy, toy, annoy, employ
ou	/ɔ:/	court, bought, brought
au	/ɔ:/	naughty, caught, taught

Double letters

sh	/ʃ/	shell, ship, shark, sheep, shrimp, shower
ch	/tʃ/	cheese, chicken, cherry, chips, chocolate
ph	/f/	photo, dolphin, phone, elephant
th	/θ/	thief, throne, three, bath, cloth, earth, tooth
	/ð/	the, this, father, mother, brother, feather
ng	/ŋ/	thing, king, song, sing
nk	/ŋk/	think, tank, bank

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi/	was /wɒz/	been /biːn/	lead /liːd/	led /led/	led /led/
bear /beər/	bore /bɔː/	born(e) /bɔːn/	learn /lɜːn/	learnt (learned) /lɜːnt/	learnt (learned) /lɜːnt/
beat /biːt/	beat /biːt/	beaten /biːtən/		(lɜːnd)/	(lɜːnd)/
become /bɪkʌm/	became /bɪkəmə/	become /bɪkʌm/	leave /liːv/	left /left/	left /left/
begin /bɪɡɪn/	began /bɪɡən/	begun /bɪɡʌn/	lend /lend/	lent /lent/	lent /lent/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	let /let/	let /let/	let /let/
blow /bləʊ/	blew /bleʊ/	blown /bləʊn/	light /laɪt/	lit /lɪt/	lit /lɪt/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	lose /luːz/	lost /lɒst/	lost /lɒst/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/			
build /bɪld/	built /bɪlt/	built /bɪlt/	make /meɪk/	made /meɪd/	made /meɪd/
burn /bɜːn/	burnt (burned) /bɜːnt/	burnt (burned) /bɜːnt (bɜːnd)/	mean /miːn/	meant /ment/	meant /ment/
	(bɜːnd)/		meet /miːt/	met /met/	met /met/
burst /bɜːst/	burst /bɜːst/	bought /bɔːt/			
buy /baɪ/	bought /bɔːt/		pay /peɪ/	paid /peɪd/	paid /peɪd/
			put /pʊt/	put /pʊt/	put /pʊt/
can /kæn/	could /kʊd/	(been able to) /biːn ˈeɪbəl tə/			
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	read /riːd/	read /red/	read /red/
choose /tʃuːz/	chose /tʃoʊz/	chosen /tʃoʊzən/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
come /kʌm/	came /kæm/	come /kʌm/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
cost /kɒst/	cost /kɒst/	cost /kɒst/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
cut /kʌt/	cut /kʌt/	cut /kʌt/	run /rʌn/	ran /ræn/	run /rʌn/
deal /diːl/	dealt /deɪt/	dealt /deɪt/	say /seɪ/	said /sed/	said /sed/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	see /siː/	saw /sɔː/	seen /siːn/
do /duː/	did /dɪd/	done /dʌn/	sell /sel/	sold /sɒld/	sold /sɒld/
draw /draʊ/	drew /druː/	drawn /draʊn/	send /send/	sent /sent/	sent /sent/
dream /driːm/	dreamt (dreamed) /dremt/	dreamt (dreamed) /dremt/	set /set/	set /set/	set /set/
	(driːmd)/	(driːmd)/	sew /soʊ/	sewed /soʊd/	sewn /soʊn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drive /draɪv/	drove /droʊv/	driven /driːvən/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
			shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/
eat /iːt/	ate /eɪt/	eaten /iːtən/	show /ʃoʊ/	showed /ʃoʊd/	shown /ʃoʊn/
			shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔːl/	fell /fel/	fallen /fɔːlən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fiːd/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fiːl/	felt /felt/	felt /felt/	sleep /sliːp/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	smell /smel/	smelt (smelled) /smelt/	smelt (smelled) /smelt/
find /faɪnd/	found /faʊnd/	found /faʊnd/		(smeld)/	(smeld)/
fly /flaɪ/	flew /fluː/	flown /floʊn/	spell /spel/	spoke /spoʊk/	spoken /spoʊkən/
forbid /fəbɪd/	forbade /fəˈbæd/	forbidden /fəˈbɪdən/		spelt (spelled) /spelt/	spelt (spelled) /spelt/
forget /fəget/	forgot /fəˈɡɒt/	forgotten /fəˈɡɒtən/		(speld)/	(speld)/
forgive /fəɡɪv/	forgave /fəˈɡeɪv/	forgiven /fəˈɡɪvən/	spend /spend/	spent /spent/	spent /spent/
freeze /friːz/	froze /froʊz/	frozen /froʊzən/	stand /stænd/	stood /stʊd/	stood /stʊd/
			steal /stiːl/	stole /stoʊl/	stolen /stoʊlən/
get /get/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /ɡɪv/	gave /ɡeɪv/	given /ɡɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /ɡoʊ/	went /went/	gone /ɡɒn/	swear /swear/	swore /swɔː/	sworn /swɔːn/
grow /ɡroʊ/	grew /ɡruː/	grown /ɡroʊn/	sweep /swiːp/	swept /swept/	swept /swept/
			swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/			
have /hæv/	had /hæd/	had /hæd/	take /teɪk/	took /tʊk/	taken /teɪkən/
hear /hɪər/	heard /hɜːd/	heard /hɜːd/	teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tear /tiːr/	tore /tɔː/	torn /tɔːn/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /tɒld/	told /tɒld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
hurt /hɜːrt/	hurt /hɜːt/	hurt /hɜːt/	throw /θroʊ/	threw /θruː/	thrown /θroʊn/
keep /kiːp/	kept /kept/	kept /kept/	understand	understood	understood
			/ʌndəˈstænd/	/ʌndəˈstʊd/	/ʌndəˈstʊd/
know /nəʊ/	knew /njuː/	known /nəʊn/	wake /weɪk/	woke /woʊk/	woken /woʊkən/
			wear /weər/	wore /wɔː/	worn /wɔːn/
			win /wɪn/	won /wʌn/	won /wʌn/
			write /raɪt/	wrote /roʊt/	written /rɪtən/

