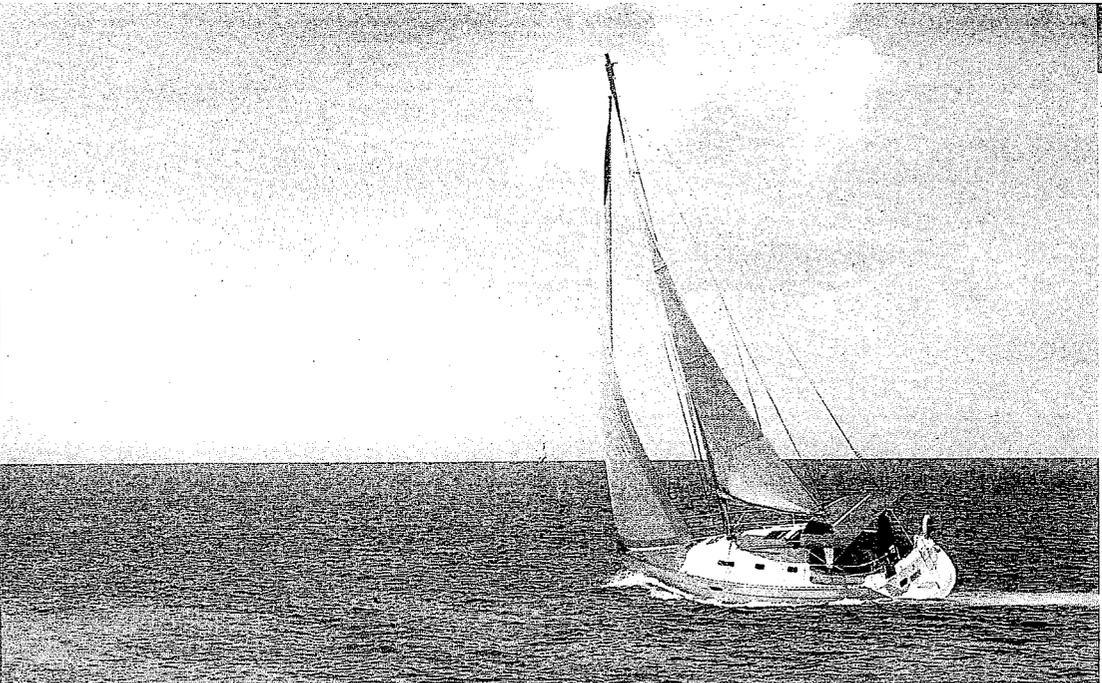


**MATURA**



**FOCUS**

Student's Book

**A2+/B1**

**2**

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<p><b>Z</b>ycie rodzinne i towarzyskie, Kultura, Podrózowanie i turystyka, Sport, Zdrowie, Żywnienie</p>	<p><b>p. 4</b> Grammar: Present Simple and Present Continuous <b>Vocabulary:</b> Family</p>	<p><b>p. 5</b> Grammar: Past Simple affirmative <b>Vocabulary:</b> Music</p>	<p><b>p. 6</b> Grammar: Past Simple negative and questions <b>Vocabulary:</b> Verbs</p>	<p><b>p. 7</b> Grammar: Present Perfect <b>Vocabulary:</b> Leisure activities</p>
1 Personality	Vocabulary	Grammar	Listening	Reading
<p><b>C</b>złowiek</p>	<p><b>pp. 12–13</b> Personality adjectives; adjective antonyms; negative prefixes; adjective + preposition <b>Reading:</b> Teenage Dreams and Ambitions <b>p. 21</b> Word List</p>	<p><b>p. 14</b> Present tenses – question forms; subject and object questions; <i>wh-</i> questions ending with prepositions</p>	<p><b>p. 15</b> Voluntary work <b>Exam Focus:</b> dobieranie <b>Pronunciation:</b> word stress (personality adjectives) <b>Vocabulary:</b> negative prefixes</p>	<p><b>pp. 16–17</b> Teenage stereotypes <b>Exam Focus:</b> dobieranie <b>Vocabulary:</b> word families</p>
<p><b>I</b>nvention</p>	<p><b>pp. 24–25</b> Inventions; technology; compound nouns – computers; collocations; phrasal verbs <b>Listening:</b> Digital firsts <b>p. 33</b> Word List</p>	<p><b>p. 26</b> Past Continuous and Past Simple</p>	<p><b>p. 27</b> Becoming a scientist <b>Exam Focus:</b> dobieranie <b>Pronunciation:</b> word stress (science and scientists) <b>Vocabulary:</b> word families</p>	<p><b>pp. 28–29</b> Space travel <b>Exam Focus:</b> wybór wielokrotny <b>Vocabulary:</b> collocations</p>
<p><b>N</b>auka i technika</p>	<p><b>pp. 36–37</b> Art and media; types of books and writers; films; music; 'a part of a whole' <b>Reading:</b> How writers write <b>p. 45</b> Word List</p>	<p><b>p. 38</b> Present Perfect with <i>just, already, (not) yet</i> and Past Simple</p>	<p><b>p. 39</b> A street artist <b>Exam Focus:</b> wybór wielokrotny <b>Pronunciation:</b> word stress (countries and nationalities) <b>Vocabulary:</b> art and music</p>	<p><b>pp. 40–41</b> Film descriptions and reviews <b>Exam Focus:</b> dobieranie <b>Vocabulary:</b> adjectives with positive or negative meanings</p>
<p><b>K</b>ultura</p>	<p><b>pp. 48–49</b> Rooms and furniture; describing houses; things inside and outside a house; phrases with <i>make</i> and <i>do</i> <b>Reading:</b> The Hobbit House <b>p. 57</b> Word List</p>	<p><b>p. 50</b> Present Perfect with <i>for</i> and <i>since</i></p>	<p><b>p. 51</b> Teenagers' rooms <b>Exam Focus:</b> dobieranie <b>Pronunciation:</b> long vowel sounds <b>Vocabulary:</b> adjective order</p>	<p><b>pp. 52–53</b> Descriptions of different places <b>Exam Focus:</b> dobieranie; uzupełnianie luk <b>Vocabulary:</b> places in the city and in the country</p>
<p><b>D</b>om, Świat przyrody, Podrózowanie i turystyka</p>	<p><b>pp. 60–61</b> School subjects; phrasal verbs; education; phrases with <i>get</i> <b>Reading:</b> Top Marks <b>Listening:</b> an interview with a Finnish student <b>p. 69</b> Word List</p>	<p><b>p. 62</b> First Conditional</p>	<p><b>p. 63</b> Exams and getting into university <b>Exam Focus:</b> prawda/falsz <b>Pronunciation:</b> numbers <b>Vocabulary:</b> more phrases with <i>get</i></p>	<p><b>pp. 64–65</b> Charity schools <b>Exam Focus:</b> prawda/falsz <b>Vocabulary:</b> word families</p>
<p><b>S</b>zkola</p>	<p><b>pp. 72–73</b> Jobs; <i>work</i> + prepositions; collocations – terms and conditions; confusing words – <i>job</i> versus <i>work</i> <b>Listening and reading:</b> What makes you happy in your job? <b>p. 81</b> Word List</p>	<p><b>p. 74</b> Second Conditional</p>	<p><b>p. 75</b> Becoming an airline pilot <b>Exam Focus:</b> dobieranie <b>Pronunciation:</b> word stress (jobs) <b>Vocabulary:</b> compound nouns</p>	<p><b>pp. 76–77</b> A man who lived without money <b>Exam Focus:</b> dobieranie; uzupełnianie luk <b>Vocabulary:</b> phrasal verbs</p>
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<p><b>Z</b>akupy i usługi</p>	<p><b>pp. 96–97</b> Politics; crime and criminals; the justice system; people involved in a crime case; society <b>Reading:</b> UK Crime Trends <b>p. 105</b> Word List</p>	<p><b>p. 98</b> Past Perfect</p>	<p><b>p. 99</b> Lie-spotting <b>Exam Focus:</b> wybór wielokrotny <b>Pronunciation:</b> diphthongs <b>Vocabulary:</b> antonyms</p>	<p><b>pp. 100–101</b> The American Civil Rights Movement <b>Exam Focus:</b> prawda/falsz <b>Vocabulary:</b> word families</p>
<p><b>P</b>aństwo i społeczeństwo, Elementy wiedzy o krajach anglojęzycznych</p>	<p><b>pp. 108–119</b> Grammar Focus Reference and Practice</p>			
<p><b>WORD STORE</b>    <b>pp. 2–17</b> Word Practice and Word Stores 1–8    <b>pp. 18–19</b> Prepositions    <b>p. 20</b> Phrasal verbs</p>				

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<p>p. 21 Word building      p. 22 Pronouns and numerals      p. 23 Irregular verbs</p>			

# 0.1 Family

**Grammar:** Present Simple and Present Continuous  
**Vocabulary:** Family

## SHOW WHAT YOU KNOW

- In pairs, list all the family members you can think of in sixty seconds. Then use them to describe yourselves.  
*I'm a son, I'm a nephew, I'm a ...*
- Tell your partner about three members of your family.  
*Marek is my uncle. He's my mum's brother. He lives ...*
- CD 12 MP3-2** Look at Vicky's family photos and guess how each person is related to Vicky. Then listen and check.  
*I think 1 is Vicky's mum.*

- CD 12 MP3-2** Complete the sentences about Vicky's family with the correct forms of the verbs in brackets. Listen again and check.
  - Her mum writes (write) for a magazine.
  - Her dad works (work) in a bank.
  - Her sisters argue (argue) all the time.
  - Her brother and family live (live) in Paris.
  - Her grandpa often goes (go) to Spain.
- Use the phrases in the box to describe what Vicky's family are doing in the photos.
 

sit in the park    play golf    laugh  
 have a cup of tea    play football

  - Her mum is having a cup of tea.
- Read REMEMBER THIS. Then complete the cartoon caption with the correct verb forms.

## REMEMBER THIS

- You use the Present Simple to talk about facts, habits and routines.
- You use the Present Continuous to talk about actions in progress.



My dad <sup>1</sup>work (work) in a bank, but today he <sup>2</sup>is playing (play) football.

## GRAMMAR FOCUS page 108

- Write true sentences from the prompts. Use the Present Simple or Present Continuous and an affirmative or negative form.
  - I / live / near the school  
*I don't live near the school.*
  - We / have / a family pet
  - I / read / a good book at the moment
  - My parents / speak / English
  - I / wear / my favourite shoes today
  - My best friend / like / shopping
  - I / play / the guitar
  - It / rain
- Use the prompts in Exercise 7 to ask your partner questions. Write the answers.
 

A: Do you live near the school?  
 B: No, I don't.

Chats
Friends
Vicky
Photos
Info

### My Family

1

View    Download    08.32

2

View    Download    08.35

3

View    Download    08.37

4

View    Download    08.40

5

View    Download    08.42

Comment

+ Add photos

# 0.2 How we met

Grammar: Past Simple affirmative

Vocabulary: Music

## SHOW WHAT YOU KNOW

1 **CD 1-3 MP3-3** Listen and tick the six music styles you hear.

- folk  heavy metal  hip-hop  house  jazz   
 pop  punk  reggae  rock  R & B

2 List all the bands you can think of in sixty seconds. What music style are they? Compare your 'Top 5' with a partner.

3 Read the text and answer the questions. Do you know how any of your favourite bands first met?

- Which bands appeared on *The X Factor*?
- Which band members grew up in the same neighbourhood?
- Which band members met at school?
- Which band got together at university?
- Which band did a record company create?

### HOW THEY MET

**CD 1-4 MP3-4**  
Do you know how your favourite bands first got together?



Many of the most famous bands were friends at school or college. International superstars U2 met in secondary school. When he was fourteen, Larry the drummer planned to start a band so he put an ad on the school notice board. The other members of U2 answered it, and they are still together forty years later!

British band Coldplay met in their first week at university. Singer, Chris Martin, studied Latin and Greek and got a first class degree. The same year, Coldplay had a number one hit.

The Arctic Monkeys grew up together. Their families were neighbours and two of them went to the same primary school. When they were fifteen, they all received guitars for Christmas. They played music together in Alex Turner's garage and did their first gig when they were sixteen years old.

Some bands started in a different way. When record companies wanted new bands, they created them. The Spice Girls began in this way.

Several boy and girl bands became famous after appearing on a TV reality show: successful British bands JLS and One Direction both appeared on *The X Factor*.

4 Look at the text again. Find the Past Simple forms of the verbs below and answer the questions.

- be - was , were    do - did    have - had  
 become - became    get - got    meet - met  
 begin - began    grow up - grew up    put - put

- Are the verbs regular or irregular?
- How many Past Simple forms are there for be? 2
- How many Past Simple forms are there for all other verbs? 1

5 Complete the table with more examples of regular verbs from the text.

Spelling	Examples
add -ed	worked, ...
add -d	lived, ...
delete y + add -ied	tried, ...
double the consonant + add -ed	stopped, ...

6 **CD 1-5 MP3-5** Listen and repeat the regular verb forms. Which verbs have an extra syllable in the Past Simple form?

- asked    needed    started  
 talked    wanted    lived

7 Read REMEMBER THIS. Then complete the cartoon caption with the correct verb forms.

### REMEMBER THIS

- You use the Past Simple to talk about finished actions in past time. You often say 'when' they happened.
- There is only one past form for every verb (except be).



We <sup>1</sup> \_\_\_\_\_ (meet) at primary school.  
 We <sup>2</sup> \_\_\_\_\_ (be) seven years old.

### GRAMMAR FOCUS page 109

8 Complete the sentences with the Past Simple forms of the verbs in brackets.

- I met (meet) my best friend *three years ago*.
- I bought (buy) some music *a few days ago*.
- My dad cooked (cook) *last Sunday*.
- I went (go) to a great party *last Saturday*.
- I wore (wear) my favourite jeans *yesterday*.
- I saw (see) a good film *two weeks ago*.
- I was (be) very tired *last night*.
- I woke up (wake up) *before 6 a.m.*

9 Change the time expressions in Exercise 8 to make the sentences true for you.

I met my best friend *five years ago*.

# 0.3 Mr Bean

**Grammar:** Past Simple negative and questions

**Vocabulary:** Verbs

## SHOW WHAT YOU KNOW

1 In pairs, try to note down a verb for each letter of the alphabet. How many can you think of in sixty seconds?

*ask be can do*

2 Complete the table with the Past Simple forms of the verbs in Exercise 1. Do you have more regular or irregular verbs?

Regular verbs	Irregular verbs
ask - asked	be - was/were
	can - could
	do - did

3 **CD 1:6 MP3:6** What do you know about Mr Bean? Choose what you think is true. Then listen and check.

- The film 'Mr Bean on Holiday' was / wasn't very successful.
- Mr Bean started / didn't start as a TV series.
- The person who plays Mr Bean studied / didn't study acting.
- Mr Bean was / wasn't the original name for the character.



Rowan Atkinson as Mr Bean

4 **CD 1:6 MP3:6** Write the interview questions in the correct order and answer them. Listen again and check.

- see / for the first time / did / Mr Bean / you / When?  
*When did you see Mr Bean for the first time?*
- it / like / you / did / Why?  
*funny*
- Mr Bean / begin / did / How?
- the idea for Mr Bean / come from / did / Where?  
*actor has an idea*
- Mr Bean / similar to / Rowan Atkinson / Was?
- study / acting / he / Did?  
*No, he didn't act all.*

*No, he didn't act all.  
\* electric engineering*

5 Read REMEMBER THIS. Then complete the cartoon captions.

## REMEMBER THIS

- For all verbs (except *be*) you form Past Simple negatives with *did not (didn't) + infinitive*.
- You form Past Simple questions with *did + subject + infinitive*.

1 \_\_\_\_\_ you enjoy primary school?

No, we <sup>2</sup> \_\_\_\_\_. But we liked the school uniform.



## GRAMMAR FOCUS page 109

6 Rewrite these Past Simple sentences in the negative. Tick any sentences that are true for you.

- Mr Bean was on TV when I was younger.   
*Mr Bean wasn't on TV when I was younger.*
- My friend told me a good joke this morning.   
*My friend didn't tell me a good joke this morning.*
- I saw a really funny advert online yesterday.   
*I didn't see.*
- My parents gave me a funny DVD for Christmas.   
*My parents didn't give.*
- My granddad liked silent Charlie Chaplin films.   
*My granddad didn't like.*
- I watched cartoons when I was a child.   
*I hadn't watch.*

7 Write true sentences (affirmative or negative) with the verbs in brackets. Use the Past Simple.

- I ~~watched~~ (watch) a funny film last week.  
*I watched a funny film last week.*
- I ~~was~~ (be) very busy yesterday.
- I ~~had~~ (have) eggs for breakfast this morning.
- I ~~played~~ (play) tennis last weekend.
- My mother and father ~~met~~ (meet) at university.
- I ~~went~~ (go) to primary school near here.
- My grandparents ~~got~~ (get) married in a church.
- My best friend and I ~~grew up~~ (grow up) together.

8 In pairs, ask and answer questions about the sentences in Exercise 7.

- A: Did you watch a funny film last week?  
B: Yes, I did./No, I didn't.

# 0.4 Experiences

Grammar: Present Perfect

Vocabulary: Leisure activities

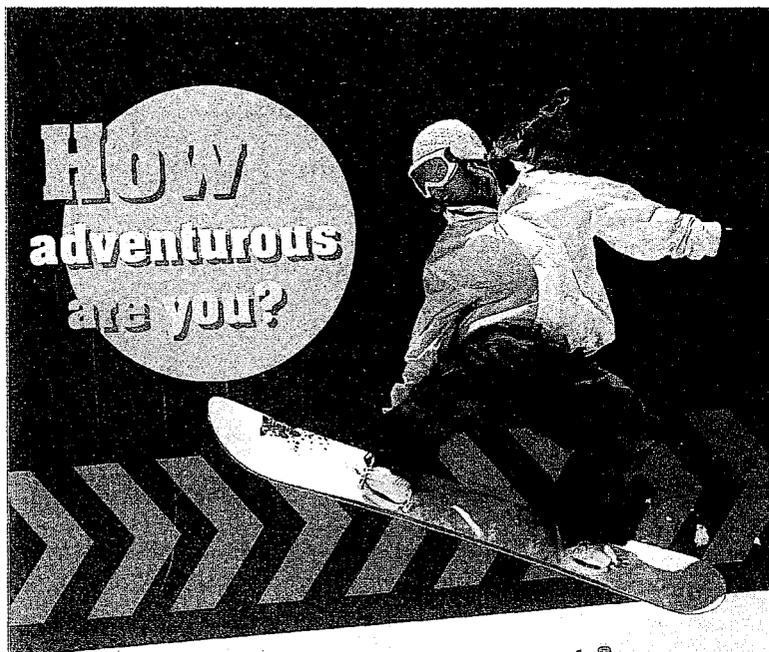
## SHOW WHAT YOU KNOW

1 In pairs, complete the table with all the different leisure activities you can think of in sixty seconds.

do	go	play
yoga	horse-riding	the guitar

2 Mark the leisure activities you do often ✓✓✓, sometimes ✓, never ✗. Compare with a partner.

3 Do the questionnaire. Put ✓ for 'Yes' and ✗ for 'No'.



**HOW adventurous are you?**

Have you ever done any of these dangerous sports?

- 1 ... been snowboarding?
- 2 ... been kite-surfing?
- 3 ... been horse-riding?
- 4 ... been rock climbing?

Have you ever done any of these things alone?

- 5 ... been to the cinema?
- 6 ... been camping?
- 7 ... been to a party?
- 8 ... eaten in a restaurant?

Have you ever done any of these things in front of other people?

- 9 ... sung a song?
- 10 ... played an instrument?
- 11 ... acted in a play or a film?
- 12 ... given a speech?

4 In pairs, ask and answer questions in the questionnaire. Who is more adventurous?

A: Have you ever been snowboarding?

B: No, I haven't.

5 Read REMEMBER THIS. Then complete the cartoon caption with the correct question.

## REMEMBER THIS

You use the Present Perfect to talk about finished actions in time 'up-to-now'. You never say 'when' they happened.

Note: *been* is the Past Participle of *go* when you mean 'go and come back'.

Have you ever go ?  
(you / ever go horse-riding)

No, I haven't. Help!



## GRAMMAR FOCUS page 109

6 Complete the sentences. Then compare your answers with a partner. In each case, *is been* the Past Participle of *go* or *be*?

- 1 The most famous city I've ever been to is Berlin
- 2 The fastest car I've ever been in is Lotus
- 3 The most beautiful place I've ever been to is Paris
- 4 The tallest building I've ever been in is Eiffel tower
- 5 The most expensive shop I've ever been in is Apple
- 6 The best party I've ever been to is 18's birthday

7 How well do you know your partner? Use the prompts and write affirmative or negative Present Perfect sentences that you think are true.

- 1 go to a rock concert  
My partner hasn't been to a rock concert.
- 2 write a poem
- 3 see a James Bond movie
- 4 go to London
- 5 win a prize Have you ever won a prize?
- 6 meet a famous person
- 7 stay up all night
- 8 lose a phone

8 Ask your partner questions to check your ideas in Exercise 7.

A: Have you ever been to a rock concert?

B: Yes, I have.

A: Oh, I was wrong.

# 0.5 Adventure

Grammar: *be going to*  
Vocabulary: Collocations

## SHOW WHAT YOU KNOW

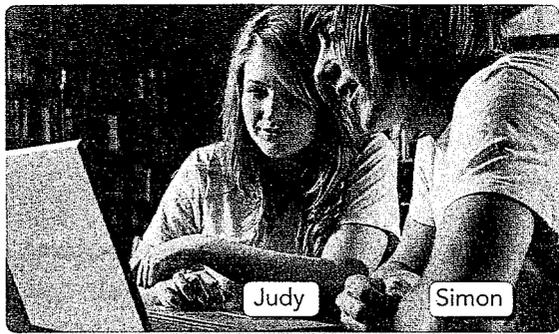
1 Work in pairs. How many verb + noun collocations can you make in sixty seconds?

do + some homework  
go + camping  
have + a party  
make + a promise

go camping

2 Ask about the last time your partner did the activities in Exercise 1.

When was the last time you went camping?



Judy

Simon

3 **CD 117 MP3-7** Judy and Simon are discussing a holiday they are going on. Listen and mark what they have decided to do. Write J (Judy) and S (Simon).

## The Forest Adventure Camp

### ACTIVITIES

- rock climbing
- swimming
- yoga
- forest walks
- sailing
- guitar and singing

### JOBS

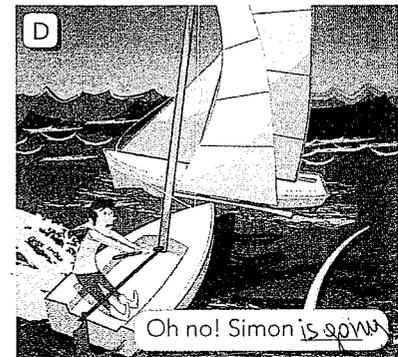
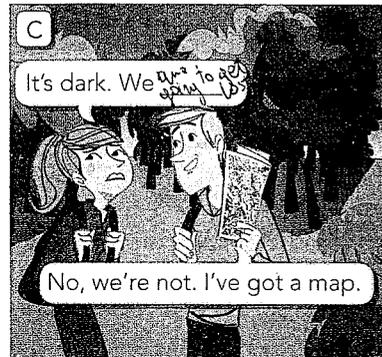
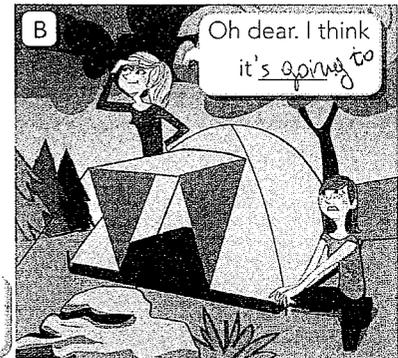
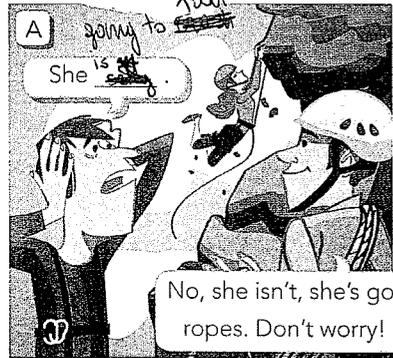
- put up tents
- collect firewood
- make a fire
- do the cooking
- do the washing-up
- organise games

4 Write the questions in the correct order. Then answer the questions.

- 1 Is / Simon / rock climbing / to / going / try ?
- 2 Judy / to / is / in the afternoon / going / What / do ?
- 3 is / do / Which jobs / going / Judy / to ?
- 4 Simon / Is / the washing-up / to / going / do ?
- 5 sing / Simon and Judy / to / going / Are ?

5 What do they think is going to happen? Complete the speech bubbles with the verb phrases in the box.

[ crash fall get lost rain ]



6 Read REMEMBER THIS. Then complete the cartoon captions with the correct words.

## REMEMBER THIS

You use *be going to* for:

- future intentions (when you have already decided to do something and you tell people about it).
- predictions based on what you can see or what you know.



## GRAMMAR FOCUS page 110

7 Write true sentences about your future intentions. Use *I'm going to* or *I'm not going to*.

- 1 *I'm going to* walk home after school.
- 2 *I'm not going to* stay in this evening.
- 3 *I'm going to* get up before 7 a.m. tomorrow.
- 4 *I'm not going to* buy a new laptop this weekend.
- 5 *I'm not going to* have a haircut next week.
- 6 *I'm not going to* be rich and famous one day!

8 In pairs, ask and answer questions about the sentences in Exercise 7.

- A: Are you going to walk home after school?  
B: Yes, I am.

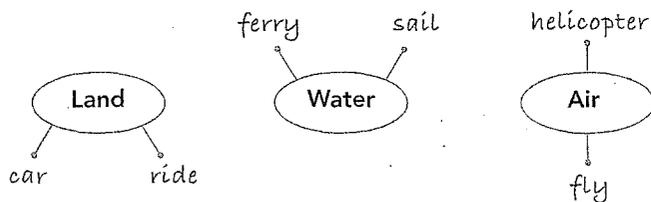
# 0.6 Travel

Grammar: *will* for predictions

Vocabulary: Travel

## SHOW WHAT YOU KNOW

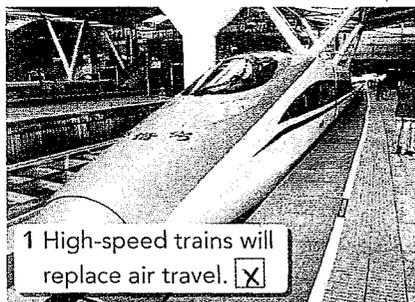
1 Work in pairs. How many nouns and verbs to do with transport can you think of in sixty seconds? Add them to the diagrams.



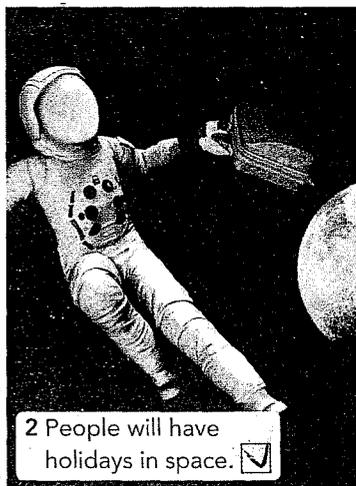
2 Ask whether your partner has ever travelled in the ways listed in Exercise 1.

Have you ever ridden a motorbike?

3 How will people travel in 2050? Discuss in pairs. Put ✓ for 'it will happen' and ✗ for 'it won't happen'.



1 High-speed trains will replace air travel.



2 People will have holidays in space.



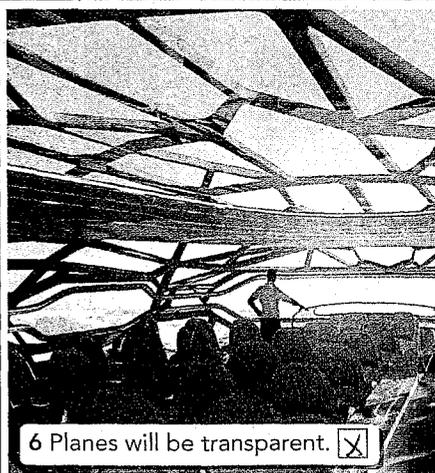
3 Planes won't have pilots.



4 Cars will fly.



5 There will be an elevator into space.



6 Planes will be transparent.

4 **CD 18 MP3-8** Listen to an expert discussing the predictions in Exercise 3 and compare his opinions with yours.

5 **CD 18 MP3-8** Listen again. Which two predictions won't happen in his opinion? Why?

6 Read REMEMBER THIS. Put *will* in the correct position to complete the cartoon caption.

## REMEMBER THIS

- You use *will* for future predictions – things you think or guess about the future.
- Use *I don't think ... + will ...*  
NOT *I think ... + won't*

One day / you / travel to the moon.



## GRAMMAR FOCUS page 110

7 Complete the predictions about 2050 with *will* or *won't*. Tick the predictions you agree with for your country.

- There  (not be) any petrol cars.
- People  (work) till they are seventy.
- Pollution  (be) worse.
- There  (be) more extreme weather.
- Food  (not be) cheaper.
- Everybody  (speak) English.
- Robots  (not replace) teachers in school.
- There  (be) a female president.

8 Make predictions about your partner. Use *I think/I don't think you will ...*

- be famous  
*I don't think you will be famous.*
- travel round the world
- live and work in a foreign country
- have five or more children
- learn how to fly a plane
- study English at university
- win a sports prize one day
- write a best-selling book

9 In pairs, read your predictions in Exercise 8. Does your partner agree?

- A: *I don't think you will be famous.*  
B: *I don't agree with you. I think I will be famous.*

# 0.7 Sport

Grammar: *must, have to and should*  
 Vocabulary: Sport

## SHOW WHAT YOU KNOW

1 In pairs, list all the sports you can think of in sixty seconds.

2 Put the sports from Exercise 1 into different groups 1-6. Some sports can go in more than one group.

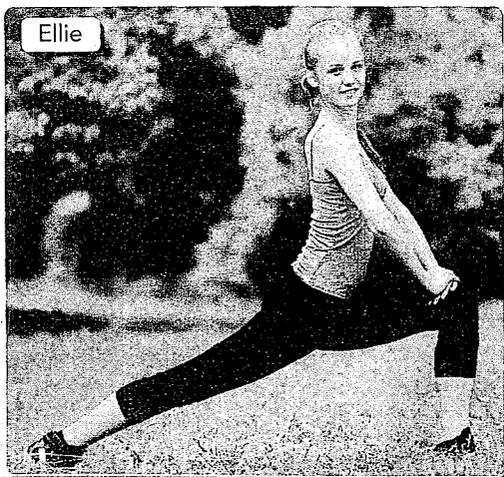
- 1 Team sports: football,
- 2 Indoor sports: \_\_\_\_\_
- 3 Sports that collocate with *play*: football,
- 4 Expensive sports: \_\_\_\_\_
- 5 Sports you have tried: football,
- 6 Sports you don't like: \_\_\_\_\_

3 Complete the sports teacher's sentences with *must* or *mustn't*. Which sport do you think he/she is teaching?

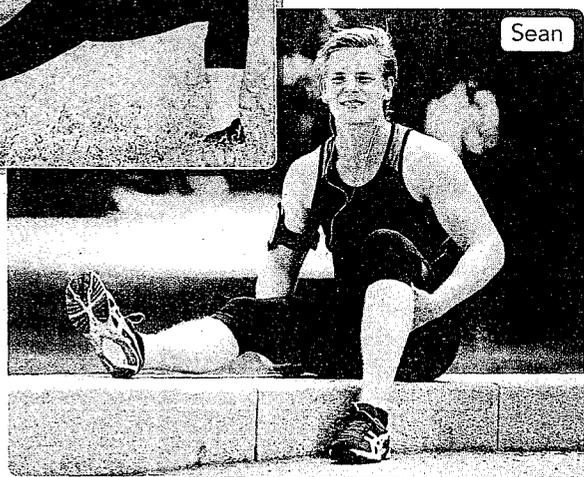
- 1 You \_\_\_\_\_ respect the other team.
- 2 You \_\_\_\_\_ accept the referee's decisions.
- 3 You \_\_\_\_\_ argue with the referee.
- 4 You \_\_\_\_\_ keep your eye on the ball.
- 5 You \_\_\_\_\_ criticise your own team mates.
- 6 You \_\_\_\_\_ get angry when you lose.

4 **CD 19 MP3-9** Listen to a gymnast and a triathlete talking about their diets. Answer the questions. Write G (gymnast) or T (triathlete).

- 1 Who has to train seven hours a day?
- 2 Who *mustn't* eat more than 1,500 calories a day?
- 3 Who has to eat six times a day?
- 4 Who *mustn't* eat after 5 p.m.?
- 5 Who has to eat a lot of carbohydrates – e.g. pasta?
- 6 Who has to have protein – e.g. fish – for lunch?



Ellie



Sean

5 **CD 19 MP3-9** Based on the interview in Exercise 4, use *should* or *shouldn't* to complete this advice for a triathlete.

Before a race, a triathlete ...

- 1 \_\_\_\_\_ drink lots of water.
- 2 \_\_\_\_\_ eat things like rice and pasta.
- 3 \_\_\_\_\_ eat lots of red meat.
- 4 \_\_\_\_\_ rest and sleep at least eight hours.
- 5 \_\_\_\_\_ drink coffee.

6 Read **REMEMBER THIS**. Then complete the cartoon captions with *should* or *have to*.

## REMEMBER THIS

- You use *must* and *have to* to say 'This is necessary'.
- You use *mustn't* to say 'Don't do this'.
- You use *should* (or *shouldn't*) to say 'This is (or isn't) a good idea'.

Remember, you <sup>1</sup> \_\_\_\_\_ drink three litres of water a day.



I do. That's why I <sup>2</sup> \_\_\_\_\_ go to the bathroom every five minutes!

## GRAMMAR FOCUS page 111

7 Rewrite these sentences using *should*, *shouldn't*, *mustn't* or *have to*.

- 1 It is necessary for sumo wrestlers to be very heavy.  
Sumo wrestlers \_\_\_\_\_
- 2 If you're a woman, don't enter the *dohyo* (or sumo ring).  
Women \_\_\_\_\_
- 3 It's a good idea for a sumo wrestler to eat around 20,000 calories a day.  
Sumo wrestlers \_\_\_\_\_
- 4 When you watch a sumo training session, don't speak.  
When you watch a sumo training session you \_\_\_\_\_
- 5 It is necessary for sumo wrestlers to throw salt into the ring at the beginning of a match.  
Sumo wrestlers \_\_\_\_\_
- 6 It isn't a good idea for sumo wrestlers to show their feelings.  
Sumo wrestlers \_\_\_\_\_

8 Write three sentences about your favourite sport. Use *should/shouldn't*, *must/mustn't* and *have to*. Compare with a partner.

Before you run, you should stretch.

# 0.8 Food

**Grammar:** Countable and uncountable nouns • articles

**Vocabulary:** Food

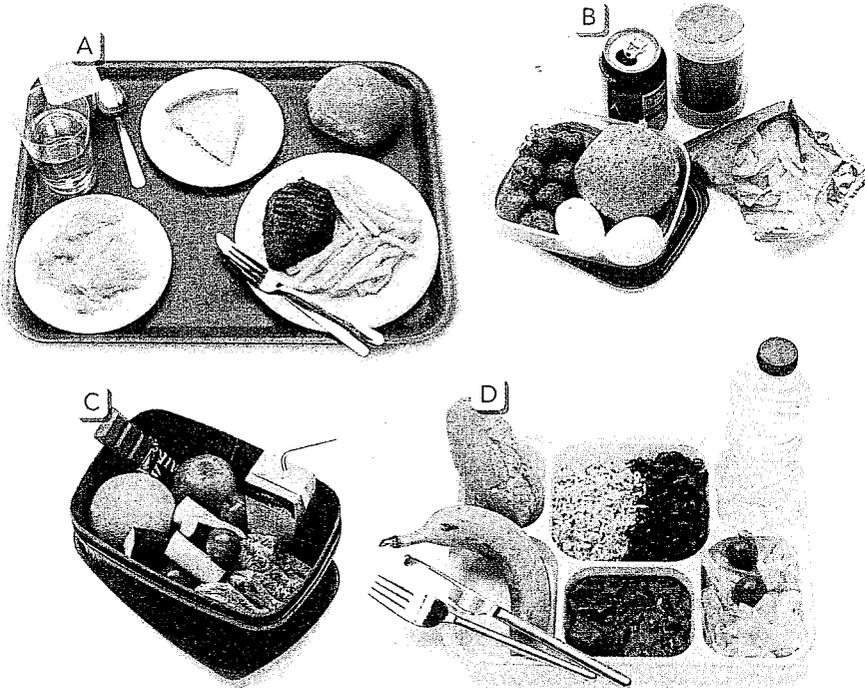
## SHOW WHAT YOU KNOW

1 In pairs, complete the table with all the different food you can see in photos A–D. You have sixty seconds.

Protein	Carbohydrates	Fruit and Vegetables	Other
meat	rice	banana	chocolate

2 In pairs, look at the photos and discuss the questions.

- Which school lunch do you think is the healthiest?
- Which school lunch is most similar to yours?
- Which school lunch would you most like to eat?



3 **CD 1.10 MP3.10** Listen to four students describing the school lunches. Match photos A–D with countries 1–4.

- 1 Brazil  2 France  3 England  4 Australia

4 Look at the photos again. Find examples of three countable nouns and three uncountable nouns. Check in your dictionary if necessary.

- Countable nouns: *a banana*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Uncountable nouns: *rice*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5 In pairs, ask and answer questions about food items in the photos. Use *Is there any ...?* for uncountable nouns or *Are there any ...?* for countable nouns.

A: Is there any rice in picture D?

B: Yes, there is.

A: Are there any sandwiches in picture D?

B: No, there aren't.

6 **CD 1.11 MP3.11** Complete the text with *a/an*, *the* or  $\emptyset$  (no article). Then listen and check.

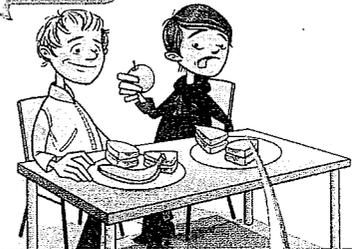
My school day starts early. For breakfast I usually have <sup>1</sup>  $\emptyset$  bread, <sup>2</sup> \_\_\_\_\_ hot chocolate and <sup>3</sup> \_\_\_\_\_ banana. I love <sup>4</sup> \_\_\_\_\_ fruit, so I always put <sup>5</sup> \_\_\_\_\_ apple and <sup>6</sup> \_\_\_\_\_ orange in my school bag for later. We have <sup>7</sup> \_\_\_\_\_ dog and I have to take <sup>8</sup> \_\_\_\_\_ dog out before I go to school. There's <sup>9</sup> \_\_\_\_\_ school bus. I know I should walk to school but <sup>10</sup> \_\_\_\_\_ bus stops right outside my house, and I'm lazy! I have lunch at school. <sup>11</sup> \_\_\_\_\_ lunches are healthy and because <sup>12</sup> \_\_\_\_\_ pasta is my favourite food, I usually have that. I get home around five o'clock. Luckily, my mum's <sup>13</sup> \_\_\_\_\_ great cook so we always eat well at home.

7 Read REMEMBER THIS. Complete the cartoon captions with *a/an*, *the* or  $\emptyset$  (no article).

## REMEMBER THIS

- You use *a* or *an* with singular countable nouns. Use *a/an* to talk about a thing or a person for the first time.
- You use *the* to talk about that thing or that person again. Use *the* when there is only one of something.
- Don't use *a/an* or *the* to talk about things in general.

What have you got for lunch today?



I've got some sandwiches and <sup>1</sup> \_\_\_\_\_ apple. <sup>2</sup> \_\_\_\_\_ sandwiches look OK but I don't want <sup>3</sup> \_\_\_\_\_ apple. I can't stand <sup>4</sup> \_\_\_\_\_ fruit!

## GRAMMAR FOCUS page 111

8 Complete the statements with *a/an*, *the* or  $\emptyset$  (no article).

- \_\_\_\_\_ fast food is bad for you.
- \_\_\_\_\_ Italian food is the best in \_\_\_\_\_ world!
- \_\_\_\_\_ men cook better than \_\_\_\_\_ women.
- I can't live without \_\_\_\_\_ chocolate.
- It's wrong to eat \_\_\_\_\_ animals.

9 In pairs, discuss the statements in Exercise 8. Which ones do you agree with?

I agree with number 1.

# 1 one

## Personality

*Wanting to be someone else is a waste of the person you are.*

Kurt Cobain

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – personality
- adjective antonyms
- negative prefixes: *un-, in-, ir-, dis-*
- adjective + preposition
- Words for free – personality
- word families

#### Grammar:

- present tenses – question forms
- subject and object questions
- *wh-* questions ending with prepositions
- verb + *-ing* form or verb + *to* infinitive

#### Listening:

- an interview and a conversation about voluntary work

#### Reading:

- a text on teenage stereotypes

#### Speaking:

- showing interest

#### Writing:

- a personal email/letter

### MATURA FOCUS

#### Temat maturalny:

- człowiek

#### Śłuchanie:

- dobieranie str. 15

#### Czytanie:

- dobieranie str. 16
- dobieranie nagłówków str. 23

#### Środki językowe:

- tłumaczenie fragmentów zdań str. 22
- wybór wielokrotny str. 22

#### Mówienie:

- rozmowa z odgrywaniem roli str. 23

#### Pisanie:

- e-mail str. 23

### FOCUS EXTRA

- Grammar Focus Reference and Practice str. 112
- WORD STORE booklet str. 2–3
- Workbook str. 16–25
- MyEnglishLab

## 1.1 Vocabulary

### Personality adjectives • adjective + preposition

*I can describe people and talk about personal qualities*

#### SHOW WHAT YOU KNOW

##### 1 Match adjectives 1–5 with their opposites a–e.

- |               |                                     |            |
|---------------|-------------------------------------|------------|
| 1 clever      | <input checked="" type="checkbox"/> | a boring   |
| 2 funny       | <input type="checkbox"/>            | b negative |
| 3 interesting | <input type="checkbox"/>            | c serious  |
| 4 kind        | <input type="checkbox"/>            | d stupid   |
| 5 positive    | <input type="checkbox"/>            | e unkind   |

##### 2 In pairs, look at the photos and guess what each person is like. Choose an adjective from Exercise 1 for each person.

##### 3 Listen to Rani describing Sara, David and herself. Check your ideas in Exercise 2.

##### 4 What do Sara, David and Rani want to be? Listen and complete the interview with the jobs they want to do.

## TEENAGE DREAMS AND AMBITIONS

THEY'RE YOUNG, AMBITIOUS AND OPTIMISTIC. WE MEET THREE TEENAGERS AND ASK THEM ABOUT THEIR DREAMS AND AMBITIONS.

**Interviewer:** So Sara, what do you want to be?

**Sara:** I want to be a <sup>1</sup> \_\_\_\_\_.

**Interviewer:** Are your parents involved in journalism?

**Sara:** No, not at all. In fact, journalists are pretty unpopular in my house. My father's interested in the news, but he isn't very keen on journalists. He thinks most of them are **arrogant**, dishonest and irresponsible.

**Interviewer:** David, why do you want to be a <sup>2</sup> \_\_\_\_\_?

**David:** I'm really disappointed with our government. Young people have a lot to say, but politicians don't listen to them. They just think teenagers are lazy and **miserable**.

**Interviewer:** Why do you think you could be a politician?

**David:** I'm passionate about my country. I also have the right character: I'm not at all shy! In fact, I'm very **outgoing**, and I'm good at public speaking. I'm only sixteen now, so I'm very inexperienced, but I'm serious about politics.

**Interviewer:** Rani, why do you want to be a <sup>3</sup> \_\_\_\_\_?

**Rani:** Well, most surgeons in the UK are men, and I think that's unfair and wrong in the twenty-first century. I think my generation is responsible for getting more women into important jobs.

**Interviewer:** What special qualities do you think you need to be a surgeon?

**Rani:** I think I need to be **caring**, **sensible** and very **hard-workin**

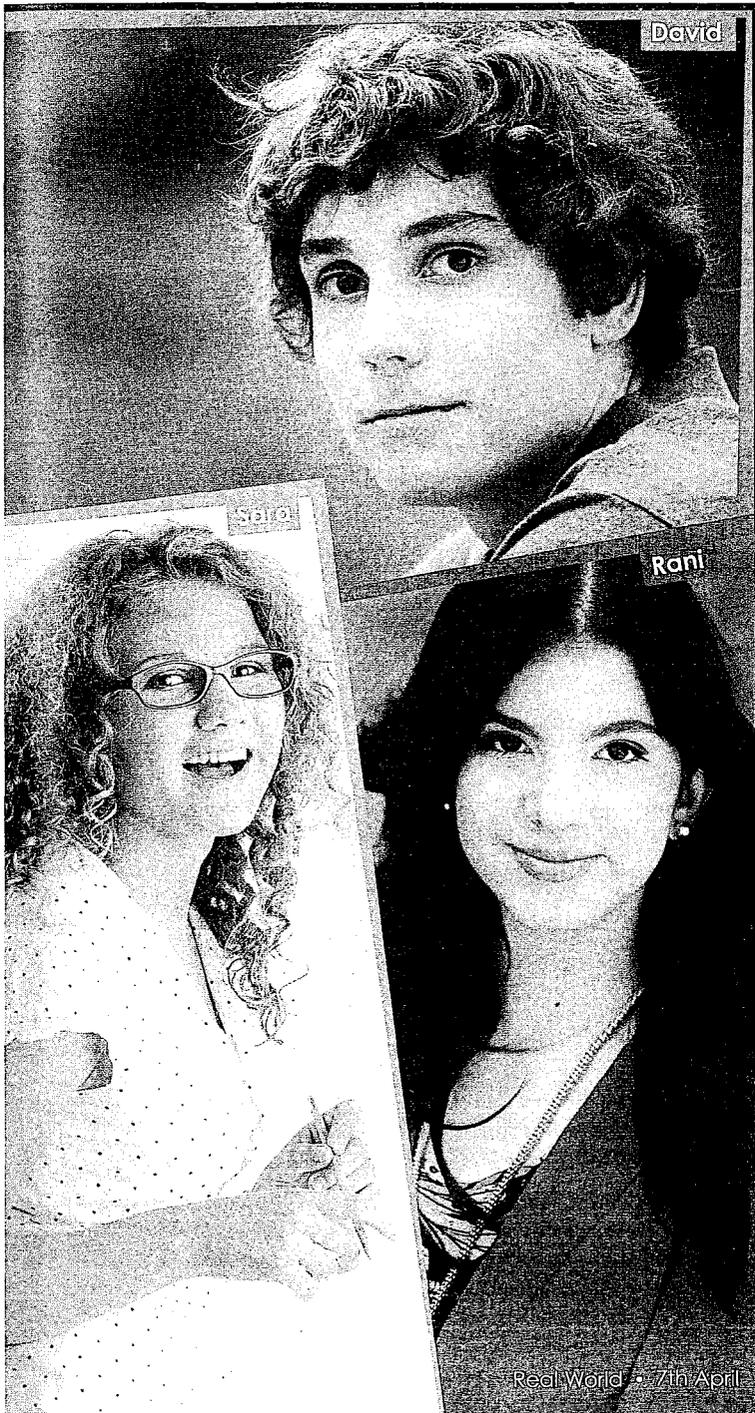
## 5 In pairs, discuss the questions.

- 1 Do you know anybody like Rani, Sara or David?
- 2 Which one is the most like/unlike you?
- 3 What are your dreams and ambitions?

## 6 Replace the adjectives in brackets with appropriate adjectives in red in the interviews.

- 1 Surgeons are (not selfish). They are kind and helpful.  
*Surgeons are caring. They are kind and helpful.*
- 2 Teenagers are (not cheerful). They are always in a bad mood.
- 3 Business people are (not lazy). They put a lot of effort into their work.
- 4 Journalists are (not modest). They think they are better than other people.
- 5 Politicians are (not shy). They are confident and sociable.
- 6 Farmers are (not crazy). They don't make silly decisions.

## 7 In pairs, discuss the statements in Exercise 6. Which ones do you agree with?



## WORD STORE 1A

- 8 **CD 1-14 MP3-14** Complete WORD STORE 1A with adjectives from Exercise 6. Then listen, check and repeat.

## WORD STORE 1B

- 9 **CD 1-15 MP3-15** Complete WORD STORE 1B with the opposites from the interviews. Then listen, check and repeat.

## 10 Complete the sentences with the appropriate adjectives from WORD STORE 1B.

- 1 Phil is an \_\_\_\_\_ skier. He goes to the mountains every year.
- 2 Ted's an \_\_\_\_\_ guy. He never tells lies.
- 3 I never ask Sarah to look after my pet. She is so \_\_\_\_\_.
- 4 Mr Morgan is very \_\_\_\_\_. He treats all his students equally.
- 5 Everybody likes Emma. She's really \_\_\_\_\_.
- 6 I'm worried about going in a car with Cara because she's an \_\_\_\_\_ driver. She only passed her test recently.
- 7 Paul's only sixteen, but he seems to be much older. He's so sensible and \_\_\_\_\_.

- 11 Can you change the names in Exercise 10 to describe people you know? Tell your partner.

## WORD STORE 1C

- 12 **CD 1-16 MP3-16** Look at the underlined phrases in the interview. Complete WORD STORE 1C with the correct prepositions. Then listen, check and repeat.

## 13 Complete the questions with the correct prepositions.

- 1 What sort of things are you interested \_\_\_\_\_?
- 2 What after-school activities are you involved \_\_\_\_\_?
- 3 What bands and singers are you keen \_\_\_\_\_?
- 4 What sports or games are you good \_\_\_\_\_?
- 5 What sort of things are you serious \_\_\_\_\_?
- 6 What jobs at home are you responsible \_\_\_\_\_?
- 7 Which marks in your last exams were you disappointed \_\_\_\_\_?
- 8 What are you most passionate \_\_\_\_\_?

- 14 In pairs, ask each other the questions in Exercise 13.

## WORD STORE 1D

- 15 **CD 1-17 MP3-17** Complete WORD STORE 1D. Translate the Words for free. Then listen and repeat.

- 16 In pairs, write true example sentences for each of the Words for free.

# 1.2 Grammar

## Present tenses – question forms

I can ask questions using present tense forms

1 In pairs, discuss who your role models are. Think about business people, sports people, entertainers or people you know.

2 **CD 1-18 MP3-18** Match the questions with the answers. Then listen and check.

- 1 Who inspires you?
- 2 What does he do?
- 3 Why do you admire him?
- 4 Does he give any money to charity?
- 5 Which charities does he give money to?
- 6 Have you ever met him?
- 7 What is he doing now?
- 8 Are you similar to him in any way?

- a No, never.
- b Different African charities, I think.
- c He's developing the first ever spaceport.
- d Richard Branson.
- e Yes, in some ways I am.
- f He owns Virgin Atlantic.
- g Yes, he's very generous.
- h Because he's so energetic and successful.



Richard Branson

3 Read the GRAMMAR FOCUS. Complete the examples using the questions in blue in Exercise 2.

### GRAMMAR FOCUS

#### Present tenses – question forms

To make questions, you put an auxiliary verb (*do, be, have*) before the subject of the main verb.

**Present Simple** → Why<sup>1</sup> \_\_\_\_\_ you admire him?

**Present Continuous** → What<sup>2</sup> \_\_\_\_\_ he doing now?

**Present Perfect** → <sup>3</sup> \_\_\_\_\_ you ever met him?

When you ask about the subject, you don't use the Present Simple auxiliary *do/does*.

Who inspires you? NOT ~~Who does inspire you?~~

Notice the position of the preposition in *wh-* questions:  
Which charities does he give money to?

4 **CD 1-19 MP3-19** Complete the questions for the interview about Aung San Suu Kyi. Then listen and check.

- 1 'Who \_\_\_\_\_?' 'The person who inspires me is Aung San Suu Kyi.'
- 2 'Who \_\_\_\_\_?' 'She's the Burmese Nobel Peace laureate.'
- 3 'Why \_\_\_\_\_?' 'I admire her because she's 100 percent loyal to the people of her country.'
- 4 'What \_\_\_\_\_?' 'She believes in non-violent action.'
- 5 'Have \_\_\_\_\_?' 'No, I haven't seen her, but I've listened to her speaking.'
- 6 'What \_\_\_\_\_?' 'She's working for peace, democracy and human rights.'



Aung San Suu Kyi

5 Complete the questions about the subject (a) and about the object (b) of each statement.

- 1 <sup>a</sup>Viv enjoys <sup>b</sup>swimming.
  - a Who *enjoys swimming*?
  - b What *does Viv enjoy*?
- 2 <sup>a</sup>Neil has tried <sup>b</sup>Japanese food.
  - a Who \_\_\_\_\_? b What \_\_\_\_\_?
- 3 <sup>a</sup>Rosie can speak <sup>b</sup>three languages.
  - a Who \_\_\_\_\_? b How many languages \_\_\_\_\_?
- 4 <sup>a</sup>Dave has visited <sup>b</sup>London.
  - a Who \_\_\_\_\_? b Which capital city \_\_\_\_\_?
- 5 <sup>a</sup>Tom is thinking about <sup>b</sup>food.
  - a Who \_\_\_\_\_? b What \_\_\_\_\_?
- 6 <sup>a</sup>Emily and Peter listen to <sup>b</sup>jazz.
  - a Who \_\_\_\_\_? b What \_\_\_\_\_?

6 Complete the sentences to make them true for you.

- 1 I'm reading \_\_\_\_\_ at the moment.
- 2 I spend most money on \_\_\_\_\_.
- 3 It takes me \_\_\_\_\_ minutes to get to school.
- 4 I go shopping for clothes \_\_\_\_\_ a month.
- 5 I usually have lunch with \_\_\_\_\_.
- 6 \_\_\_\_\_ inspires me.

7 In pairs, ask each other questions about the information in Exercise 6. Use different question words, e.g. *what, how long or how often*.

- A: What are you reading at the moment?
- B: A book about Steve Jobs.

# 3 Listening

## Matching

I can understand an interview and a conversation about voluntary work

- 1 In pairs, look at some of the places where people do voluntary work. Discuss why you would or wouldn't like to volunteer in each place.

in a developing country      in a nursery  
 in a hospital      in a library      on a farm  
 in an old person's home      in a prison  
 in a soup kitchen for homeless people

- 2 **CD 1-20 MP3-20** Listen to two volunteers Karen and Martin. Where do they do their voluntary work?



Martin



Karen

- 3 Read questions 1-8 in the EXAM FOCUS. Match the underlined words and phrases with these words and phrases from the interview.

confident       elderly       two or three   
 impresses people       Saturday and Sunday   
 more likely to do something   
 in a team       pigs and chickens

### EXAM FOCUS Matching

- 4 **CD 1-20 MP3-20** Listen to Karen and Martin again and answer the questions. Write K (Karen) or M (Martin).

Who ...

- 1 helps old people in the local area?
- 2 works with farm animals?
- 3 volunteers a few hours a week?
- 4 does volunteering work every weekend?
- 5 thinks that volunteers are more active than other people?
- 6 enjoys working with other people?
- 7 thinks that voluntary work makes you more sure of yourself?
- 8 thinks that doing voluntary work makes a good impression?

- 5 In pairs, imagine you could volunteer anywhere in the world. Which country would you choose? Why?

- 6 **CD 1-21 MP3-21** Listen to Tim giving Becky some advice about international volunteering. Answer the questions.

- 1 Where does Becky want to do voluntary work?  
 2 Does Tim think she has the right personal qualities?  
 3 Is Becky inspired by the conversation?

- 7 **CD 1-21 MP3-21** Listen again and complete each gap with one or two words from the dialogue.

## 5

### Key Questions before you volunteer for work overseas



#### 1 Are you fit and healthy?

You often work in difficult conditions, and you sometimes need to work <sup>1</sup> \_\_\_\_\_.

#### 2 Can you adapt to new situations?

You need to adapt to <sup>2</sup> \_\_\_\_\_, the food, the accommodation and a new <sup>3</sup> \_\_\_\_\_.

#### 3 Are you a good team-player?

All volunteers work in teams so you need to have good <sup>4</sup> \_\_\_\_\_ skills. You need to be cooperative and above all <sup>5</sup> \_\_\_\_\_.

#### 4 Are you sensitive to other cultures?

You need to be open to people and remember that your <sup>6</sup> \_\_\_\_\_ life is not the only way there is.

#### 5 Do you want to learn from the experience?

Volunteering can change your life and you as a person. It's an excellent opportunity to help people, learn <sup>7</sup> \_\_\_\_\_ and make new friends for life.

- 8 Work in pairs. Are you good candidates for international volunteer work? Ask each other the questions in Exercise 7 and decide.

### PROMPTING ADJECTIVES

- 9 **CD 1-22 MP3-22** Listen and put the adjectives into groups A, B, C or D depending on the stress.

ambitious      disappointed      interested  
 optimistic      outgoing      passionate  
 responsible      unpopular

A ...

B ...

C ...

D ...

\_\_\_\_\_ ambitious \_\_\_\_\_  
 \_\_\_\_\_

- 10 **CD 1-23 MP3-23** Listen, check and repeat.

### WORD STORE 1E

- 11 **CD 1-24 MP3-24** Complete WORD STORE 1E. Write the positive adjectives to make pairs of opposites. Then listen, check and repeat.

# 1.4 Reading

## Matching

I can understand a text on teenage stereotypes

- 1 In pairs, look at the phrases in the box and decide what parents say about teenagers and what teenagers say about themselves.

able to get up early    bad-tempered  
generous    interested in the world  
loyal to their friends    unhelpful  
obsessed with their phones    lazy  
passionate about music    selfish  
uncommunicative    hard-working

Parents say teenagers are ...

Teenagers say they are ...

- 2 Read the survey report and comments. Compare your ideas in Exercise 1 with the information you read.
- 3 Read the comments section again and write the names.

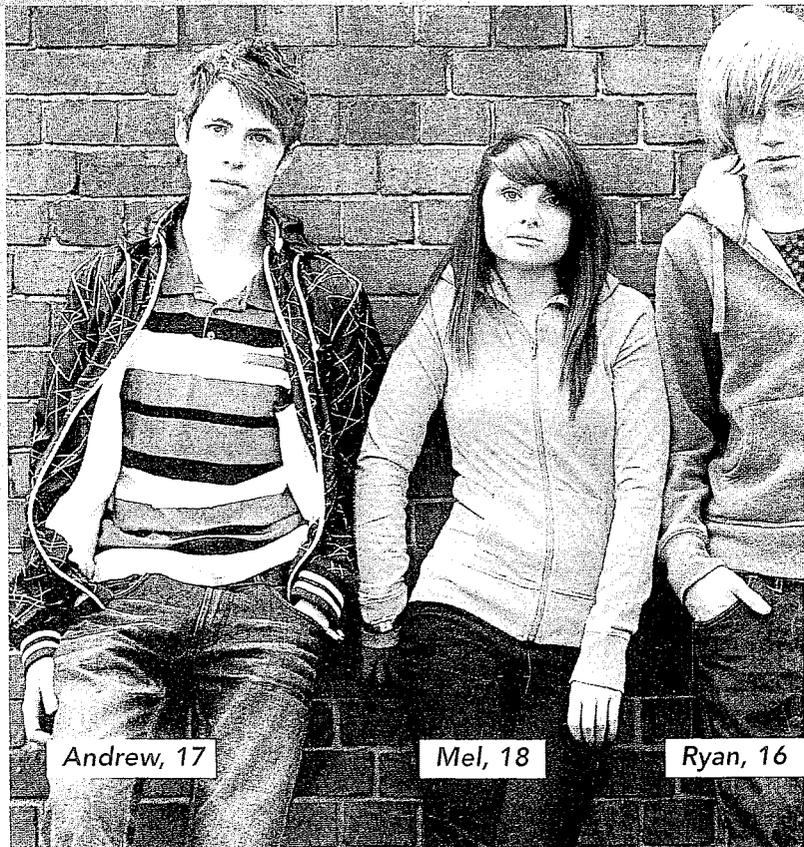
Who thinks ...

- Teenagers work really hard.  
\_\_\_\_\_
- Teenagers have lots of positive personal qualities. \_\_\_\_\_
- Teenagers are not only interested in themselves. \_\_\_\_\_
- Teenagers are all different people.  
\_\_\_\_\_
- Teenagers think friends are very important.  
\_\_\_\_\_

### EXAM FOCUS Matching

- 4 Complete gaps 1–5 in the comments section with sentences A–F. There is one extra sentence.

- A Teenagers are definitely not lazy.  
B We don't have time to tidy our rooms.  
C Why are people so negative about teenagers?  
D I don't think I'm selfish.  
E I hate stereotypes.  
F The most important thing in my life is not my phone.



## What are teenagers

©DDB 25 | MP3+25

A recent survey shows that there are reasons why teenagers behave badly. The study suggests that teenagers need to sleep more, and that is why 65 percent of parents say their teenagers are bad-tempered, uncommunicative and lazy. The report also shows that most teenagers are obsessed with their phones. They spend more time chatting online or playing computer games than doing homework. Most parents also say that their teenage children are selfish and unhelpful. Only a few of them help with housework at home.

### 10 Your comments



Sarah

- 1 \_\_\_\_\_ Most of us are adorable, cheerful, very hard-working, interesting, brave, generous, loyal, helpful and very good cooks. Oh, and very modest!

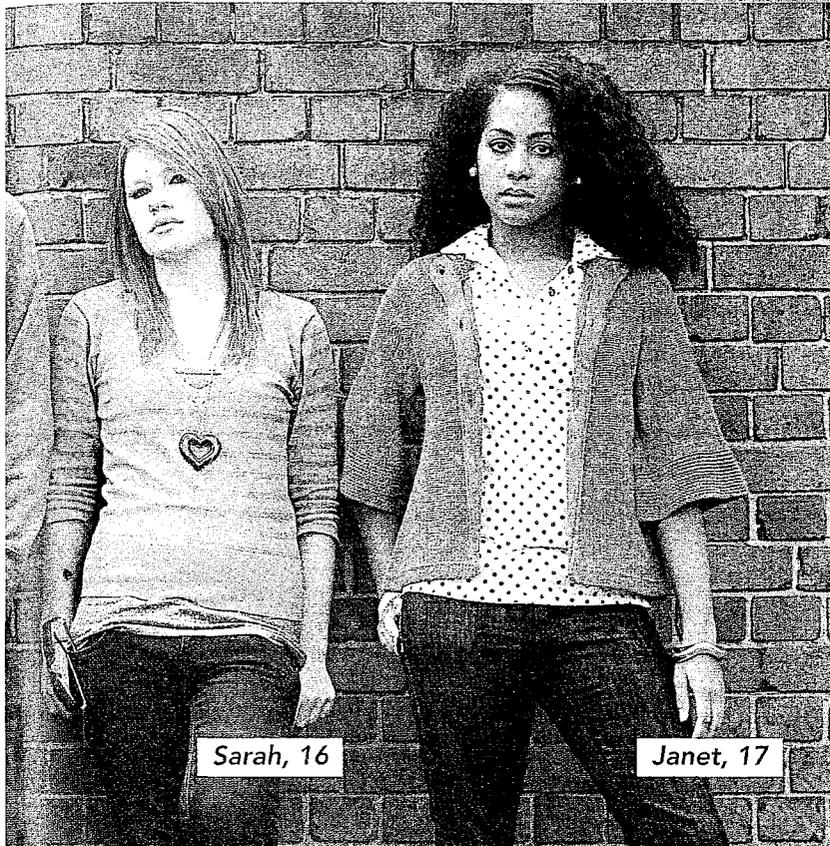
5.54 p.m. 03 May



Janet

- 2 \_\_\_\_\_ It's my friends. We love each other. We don't argue or fight. We go to the park after school and we sit under a tree, eat ice cream and talk about guys. We like cooking and camping, not just texting and computer games. I don't have time to read much, but I play the guitar and sing. I'm not a bad-tempered monster – I (usually) apologise when I'm wrong, and I like spending time with my grandparents.

7.18 p.m. 03 May



# really like?

25



**Andrew**

<sup>3</sup> \_\_\_\_\_ I get up at 6.30 a.m. every school day, and I work hard all day. I never make plans to meet friends in the evening – that's when I do my homework. I think I need about nine and a half hours sleep a night, but I usually get only seven hours. So I'm sometimes a bit grumpy! (Like my parents 😊)

10.13 a.m. 04 May

30



**Ryan**

<sup>4</sup> \_\_\_\_\_ Not all teenagers are the same. Some of us are lazy, some of us aren't. Some of us like chatting online or playing computer games, but some of us prefer to play football or go for a run. OK, some of the things people say about teenagers are true. For example, music is really, really important to us, but we like different kinds of music. We are INDIVIDUALS!

3.22 p.m. 05 May

35



**Mel**

<sup>5</sup> \_\_\_\_\_ I care about other people. I'm interested in the world. I want to travel and learn about other cultures. Then I want to get a job in a developing country. Most of my friends are like me! Where did you find your information? It's wrong!

6.20 p.m. 05 May

45

5 Match 1–5 with a–e to make questions. Then answer the questions.

- 1 Who likes spending
- 2 Who wants to get
- 3 Who doesn't have
- 4 Who does
- 5 Who thinks some teenagers play

- a his homework in the evening?
- b football?
- c time with her grandparents?
- d a job in a developing country?
- e time to read much?

6 Find antonyms in Sarah's comment for the following adjectives. Use a dictionary if necessary.

- 1 arrogant ≠ modest
- 2 cowardly ≠ \_\_\_\_\_
- 3 disloyal ≠ \_\_\_\_\_
- 4 dull ≠ \_\_\_\_\_
- 5 grumpy ≠ \_\_\_\_\_
- 6 mean ≠ \_\_\_\_\_

7 Complete the descriptions with an appropriate adjective from Exercise 6.

- 1 Teenagers are \_\_\_\_\_. They think they know everything.
- 2 Teenagers are \_\_\_\_\_. They never get enough sleep and are always in a bad mood.
- 3 Teenagers are \_\_\_\_\_ to their friends. They are always there for their friends.
- 4 Teenagers are \_\_\_\_\_. They never give money to charity and always buy cheap presents.
- 5 Teenagers are \_\_\_\_\_. They have lots of things to talk about.
- 6 Teenagers are \_\_\_\_\_. They avoid dangerous situations and don't take risks.

8 In pairs, discuss the statements in Exercise 7 with other people in the class. Which ones do you agree/disagree with? Why?

## WORD STORE 1F

9 Complete WORD STORE 1F. Add adjectives to the table. Mark the stress. Then listen, check and repeat.

# 1.5 Grammar

## Verb + -ing form or verb + to infinitive

I can use different verb patterns

- 1 In pairs, match the words in the box to the clothes in the pictures. Which of the clothes do you own?

jacket  hoodie  tie   
sweatpants  uniform  suit

- 2 Tick a sentence that best describes your opinion about clothes.

- 1 I want to look good at all times.   
2 I enjoy wearing comfortable things.   
3 I'm not interested in clothes.

- 3 Read the GRAMMAR FOCUS. Complete the examples using the verb patterns in blue in Exercise 2.

### GRAMMAR FOCUS

#### Verb + -ing form or verb + to infinitive

After some verbs and verb phrases you usually use the -ing form of a verb.

Examples: avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time

I enjoy <sup>1</sup> \_\_\_\_\_ comfortable things.

After some verbs and verb phrases you usually use the to infinitive.

Examples: agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer

I want <sup>2</sup> \_\_\_\_\_ good at all times.

- 4 Complete the questionnaire. For each gap, put the verb in brackets in the correct form.
- 5 Do the questionnaire. What is your attitude to clothes? Compare your answers with a partner.
- 6 Complete the sentences with wear or wearing. Then tick sentences that are true for you.
- 1 I can't stand \_\_\_\_\_ formal clothes like suits.   
2 I don't mind \_\_\_\_\_ sweatpants at home.   
3 I refuse \_\_\_\_\_ skinny jeans. They're too uncomfortable.   
4 I hate \_\_\_\_\_ heavy winter coats.   
5 I can't afford \_\_\_\_\_ designer clothes. They're too expensive.   
6 I avoid \_\_\_\_\_ anything yellow or pink.
- 7 Complete the sentences with information about yourself. Write five true sentences and one false one.
- 1 I love ...                      4 I spend a lot of time ...  
2 I need ...                      5 I sometimes pretend ...  
3 I've decided ...              6 I hope ...
- 8 Work in pairs. Read your sentences from Exercise 7 to your partner. Guess which sentence is false.

Grammar Focus page 112

## WHAT IS YOUR ATTITUDE TO CLOTHES?

### (SPEND)

- A I spend a lot of money on clothes.  
B I can't afford <sup>1</sup>to spend much money on clothes.  
C I prefer <sup>2</sup> \_\_\_\_\_ my money on going out.

### (GO)

- A I enjoy <sup>3</sup> \_\_\_\_\_ shopping for clothes.  
B I don't mind <sup>4</sup> \_\_\_\_\_ shopping for clothes.  
C I refuse <sup>5</sup> \_\_\_\_\_ shopping for clothes.

### (BUY)

- A I love <sup>6</sup> \_\_\_\_\_ new clothes every season.  
B I only buy clothes when I need them.  
C I avoid <sup>7</sup> \_\_\_\_\_ new clothes for as long as possible.

### (WEAR)

- A I refuse <sup>8</sup> \_\_\_\_\_ sweatpants.  
B I love <sup>9</sup> \_\_\_\_\_ sweatpants at home for comfort.  
C I wear sweatpants all the time.

### (GET)

- A I hope <sup>10</sup> \_\_\_\_\_ a job where I can wear all my favourite clothes.  
B I want <sup>11</sup> \_\_\_\_\_ a job where I can wear practical, comfortable clothes.  
C I'd like <sup>12</sup> \_\_\_\_\_ a job where I can wear a uniform or a suit.

### (THINK)

- A In the morning, I spend a lot of time <sup>13</sup> \_\_\_\_\_ about my clothes.  
B In the morning, I don't spend much time <sup>14</sup> \_\_\_\_\_ about my clothes.  
C I wear the same clothes every day.

## WHAT DOES IT MEAN?

### Mainly As I LOVE THEM

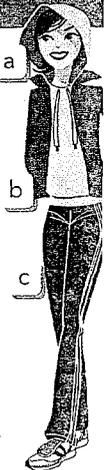
You enjoy <sup>15</sup> \_\_\_\_\_ (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

### Mainly Bs I NEED THEM

You don't mind <sup>16</sup> \_\_\_\_\_ (think) about clothes, but they are not your priority. You prefer casual clothes because you need <sup>17</sup> \_\_\_\_\_ (be) comfortable.

### Mainly Cs I HATE THEM

You hate <sup>18</sup> \_\_\_\_\_ (think) about clothes! You choose <sup>19</sup> \_\_\_\_\_ (spend) your time and money on other things. But don't forget, clothes can be fun.





# 1.7 Writing

## A personal email/letter

I can write to someone and tell them about myself



1 In pairs, choose five qualities to describe the ideal exchange student.

confident and independent	friendly and outgoing
generous	good-looking
interested in computers	into the same music as me
keen on the same hobbies as me	sensible

2 Read the email from an exchange student. Tick the topics in the box that the student writes about.

family <input type="checkbox"/>	food <input type="checkbox"/>	hobbies <input type="checkbox"/>
music <input type="checkbox"/>	school <input type="checkbox"/>	sport <input type="checkbox"/>

To: Jo

Subject: C U soon!

Hi Jo,

I hope you're well. I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.

As you know, I'm 16 and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is art. What about you? What's your favourite subject?

In my free time, I'm keen on sports and I'm pretty good at volleyball. I'm also passionate about music, especially American bands. At the moment I'm listening to Black Eyed Peas all the time.

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends? Are you involved in any groups or clubs?

I can't wait to see you next month! I'm sure we'll have fun.

OK, time to finish. Write soon ☺

Bye 4 now.

Carlo

3 Does the person in the email sound like your ideal exchange student? What details would you change? Tell your partner.

4 Put the sentences summarising the email in the correct order (1–5).

- a basic information about yourself
- b a greeting and information about why you are writing
- c say you are looking forward to seeing him/her
- d finish with a friendly goodbye
- e information about your likes/dislikes/hobbies, etc.

5 Complete the WRITING FOCUS with the underlined examples from the email.

### WRITING FOCUS

#### A personal email/letter

• Start the email/letter with a friendly greeting:

Dear Nick/Hi Jo.

• Don't use full forms. Use contractions:

you're (not you are)<sup>2</sup> \_\_\_\_\_ (not I am).

• Use emoticons (☺) or abbreviations but don't overuse them:

Bye for now = Bye 4 now.

• Use useful phrases to give information about yourself: I'm interested in/ I'm good at/ I'm <sup>3</sup> \_\_\_\_\_

• Ask questions to show you want a reply: What do you enjoy doing at weekends?/What <sup>4</sup> \_\_\_\_\_?

• Finish the email/letter with a friendly goodbye:

All the best/<sup>5</sup> \_\_\_\_\_.

6 Mark these phrases as F – usually used in the first paragraph, or L – usually used in the last paragraph.

- 1 How are you?/How are you doing?
- 2 I must be going now.
- 3 Looking forward to hearing from you/seeing you.
- 4 Give my love to .../Say hello to ...
- 5 It was good to hear from you.
- 6 Cheers,
- 7 Dear ...
- 8 I'm writing to tell you about .../say sorry about .../thank you for ...
- 9 C U (see you) soon/next week/in a few months.

7 Replace the phrases in purple from the email with suitable phrases from Exercise 6.

8 You are going to spend two weeks with an English family in London. Write a friendly email of about 80–130 words to their teenage son or daughter giving some information about yourself. Use the WRITING FOCUS to help you.

## Personality • Osobowość

able to /'eɪbəl tə/ zdolny do  
 adorable /ə'dɔːrəbəl/ zachwycający, uroczy  
 ambitious /æm'bɪʃəs/ ambitny  
 arrogant /'ærəɡənt/ arogancki, bezczelny  
 bad-tempered /,bæd 'tempəd/ wybuchowy  
 boring /'bɔːrɪŋ/ nudny  
 brave /breɪv/ odważny  
 bravery /'breɪvəri/ odwaga  
 caring /'keərɪŋ/ troskliwy  
 cheerful /'tʃɪəfəl/ radosny  
 clever /'kleɪvə/ mądry, inteligentny  
 confident /'kɒnfɪdənt/ pewny siebie  
 cooperative /kəʊ'ɒpərətɪv/ skłonny do współpracy  
 cowardly /'kaʊədli/ tchórzliwy  
 crazy /'kreɪzi/ zwariowany  
 dishonest /dɪs'hɒnəst/ nieuczciwy  
 disloyal /dɪs'lɔːl/ nielojalny  
 dull /dʌl/ nudny, nieciekawny  
 emotional /ɪ'məʊʃənəl/ emocjonalny, uczuciowy  
 energetic /,enə'dʒetɪk/ energiczny  
 enthusiastic /ɪn'θjuːzɪ'æstɪk/ entuzjastyczny  
 experienced /ɪk'spɪəriənst/ doświadczony  
 fair /feə/ sprawiedliwy  
 fit /fɪt/ sprawny  
 friendly /'frendli/ przyjazny, życzliwy  
 funny /'fʌni/ wesoły, zabawny  
 generosity /,dʒenə'reɪsəti/ hojność  
 generous /'dʒenərəs/ hojny, wspaniałomyślny  
 good at /'ɡʊd ət/ dobry w  
 grumpy /'ɡrʌmpi/ zrzędlawy, gburowaty  
 hard-working /,hɑːd 'wɜːkɪŋ/ pracowity  
 helpful /'helpfəl/ uczynny  
 honest /'ɒnəst/ szczerzy, uczciwy  
 inexperienced /ɪnɪk'spɪəriənst/ niedoświadczony  
 insensitive /ɪn'sensətɪv/ niewrażliwy  
 interesting /'ɪntrəstɪŋ/ interesujący  
 irresponsible /ɪrɪ'spɒnsəbəl/ nieodpowiedzialny  
 kind /kaɪnd/ dobry, życzliwy  
 laziness /'leɪzɪnəs/ lenistwo  
 lazy /'leɪzi/ leniwy  
 loyal to /'lɔːl tə/ lojalny wobec  
 loyalty /'lɔːlɪti/ lojalność  
 mean /miːn/ skąpy  
 miserable /'mɪzərəbəl/ ponury, zbolaty  
 modest /'mɒdəst/ skromny  
 modesty /'mɒdəstɪ/ skromność  
 negative about /'negətɪv ə,baut/ negatywnie nastawiony do  
 optimistic /,ɒptə'mɪstɪk/ optymistyczny  
 outgoing /,aʊt'ɡəʊɪŋ/ otwarty, towarzyski  
 pessimistic /,pesə'mɪstɪk/ pesymistyczny  
 popular /'pɒpjələ/ popularny, lubiany  
 positive /'pɒzətɪv/ pozytywny  
 responsibility /rɪ'spɒnsə'bɪləti/ odpowiedzialność  
 responsible for /rɪ'spɒnsəbəl fə/ odpowiedzialny za  
 selfish /'selfɪʃ/ egoistyczny  
 sensible /'sensəbəl/ rozsądny  
 sensitive to /'sensətɪv tə/ wrażliwy na  
 serious /'sɪəriəs/ poważny  
 shy /ʃaɪ/ nieśmiały  
 sociable /'səʊʃəbəl/ towarzyski  
 stupid /'stjuːpɪd/ głupi  
 successful /sək'sesfəl/ *be successful* – odnosić sukcesy  
 uncommunicative /,ʌnkə'mjuːnɪkətɪv/ niekomunikatywny  
 uncooperative /,ʌnkəʊ'ɒpərətɪv/ niechętny do współpracy  
 unfair /,ʌn'feə/ niesprawiedliwy  
 unfit /,ʌn'fɪt/ w słabej kondycji  
 unhelpful /ʌn'helpfəl/ niechętny do pomocy  
 unkind /,ʌn'kaɪnd/ niemiły  
 unpopular /ʌn'pɒpjələ/ *be unpopular* – nie cieszyć się sympatią  
 unsuccessful /,ʌnsək'sesfəl/ *be unsuccessful* – nie odnieść sukcesu

## Feelings and emotions • Uczucia i emocje

bad mood /,bæd 'muːd/ zły nastrój  
 crazy about sth /'kreɪzi ə,baut ,sʌmθɪŋ/ *be crazy about sth* – szaleć za czymś  
 disappointed with sth /,dɪsə'pɔɪntəd wɪð ,sʌmθɪŋ/ rozczarowany czymś  
 inspired by sth /ɪn'spaɪəd baɪ ,sʌmθɪŋ/ zainspirowany czymś  
 interested in sth /ɪn'trəstəd ɪn ,sʌmθɪŋ/ zainteresowany czymś  
 involved in /ɪn'vɒlvd ɪn/ zaangażowany w  
 keen on /'kiːn ɒn/ *be keen on sth* – lubić coś  
 obsessed with /əb'sest wɪð/ *be obsessed with sth* – mieć obsesję na punkcie czegoś  
 passionate about /'pæʃənət ə,baut/ *be passionate about sth* – pasjonować się czymś  
 serious about /'sɪəriəs ə,baut/ *be serious about sth* – poważnie podchodzić do czegoś

## Clothes • Ubrania

casual clothes /,kæʒʊəl 'kləʊðz/ swobodne ubrania  
 designer clothes /dɪ'zaɪnə kləʊðz/ ubrania od znanych projektantów  
 hoodie /'hudi/ bluza z kapturem  
 jacket /'dʒækət/ kurtka, marynarka  
 skinny jeans /,skɪni 'dʒiːnz/ dżinsy rurki  
 suit /suːt/ garnitur  
 sweatpants /'swetpænts/ spodnie dresowe  
 tie /taɪ/ krawat  
 uniform /'juːnəfɔːm/ mundur  
 winter coat /,wɪntə 'kəʊt/ kurtka zimowa

## Other • Inne

adapt to /ə'dæpt tə/ przystosować się do  
 admire /əd'maɪə/ podziwiać  
 argue /'ɑːɡjuː/ kłócić się  
 avoid sth /ə'vɔɪd ,sʌmθɪŋ/ unikać czegoś  
 can't afford sth /kɑːnt ə'fɔːd ,sʌmθɪŋ/ nie móc pozwolić sobie na coś  
 can't stand doing sth /kɑːnt stænd 'duːɪŋ ,sʌmθɪŋ/ nie znosić robienia czegoś  
 care about sth /'keə ə,baut ,sʌmθɪŋ/ przejmować się czymś  
 charity /'tʃærəti/ organizacja charytatywna  
 developing country /dɪ'veləpɪŋ 'kʌntri/ kraj rozwijający się  
 elderly /'eldəli/ starszy  
 experience /ɪk'spɪəriəns/ doświadczenie  
 get a job /,get ə 'dʒɒb/ znaleźć pracę  
 have sth in common /hæv ,sʌmθɪŋ ɪn 'kɒmən/ mieć coś wspólnego  
 healthy /'helθi/ zdrowy  
 homeless /'həʊmləs/ bezdomny  
 housework /'haʊswɜːk/ prace domowe  
 human rights /,hjuːmən 'raɪts/ prawa człowieka  
 identity /aɪ'dentəti/ tożsamość  
 impress /ɪm'pres/ robić wrażenie na  
 inspire /ɪn'spaɪə/ inspirować  
 make a good impression /meɪk ə ɡʊd ɪm'preʃən/ zrobić dobre wrażenie  
 opportunity /,ɒpə'tjuːnəti/ okazja  
 peace /piːs/ pokój  
 priority /praɪ'ɒrɪti/ priorytet  
 prison /'prɪzən/ więzienie  
 refuse to do sth /rɪ'fjuːz tə duː ,sʌmθɪŋ/ odmówić zrobienia czegoś  
 role model /'rəʊl mɒdl/ wzór do naśladowania  
 spend money on /,spend 'mʌni ɒn/ wydawać pieniądze na  
 spend time /spend 'taɪm/ spędzać czas  
 stereotype /'steriətaɪp/ stereotyp  
 survey /'sɜːveɪ/ sondaż  
 take risks /,teɪk 'rɪks/ podejmować ryzyko  
 team-player /'tiːm ,pleɪə/ osoba umiejąca pracować w zespole  
 unhealthy /ʌn'helθi/ niezdrowy  
 voluntary work /'vɒləntəri wɜːk/ wolontariat  
 volunteer /'vɒləntɪə/ wolontariusz/wolontariuszka



# MATURA FOCUS REVIEW 1

## SŁOWNICTWO I GRAMATYKA

1 Uzupełnij zdania właściwymi przymiotnikami. Pierwsza litera każdego słowa została podana.

- Shona never smiles and is always depressed. She's a really **m**\_\_\_\_\_ person.
- Tim always thinks he's right. He's so **a**\_\_\_\_\_.
- I'm **d**\_\_\_\_\_ with my exam results. I didn't do well.
- My parents always give me and my brother the same things. They're very **f**\_\_\_\_\_.
- Has Marion always been so **l**\_\_\_\_\_? She always stays in bed until midday!
- Everyone knows Katie's name and everyone likes her. She's so **p**\_\_\_\_\_.

2 Uzupełnij zdania właściwymi formami podanych słów.

- Tom has some health problems. He's quite \_\_\_\_\_.  
**HEALTHY**
- He saved a boy from the river and won a prize for \_\_\_\_\_.  
**BRAVE**
- Neil eats chips and hamburgers every day and never exercises. He's really \_\_\_\_\_. **FIT**
- She sends money to her family. I admire her \_\_\_\_\_.  
**GENEROUS**
- Marie told everyone my secrets. She's so \_\_\_\_\_. **LOYAL**
- \_\_\_\_\_ is not one of Zafira's qualities – she tells everybody that she's the best student in the class.  
**MODEST**

3 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.

- \_\_\_\_\_ you ever \_\_\_\_\_ in a river before? (swim)
- Who \_\_\_\_\_ eating Italian food? I know a good restaurant. (enjoy)
- \_\_\_\_\_ Eve usually \_\_\_\_\_ to bed very late? (go)
- What music \_\_\_\_\_ your friends \_\_\_\_\_ listening to? (like)
- What \_\_\_\_\_ you \_\_\_\_\_ at the moment? Is it a novel? (read)
- Who \_\_\_\_\_ my book? It's not on the desk! (take)

4 Używając podanych słów, napisz pełne zdania.

- I / not mind / wear / my sister's old clothes / if they suit me  
\_\_\_\_\_
- They / miss / live / in the city  
\_\_\_\_\_
- you / ever / refuse / help / your friends?  
\_\_\_\_\_
- Police officers / not always need / wear a uniform  
\_\_\_\_\_
- I / always like / dance  
\_\_\_\_\_
- you / spend / a long time / studying / when you get home from school?  
\_\_\_\_\_

## ŚRODKI JEZYKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ,  
WYBÓR WIELOKROTNY

5 Z podanych odpowiedzi A–C wybierz właściwe tłumaczenie fragmentu zdania podanego w nawiasie.

### Wskazówka maturalna

Zwracaj uwagę nie tylko na fragment, który należy przetłumaczyć, lecz także na całe zdanie. Czasami więcej niż jedna odpowiedź może być poprawnym tłumaczeniem podanego fragmentu, ale tylko jedna z nich pasuje do kontekstu i prawidłowo uzupełnia całe zdanie.

- Johann \_\_\_ (*nie interesuje się*) art at all. He has never been to an art gallery or an exhibition.  
A isn't involved in                      C isn't responsible for  
B isn't keen on
- \_\_\_ (*Kto pomaga Mary*) with the project today?  
A Who helps Mary                      C Who is helping Mary  
B Who has helped Mary
- X: I don't like shopping for clothes.  
Y: \_\_\_ (*Ja też nie.*)  
A Me too.                      B Me neither.                      C Not me.
- Sally is a vegetarian and she \_\_\_ (*odmawia noszenia*) clothes made of leather.  
A avoids wearing                      C refuses to wear  
B doesn't mind wearing
- X: My older sister is a fashion designer.  
Y: \_\_\_ (*Naprawdę?*)  
A Have you?                      B Is she?                      C Are there?
- Przeczytaj tekst. Z podanych odpowiedzi A–C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

### WOULD YOU LIKE TO LOOK MORE STYLISH?

**MOST TEENAGERS WANT TO <sup>1</sup> \_\_\_\_\_ GOOD, BUT MOST OF US CAN'T AFFORD <sup>2</sup> \_\_\_\_\_ THE LATEST FASHIONS OR DESIGNER CLOTHES. BUT THERE IS ANOTHER WAY.**

Have you ever <sup>3</sup> \_\_\_\_\_ buying clothes from a charity shop? You can find unique, stylish items at a much lower price than in high-street shops. Tasmin Childs, 16, is a big fan of charity shops. 'I enjoy <sup>4</sup> \_\_\_\_\_ through all the rails of clothes. I always find something interesting, and I prefer <sup>5</sup> \_\_\_\_\_ unusual items that no one else has.' Tasmin doesn't mind that someone else has worn the clothes before her. 'I wash the clothes, of course. I'm passionate <sup>6</sup> \_\_\_\_\_ recycling. If you're worried about the planet and climate change, reuse old clothes and visit your local charity shop.'

- |               |             |              |
|---------------|-------------|--------------|
| 1 A look      | B see       | C watch      |
| 2 A buy       | B to buy    | C buying     |
| 3 A preferred | B wanted    | C considered |
| 4 A search    | B to search | C searching  |
| 5 A putting   | B wearing   | C clothing   |
| 6 A about     | B with      | C to         |

## CZYTANIE

### DOBIERANIE NAGŁÓWKÓW

- 7 Do każdej części tekstu 1–4 dopasuj nagłówek A–F. Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

#### Wskazówka maturalna

Pamiętaj – do każdego fragmentu tekstu należy dopasować zdanie, które go **podsumowuje**, a nie tylko odnosi się do zawartej w nim informacji szczegółowej.

- A Schools today offer a better education.
- B Teachers criticise the exams for being very easy.
- C The Internet helps students prepare for exams.
- D Exams today are more difficult than in the past.
- E Students today are not more intelligent than in the past.
- F Young people study a lot because they want a better future.

#### News Groups Photos Mail

### Are exams really getting easier?

Every summer in the UK, worried students wait for the results of their exams. And every summer, the number of students with top grades increases. In some subjects, the number of students achieving A grades has doubled in less than ten years. Is this because students are becoming more intelligent? Do teaching standards rise each year? Or is it because exams are getting easier?

1

These days, students don't just learn in the classroom. We can go online and find out all kinds of things: how to revise, how to prepare for an exam, how to answer difficult exam questions. We have lots of tools to help us be successful. I think that's why exam passes are going up.

Julia, 16

2

Do you really believe humans are becoming so much more intelligent with every generation? If more young people pass their exams, it's because politicians make the exams easier. When I was a teenager, I was just as clever as the teenagers of today.

David, 58

3

Over the past twenty years, people have invested lots of money in education. We now have more energetic, experienced and imaginative teachers than ever before. Teachers want to help their students succeed, and they spend a lot of time working with students to achieve this. We should be saying 'thank you' to teachers, not criticising the exams.

Maria, 25

4

Exam passes are increasing because students are working harder. We know that there aren't many jobs out there for us after we finish school. We know that if we want an interesting job we have to have good exam results. So we're keen to study and to do well. I studied until midnight every night before my exams. It's simple: hard work = good results.

Jennifer, 17

## MÓWIENIE

### ROZMOWA Z ODGRYWANIEM ROLI

- 8 Zapoznaj się z poniższą kartą ucznia A. Zdecyduj, które cztery z podanych opcji a–f najbardziej pasują do tematu zadania i wpisz je w dymki.

Wraz z kolegą/koleżanką, który/która bardzo dobrze rysuje, chcesz stworzyć komiks internetowy o sprawach interesujących młodych ludzi. Zastanawiacie się, kim powinien być bohater waszego komiksu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.



- a Ubiór
- b Przyjaciele
- c Stan zdrowia
- d Zainteresowania
- e Cechy osobowości
- f Plany dotyczące pracy

- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne. Zadanie ucznia A: użyj karty z ćwiczenia 8. Zadanie ucznia B: użyj karty poniżej.

Jesteś kolegą/koleżanką ucznia A z Anglii i bardzo dobrze rysujesz. Wspólnie planujecie tworzenie komiksu internetowego o sprawach interesujących młodych ludzi. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.

- So, what kind of person do you want to write about?
- I'm not sure if it's a good idea.
- What exactly do you mean by young/miserable?
- What does he/she like doing in his/her free time?

## PISANIE

### E-MAIL

- 10 Przeczytaj zadanie egzaminacyjne. Do każdego podpunktu napisz po jednym pasującym zdaniu. Następnie wymień się zdaniami z partnerem i rozwiń je.

W tym semestrze jesteś na wymianie uczniowskiej w Wielkiej Brytanii. Napisz e-maila do kolegi ze Stanów Zjednoczonych.

- Wyjaśnij, gdzie jesteś, i wyraż opinię na temat tego miejsca.
- Opowiedz o rodzinie, u której przebywasz.
- Opisz kolegę/koleżankę, którego/którą poznałeś/ poznałaś w nowej szkole.
- Napisz, jak spędziłeś/spędziłaś poprzedni weekend.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

- 11 Wykonaj zadanie egzaminacyjne z ćwiczenia 10.

# 2 TWO

## Invention

*Necessity is the mother of invention.*  
A proverb

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – inventions
- technology
- compound nouns – computers
- collocations
- phrasal verbs
- Words for free – technology
- word families

#### Grammar:

- Past Continuous and Past Simple
- used to

#### Listening:

- people talking about why they wanted to become scientists

#### Reading:

- a story about space travel

#### Speaking:

- telling a story

#### Writing:

- an informal email

### MATURA FOCUS

#### Temat maturalny:

- nauka i technika

#### Słuchanie:

- dobieranie str. 27, 35

#### Czytanie:

- wybór wielokrotny str. 28
- dobieranie: uzupełnianie luk str. 35

#### Środki językowe:

- parafraza zdań str. 34
- pary zdań str. 34

#### Mówienie:

- rozmowa wstępna str. 35
- ilustracja (pytanie 3.) str. 35

#### Pisanie:

- e-mail str. 35

### FOCUS EXTRA

- Grammar Focus Reference and Practice str. 113
- WORD STORE booklet str. 4–5
- Workbook str. 26–35
- MyEnglishLab

## 2.1 Vocabulary

Technology • compound nouns, collocations and phrasal verbs

*I can talk about technology*

### SHOW WHAT YOU KNOW

- 1 In pairs, look at these twentieth century inventions. Decide which three are the most useful to society.

washing machine (1907)	refrigerator (1913)	radar (1922)
television (1925)	antibiotics (1928)	jet engine (1930)
nuclear power (1942)	communications satellite (1945)	
credit card (1958)	mobile phone (1973)	

- 2 Decide which inventions in Exercise 1 you could/couldn't live without. Compare your choices with a partner.

- 3 **CD 1-50 MP3-30** In pairs, match the dates with these digital 'firsts'. Then listen and check.

1971	1984	1990	1991
1995	2001	2005	2006

## Digital firsts

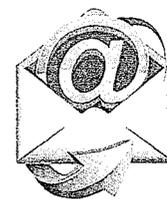
1

# YouTube

The first video on YouTube:

\_\_\_\_\_

2



The first email:

\_\_\_\_\_

5



The first website:

\_\_\_\_\_

6

### Archie Query Form



Search for:

Archie

The first search engine:

\_\_\_\_\_

4 **CD1-30 MP3-30** Listen again. Are statements 1–8 true (T) or false (F)?

- 1 Lots of people still watch the first YouTube video called 'Me at the zoo'.
- 2 Ray Tomlinson used the @ symbol to separate the username from the name of the Internet server in an email address.
- 3 You can only download music from the iTunes store.
- 4 Using a mouse to click on an icon and open a document was a very new idea in 1984.
- 5 You could visit a website before August 1991.
- 6 Thanks to Archie you could go online to find information.
- 7 *Classmates* is the most popular social networking site in the world.
- 8 A tweet is a text message to everybody who follows you on Twitter.

WORD STORE 2A

- 5 **CD1-31 MP3-31** Complete WORD STORE 2A with the compound nouns in red from Exercises 3 and 4. Then listen, check and repeat.
- 6 In pairs, complete the compound nouns in the questions. Then ask each other the questions.
- 1 How many \_\_\_\_\_ messages do you send in a day?
  - 2 Do you always use the same \_\_\_\_\_ name and password online?
  - 3 Have you got a \_\_\_\_\_ computer or a laptop?
  - 4 Which is the most popular search \_\_\_\_\_ in your country?
  - 5 How often do you update your profile on a \_\_\_\_\_ networking site?
  - 6 Have you got a reliable Internet \_\_\_\_\_ and fast broadband speeds?

WORD STORE 2B

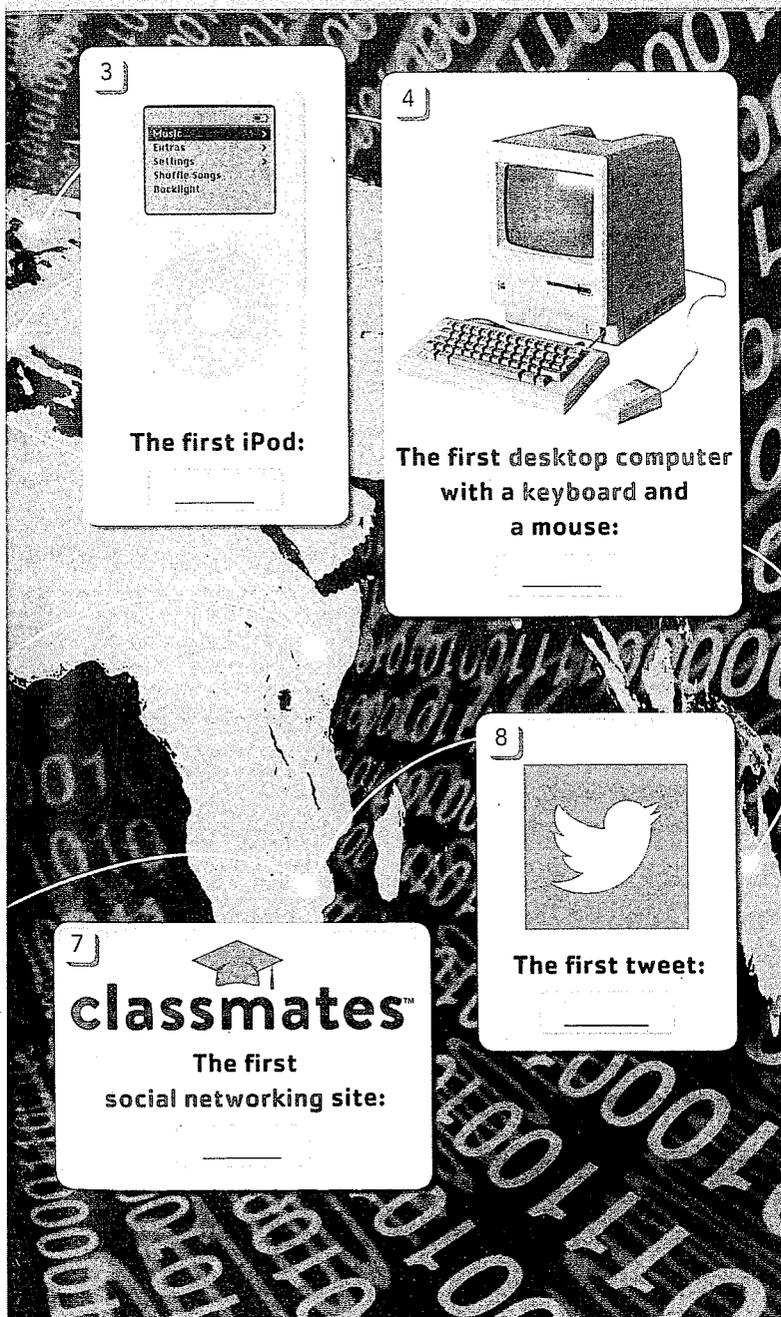
- 7 **CD1-32 MP3-32** Complete WORD STORE 2B with the verbs from the underlined collocations in Exercise 4. Then listen, check and repeat.
- 8 Choose the correct verb. Then complete the sentences to make them true for you.
- 1 The first thing I do when I visit / go online is ...
  - 2 The last document I opened / followed was ...
  - 3 The icon I click on / push most often is ...
  - 4 The person I'd like to watch / follow on Twitter is ...
  - 5 The website I visit / go in most is ...
  - 6 The last music I downloaded / followed was ...

WORD STORE 2C

- 9 **CD1-33 MP3-33** Listen to a phone call between a grandma and her grandson. Tick the actions she does.
- |   |  |
|---|--|
| 1 <u>switch on</u> the computer <input type="checkbox"/>  | 5 <u>scroll up</u> the page <input type="checkbox"/> |
| 2 <u>log on</u> to Facebook <input type="checkbox"/>      | 6 <u>hang up</u> <input type="checkbox"/>            |
| 3 <u>click on</u> the Skype icon <input type="checkbox"/> |  |
| 4 <u>scroll down</u> the page <input type="checkbox"/>    |  |
- 10 **CD1-34 MP3-34** Complete WORD STORE 2C. Match the phrasal verbs from Exercise 9 with the definitions. Then listen, check and repeat.
- 11 Explain to your partner how to do one of the tasks below. Use the words and phrases in WORD STORE 2 to help you.
- how to attach a photo to an email
  - how to download an album from iTunes
  - how to find a friend on Facebook

WORD STORE 2D

- 12 **CD1-35 MP3-35** Complete WORD STORE 2D. Translate the *Words for free*. Then listen and repeat.
- 13 In pairs, write true example sentences for each of the *Words for free*.



## 2.2 Grammar

### Past Continuous and Past Simple

I can use the Past Continuous and the Past Simple to describe past events

- 1 In pairs, read what people say about e-books and printed books. Which comments do you agree with? Think of more advantages and disadvantages.

1 When I go on holiday, I don't have to pack heavy books.

2 I like the feel of a real book in my hands.

3 I work with computer screens all day – I don't want to read books on a screen too.

4 Books are so expensive. E-books are cheaper.

- 2 Read about e-ink. Who was Joe Jacobson and why did he have a 'Eureka' moment?

### Eureka!



In 1997 Joe Jacobson was working as a researcher for the Massachusetts Institute of Technology (MIT). One summer, he went on holiday to the coast. He was lying on a beach when he finished his book. Unfortunately, he didn't have another one with him.

At that moment, he imagined an electronic book that he could download any time he wanted and read in direct sunlight. It was a 'Eureka' moment. His vision became e-ink technology and helped develop the e-readers that we have today.

- 3 Read the GRAMMAR FOCUS. Complete the examples using the past forms in blue in Exercise 2.

#### GRAMMAR FOCUS

##### Past Continuous and Past Simple

• You use the **Past Continuous** to talk about longer actions in progress at a time in the past.

In 1997 Joe Jacobson <sup>1</sup> \_\_\_\_\_ as a researcher for MIT.

• You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer action (Past Continuous).

He <sup>2</sup> \_\_\_\_\_ on a beach when he <sup>3</sup> \_\_\_\_\_ his book.

##### Past Continuous: was/were + -ing form

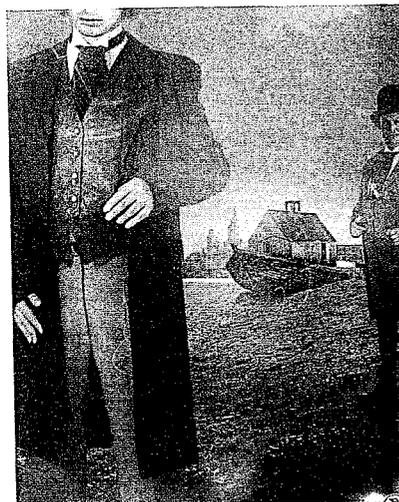
+ He was working ...

- You weren't working ...

? Were they working ...?

Yes, they were./No, they weren't.

- 4 Complete the beginnings of two stories with the Past Simple or the Past Continuous forms of the verbs in brackets.



PENGUIN READERS

#### David Copperfield

Charles Dickens

It was a terrible stormy night six months after my father's death. My mother <sup>1</sup> was sitting (sit) alone by the fire, waiting for her baby to arrive. She <sup>2</sup> \_\_\_\_\_ (feel) sad and ill. Suddenly she <sup>3</sup> \_\_\_\_\_ (hear) a noise outside. 'There's someone at the door, Peggotty,' my mother <sup>4</sup> \_\_\_\_\_ (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty <sup>5</sup> \_\_\_\_\_ (reply). She <sup>6</sup> \_\_\_\_\_ (go) and <sup>7</sup> \_\_\_\_\_ (open) the door.

As the carriage moved quickly along the rough dry road, Jonathan Harker <sup>8</sup> \_\_\_\_\_ (look out) at the changing view. Behind him was a land of small, green hills and colourful fields of fruit trees. Now he <sup>9</sup> \_\_\_\_\_ (drive) into the Transylvanian mountains through a thick forest. It <sup>10</sup> \_\_\_\_\_ (get) dark, and the other people in the carriage <sup>11</sup> \_\_\_\_\_ (be) quiet and afraid. A woman opposite him <sup>12</sup> \_\_\_\_\_ (reach) towards him and <sup>13</sup> \_\_\_\_\_ (put) something in his hand. It <sup>14</sup> \_\_\_\_\_ (be) a small, silver cross. 'Wear it around your neck,' she said. 'You'll be safe.'



PENGUIN READERS

#### Dracula

Bram Stoker

- 5 Which story would you like to continue reading and why? Discuss in pairs.

- 6 Complete each sentence with one Past Simple and one Past Continuous verb form. Tick the sentences that are true for you.

- 1 My parents \_\_\_\_\_ (study) when they \_\_\_\_\_ (met).
- 2 My computer \_\_\_\_\_ (crash) when I \_\_\_\_\_ (do) my homework last night.
- 3 I \_\_\_\_\_ (watch) TV when my mum \_\_\_\_\_ (get) home yesterday.
- 4 It \_\_\_\_\_ (rain) when I \_\_\_\_\_ (wake up) this morning.
- 5 I \_\_\_\_\_ (burn) myself when I \_\_\_\_\_ (make) breakfast.
- 6 A friend \_\_\_\_\_ (text) me when I \_\_\_\_\_ (walk) to school.

- 7 In pairs, write questions for the sentences in Exercise 6. Change pronouns where necessary. Then ask each other the questions.

A: Were your parents studying when they met?

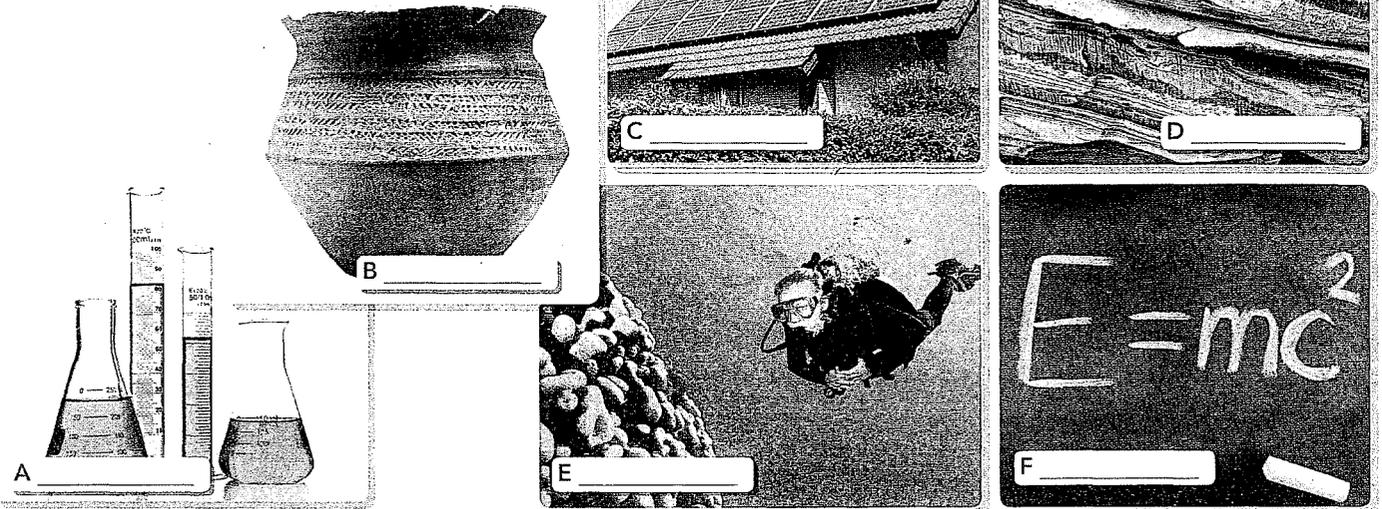
B: No, they weren't.

Grammar Focus page 113

# 3 Listening

## Matching

I can understand people talking about why they wanted to become scientists



- 1 **CD1-36 MP3-36** In pairs, label the photos with the words in the box. Then listen, check and repeat.

chemistry    physics    marine biology  
archaeology    geology    ecology

- 2 Complete the job descriptions with the jobs in the box. Do you know anybody who does one of these jobs? Tell your partner.

An archaeologist    A chemist    An ecologist  
A geologist    A marine biologist    A physicist

- \_\_\_\_\_ finds ways to make chemicals useful to society.
  - \_\_\_\_\_ studies ways of protecting the environment.
  - \_\_\_\_\_ studies rocks and the history of the earth.
  - \_\_\_\_\_ asks 'big' questions about the laws of nature.
  - \_\_\_\_\_ studies people who lived thousands of years ago.
  - \_\_\_\_\_ studies, observes and protects marine life.
- 3 **CD1-37 MP3-37** Listen to five speakers talking about why they became scientists. Which job from Exercise 2 does each person do?

### EXAM FOCUS Matching

- 4 **CD1-37 MP3-37** Listen again. Match statements A–F with speakers 1–5. There is one extra statement.

Speaker 1:     Speaker 4:   
Speaker 2:     Speaker 5:   
Speaker 3:

- A I want to find answers to important questions.  
B I want to discover new things that help people.  
C I want to explore oceans and preserve the ocean environment.  
D I'm interested in studying our prehistoric ancestors.  
E I want to study the evolution of our planet.  
F I want to find solutions to nature's problems.

- 5 Complete these questions about the speakers.

cures    discoveries    research  
evidence    experiments    hours

- Who wants to collect \_\_\_\_\_ about global warming?
  - Who wants to make new \_\_\_\_\_ and find new \_\_\_\_\_?
  - Who loves doing \_\_\_\_\_ and analysing data?
  - Who spent \_\_\_\_\_ in the Egyptian room in the Louvre?
  - Who is doing \_\_\_\_\_ into climate change?
- 6 **CD1-37 MP3-37** Listen again and answer the questions in Exercise 5.
- 7 Do you think you could be a scientist? Why?/Why not? Discuss in pairs.

- 8 **CD1-38 MP3-38** Complete the table. Then listen, check and repeat. Mark the stress.

Subject	Job
1 archaeology	<u>archaeologist</u>
2 biology	_____
3 _____	chemist
4 ecology	_____
5 geology	_____
6 mathematics	mathematician
7 _____	physicist
8 science	_____

- 9 In pairs, practise the words from Exercise 8 in short dialogues. Pay attention to the stress.  
A: What does a biologist do?  
B: Biology.

### WORD STORE 2E

- 10 **CD1-39 MP3-39** Complete WORD STORE 2E. Add nouns or verbs to the table. Mark the stress. Then listen, check and repeat.

## 2.4 Reading

### Multiple choice

*I can understand a story about space travel*

1 In pairs, look at photos A–E on page 29 and match them with headings 1–5. Discuss what you know about Apollo 13.

- 1 NASA engineers at mission control in Houston
- 2 The capsule splashed down in the sea
- 3 The launch of Apollo 13
- 4 Earth seen from the moon
- 5 Astronauts who were on board the spacecraft

2 Read the text on page 29 and answer the questions.

- 1 Where was Apollo 13 flying to?
- 2 Why didn't it get there?
- 3 What happened?
- 4 Who helped the astronauts solve 'the problem'?
- 5 How many days in total did the astronauts spend in space?

### Multiple choice

3 Read the text again. For questions 1–6, choose the correct answer A–D.

- 1 Reg Turnill found out there was a problem with Apollo 13 when he was
  - A sitting at his desk.
  - B getting ready for bed.
  - C entering mission control.
  - D talking to Jim Lovell.
- 2 The workers at mission control were
  - A planning to walk on the moon.
  - B not expecting any problems.
  - C working hard when the explosion took place.
  - D concerned about the spacecraft.
- 3 The spacecraft lost most of its fuel
  - A through the hatch.
  - B because of the explosion.
  - C several hours after the explosion.
  - D very slowly.
- 4 NASA engineers
  - A did not expect the astronauts to return.
  - B were not interested in help from outside.
  - C immediately formed a big team to fix the problem.
  - D continued working as usual.
- 5 The main problem on board was
  - A very little oxygen and water.
  - B very little light.
  - C a lot of gas.
  - D a lot of oxygen and water.
- 6 The space capsule
  - A didn't have any parachutes.
  - B sank in the Pacific Ocean.
  - C landed in Tonga.
  - D brought the three astronauts back safely.

4 Match the blue words and phrases in the text with the definitions below.

- 1 small door – hatch
- 2 thought of/produced – \_\_\_\_\_
- 3 understand – \_\_\_\_\_
- 4 working – \_\_\_\_\_
- 5 not be worried any more – \_\_\_\_\_
- 6 getting less and less – \_\_\_\_\_
- 7 shout happily – \_\_\_\_\_
- 8 doing/taking part in – \_\_\_\_\_

5  MP3-41 Complete the text with the correct form of an appropriate word from Exercise 4. Then listen and check.

## One Small Step for Man

In 1962, US President JF Kennedy promised to put a man on the moon before 1970. It was seven more years before NASA <sup>1</sup> figured out how to do it. In July 1969, when time was <sup>2</sup> \_\_\_\_\_ out, three astronauts <sup>3</sup> \_\_\_\_\_ out the historic mission on board Apollo 11. American astronaut Neil Armstrong opened the <sup>4</sup> \_\_\_\_\_ and became the first man to walk on the moon. In Houston, engineers who were on <sup>5</sup> \_\_\_\_\_ at mission control <sup>6</sup> \_\_\_\_\_ a sigh of relief when they saw Armstrong step onto the moon. All over the world, people were watching on TV, and they <sup>7</sup> \_\_\_\_\_ as they heard Armstrong say his famous words: 'That's one small step for man, one giant leap for mankind.' Armstrong says that he <sup>8</sup> \_\_\_\_\_ up with his famous words after landing on the moon.



6 In pairs, discuss these opinions about space exploration. Which ideas do you agree or disagree with?

- Space exploration is very expensive – we should solve problems on earth first such as poverty and starvation.
- The earth's population is growing – we will need to live on another planet one day.
- We need space exploration to answer the big questions: are we alone? are there other forms of life out there?

### WORD STORE 2F

7  MP3-42 Complete WORD STORE 2F. Match verbs and nouns to make collocations. Then listen, check and repeat.

# “HOUSTON WE HAVE A PROBLEM”

A

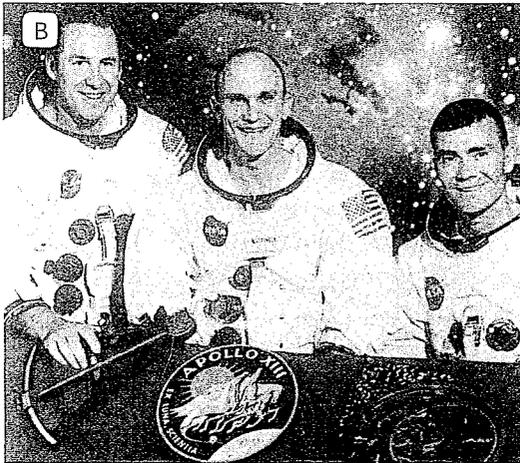


CD 1-40 MP3-40

It was 13th April 1970, two days after the launch of Apollo 13. BBC journalist, Reg Turnill, was reporting on the mission from the space centre in Houston. He describes the moment he realised there was a problem with Apollo 13:

“I looked into mission control just before going to bed. I was going through the door when I heard Jim Lovell say ‘Houston we have a problem.’”

Instead of going to bed, the journalist went back to his desk and stayed there for the next three days.



Apollo 13’s commander,

<sup>15</sup> Jim Lovell, together with his colleagues Fred Haise and Jack Swigert, were carrying out NASA’s third mission to the moon. Lovell and Haise were planning to walk on the moon. But this never happened.

Nearly two days into the flight, things were going so smoothly that Joe <sup>20</sup> Kerwin, on duty at mission control, told the crew: “The spacecraft is in real good shape (...). We’re bored to tears down here.”

Several hours later, the crew heard a loud explosion. On board the spacecraft, warning lights were flashing. One of the fuel tanks was empty, and one of them was close to zero. Thirteen minutes after the <sup>25</sup> explosion, Jim Lovell looked out of the hatch. Gas was escaping into space.

NASA reacted quickly. They called in all the most experienced astronauts including Neil Armstrong and Buzz Aldrin. They worked day and night with the NASA engineers and the crew of Apollo 13 to find <sup>30</sup> a solution.

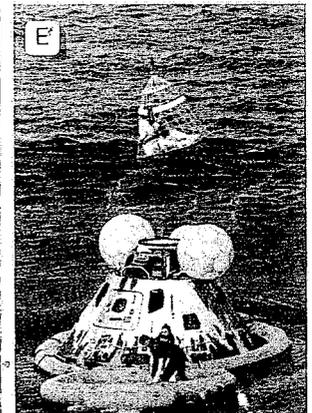
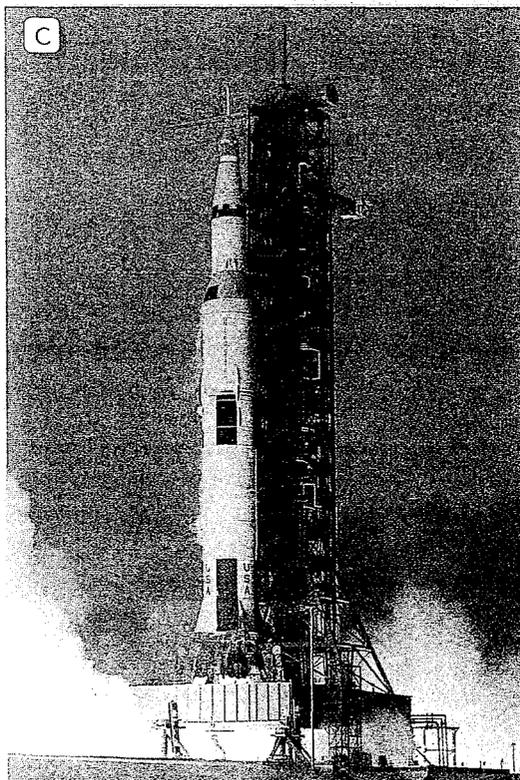
Both mission control and the astronauts remained very calm, but by breakfast time, the media were going crazy. Millions of people were following the events on television. The newspapers reported that the astronauts only had a 10-percent chance of getting home safely.

<sup>35</sup> Meanwhile, on board, the astronauts did not discuss the possibility of not returning home. They were trying to figure out what was happening and how to fix it. Supplies of oxygen and water were running out but with the help of the engineers at mission control, they came up with a plan.

<sup>40</sup> The spacecraft orbited the moon, using its gravity to return to earth. As the spacecraft left outer space and re-entered into the earth’s atmosphere, nobody knew whether the astronauts would live or die.

Under parachutes, the spacecraft appeared through the clouds and exhausted workers at mission control were finally able to breathe a sigh <sup>45</sup> of relief, raise their hands and cheer.

The capsule successfully returned to earth on Friday 17th April 1970. It splashed down in the Pacific Ocean near Tonga, where a rescue boat was waiting to recover the three astronauts.



# 2.5 Grammar

## used to

I can talk about past states and repeated actions



1 In pairs, look at the photos and discuss in what way these things are different today.

- |         |            |               |        |
|---------|------------|---------------|--------|
| fashion | friends    | music         | travel |
| school  | technology | relationships |        |

2 MP3-43 Listen to a dialogue between Chris and his granddad. Are the sentences about Chris's granddad true (T) or false (F)?

- He used to phone people from the phone in the sitting room.
- He used to send text messages.
- He didn't use to live near his friends.
- His mum didn't use to like the loud music in his bedroom.
- His parents bought him a camera for his sixteenth birthday.
- He used to have five or six good friends.

3 Read the GRAMMAR FOCUS. Complete the examples using the past forms in blue in Exercise 2.

### GRAMMAR FOCUS

#### used to

You use **used to + verb** to talk about past states that are no longer true.

He <sup>1</sup> used to have five or six good friends.

You use **used to + verb** to talk about regular past actions that don't happen any more.

He <sup>2</sup> used to phone people from the phone in the sitting room.

You don't use **used to + verb** to talk about a past action that only happened once. You use the **Past Simple**.

His parents <sup>3</sup> bought him a camera for his sixteenth birthday. (NOT used to buy)

#### used to + verb

+ I used to work ...

- He didn't use to work ...

? Did you use to work ...?

Yes, we did./No, we didn't.

4 Complete the sentences with the correct forms of the verbs in brackets. Use **used to + verb** and the Present Simple.

- People used to read (read) maps but now they use (use) GPS systems.
- People used to (not use) their cars much but now they drive (drive) everywhere.
- People used to (update) their online profiles now, but they write (write) letters.
- Children used to (play) inside now, but in the past they played (play) outside.
- Teachers used to (suggest) books but now they give out (give out) website addresses.
- Families used to (watch) TV together but now they watch (watch) it individually.
- Students used to (use) Google now, but they look up (look up) things in encyclopedias.
- Parents used to (not worry) so much but now they give (give) children less freedom.

5 In pairs, discuss the statements in Exercise 4. Do you think they are all true?

6 Replace the Past Simple with **used to + verb** if possible. Then tick the sentences that are true for you.

When I was at primary school, ...

- my parents took me to school every day.
- I didn't go online much.
- I went on a school trip to the Science Museum.
- I didn't like school dinners.
- my parents bought me my first mobile phone.
- I wanted to be an astronaut.

7 In pairs, make questions for the sentences in Exercise 6. Then ask each other the questions.

A: Did your parents use to take you to school?  
B: Yes, they did.

# 2.6 Speaking

## Telling a story

*I can tell a story and be a good listener*

1 In pairs, look at the holiday photo of Tom and answer the questions.

- 1 Where was Tom?
- 2 What was he doing?
- 3 What was the problem?



2   MP3-44 Read and listen to the story. Compare your ideas from Exercise 1.

Lisa: Hi Tom. How was your holiday in Australia?

Tom: It was really good thanks ... except for the day I nearly died.

Lisa: What happened?

Tom: I was doing some climbing. At first the sun was shining and I was enjoying myself.

But all of a sudden the weather changed. It became really foggy and I couldn't see the path.

Lisa: Oh dear, that sounds frightening.

Tom: I was pretty worried. I continued for a while, but finally I realised I was lost.

Lisa: What did you do?

Tom: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me.

Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited.

Lisa: Oh no, what a nightmare!

Tom: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again.

3 There are often five stages in a story. Match stages 1–5 in Tom's story with headings a–e below.

- a background
- b final comment
- c introduction
- d problem
- e main events

4 Complete the SPEAKING FOCUS with the underlined examples from the story in Exercise 2.

### SPEAKING FOCUS

#### Telling a story

##### Use the right tenses

• Past Continuous for the 'background':

The sun was shining and I was enjoying myself.

• Past Simple for the 'problem' and the 'main events':

The weather changed. I couldn't see the path.

##### Use linkers

• Beginning: To start with/At <sup>2</sup> \_\_\_\_\_

• Middle: Suddenly/All of a <sup>3</sup> \_\_\_\_\_ /  
Lucky/Fortunately/<sup>4</sup> \_\_\_\_\_

• End: In the end/Finally/<sup>5</sup> \_\_\_\_\_

##### Say how you felt

I was excited/frightened/relieved/surprised/shocked/worried, etc.

##### Make a 'final comment'

It was the best/worst day of my life!

I'll never forget the look on his face!

I'll never <sup>6</sup> \_\_\_\_\_.

#### Listening to a story

##### Neutral response

Really?/Oh dear./Oh no.

##### Strong response

That sounds amazing/funny/<sup>7</sup> \_\_\_\_\_.

What a great story/a <sup>8</sup> \_\_\_\_\_!

##### Respond with questions

What happened?

What did you do?

5 You are going to tell a story and your partner is going to listen and respond.

- Choose a topic from the box or one of your own ideas.

a dangerous situation	a nice surprise
some good or bad luck	a mistake
something that happened on holiday	

- Think about what you are going to say and make notes under the headings for the five stages of a story in Exercise 3.

6 In pairs, follow the instructions below to practise telling your stories. Then act out your dialogue to the class.

**Student A:** Use your notes in Exercise 5 to tell the story.

**Student B:** Use the SPEAKING FOCUS to react and respond to what Student A says.

# 2.7 Writing

## An informal email

I can write to someone and recount a past event

- In pairs, list the top three tourist attractions in your city. Compare your answers with other people in the class.
- Read the emails 1–3 and answer the questions.
  - Why does Alice write to Mariusz?
  - What does Mariusz suggest?
  - How useful is Mariusz's suggestion?

1

To: Mariusz  
Subject: Help!

Hi Mariusz,  
Sorry this is a short email, but I need your help! My parents have invited some French friends and they have a son the same age as me. This is his first visit to Poland. So I want to take him around Warsaw and do something interesting with him. He's crazy about space and astronomy. Any ideas about where I could take him?

Speak soon.  
Thanks,  
Alice

2

To: Alice  
Subject: Re: Help!

Hi Alice,  
Great to hear from you. Go to the Copernicus Science Centre – it's really cool! I like the Planetarium best. You need to arrive early because it's always crowded. Have fun and make sure you visit the robot room – I'm sure you'll like it.

Hope this is useful.  
See you,  
Mariusz

3

To: Mariusz  
Subject: Re: Help!

Just a quick message to say a big THANK YOU for suggesting the Copernicus Science Centre. It was a perfect day. <sup>1</sup> First we went to the Gallery and did some interactive experiments – Jean-Luc really enjoyed that. <sup>2</sup> \_\_\_\_\_ we went to see the Robotic Theatre (see the attached photo). That was amazing – the actors are robots! It was brilliant and we stayed there for ages, but <sup>3</sup> \_\_\_\_\_ it finished and we went to the canteen for lunch. <sup>4</sup> \_\_\_\_\_, we went to the Planetarium. We stayed there for at least two hours. <sup>5</sup> \_\_\_\_\_ we watched a film about the history of space – I learnt so much. <sup>6</sup> \_\_\_\_\_ we watched another film about black holes – that was scary. <sup>7</sup> \_\_\_\_\_ we were tired, so we relaxed in the Discovery Park. That was my favourite thing. <sup>8</sup> \_\_\_\_\_, we left at six o'clock, just as they were closing the Centre. We were tired, but happy.

Thanks,  
Alice

- 3 Choose appropriate linkers to complete email 3.

- |                |              |              |
|----------------|--------------|--------------|
| 1 a First      | b Then       | c Afterwards |
| 2 a In the end | b First      | c Then       |
| 3 a after that | b eventually | c first      |
| 4 a First      | b Afterwards | c Finally    |
| 5 a Finally    | b In the end | c First      |
| 6 a Then       | b First      | c Eventually |
| 7 a Finally    | b After that | c First      |
| 8 a Finally    | b Later      | c Then       |

- 4 Match the sentence halves to describe some of the things that Alice and Jean-Luc did.

- |                |                          |                          |
|----------------|--------------------------|--------------------------|
| 1 They went    | <input type="checkbox"/> | a some robots.           |
| 2 They watched | <input type="checkbox"/> | b in the Discovery Park. |
| 3 They saw     | <input type="checkbox"/> | c at six o'clock.        |
| 4 They relaxed | <input type="checkbox"/> | d some films.            |
| 5 They left    | <input type="checkbox"/> | e some experiments.      |
| 6 They did     | <input type="checkbox"/> | f for lunch.             |

- 5 Put the events from Exercise 4 in the correct order and add linkers to describe Alice and Jean-Luc's day.

First they did some experiments. Then ...

- 6 Complete the WRITING FOCUS with the examples in purple from the three emails in Exercise 2.

### WRITING FOCUS

#### An informal email

- 1 Start the email with a short phrase. You don't have to write complete sentences:

Sorry this is a short email./ <sup>1</sup> Great to hear from you./  
Just a quick <sup>2</sup> \_\_\_\_\_ ...

- 2 Use imperatives to make suggestions or give advice:

Go to the Copernicus Science Centre./ <sup>3</sup> \_\_\_\_\_ fun  
and make sure you visit the robot room.

- 3 Use dashes (–) to add comments or more information:

– I learnt so much./ – that was <sup>4</sup> \_\_\_\_\_

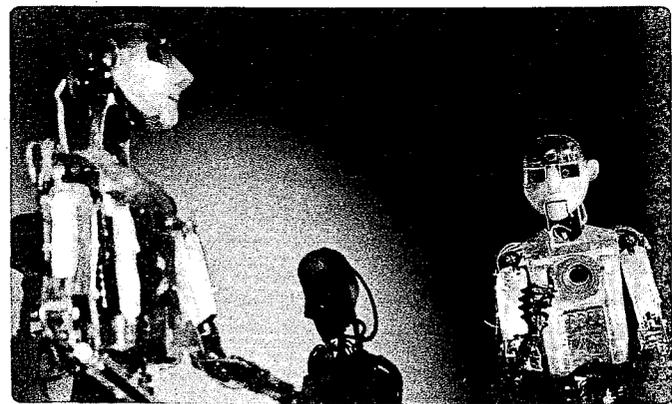
- 4 Use linkers:

Beginning: First

Middle: Then/Later/After that/Afterwards

End: Finally/In the end/Eventually

- 7 Think about a day when you had a really good time or when something really funny happened. Write an email of about 80–130 words to your partner about it. Use the WRITING FOCUS to help you.



**Inventions** Wynalazki

antibiotics /,æntibaɪ'ɒtɪks/ antybiotyki  
 camera /'kæməɾə/ aparat fotograficzny, kamera  
 communications satellite /kə,mju:nɪ'keɪʃənz ,sætəlaɪt/ satelita komunikacyjny  
 credit card /'kredɪt kɑ:d/ karta kredytowa  
 GPS /,dʒi: pi: 'es/ GPS  
 jet engine /'dʒet ,endʒən/ silnik odrzutowy  
 mobile phone /,məʊbaɪl 'fəʊn/ telefon komórkowy  
 nuclear power /,nju:kliə 'paʊə/ energia jądrowa  
 radar /'reɪdɑ:/ radar  
 refrigerator /rɪ'frɪdʒəreɪtə/ lodówka  
 robot /'rəʊbɒt/ robot  
 television /'telə,vɪʒən/ telewizja  
 washing machine /'wɒʃɪŋ mə'fi:n/ pralka

**Computers and phones** Komputery i telefony

attach a photo /ə,tætʃ ə 'fəʊtəʊ/ załączyć zdjęcie  
 battery /'bætəri/ bateria  
 blog /blɒg/ blog  
 broadband /'brɔ:dbænd/ szerokie pasmo połączenia z Internetem  
 click on (an icon) /,klɪk ɒn ən 'aɪkɒn/ kliknąć na (ikonę)  
 crash /kræʃ/ zawiesić się  
 desktop computer /,deskɒp kəm'pjju:tə/ komputer stacjonarny  
 digital /'dɪdʒɪtəl/ cyfrowy  
 document /'dɒkjəmənt/ dokument  
 download music /,daʊn,ləʊd 'mju:zɪk/ ściągać muzykę  
 e-book /'i: bʊk/ e-book  
 e-ink /'i: ɪŋk/ atrament elektroniczny  
 electronic /,elɪk'trɒnɪk/ elektroniczny  
 email /'i: meɪl/ e-mail  
 follow sb on Twitter /,fɒləʊ ,sambədi ɒn 'twɪtə/ śledzić kogoś na Twitterze  
 go dead /,gəʊ 'ded/ rozłądować się, paść  
 go online /,gəʊ ɒn'laɪn/ łączyć się z Internetem  
 hang up /,hæŋ 'ʌp/ rozłączyć się  
 icon /'aɪkɒn/ ikona  
 Internet server /'ɪntənət ,sɜ:və/ serwer internetowy  
 keyboard /'ki:bɔ:d/ klawiatura  
 laptop /'læptɒp/ laptop  
 log on /,lɒg 'ɒn/ logować się  
 menu /'menju:/ menu  
 mouse /maʊs/ mysz  
 open a document /əʊpən ə 'dɒkjəmənt/ otworzyć dokument  
 password /'pɑ:swɜ:d/ hasło  
 scanner /'skænə/ skaner  
 screen /skri:n/ ekran  
 scroll up/down /,skrɔʊl 'ʌp/'daʊn/ przewinąć w górę/w dół  
 search engine /'sɜ:tʃ ,endʒən/ wyszukiwarka  
 social networking site /,səʊʃəl 'netwɜ:kɪŋ saɪt/ portal społecznościowy  
 switch on /,swɪtʃ 'ɒn/ włączyć  
 text message /'tekst ,mesɪdʒ/ wiadomość tekstowa  
 tweet /twi:t/ wiadomość na Twitterze  
 update your profile /ʌp,deɪt jɔ: 'prəʊfaɪl/ aktualizować profil  
 username /'ju:zəneɪm/ nazwa użytkownika  
 virus /'vaɪrəs/ wirus  
 visit a website /,vɪzət ə 'websaɪt/ odwiedzić stronę internetową

**Science** Nauki ścisłe

analyse /'ænaləɪz/ analizować  
 analysis /ə'næləsəs/ analiza  
 archaeologist /,ɑ:kɪ'blɒdʒɪst/ archeolog/archeolożka  
 archaeology /,ɑ:kɪ'blɒdʒi/ archeologia  
 chemicals /'kemɪkəlz/ chemikalia  
 chemist /'keməst/ chemik/chemiczka  
 chemistry /'keməstri/ chemia  
 collect evidence /kə'lekt 'evɪdəns/ gromadzić dowody  
 data /'deɪtə/ dane  
 discover /dɪs'kʌvə/ odkryć  
 discovery /dɪs'kʌvəri/ odkrycie  
 do experiments /,du: ɪk'sperɪmənts/ robić eksperymenty  
 do research /,du: rɪ'sɜ:tʃ/ prowadzić badania  
 ecologist /ɪ'kɒlədʒɪst/ ekolog/ekolożka

ecology /ɪ'kɒlədʒi/ ekologia  
 engineer /,endʒə'nɪə/ inżynier  
 environment /ɪn'vaɪrənmənt/ środowisko  
 evolution /,ɪ:və'lju:ʃən/ ewolucja  
 evolve /ɪ'vɒlv/ ewoluować  
 exploration /,eksplə'reɪʃən/ badanie, odkrywanie  
 explore /ɪk'splɔ:/ badać, eksplorować  
 find a cure /,faɪnd ə 'kjʊə/ znaleźć lekarstwo  
 geologist /dʒɪ'blɒdʒɪst/ geolog  
 geology /dʒɪ'blɒdʒi/ geologia  
 global warming /,gləʊbəl 'wɔ:ɪmɪŋ/ globalne ocieplenie  
 imagination /,ɪ,mædʒə'neɪʃən/ wyobraźnia  
 imagine /ɪ'mædʒən/ wyobrazić sobie  
 make a discovery /,meɪk ə dɪs'kʌvəri/ dokonać odkrycia  
 (marine) biologist /,(mə,rɪ:n) baɪ'blɒdʒɪst/ biolog (morski)/ biolożka (morska)  
 (marine) biology /,(mə,rɪ:n) baɪ'blɒdʒi/ biologia (morska)  
 mathematician /,mæθəmə'tɪʃən/ matematyk/matematyczka  
 mathematics /,mæθə'mætɪks/ matematyka  
 nature /'neɪtʃə/ natura, przyroda  
 observation /,əbzə'veɪʃən/ obserwacja  
 observe /əb'zɜ:v/ obserwować  
 oxygen /'ɒksɪdʒən/ tlen  
 physicist /'fɪzɪsəst/ fizyk/fizyczka  
 physics /'fɪzɪks/ fizyka  
 preservation /,prezə'veɪʃən/ ochrona, konserwacja  
 preserve /prɪ'zɜ:v/ zachować, ochronić  
 protect /prə'tekt/ chronić  
 protection /prə'tekʃən/ ochrona  
 researcher /rɪ'sɜ:tʃə/ badacz/badaczka  
 science /'saɪəns/ nauki ścisłe  
 scientist /'saɪəntɪst/ naukowiec  
 solution /sə'lju:ʃən/ rozwiązanie  
 solve /sɒlv/ rozwiązać  
 technology /tek'nɒlədʒi/ technika, technologia

**Space exploration** Badania kosmiczne

astronaut /'æstrɒnɔ:t/ astronauta/astronautka  
 astronomy /ə'strɒnəmi/ astronomia  
 atmosphere /'ætməsfiə/ atmosfera  
 black hole /,blæk 'həʊl/ czarna dziura  
 capsule /'kæpsju:l/ kapsuła  
 commander /kə'mɑ:ndə/ dowódca  
 explosion /ɪk'spləʊʒən/ wybuch  
 fuel tank /'fju:əl tæŋk/ zbiornik paliwa  
 gravity /'grævəti/ grawitacja  
 hatch /hætʃ/ okienko  
 launch /lɔ:ntʃ/ wyrzucenie  
 mission control /,mɪʃən kən'trɔʊl/ kontrola lotów kosmicznych  
 moon /mu:n/ księżyc  
 on board /ɒn 'bɔ:d/ na pokładzie  
 orbit /'ɔ:bət/ okrążyć  
 parachute /'pærəʃju:t/ spadochron  
 planet /'plænət/ planeta  
 space /speɪs/ kosmos  
 spacecraft /'speɪs-kraɪft/ statek kosmiczny  
 splash down /,splæʃ 'daʊn/ lądować na wodzie

**Other** Inne

breathe a sigh of relief /,bri:ð ə saɪ əv rɪ'li:f/ odetchnąć z ulgą  
 carry out /,kæri 'aʊt/ przeprowadzić  
 cheer /tʃɪə/ wiwatować  
 come up with /,kʌm 'ʌp wɪð/ wymyślić, zaproponować  
 figure out /,fɪgər 'aʊt/ zrozumieć  
 find a solution /,faɪnd ə sə'lju:ʃən/ znaleźć rozwiązanie  
 fix a problem /,fɪks ə 'prɒbləm/ rozwiązać problem  
 follow events /,fɒləʊ rɪ'vents/ śledzić wydarzenia  
 get home /,get 'həʊm/ wrócić do domu  
 go crazy /,gəʊ 'kreɪzi/ wariować  
 on duty /ɒn 'dju:ti/ na służbie  
 raise your hand /,reɪz jɔ: 'hænd/ podnieść rękę  
 run out /,rʌn 'aʊt/ kończyć się  
 spend hours /,spend 'aʊəz/ spędzać długie godziny



# MATURA FOCUS REVIEW 2

## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi formami podanych czasowników. Dwa słowa nie pasują do żadnego zdania.

[ crash go visit fix do click open get ]

- 1 Can you help me? I don't know how to \_\_\_\_\_ a problem with my computer.
- 2 The instructions say I must \_\_\_\_\_ on an icon but I can't see it.
- 3 I \_\_\_\_\_ online every day to read the news and answer emails.
- 4 I usually \_\_\_\_\_ home very late so I'm often tired.
- 5 He \_\_\_\_\_ a website about cars once a week to check the prices.
- 6 \_\_\_\_\_ the text document and complete it.

- 2 Uzupełnij zdania właściwymi formami podanych słów.

- 1 The \_\_\_\_\_ of advanced computers has taken very little time. **DEVELOP**
- 2 To contact Tom I often use our favourite social \_\_\_\_\_ site. **NETWORK**
- 3 This information is from 2012. Why don't they \_\_\_\_\_ their website? **DATE**
- 4 After years of work, the scientist made an important \_\_\_\_\_. **DISCOVER**
- 5 Use your \_\_\_\_\_ and you will write something creative. **IMAGINE**
- 6 He works as a \_\_\_\_\_ in a laboratory. **SCIENCE**

- 3 Używając podanych słów, napisz pełne zdania.

- 1 The first moon landing / be / in 1969  
\_\_\_\_\_
- 2 Ten years ago / my brother / still / study / at university  
\_\_\_\_\_
- 3 Mabel / find / some keys / on the pavement yesterday  
\_\_\_\_\_
- 4 I / have / my first driving lesson last week  
\_\_\_\_\_
- 5 I / talk / on my mobile phone / when / my mum / ask / me a question  
\_\_\_\_\_
- 6 what / you / do this time last year?  
\_\_\_\_\_

- 4 Wybierz poprawne odpowiedzi.

1. Did he use to *live* / *living* here before moving to Oxford?
- 2 She didn't *use to go shopping* / *go shopping* yesterday.
- 3 I *don't like* / *didn't use to like* spicy food. Now I love it.
- 4 We *did* / *used to do* a lot of exercise last weekend.
- 5 Did you *used* / *use to ride* a bike to school?
- 6 Did she *buy* / *use to buy* a black and white television in 1965?

## ŚRODKI JEZYKOWE

### PARAFRAZA ZDAŃ, PARY ZDAŃ

- 5 Z podanych odpowiedzi A–C wybierz tę, która ma znaczenie najbliższe podkreślonemu fragmentowi zdania.

- 1 I'm afraid there isn't any ink so I can't print anything.  
A we have hung up                      C we have run out of  
B we have scrolled up
- 2 When my brother got his first job, he was a student.  
A studied      B was studying      C used to study
- 3 Can you help me come up with a solution to my problems?  
A fix              B follow              C find
- 4 X: When I was a child, I was in a serious car accident and I spent a month in hospital.  
Y: What a nightmare!  
A What a great story!                      C Really? That's cool!  
B That sounds frightening!
- 5 I had an accident in the mountains but, luckily, I managed to phone for help.  
A eventually      B fortunately      C suddenly
- 6 I didn't use to send my homework to my teacher by email five years ago.  
A didn't send                                      C wasn't sending  
B haven't sent

- 6 Z podanych odpowiedzi A–C wybierz tę, która poprawnie uzupełnia luki w obydwu zdaniach każdej pary.

### Wskazówka maturalna

Zazwyczaj każde ze zdań w parze można uzupełnić słowem z jednej, dwóch lub trzech opcji. Ale tylko jedno słowo uzupełnia oba zdania jednocześnie.

- 1 Where shall I \_\_\_\_ this picture?  
Please don't \_\_\_\_ up. I have something more to tell you.  
A put              B hang              C give
- 2 Can you show me how to log \_\_\_\_ to this computer, please?  
I don't like flying \_\_\_\_ board small planes.  
A on              B off              C with
- 3 I can't \_\_\_\_ this bag any further. It's too heavy!  
I don't like studying chemistry from a book. I'd like to \_\_\_\_ out experiments in our school lab.  
A do              B take              C carry
- 4 They want to \_\_\_\_ world events so they buy a newspaper every day.  
Do you \_\_\_\_ your favourite pop stars on Twitter?  
A follow              B watch              C meet
- 5 I can't figure \_\_\_\_ how to do this exercise.  
Please turn off the light before you go \_\_\_\_ of the room.  
A around              B off              C out
- 6 Tara uses her mobile phone to \_\_\_\_ online.  
I've got so much homework, I think I'm going to \_\_\_\_ crazy.  
A get              B go              C find

## SŁUCHANIE

### DOBIERANIE

- 7 **CD 1 45 MP3 45** Usłyszysz dwukrotnie cztery wypowiedzi dotyczące technologii. Dopasuj zdania A-E do wypowiedzi 1-4. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

#### Wskaźówka maturalna

Zdania mogą streszczać główną myśl wypowiedzi, opisywać intencję autora lub kontekst wypowiedzi.

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

#### THIS SPEAKER ...

- A doesn't see anything special about today's technology.  
B criticises a new technology.  
C is really passionate about technology.  
D explains the benefits of using technology.  
E has no real interest in technology.

## CZYTANIE

### DOBIERANIE: UZUPEŁNIANIE LUK

- 8 Przeczytaj tekst, z którego usunięto trzy zdania. Wstaw zdania A-E w luki 1-3, tak aby otrzymać spójny i logiczny tekst. Dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

#### Wskaźówka maturalna

Przeczytaj cały tekst, aby zrozumieć jego ogólny sens. Zwróć uwagę na informacje przed luką i po niej – to one „podpowiadają”, jakiego fragmentu brakuje.

23rd July

### Technology is great!

What a long day! I was very tired and worried. Did I do well in the exam? Was my answer to the last question right or wrong? I couldn't stop thinking about it. I was sitting in an Internet café, drinking hot coffee and going through the exam again in my mind. Suddenly, a stranger came to my table. <sup>1</sup> \_\_\_\_\_. In fact, he put it right under my nose. He was asking for directions to a famous place in the city. I showed him where he was on the map and where he wanted to go. The man thanked me and left hurriedly.

A minute or so later, I realised my mobile phone was missing. I checked my pockets and my bag. I looked under the table. I looked everywhere, but it was gone. The fake tourist had taken it! I wasn't worried, though. My phone had a GPS system on it. <sup>2</sup> \_\_\_\_\_. So, I went online at the café, put in my code and located the position of my phone. The thief was at the train station. I used the phone in the café to call the police. I explained my problem and told them where the man was. <sup>3</sup> \_\_\_\_\_. Twenty minutes later, I breathed a sigh of relief. I had my phone ... and the police had the thief!

- A It was unusual and I didn't know what to do with it.  
B We agreed to meet there, so I quickly left the café.  
C I could find it easily by logging on to a special program.  
D I was very scared because it wasn't safe for me.  
E He had a map and he was showing it to me.

## MÓWIENIE

### ROZMOWA WSTĘPNA, ILUSTRACJA (PYTANIE 3.)

- 9 Uzupełnij pytania z rozmowy wstępnej. Następnie, pracując w parach, odpowiedzcie na nie.
- 1 W \_\_\_\_\_ do you use the Internet for?
  - 2 Did you u \_\_\_\_\_ to go to school by bike?
  - 3 What were you doing y \_\_\_\_\_ at 8 p.m.?
  - 4 Do you use s \_\_\_\_\_ networking sites? Why?/Why not?
- 10 Pracując w parach, zapiszcie pięć słów, które można wykorzystać do opisanego zdjęcia.



- 11 Wyobraź sobie, że jesteś jedną z osób na zdjęciu powyżej. Odpowiedz na pytania.
- 1 When was it?
  - 2 What was the weather like?
  - 3 Who were you with?
  - 4 What were you doing? What happened?
  - 5 How did you feel in the end?

- 12 Wykonaj zadanie egzaminacyjne.

Tell me about a day when you tried to learn a new sport.

## PISANIE

### E-MAIL

- 13 Przeczytaj zadanie egzaminacyjne. Spośród podanych opcji a-c, wybierz tę, która najlepiej pasuje do zadania.

Twój kolega z Wielkiej Brytanii zamierza przyjechać do Polski ze swoją dziewczyną i poprosił cię o wskazówki dotyczące wyjazdu. Napisz e-maila z odpowiedzią.

- Zaproponuj koledze miejsce, które powinni odwiedzić.
- Wyjaśnij, dlaczego warto je zobaczyć.
- Odradź mu odwiedzenie innego miejsca.
- \_\_\_\_\_

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

- a Opisz twoje ulubione miejsce z dzieciństwa.  
b Opisz niemiłą przygodę, która cię tam spotkała.  
c Opisz, co zwykle zabierasz na wakacje.

- 14 Wykonaj zadanie egzaminacyjne z ćwiczenia 13.

# 3 three

## The Arts

*Every child is an artist. The problem is how to remain an artist when he grows up.*

Pablo Picasso

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – art and media
- types of books and writers
- 'a part of a whole'; films, music, art
- Words for free – films
- adjectives with positive or negative meanings

#### Grammar:

- Present Perfect with *just, already, (not) yet* and Past Simple
- comparative and superlative adjectives
- *too* and *enough*

#### Listening:

- a radio programme about a street artist

#### Reading:

- film descriptions and reviews

#### Speaking:

- describing a photo

#### Writing:

- an informal letter/email

### MATURA FOCUS

#### Temat maturalny:

- kultura

#### Słuchanie:

- wybór wielokrotny str. 39

#### Czytanie:

- dobieranie str. 40
- wybór wielokrotny str. 47

#### Środki językowe:

- minidialogi str. 46
- wybór wielokrotny str. 46

#### Mówienie:

- ilustracja str. 47

#### Pisanie:

- blog str. 47

### FOCUS EXTRA

- Grammar Focus Reference and Practice str. 114
- WORD STORE booklet str. 6–7
- Workbook str. 36–45
- MyEnglishLab

## 3.1 Vocabulary

Types of books and writers • films • music

*I can talk about books, films and music*

### SHOW WHAT YOU KNOW

1 In pairs, put the words below under an appropriate heading.

[ art gallery band best-seller costume writer  
hit TV presenter picture stage documentary ]

art	books	film/theatre	media	music
art gallery				

2 Think of three more words for each heading.

3 What are your ideal conditions for studying? In pairs, discuss the conditions in the box or your own ideas.

[ alone anywhere at night in silence  
in the evening in my room in the morning  
with my music or the TV on with other people ]

## How writers writ



Ernest Hemingway



Ludwig van Beethoven



The Beatles



J. K. Rowling

- 4 Read the text to find out how some famous writers used to write. Who do you think had the most unusual writing habits?
- 5 Complete these facts about other famous writers with an appropriate red word from the text.
- Mary Shelley was a famous English \_\_\_\_\_. She wrote *Frankenstein*.
  - Eugène Ionesco was a Romanian-French \_\_\_\_\_. His plays were part of the *Theatre of the Absurd*.
  - Giuseppe Verdi was an Italian \_\_\_\_\_. He wrote famous operas like *Aida*.
  - Federico García Lorca was a Spanish \_\_\_\_\_. His poems were about Andalusia.
  - Pedro Almodóvar is a Spanish film director and \_\_\_\_\_. He won an Oscar for his screenplay *Talk to Her* in 2002.
  - Bob Woodward was a \_\_\_\_\_ for *The Washington Post*. After Woodward's famous report on the Watergate scandal in 1972, President Nixon had to resign.

*Writers have very clear preferences about where and how they write. For instance, some writers like to have people around them and background noise, but others prefer isolation.*

*Novelist and journalist Ernest Hemingway used to write standing up. D.H. Lawrence wrote under a tree. Jane Austen, author of romantic fiction, wrote on a small table in her family living room. Children's author and poet Roald Dahl sat in a very old armchair in a shed, and French novelist Marcel Proust wrote in bed. Graham Greene, author, playwright and literary critic, used to write only in the morning. After 500 words, he stopped, even in the middle of a sentence.*

*Nicholson's Café in Edinburgh became famous because J.K. Rowling sat there and wrote some chapters of her first best-selling fantasy novel, *Harry Potter and the Philosopher's Stone*. She used to sit at the same table, drinking coffee and writing in a notebook with her baby asleep in her pushchair.*

*Most novelists write alone, but scriptwriters and songwriters often write together. A team of seven writers wrote scripts each week for the popular American sitcom, *Friends*. Lennon and McCartney wrote 180 songs together for the Beatles.*

*Perhaps the strangest of all was classical composer Beethoven. He was completely deaf when he wrote the famous *Ninth Symphony*, so he took the legs off his piano and felt the vibrations of the music through the floor.*

## WORD STORE 3A

- 6   Complete WORD STORE 3A with the words in red from the text. Then listen, check and repeat.
- 7 In pairs, tick all the famous writers in the text and in Exercise 5 that you have heard of. What do you know about them?

## WORD STORE 3B

- 8   Complete WORD STORE 3B. Use definitions 1–9 to help you. What is the 'mystery word' 10? Listen, check and repeat.
- a book about a person's life by that person
  - a story about imaginary future events (often in space)
  - a book with instructions on how to prepare food
  - a book with tourist and travel information
  - a story about detectives and police work
  - a famous book from the past that has a lot of influence
  - a book with facts on many different subjects
  - a frightening story about dead people
  - traditional children's stories that include magic
- 9 In pairs, decide if the books in WORD STORE 3B are fiction or non-fiction. Then tell your partner which types of books you like or don't like reading.

## WORD STORE 3C

- 10   Complete WORD STORE 3C. Cross out one word that is not possible in each case. Use a dictionary if necessary. Then listen, check and repeat.
- 11 Complete these facts with words from WORD STORE 3C. Which fact is the most interesting?
- In total, there were 236 \_\_\_\_\_ of the \_\_\_\_\_ *Friends*.
  - The British National Anthem has three \_\_\_\_\_ but most people only know the first one.
  - 'To be or not to be' comes from Shakespeare's \_\_\_\_\_, *Hamlet*: \_\_\_\_\_ III, \_\_\_\_\_ 1.
  - Tolstoy's classic novel *War and Peace* has 365 \_\_\_\_\_.
  - The famous shower \_\_\_\_\_ in Hitchcock's thriller *Psycho* is only forty-five seconds long.
  - Echoes* is a \_\_\_\_\_ on Pink Floyd's \_\_\_\_\_ *Meddle*. It is over twenty-three minutes long.
- 12 In pairs, tell each other about your favourite:
- track on an album
  - scene in a film
  - episode of a sitcom
- 13   Complete WORD STORE 3D. Translate the *Words for free*. Then listen and repeat.
- 14 In pairs, write true example sentences for each of the *Words for free*.

## 3.2 Grammar

### Present Perfect with *just*, *already*, *(not) yet* and Past Simple

I can use the Present Perfect and the Past Simple to talk about past actions

1 What are your musical tastes? Note down your favourites and compare with your partner.

- Favourite band: \_\_\_\_\_
- Favourite female singer: \_\_\_\_\_
- Favourite male singer: \_\_\_\_\_

2 Read about The Brit School in London. What do Leona Lewis, Adele and Jesse J all have in common?



The Brit School opened in 1991. Over the years, it has produced many successful graduates. Leona Lewis, Adele and Jesse J are three former students – they have sold millions of albums between them. In 2006, Leona Lewis won *The X Factor* and she has already sold more than ten million albums worldwide. Adele has had No1 hits in the British and American charts

including the title track to the James Bond movie *Skyfall*. Singer and songwriter Jesse J has already won numerous music awards and she's written songs for other international artists such as Miley Cyrus. Another term has just ended at the Brit School. Have they produced new stars? Probably! We haven't heard of them yet, but we will!

3 Read the GRAMMAR FOCUS. Complete the examples using the verb phrases in blue in Exercise 2. Then underline five more Present Perfect sentences in the text.

#### GRAMMAR FOCUS

##### Present Perfect and Past Simple

• You use the **Present Perfect** to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened.

Time expressions: *ever, never, since then, just, already* (usually affirmative), *(not) yet* (usually negative or questions)

**just** = has happened very recently

Another term <sup>1</sup> \_\_\_\_\_ just \_\_\_\_\_ at the Brit School.

**(not) yet** = hasn't happened but probably will happen

We <sup>2</sup> \_\_\_\_\_ of them yet.

**already** = has happened earlier than expected

She <sup>3</sup> \_\_\_\_\_ already \_\_\_\_\_ numerous music awards.

• You use the **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened.

In 2006, Leona Lewis <sup>4</sup> \_\_\_\_\_ *The X Factor*.

4 Choose the correct time expressions and write them in the correct place in the sentences. Then tick the sentences that are true for you.

- 1 I lent my iPod to my sister but she hasn't given it back. (*yet*, *(yet) / just*)
- 2 I've updated my Facebook profile with some new photos. (*just / yet*)
- 3 I want to learn the guitar but I haven't found a teacher. (*already / yet*)
- 4 My favourite band released a new album today and I've downloaded it. (*already / yet*)
- 5 I've finished a really good book. (*already / just*)
- 6 I can watch TV tonight because I've done my homework. (*yet / already*)

5 Complete the text with the correct forms of the verbs in brackets. Use the Present Perfect or the Past Simple.

Adele Laurie Blue Adkins <sup>1</sup> \_\_\_\_\_ (grow up) in London with her mum and <sup>2</sup> \_\_\_\_\_ (begin) singing when she was four. She <sup>3</sup> \_\_\_\_\_ (graduate) from the Brit School in 2006. Adele <sup>4</sup> \_\_\_\_\_ (already earn) millions of pounds but according to her friends, she <sup>5</sup> \_\_\_\_\_



(not changed). She's still the same girl they <sup>6</sup> \_\_\_\_\_ (know) before she was famous. She <sup>7</sup> \_\_\_\_\_ (write) her first two albums about two relationships that ended badly. But now she is in a happy relationship – will she continue to write good songs? Adele says, 'I don't know what's going to happen if my music career goes wrong, I <sup>8</sup> \_\_\_\_\_ (not have) a proper job yet!'

6 Read 6 Cultural Things to Do. Write one sentence with *already* and one with *yet* for each one. Then tick the sentences that are true for you.

#### 6 Cultural Things to Do Before You Are 18

- ☆ see a live band
- ☆ visit a big art gallery
- ☆ listen to a Beethoven symphony
- ☆ act in a play
- ☆ read a classic novel
- ☆ write a poem or a short story

I've already seen a live band. ✓  
I haven't seen a live band yet. ✗

7 In pairs, ask about 6 Cultural Things to Do. If your partner answers 'yes', ask three more questions.

A: Have you seen a live band yet?

B: Yes, I have.

A: Who did you see? / Where did you see them? / What were they like?

Grammar Focus page 114

# Listening

## Multiple choice

I can understand a radio programme about a street artist

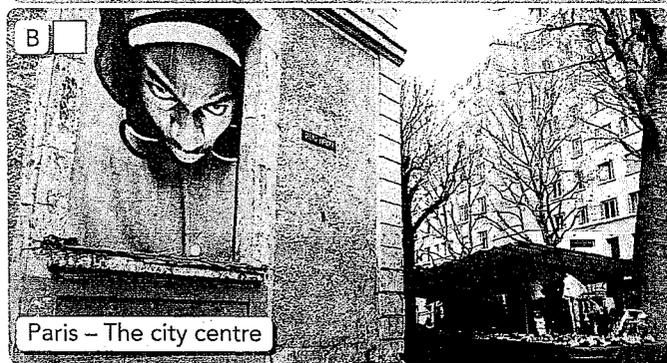
1 In pairs, discuss the questions using the words and phrases in the table.

- 1 What kind of art do you like/not like?
- 2 When was the last time you saw some art?
- 3 Where did you go and what did you see?

Type of artist	painter   photographer   sculptor
Type of art	black and white photographs classic oil paintings   landscapes modern abstract paintings   portraits sculpture   street art
Where to see it	at a museum   in an art gallery pasted on walls and buildings in public places

2 Look at three works of art A–C by French street artist JR. Which words from Exercise 1 can you use to describe his work?

3 **CD-2:5 MP3-50** Listen to a radio programme and check your ideas in Exercise 2. Number the photos A–C in the order in which you hear about them.



## EXAM FOCUS Multiple choice

4 **CD-2:5 MP3-50** Listen to the radio programme again. For questions 1–6, choose the correct answer A–C.

- 1 Katy West is
  - A a guest artist of the week.
  - B an artist in her studio.
  - C the editor of a photography magazine.
- 2 Because most of his work is illegal, JR
  - A doesn't want people to know his name.
  - B doesn't want people to see his face.
  - C uses his full name.
- 3 JR prefers to have exhibitions in
  - A the Pompidou Centre in Paris.
  - B public places.
  - C art galleries and museums.
- 4 He pasted portraits of
  - A poor people in rich parts of Paris.
  - B rich people in dangerous parts of Paris.
  - C rich people in poor suburbs.
- 5 In Africa and Brazil he took photographs of women because
  - A they have beautiful eyes.
  - B the rest of the world wants to hear their story.
  - C they don't usually have a chance to tell their story.
- 6 Which statement describes JR and his work?
  - A He is interested in people and their identity.
  - B He wants to have exhibitions everywhere.
  - C He only likes taking photographs of women.

5 In pairs, discuss the questions.

- 1 What photographs or pictures do you see every day?
- 2 What kind of pictures are they and what/who are the subjects?
- 3 Who is the best photographer or artist you know?

## PROMUNCIATION FOCUS

6 **CD-2:6 MP3-51** Complete the table. Then, listen, repeat and mark the stressed syllable for each word. In which cases does the word stress change syllable?

Country	Nationality
1 Brazil	<u>Brazilian</u>
2 Italy	_____
3 Egypt	_____
4 Mexico	_____
5 Hungary	_____
6 Poland	_____

7 Add six more countries and nationalities to the table in Exercise 6 and practise the pronunciation. Which countries would you like to visit?

## WORD STORE 3E

8 **CD-2:7 MP3-52** Complete WORD STORE 3E with the words in the box. Then listen, check and repeat.

# 3.4 Reading

## Matching

I can understand film descriptions and reviews

1 In pairs, talk about your taste in films. Use the phrases below and the words in the box.

- I love ... • I really like ... • I quite like ...
- I don't really like ... • I can't stand ...

action and adventure films    animations  
 crime films    documentaries    thrillers  
 musicals    war films    historical dramas  
 horror films    romantic comedies  
 science fiction or fantasy films    westerns

2 Read how five people describe their taste in films (descriptions 1–5). Think of a film that you could recommend for each person.



**Simon, 17**

I like a good story, and I particularly like factual films. I enjoy films that teach me something about people and the world. I don't like violence or blood.



**Paula, 16**

When I choose a film, I want it to be relaxing and entertaining. I don't want anything serious and I don't mind if the storyline is unoriginal. I like funny films with happy endings.



**Julia, 18**

I like films about relationships but I'm not keen on a lot of the romantic comedies because they're so unrealistic. I quite like emotional films – films that make me laugh or cry.



**John, 16**

I hate boring films or anything too romantic. I like thrillers (but not very scary), dramas and crime stories with good acting and clever dialogue.



**Ben, 18**

I like films that make me forget real life – science fiction, fantasy or even horror. I love films with good special effects and lots of tension. I want to be scared!

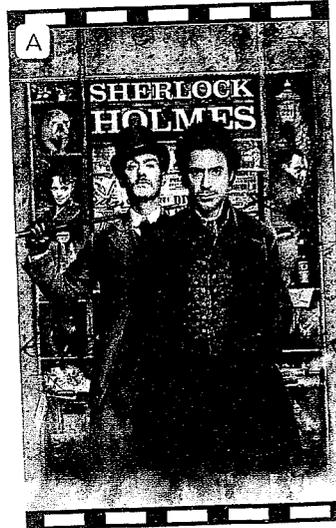
### EXAM FOCUS Matching

3 Read descriptions 1–5 again and film reviews A–F. Decide which film would be most suitable for each person to watch. There is one extra film review.

- |         |                          |                      |
|---------|--------------------------|----------------------|
| 1 Simon | <input type="checkbox"/> | A SHERLOCK HOLMES    |
| 2 Paula | <input type="checkbox"/> | B 127 HOURS          |
| 3 Julia | <input type="checkbox"/> | C THE PROPOSAL       |
| 4 John  | <input type="checkbox"/> | D MY SISTER'S KEEPER |
| 5 Ben   | <input type="checkbox"/> | E THE KING'S SPEECH  |
|         |                          | F LET ME IN          |

# FILM CLUB FAVOURITES

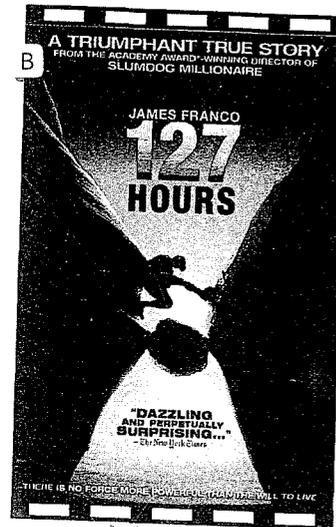
CD 2:28 MP3-53



## Sherlock Holmes

► This action-adventure film directed by Guy Ritchie takes place in London in 1891.

<sup>5</sup> Robert Downey Jr plays the role of Sherlock Holmes. He is one of the most interesting characters I've ever seen on screen. The special effects are <sup>10</sup>amazing and the screenplay is excellent. It's fun, it's entertaining and Robert Downey Jr will hold your attention from beginning to <sup>15</sup>end.



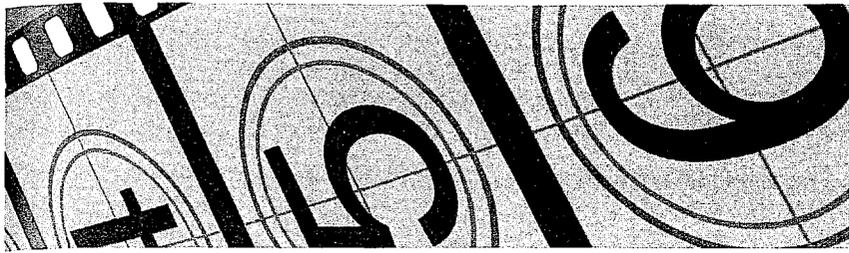
## 127 hours

► This film is based on the true story of a mountain climber, Aron Ralston, who <sup>20</sup>falls into a canyon in Utah. He can't get out of the canyon because his arm is under a rock. Over the next five days, he thinks about his life, his <sup>25</sup>friends and his family. He wants to survive. After the fifth day, he cuts off his arm. It is an inspiring film and James Franco gives a brilliant <sup>30</sup>performance as Aron Ralston.



## The Proposal

► The Proposal is a romantic comedy that takes place in Alaska. The plot is predictable, <sup>35</sup>but the dialogue is amusing and the lead actors give excellent performances. Sandra Bullock plays the role of the central character. She <sup>40</sup>is Canadian and when her visa expires, she has twenty-four hours to leave the USA and the job she loves. Her American assistant, played <sup>45</sup>by Ryan Reynolds, agrees to marry her and she promises him a promotion. This is an enjoyable film.



- 4 Match the blue words in descriptions 1–5 with the underlined words in film reviews A–F to find words with a similar meaning.

*factual* = true-life, true

- 5 Look at the highlighted synonyms for 'good' that the writer uses to describe things in the reviews. Complete the table. Two words are used more than once.

Describing the ...	Synonyms for 'good'
special effects	<u>amazing</u>
screenplay	_____
performance/acting	_____
film/drama	_____

- 6 Complete the collocations. Which sentence is false? Correct it.

- In *Sherlock Holmes*, the \_\_\_\_\_ effects are amazing.
- 127 Hours* takes \_\_\_\_\_ in Canada and is based \_\_\_\_\_ a novel by Aron Ralston.
- In *The Proposal*, Sandra Bullock \_\_\_\_\_ the role of the central \_\_\_\_\_.
- In *My Sister's Keeper*, Cameron Diaz \_\_\_\_\_ a brilliant performance \_\_\_\_\_ the mother.
- The King's Speech* is an \_\_\_\_\_-winning film with C. Firth in the role of King George VI.
- Let Me In* is a thriller that will \_\_\_\_\_ your attention from beginning to end.

- 7 Think about the films you have seen recently. Name some films that match the following descriptions.

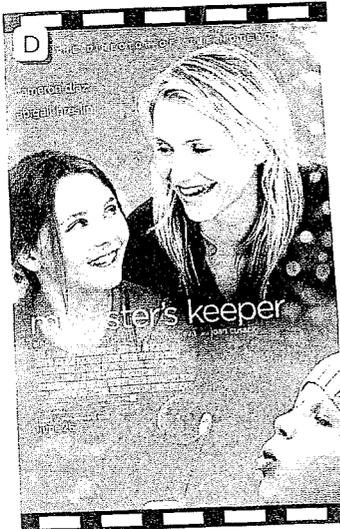
- an award-winning film
- a film that held your attention from beginning to end
- a film based on a true story
- a film with amazing special effects
- a film that takes place in your country

- 8 Work in pairs. Choose one of the films you have named in Exercise 7 and tell your partner about it. Talk about the following:

type of film	director
actors	setting
things you liked/didn't like	

### WORD STORE 3F

- 9 MP3-54 Look at WORD STORE 3F. Listen and repeat the adjectives. Then put them on the line according to how positive or negative they are.



### My sister's keeper

- <sup>50</sup> ▶ This film is based on a novel by Jodi Picoult. The central character, Kate, has leukemia. Her younger sister has numerous operations to <sup>55</sup>help her sister survive. This is a moving film about what it means to be a good parent, a good sister, a good person. The acting is brilliant, with <sup>60</sup>Cameron Diaz in the role of the mother. You'll need a big box of tissues!



### The King's Speech

- ▶ Everything about this <sup>65</sup>award-winning historical drama is perfect: the screenplay, the costumes, the settings, the soundtrack ... and of course the wonderful <sup>70</sup>performance by Colin Firth in the role of King George VI. The film is based on the true-life story of the King's speech impediment, and his unusual <sup>75</sup>friendship with his Australian speech therapist. A great film.



### Let me in

- ▶ This thriller is the story of a friendship between a lonely <sup>80</sup>young boy and a strange pale girl. The girl has a mysterious secret. The filming, the music and the performances are perfect. In some scenes, the <sup>85</sup>suspense will make you jump out of your seat. You won't forget it for a long time.

# 3.5 Grammar

## Comparative and superlative adjectives too and enough

I can make comparisons

- 1 **CD 2:10 MP3:55** In pairs, do the Quick Culture Quiz. Then listen and check.

### QUICK CULTURE QUIZ



True or False?

- 1 Shakespeare's play *Romeo and Juliet* isn't as long as *Hamlet*.
- 2 Mariah Carey has a better vocal range than Christina Aguilera.
- 3 The biggest music festival in the world is the Woodstock Festival in Poland.
- 4 The Palace Museum in Beijing is busier than the Musée du Louvre in Paris.
- 5 The *Harry Potter* films were more expensive to make than *Pirates of the Caribbean*.

- 2 Read GRAMMAR FOCUS I. Complete the examples using the comparative and superlative adjectives in blue in Exercise 1.

### GRAMMAR FOCUS I

#### Comparative and superlative adjectives

	Comparative	Superlative
<b>Short adjectives</b>		
long	longer (than)	the longest
big	bigger (than)	1 _____
busy	2 _____ (than)	the busiest
<b>Long adjectives</b>		
expensive	3 _____ (than)	the most expensive
<b>Irregular adjectives</b>		
good	4 _____ (than)	the best
bad	worse (than)	the worst
far	further (than)	the furthest

You use **not as + adjective + as** to make negative comparisons:

*Romeo and Juliet* isn't <sup>5</sup> \_\_\_\_\_ long as *Hamlet*.  
= *Hamlet* is longer than *Romeo and Juliet*.

- 3 Complete the comparative statements with *as*, *more* or *than*. Then decide if you agree or disagree.

- Music downloads are cheaper \_\_\_\_\_ CDs.
- Jazz is not as popular \_\_\_\_\_ classical music.
- Live music is \_\_\_\_\_ exciting than recorded music.
- Lady Gaga is not \_\_\_\_\_ talented as Adele.
- Male actors have more interesting roles \_\_\_\_\_ female actors.
- The film is never as good \_\_\_\_\_ the book.

- 4 Complete the questions with the superlative forms of the adjectives in brackets. Then ask your partner the questions.

What is ...

- \_\_\_\_\_ (bad) song you've ever heard?
- \_\_\_\_\_ (great) band of all time?
- \_\_\_\_\_ (exciting) place in your city?

Who is ...

- \_\_\_\_\_ (funny) comedian you've ever seen?
- \_\_\_\_\_ (good) TV presenter in your country?
- \_\_\_\_\_ (intelligent) person you know?

- 5 **CD 2:11 MP3:56** Listen to Andy and Chloe deciding what film to watch. Match opinions a-e with actors 1-5.

- Tom Cruise
- Zac Efron
- Daniel Radcliffe
- Robert Pattinson
- Kristen Stewart

- really small but gorgeous
- OK
- too short/not tall enough
- too serious
- perfect

- 6 Read GRAMMAR FOCUS II. Then complete sentences 1-6. Use *too* or *not enough* and the adjectives in brackets.

### GRAMMAR FOCUS II

#### too and enough

You use **too + adjective** or **not + adjective + enough** to show there is a problem with something.

*Tom Cruise* is **too short**.

= *Tom Cruise* is **not tall enough**.

- I'm \_\_\_\_\_ to watch X-rated films. You have to be eighteen. (old)
- I don't go to the cinema much: tickets are \_\_\_\_\_. (expensive)
- I'm \_\_\_\_\_ to perform on the stage. (confident)
- I'm \_\_\_\_\_ to remember music from the 1990s! (young)
- I'm \_\_\_\_\_ to learn a musical instrument. (patient)
- I don't download films. My Internet connection is \_\_\_\_\_ (fast).

- 7 Tick the sentences in Exercise 6 that are true for you. Compare with a partner.

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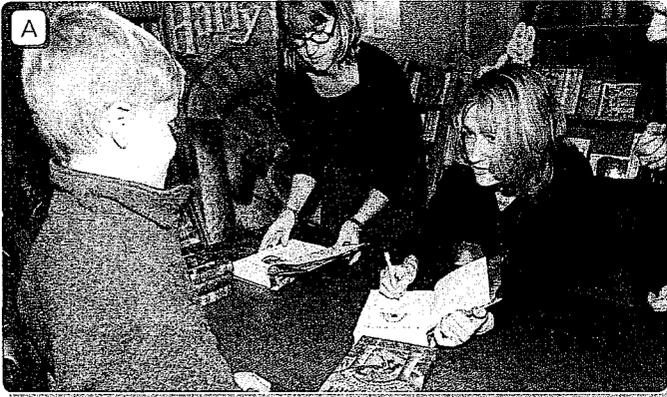
# 3.6 Speaking

## Describing a photo

I can describe a situation in a photo and speculate about what is happening

1 In pairs, look at the photos and answer the questions.

- 1 Who are the people?
- 2 Where are they?
- 3 What are they doing?



2 In pairs, complete sentences 1–3 in as many ways as possible with the adjectives in the box. Some adjectives can be used more than once.

bored	crowded	empty	excited
famous	friendly	frightened	happy
irritated	miserable	nervous	noisy
proud	quiet	shy	tired
			young

- 1 (describing people) He or she is ...
- 2 (describing feelings) He or she is feeling ...
- 3 (describing places) It is ...

3 **CD-212 MP3-57** Listen to a description and decide which photo it describes. Explain your decision.

4 **CD-212 MP3-57** Complete the description with words and phrases from the SPEAKING FOCUS. Listen again and check.

1 \_\_\_\_\_ a famous author signing a book for a young boy. 2 \_\_\_\_\_ there are book shelves so 3 \_\_\_\_\_ they're in a bookshop. The author is a woman with blond hair. She's sitting behind a desk. 4 \_\_\_\_\_ friendly and she's looking at the boy. She's 5 \_\_\_\_\_ asking him what his name is so that she can write a personal message. The boy 6 \_\_\_\_\_ is wearing a blue top. I think he's about eight years old. He looks a bit shy, but 7 \_\_\_\_\_ he's very proud to meet the author of his favourite book. 8 \_\_\_\_\_, I'd love to meet my favourite author.

### SPEAKING FOCUS

**Beginning a description**  
In this photo, I can see .../there is .../there are ...  
This photo shows ...

**Saying where (place)**  
There are ... so I think they're in a bookshop/... art gallery/ at a concert, etc.

**Saying where (in the photo)**  
In the background/in the middle/in the foreground  
on the left/on the right  
in front of/behind/next to

**Speculating**  
He/She looks shy/bored/tired, etc.  
She's probably ...  
Perhaps/Maybe/I imagine/I'm sure he's very proud.

**Giving your opinion**  
I think ... I don't think ... Personally, ... In my opinion, ...

5 In pairs, ask and answer more questions about photo A.

- 1 Who do you think the other adult in the photo is?
- 2 What sort of books do you like reading and who is your favourite author?
- 3 Describe a time when you saw a famous person.

6 Work in pairs. Student A: describe photo B. Student B: describe photo C. Use the SPEAKING FOCUS to help you.

7 **CD-213 MP3-58** Listen to model descriptions of photos B and C. Then do Exercise 6 again.

8 In pairs, follow the instructions below to talk about photos B and C. Use the SPEAKING FOCUS to help you.

- Student A:** Ask Student B the following questions:
- What kind of music do you enjoy listening to and who is your favourite band or singer?
  - Describe a time when you saw live music.

Answer Student B's questions.

- Student B:** Ask Student A the following questions:
- What kind of art do you like and why?
  - Describe a time when you visited a gallery or museum.
- Then answer Student A's questions.

## 3.7 Writing

### An informal letter/email

I can thank people, give news, express sympathy and invite people

- 1 What is the best or worst birthday present to give a teenage boy or girl? Discuss in pairs.
- 2 Read Ryan's letter to his aunt and uncle. Complete the sentences.
  - 1 He thanked them for \_\_\_\_\_.
  - 2 He told them about \_\_\_\_\_.
  - 3 He was sorry about \_\_\_\_\_.
  - 4 He invited them to \_\_\_\_\_.



Dear Auntie Susan and Uncle Ron,

I hope you're both well. Thanks very much for the money for my birthday. I've bought some new paints and brushes. I think my painting is improving and I'm still hoping to go to art school one day.

I've just come back from my school trip to London. I had a great time. We did some sightseeing and saw a fantastic photography exhibition at the Portrait Gallery. We also went to the theatre and saw a play called *War Horse*. It was the best thing I've ever seen.

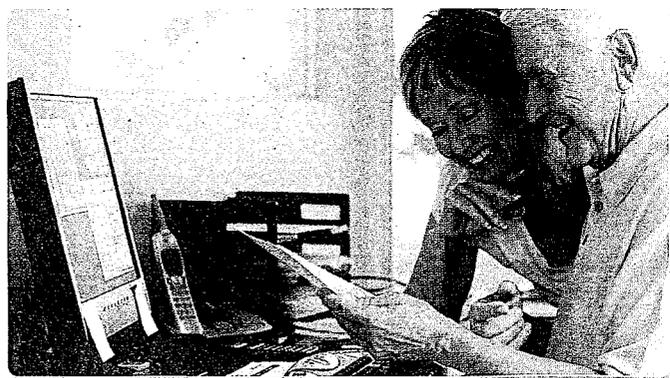
I'm sorry to hear that you've failed your driving test again Auntie Susan. You must be very disappointed. Do you think you'll take it a sixth time?

We're having a family lunch on Sunday. Would you like to come? It would be lovely to see you.

Well, that's all for now. Thanks again for the present - it was very kind of you.

Hope to see you on Sunday,

Love,  
Ryan x



- 3 Complete the WRITING FOCUS with the examples in purple from the letter in Exercise 2.

### WRITING FOCUS

#### An informal letter/email

- Starting a letter/an email  
How are things with you?/<sup>1</sup> *I hope* you're both well.
- Thanking somebody  
It was very kind of you to send me .../  
<sup>2</sup> \_\_\_\_\_ very much for .../Thanks again for ...
- Giving recent news  
I must tell you about .../<sup>3</sup> \_\_\_\_\_ come back from ...
- Expressing sympathy  
It's a shame .../<sup>4</sup> \_\_\_\_\_ to hear that ...
- Inviting somebody  
I hope you can make it./<sup>5</sup> \_\_\_\_\_ like to come?/  
It would be lovely to see you.
- Closing a letter/an email  
I must be going now./<sup>6</sup> \_\_\_\_\_ for now./  
Look forward to seeing you./<sup>7</sup> \_\_\_\_\_ to see you ...

- 4 Complete Monica's email to her cousin Elisa with correct words from the WRITING FOCUS.

To: Elisa

Dear Elisa,

How are <sup>1</sup> \_\_\_\_\_ with you? It was very <sup>2</sup> \_\_\_\_\_ of you to invite me to stay with you in Scotland. I had a fantastic time and really enjoyed meeting your friends.

I <sup>3</sup> \_\_\_\_\_ tell you about my journey home.

The weather was terrible and it was nearly midnight when my flight left! I started talking to a nice girl from my city and we are going to meet for coffee.

It's a <sup>4</sup> \_\_\_\_\_ you can't come to visit me next month.

Perhaps you can come in the summer instead. It's my 18th birthday in August and I'm having a big party.

I hope you can <sup>5</sup> \_\_\_\_\_ it.

I must be <sup>6</sup> \_\_\_\_\_ now. Homework is waiting ☹

Look forward to <sup>7</sup> \_\_\_\_\_ you in the summer I hope.

Bye 4 now

Monica

- 5 A friend that you met at a language school in London has sent you an email. It includes links to some great music websites and news that he failed his final English exam. Write a reply (80-130 words).

- Thank him for the great links and tell him which music you liked best.
- Tell him your news and say what has happened recently.
- Express sympathy for his exam result and say that you're sure he will pass next time.
- Invite him to come and see you and tell him what you will do together.

Use the WRITING FOCUS to help you.

## Art / Sztuka

abstract /'æbstrækt/ abstrakcyjny  
 art gallery /'ɑ:t ,gæləri/ galeria sztuki  
 artist /'ɑ:tɪst/ artysta/artystka  
 black and white /,blæk ənd 'waɪt/ czarno-biały  
 brush /brʌʃ/ pędzel  
 colour /'kɔlə/ kolor  
 exhibition /,eksə'bjʃən/ wystawa  
 landscape /'lændskeɪp/ pejzaż  
 museum /'mju:ziəm/ muzeum  
 (oil) painting /('ɔɪl) ,peɪntɪŋ/ obraz (olejny)  
 paint /peɪnt/ farba  
 painter /'peɪntə/ malarz/malarka  
 photo/photograph /'fəʊtəʊ/'fəʊtəgrɑ:f/ zdjęcie  
 photographer /'fəʊtəgrəfə/ fotograf  
 photography /'fəʊtəgrəfi/ fotografia, fotografika  
 portrait /'pɔ:trət/ portret  
 sculptor /'skʌlptə/ rzeźbiarz/rzeźbiarka  
 sculpture /'skʌlptʃə/ rzeźba  
 street art /'stri:t ,ɑ:t/ sztuka uliczna  
 street artist /'stri:t ,ɑ:tɪst/ artysta uliczny/artystka uliczna  
 studio /'stju:diəʊ/ pracownia

## Types of books and films / Rodzaje książek i filmów

action film /'ækʃən fɪlm/ film akcji  
 adaptation /,ædæp'teɪʃən/ adaptacja  
 adventure film /əd'ventʃə fɪlm/ film przygodowy  
 autobiography /,ɔ:təbaɪ'ɒgrəfi/ autobiografia  
 biography /baɪ'ɒgrəfi/ biografia  
 classic /'klæsɪk/ klasyka; klasyczny  
 comedy /'kɒmədi/ komedia  
 cookbook /'kʊkbʊk/ książka kucharska  
 crime story/film /'kraɪm ,stɔ:ri/fɪlm/ kryminał  
 documentary /,dɒkjə'mentəri/ film dokumentalny  
 drama /'drɑ:mə/ dramat  
 encyclopedia /ɪn,sarklə'pi:diə/ encyklopedia  
 fairy tale /'feəri teɪl/ bajka  
 fantasy novel/film /'fæntəsi ,nɒvəl,fɪlm/ powieść/film fantasy  
 ghost story /'gəʊst ,stɔ:ri/ opowieść o duchach  
 historical drama /hɪ'stɔ:rikl 'drɑ:mə/ dramat historyczny  
 horror /'hɒrə/ horror  
 musical /'mju:zɪkəl/ musical  
 novel /'nɒvəl/ powieść  
 play /pleɪ/ sztuka  
 poetry /'pəʊtri/ poezja  
 romantic comedy /rəʊ,mæntɪk 'kɒmədi/ komedia romantyczna  
 romantic fiction /rəʊ,mæntɪk 'fɪkʃən/ romans  
 science fiction novel/film /,saɪəns 'fɪkʃən ,nɒvəl,fɪlm/  
 powieść/film science fiction  
 short story /,ʃɔ:t 'stɔ:ri/ opowiadanie  
 thriller /'θrɪlə/ thriller  
 travel guide /'trævəl gaɪd/ przewodnik turystyczny  
 war film /'wɔ: fɪlm/ film wojenny  
 western /'westən/ western

## Film, theatre, books / Film, teatr, książki

act /ækt/ grać  
 acting /'æktɪŋ/ gra aktorska  
 animation /,æni'meɪʃən/ animacja  
 author /'ɔ:θə/ autor/autorka  
 award-winning /ə'wɔ:d ,wɪnɪŋ/ nagrodzony  
 based on /'beɪst ɒn/ oparty na  
 best-seller /,best'selə/ bestseller  
 book/film review /'bʊk/'fɪlm ri,vju:/ recenzja książki/filmu  
 camera /'kæmərə/ kamera  
 central character /,sentrəl 'kærəktə/ główny bohater/główna bohaterka  
 chapter /'tʃæptə/ rozdział  
 costume /'kɒstjəm/ kostium  
 dialogue /'daɪəlɒg/ dialogi  
 direct /də'rekt/ reżyserować  
 filming /'fɪlmɪŋ/ filmowanie, zdjęcia  
 give a good performance as ... /gɪv ə ,gʊd pə'fɔ:məns əz/  
 dobrze wykonać rolę...  
 hold your attention /,həʊld jɔ: ə'tenʃən/ przykuwać uwagę  
 lead actor /,li:d 'æktə/ aktor grający główną rolę  
 literary critic /,lɪtərəri 'krɪtɪk/ krytyk literacki

movie /'mu:vi/ film  
 novelist /'nɒvəlɪst/ pisarz/pisarka  
 perform /pə'fɔ:m/ występować  
 performance /pə'fɔ:məns/ występ, spektakl, wykonanie  
 play the role of ... /,pleɪ ðə 'rəʊl əv/ grać rolę...  
 playwright /'pleɪraɪt/ dramatopisarz/dramatopisarka  
 plot /plɒt/ fabuła  
 poem /'pəʊm/ wiersz  
 poet /'pəʊt/ poeta/poetka  
 producer /prə'dju:sə/ producent/producentka  
 scene /si:n/ scena (fragment utworu)  
 screenplay/script /'skri:npleɪ/skript/ scenariusz  
 scriptwriter /'skript,raɪtə/ scenarzystka/scenarzystka  
 setting /'setɪŋ/ sceneria  
 soundtrack /'saʊndtræk/ ścieżka dźwiękowa  
 special effects /,spɛʃəl ə'fektz/ efekty specjalne  
 stage /steɪdʒ/ scena (miejsce występu)  
 storyline /'stɔ:rilain/ fabuła  
 suspense /sə'spens/ napięcie, niepewność  
 take place in /,teɪk 'pleɪs ɪn/ rozgrywać się w  
 tension /'tenʃən/ napięcie  
 verse /vɜ:s/ strofa, zwrotka (wiersza lub piosenki)  
 violence /'vaɪələns/ przemoc  
 writer /'raɪtə/ pisarz/pisarka  
 X-rated /'eks ,reɪtəd/ tylko dla dorosłych

## Music / Muzyka

album /'ælbəm/ płyta  
 band /bænd/ zespół  
 classical music /,klæsɪkəl 'mju:zɪk/ muzyka klasyczna  
 composer /kəm'pəʊzə/ kompozytor/kompozytorka  
 hit /hɪt/ przebój  
 instrument /'ɪnstɾəmənt/ instrument  
 jazz /dʒæz/ jazz  
 live /laɪv/ na żywo  
 music award /'mju:zɪk ə,wɔ:d/ nagroda muzyczna  
 music festival /'mju:zɪk ,festəvəl/ festiwal muzyczny  
 opera /'ɒpərə/ opera  
 piano /pi'ænəʊ/ fortepian  
 singer /'sɪŋə/ piosenkarz/piosenkarka  
 song /sɒŋ/ piosenka  
 songwriter /'sɒŋ,raɪtə/ autor/autorka piosenek  
 symphony /'sɪmfəni/ symfonia  
 the charts /ðə 'tʃɑ:ts/ lista przebojów  
 track /træk/ utwór  
 vocal range /,vəʊkəl 'reɪndʒ/ skala głosu

## TV and media / Telewizja i media

comedian /kə'mi:diən/ komik  
 episode /'epəsəʊd/ odcinek  
 journalist /'dʒɜ:nəlɪst/ dziennikarz/dziennikarka  
 newspaper article /'nju:spə,pɛɪə ,ɑ:tɪkəl/ artykuł z gazety  
 report /rɪ'pɔ:t/ relacja  
 sitcom /'sɪtkɒm/ serial komediowy z udziałem publiczności  
 TV presenter /,ti:'vi:prɪ,zentə/ prezydent/prezenterka TV

## Description / Opis

amazing /ə'meɪzɪŋ/ zdumiewający  
 amusing /ə'mju:zɪŋ/ zabawny  
 boring /'bɔ:ɪŋ/ nudny  
 brilliant /'brɪliənt/ doskonały, kapitalny  
 emotional /ɪ'məʊʃənəl/ wzbudzający emocje  
 enjoyable /ɪn'dʒɔɪəbəl/ przyjemny  
 entertaining /,entə'teɪnɪŋ/ zajmujący  
 excellent /'eksələnt/ znakomity  
 factual /'fæktʃuəl/ oparty na faktach  
 funny /'fʌni/ śmieszny  
 great /gret/ wspaniały  
 inspiring /ɪn'spaɪərɪŋ/ porywający  
 moving /'mu:viŋ/ poruszający  
 perfect /'pɜ:fekt/ idealny, perfekcyjny  
 predictable /prɪ'dɪktəbəl/ przewidywalny  
 relaxing /rɪ'læksɪŋ/ relaksujący  
 true-life /,tru:'laɪf/ z życia wzięty  
 unoriginal /,ʌnə'ɒrɪdʒɪnəl/ mało oryginalny  
 unrealistic /,ʌnrɪə'lɪstɪk/ nierealistyczny  
 wonderful /'wʌndəfəl/ cudowny

# MATURA FOCUS REVIEW 3

## SŁOWNICTWO I GRAMATYKA

1 Zakreśl słowo, które nie pasuje do pozostałych wyrazów w danej grupie.

- 1 documentary western opera thriller
- 2 biography book review cookbook fantasy novel
- 3 plot gallery museum painting
- 4 album sitcom track band
- 5 songwriter chapter playwright poet
- 6 emotional enjoyable funny fantasy

2 Uzupełnij zdania właściwymi formami podanych słów.

- 1 My favourite \_\_\_\_\_ is Claude Monet. **ART**
- 2 The play at the theatre was really \_\_\_\_\_. **ENJOY**
- 3 J. K. Rowling is a very successful \_\_\_\_\_. **NOVEL**
- 4 She's a great \_\_\_\_\_. She always makes me laugh. **COMEDY**
- 5 It's the best \_\_\_\_\_ I've ever seen by a ballet dancer. **PERFORM**
- 6 I didn't like the film – the plot was \_\_\_\_\_. **ORIGINAL**

3 Używając podanych słów oraz *yet, already* lub *just*, napisz pełne zdania.

- 1 I / not do / my homework for tomorrow  
\_\_\_\_\_.
- 2 they / visit / Paris / so / they / not want / go / again  
\_\_\_\_\_.
- 3 you / see / Quentin Tarantino's new film  
\_\_\_\_\_?
- 4 I / read / a very bad review of this crime story  
\_\_\_\_\_.
- 5 Lottie / call / you  
\_\_\_\_\_?
- 6 my brother / watch / this comedy / ten times  
\_\_\_\_\_.

4 Uzupełnij drugie zdanie, tak aby miało takie samo znaczenie jak pierwsze. Użyj podanego słowa.

- 1 I think Pink is more attractive than Lady Gaga. **AS**  
I think Lady Gaga \_\_\_\_\_ Pink.
- 2 There's too much food on my plate. I'll never eat it all! **BIG**  
This dinner \_\_\_\_\_ for me. I'll never eat it all!
- 3 My grade in maths was better than my grade in biology. **THAN**  
My grade in biology \_\_\_\_\_ my grade in maths.
- 4 This is the most we have ever spent on a trip. **EXPENSIVE**  
This is \_\_\_\_\_ we have ever been on.
- 5 I like really sweet tea. Can I have some more sugar, please? **NOT**  
My tea \_\_\_\_\_. Can I have some more sugar, please?
- 6 There is more traffic between 5 and 7 p.m. than in any other part of the day. **BUSIEST**  
\_\_\_\_\_ time for travelling is between 5 and 7 p.m.

## ŚRODKI JĘZYKOWE

### MINIDIALOGI, WYBÓR WIELOKROTNY

5 Przeczytaj poniższe minidialogi. Z podanych odpowiedzi A–C wybierz właściwe uzupełnienie wypowiedzi.

- 1 X: We didn't go to the cinema \_\_\_\_\_.  
Y: Why not?  
A yet                      B since then      C last week
- 2 X: What a disappointing film!  
Y: Yes, the ending was so \_\_\_\_\_.  
A entertaining      B moving      C predictable
- 3 X: Are you in this old school photo? I can't find you.  
Y: I'm in the \_\_\_\_\_, behind everyone else.  
A background      B centre      C foreground
- 4 X: Have you heard anything about this play?  
Y: Yes, I've read the online \_\_\_\_\_.  
A roles                  B critics      C reviews
- 5 X: His latest novel is really boring.  
Y: Yes, it is \_\_\_\_\_ books.  
A less boring than his previous      C the best of his  
B not as interesting as his other
- 6 X: What do you think of this story?  
Y: \_\_\_\_\_.  
A That sounds funny.                  C What a funny story!  
B In my opinion, it's funny.

6 Przeczytaj tekst. Z podanych odpowiedzi A–C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

### Wskaźówka maturalna

Przeczytaj cały tekst i spróbuj samodzielnie uzupełnić luki bez patrzenia na możliwe odpowiedzi. Sprawdź, czy twoje pomysły znajdują się wśród dostępnych opcji. Jeśli tak – prawdopodobnie są to poprawne odpowiedzi.

### RUB MY NOSE AND GET GOOD LUCK

If you want to see attractive art, you don't necessarily need to visit an <sup>1</sup> \_\_\_\_\_ in an art gallery. In Bratislava, Slovakia, you can see bronze <sup>2</sup> \_\_\_\_\_ in the street. There are several statues in the streets of Bratislava, but one, called *Man At Work*, is the most popular and gets lots of visitors. This <sup>3</sup> \_\_\_\_\_ statue is of a man's head. The head is coming out of a hole in the ground. People say that if you touch the man's nose, you'll have good luck. Many people have <sup>4</sup> \_\_\_\_\_ done this – you can see this because his nose is shinier <sup>5</sup> \_\_\_\_\_ the rest of his head! *Man At Work* is so popular that it <sup>6</sup> \_\_\_\_\_ in travel guides about the city.

- |                  |                     |              |
|------------------|---------------------|--------------|
| 1 A animation    | B abstract painting | C exhibition |
| 2 A sculptors    | B sculptures        | C portraits  |
| 3 A best-selling | B live              | C amusing    |
| 4 A just         | B yet               | C already    |
| 5 A more         | B than              | C that       |
| 6 A has appeared | B used to appear    | C appeared   |

## CZYTANIE

### WYBÓR WIELOKROTNY

#### Wskazówka maturalna

Pytania w tym zadaniu dotyczą szczegółowych informacji, kontekstu sytuacyjnego, intencji autora tekstu lub głównej myśli tekstu. Wszystkie opcje odpowiedzi nawiązują do tekstu, ale tylko jedna jest prawidłowa.

- 7 Przeczytaj trzy teksty związane z wydarzeniami kulturalnymi. Z podanych odpowiedzi A–C wybierz właściwą, zgodną z treścią tekstu.

I can't believe I'm so scared. I'm a professional singer and I have performed on stage many times. I know my songs very well. In fact, I've never forgotten any lyrics. Why is it so difficult? But it is happening again. I don't want to go on stage and sing in front of thousands of people. I've tried breathing deeply and counting to a hundred very slowly, but nothing has helped. Oh, no! They have just announced my name.

- 1 The author talks about
- A preparing for a performance.
  - B a health problem during a concert.
  - C her feelings before appearing on stage.

### The Experience of a Lifetime

One of the greatest operas, *Turandot* by the Italian composer Giacomo Puccini, will be on at the State Opera.

- Saturday 19th October – Wednesday 23rd October for five performances only
- Daily at 7.30 p.m.
- Student discounts available

It is based on the story of Calaf, who falls in love with the Princess Turandot. He wants to marry her, but first he must answer three difficult questions correctly or he will die. It's a very sad and emotional story.

Limited number of tickets – book now!

- 2 The purpose of the text is to
- A give a review of a performance.
  - B encourage readers to see a performance.
  - C describe what readers will see at a performance.

#### The Monkeys

I saw this band last Saturday at the Fun Day music festival. It was the longest concert I have ever attended. They played for four hours and sang all of their biggest hits, as well as some new tracks from their latest album. There was something for everyone – faster dance tracks, slower songs, and even some jazz.

The weather wasn't good. We had weeks of blue skies and sunshine, but that all changed on Saturday. The clouds moved in and all the fans got wet. But no one really cared because it was such a fantastic show.

Comments (4)

- 3 According to the author,
- A the weather didn't spoil the fun.
  - B the concert was too long.
  - C not everyone liked the songs.

## MÓWIENIE

### ILUSTRACJA

- 8 Popatrz na zdjęcie i wybierz słowa, które najbardziej przydadzą się do jego opisu. Następnie opisz zdjęcie.

ambitious ballet room dancer easy little girl  
music pink professional singer teacher theatre



- 9 Odpowiedz na pytania dotyczące zdjęcia z ćwiczenia 8. Które z nich bezpośrednio dotyczy zdjęcia?

- 1 Is the girl enjoying the activity? Why/Why not?
- 2 What artistic talent would you most like to have? Why?
- 3 Describe a performance you really liked.

## PISANIE

### BLOG

- 10 Przeczytaj zadanie egzaminacyjne. Do poszczególnych jego części 1–4 dobierz pasujące wyrażenia a–d.

- a I went to a famous Spanish film festival.
- b I must tell you about a famous actor I met there.
- c Thanks again for sending me all your comments.
- d Why don't you go to this festival next year?

Prowadzisz anglojęzycznego bloga. Przed wyjazdem na wakacje poprosiłeś/poprosiłaś swoich czytelników o informacje dotyczące ciekawych wydarzeń kulturalnych. Niektóre z nich bardzo ci się przydały. Po powrocie z wakacji chcesz dodać kolejny wpis na blogu.

- 1 Podziękuj wszystkim za przesłane wskazówki.
- 2 Zrelacjonuj wydarzenie kulturalne, w którym brałeś/brałaś udział.
- 3 Opisz sławną osobę, którą tam zobaczyłeś/zobaczyłaś.
- 4 Zachęć czytelników do uczestnictwa w tym wydarzeniu kulturalnym w przyszłym roku.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 80 do 130 słów.

- 11 Wykonaj zadanie egzaminacyjne z ćwiczenia 10.

# 4

## Living

*Home is where the heart is.*

A proverb

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – rooms and furniture
- houses and homes
- phrases with *make and do*
- Words for free – houses
- adjective order
- places in the city and in the country

#### Grammar:

- Present Perfect with *for* and *since*
- Present Continuous, *be going to* and *will*

#### Listening:

- teenagers talking about their rooms

#### Reading:

- descriptions of different places

#### Speaking:

- making suggestions

#### Writing:

- a blog entry

### MATURA FOCUS

#### Temat maturalny:

- dom
- podróżowanie i turystyka; świat przyrody

#### Słuchanie:

- dobieranie str. 51
- wybór wielokrotny str. 59

#### Czytanie:

- dobieranie: uzupełnianie luk str. 52

#### Środki językowe:

- minidialogi str. 58
- pary zdań str. 58

#### Mówienie:

- ilustracja str. 59
- rozmowa z odgrywaniem roli str. 59

#### Pisanie:

- blog str. 59

### FOCUS EXTRA

- Grammar Focus Reference and Practice str. 115
- WORD STORE booklet str. 8–9
- Workbook str. 46–55
- MyEnglishLab

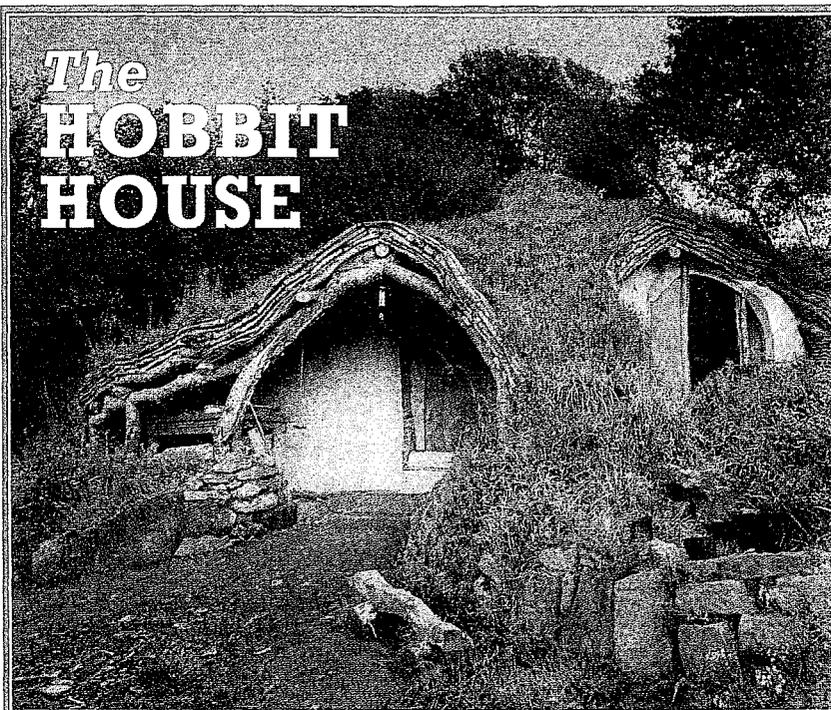
## 4.1 Vocabulary

### Houses and homes • phrases with *make and do*

*I can describe houses and use phrases with *make and do**

#### SHOW WHAT YOU KNOW

- 1 Think about your house and complete the task. You have five minutes.
  - List all the different rooms.
  - Put the rooms in order according to the time you spend in them.  
1 = My bedroom (I spend most time in here).
  - List at least six items you can find in each room.
- 2 In pairs, combine your lists. What is your total number of different words for rooms and furniture?

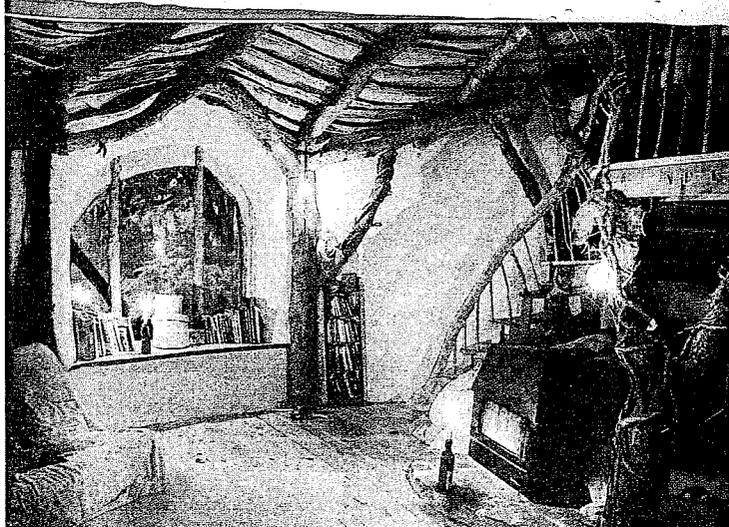
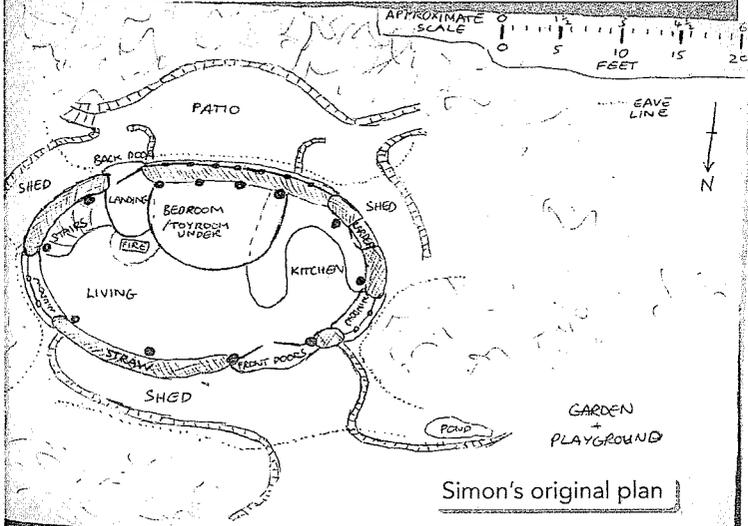
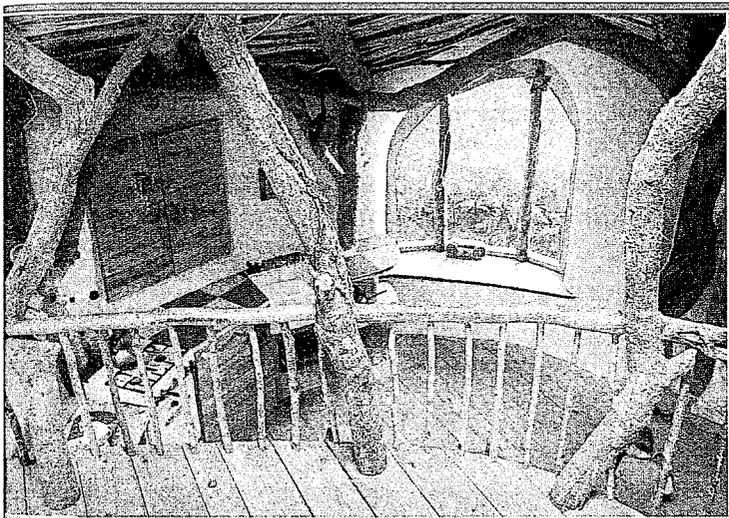


Simon Dale didn't want to live in a 'mass-produced box' on a housing estate. So he made a brave decision. He decided to build his own home in the countryside. He moved to rural Wales with his family, and built a wooden eco-house. With the help of his father-in-law, a builder, he moved into a cosy new home after only four months. It only cost £3,000 to build.

The Hobbit House, as local people call it, is made of natural materials. Simon Dale and his father-in-law dug into the side of a hill and then used the mud and stone to make the walls. The frame of the house

and the floors are made from wood from the surrounding area. The design is open-plan. There is no central heating, but there's a wood-burner and solar panels on the roof which provide power for lighting, music and computing. A skylight in the roof provides lots of natural light and a pond in the front garden collects rainwater. Drinking water is from a nearby spring. There's a compost toilet and the fridge stays cool thanks to air from under the ground. Simon Dale says, 'We try to live in harmony with the natural world.' He has certainly done his best to achieve that.

- 3 In pairs, look at the photos of the Hobbit House. Read the text and answer the questions.
- 1 Why did Simon Dale build the Hobbit House?
  - 2 Where did he build it?
  - 3 How long did it take to build and how much did it cost?
  - 4 Where did they get the materials to build the Hobbit House?
  - 5 Where do they get heating, electricity, light and water from?
  - 6 How does Simon Dale say he wants to live?
- 4 In pairs, discuss what you like or don't like about the Hobbit House.



WORD STORE 4A

- 5 **CD2-14 MP3-59** Complete WORD STORE 4A with the words and phrases in red from the text. Then listen, check and repeat.
- 6 Replace the underlined phrases with words or phrases with similar meanings from WORD STORE 4A. Tick the sentences that are true for you.
- I live in a ...
- 1 detached house with only one floor. *bungalow*
  - 2 house which is joined to my neighbour's house.
  - 3 house on the edge of the city.
  - 4 small, traditional house in a village.
  - 5 modern house in an area with other similar houses.
  - 6 flat that is very warm and comfortable.

WORD STORE 4B

- 7 **CD2-15 MP3-60** Tick the items in WORD STORE 4B that you can see inside and outside the Hobbit House. Use your dictionary if necessary. Then listen and repeat.
- 8 Choose words and phrases from WORD STORES 4A and 4B and list them under these headings. Add your own ideas. Then compare with your partner.

My house	My dream house

WORD STORE 4C

- 9 **CD2-16 MP3-61** In pairs, think about the advantages and disadvantages of living in the Hobbit House. Then listen to three people talking about it. Do they mention any of your ideas?
- 10 **CD2-17 MP3-62** Complete WORD STORE 4C with the phrases in the box. Then listen, check and repeat.

a noise    the cooking    a complaint  
 the ironing    a mess    the gardening  
 the housework    dinner    the shopping  
 your bed    the washing    the washing-up

- 11 Complete the questions with the correct form of *make* or *do*. Then, in pairs ask and answer the questions.
- 1 Did you \_\_\_\_\_ your bed this morning?
  - 2 Do your neighbours ever \_\_\_\_\_ a noise?
  - 3 Do you like \_\_\_\_\_ the washing-up?
  - 4 Who \_\_\_\_\_ the cooking in your house?
  - 5 Have you ever \_\_\_\_\_ dinner for somebody?
  - 6 Where does your family usually \_\_\_\_\_ the shopping?

WORD STORE 4D

- 12 **CD2-18 MP3-63** Complete WORD STORE 4D. Translate the *Words for free*. Then listen and repeat.
- 13 In pairs, write true example sentences for each of the *Words for free*.

## 4.2 Grammar

### Present Perfect with *for* and *since*

I can talk about unfinished situations that started in the past and continue in time 'up-to-now'

- 1 In pairs, tick the places where you have slept. What was the most unusual place?

- |                          |            |                          |            |
|--------------------------|------------|--------------------------|------------|
| <input type="checkbox"/> | in my bed  | <input type="checkbox"/> | in a hotel |
| <input type="checkbox"/> | on a floor | <input type="checkbox"/> | on a train |
| <input type="checkbox"/> | on a couch | <input type="checkbox"/> | other      |

- 2 Read US TODAY. What is couchsurfing? Would you like to do it? Why?/Why not?

### US TODAY

We asked CS employee Dan about the world's largest travel community.



#### What is it?

A worldwide travel network connecting travellers with people who offer free accommodation.

#### Who is it for?

People who don't want to stay in hotels but want to meet local people and experience new cultures.

#### How much does it cost?

Nothing! It's free.

#### How long have you worked for CS?

I've been here since it started in 2004. I've worked with people from all over the world for more than ten years. Together we want to create a global community.



- 3 Read the GRAMMAR FOCUS. Complete the examples using the Present Perfect forms in blue in Exercise 2.

### GRAMMAR FOCUS

#### Present Perfect with *for* and *since*

You use the **Present Perfect** to talk about unfinished situations that started in the past and continue in time 'up-to-now'.

- You use **How long** to ask about the length of time 'up-to-now'.

How long <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ for CS?

- You use **since** when the answer is a point in time: e.g. *since 1998, since last week, since I was born.*

I <sup>2</sup> \_\_\_\_\_ here *since* it started in 2004.

- You use **for** when the answer is a period of time: e.g. *for six hours, for a few days, for a long time.*

I <sup>3</sup> \_\_\_\_\_ with people from all over the world *for more than ten years.*

- 4 Choose *for* or *since* and complete the comments with the Present Perfect form of the verbs in brackets. Then listen and check.



### Couch Surfer

I <sup>1</sup> *ve been* (be) a member <sup>2</sup> *for / since* three years now. <sup>3</sup> *For / Since* I became a member, <sup>4</sup> \_\_\_\_\_ (stay) in thirty-two countries in different types of accommodation. I <sup>5</sup> \_\_\_\_\_ (stay) in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!

### Host

I <sup>6</sup> \_\_\_\_\_ (be) a couch surfing host <sup>7</sup> *for / since* two years now and I <sup>8</sup> \_\_\_\_\_ (already/meet) more than thirty people. At the moment Miki is visiting from Tokyo. I <sup>9</sup> \_\_\_\_\_ (only know) her <sup>10</sup> *for / since* a week but I'm sure we'll remain friends. We have so much in common. Miki is happy too – she <sup>11</sup> \_\_\_\_\_ (study) English <sup>12</sup> *for / since* ten years, but she <sup>13</sup> \_\_\_\_\_ (never/have) the chance to speak with a native speaker before. When I show a guest around Oxford, I see my own city in a new way. For example, I <sup>14</sup> \_\_\_\_\_ (not visit) the Natural History Museum <sup>15</sup> *for / since* I was at primary school. But I'll go there with Miki. She <sup>16</sup> \_\_\_\_\_ (be) here <sup>17</sup> *for / since* nearly a week, but she <sup>18</sup> \_\_\_\_\_ (not feel) homesick because she says I make her feel at home.



- 5 Complete the second sentence so it has a similar meaning to the first.

1 I met my best friend two years ago.

I *ve known* (know) my best friend for two years.

2 I joined this English class three months ago.

I \_\_\_\_\_ (be) in this English class \_\_\_\_\_ three months.

3 My dad gave my mum this watch when she was forty.

My mum \_\_\_\_\_ (have) this watch \_\_\_\_\_ she was forty.

4 I bought these trainers last Christmas.

I \_\_\_\_\_ (not buy) any new trainers \_\_\_\_\_ last Christmas.

5 I had breakfast at 7 a.m.

I \_\_\_\_\_ (not eat) anything \_\_\_\_\_ 7 a.m.

6 My dad was born in our house.

My dad \_\_\_\_\_ (live) in our house \_\_\_\_\_ he was born.

- 6 Write true sentences from the prompts. Use the Present Perfect and *since* or *for*.

1 I / know / (name of your neighbour) ...

I've known Barry *for five years.*

2 I / live in / (name of your neighbourhood) ...

3 I / like / (name of your favourite band) ...

4 I / have / (make of your phone) ...

5 I / be interested in / (name of a subject) ...

6 My dad / have / (type of your dad's car) ...

- 7 In pairs, use the sentences in Exercise 6 to make dialogues.

A: Who is your neighbour?

B: Barry.

A: How long have you known him?

B: For five years.

Grammar Focus page 115

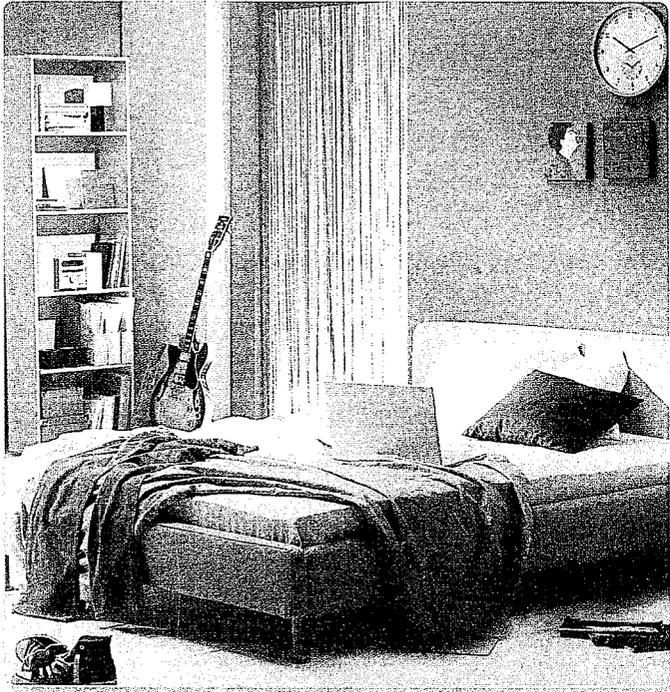
# Listening

## Matching

I can understand teenagers talking about their rooms

1 In pairs, look at the photo and discuss how different or similar the bedroom is to your own rooms. Think about:

- the size: bigger/smaller, more/less spacious, the same
- the decoration: more/less modern, colour of walls/curtains/carpet, posters, etc.
- the furniture: bookcase, bed, wardrobe, desk, etc.
- other details: more or less tidy, clothes, musical instruments, computer, etc.



2 **CD 2-20 MP3-65** Listen to five teenagers describing their room. Are statements 1–5 true (T) or false (F)?

- Speaker 1 lives in quiet house.
- Speaker 2 thinks her sister is lazy.
- Speaker 3 doesn't like music.
- Speaker 4 is often out.
- Speaker 5 never invites her friends round.

### EXAM FOCUS Matching

3 **CD 2-20 MP3-65** Listen to the teenagers again. Match speakers 1–5 with statements A–F. There is one extra statement.

- Speaker 1:  Speaker 4:   
 Speaker 2:  Speaker 5:   
 Speaker 3:

- A uses his/her room as a creative space.  
 B likes to escape to his/her room and have private time.  
 C uses his/her room as the centre of his/her social scene.  
 D likes having an untidy room.  
 E just does homework and sleeps in his/her room.  
 F shares his/her room with someone.

4 In pairs, discuss which teenager's description is the most similar to your own situation.

5 **CD 2-21 MP3-66** Listen to two teenagers talking about their most treasured possessions and complete the information.



DAFFYD

- a laptop: has had it for \_\_\_\_\_, a \_\_\_\_\_ present
- a guitar: has had it for \_\_\_\_\_, it belonged to his \_\_\_\_\_
- a Welsh flag: he feels \_\_\_\_\_ of being Welsh

KAREN

- a collection of animals: has had them since she \_\_\_\_\_, her favourite is \_\_\_\_\_
- a bedside lamp: a present from her \_\_\_\_\_, brought from \_\_\_\_\_
- a collection of shells: they are souvenirs from \_\_\_\_\_, she has collected them since she \_\_\_\_\_



6 **CD 2-21 MP3-66** Choose the correct preposition and try to complete the sentences from memory. Then listen again and check.

- Daffyd's \_\_\_\_\_ is on / next his desk.
- His \_\_\_\_\_ is on / in the corner next / next to the bookcase.
- His \_\_\_\_\_ is onto / on the wall onto / above his bed.
- Karen's \_\_\_\_\_ is on top of / on top the wardrobe.
- Karen's \_\_\_\_\_ is on / in her bedside table.
- Her \_\_\_\_\_ is in / on the bottom shelf of her bookshelves, which are opposite / in front her bed.

7 In pairs, describe your own room. Talk about your most treasured possessions and say where everything is.

8 **CD 2-22 MP3-67** Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table.

bar	blue	calm	cheap	dark
dirt	earth	floor	heat	lawn
porch	room	scene	view	work

- 1 /i:/    2 /u:/    3 /ɔ:/    4 /s:/    5 /a:/  
bar

9 **CD 2-23 MP3-68** Listen, check and repeat.

### WORD STORE 4E

10 **CD 2-24 MP3-69** Complete WORD STORE 4E. Use the adjectives in the box to finish the descriptions. Then listen, check and repeat.

## 4.4 Reading

### Gapped text

I can understand descriptions of different places

1 Which words in the box can you see in the photos?

a canyon	golden sand	a harbour
a monument	rainforest	a canal
a river	rocks	ruins
a mountain	a statue	shallow sea water

2 Read the text and answer the questions.

- How big and how old is the Grand Canyon?
- What is the best way to visit the canyon today?
- How many islands are there in Venice?
- What's the most expensive way to visit Venice?
- Where in Rio is the famous statue of Christ?
- How do you get to the statue?
- Where is the Great Barrier Reef?
- Why is it a popular destination for scuba divers?
- In which country is the Lost City of Petra?
- How do tourists visit the city?

#### EXAM FOCUS Gapped text

3 Read the text again. Complete gaps 1–5 with sentences A–F. There is one extra sentence.

- A It is one of the most amazing natural wonders of the world.  
 B It is one of the best-known sights of this lively city.  
 C Luckily, European travellers 'found' it again in the nineteenth century.  
 D However, it is probably the most beautiful.  
 E That is before it became such a popular tourist destination.  
 F For example, the famous *Vaporetto* (river bus) only costs about 5 euros.

4 Match some 'clues' (1–3) with their function (a–c) in a text.

- she, he, it, her, him, one, this, that, here, there
- But, However, Alternatively, On the other hand
- Also, In addition, For example

- a they introduce additional information   
 b they introduce contrasting information   
 c they refer back to something in the text

5 Find and underline examples of 'clues' in sentences A–F in Exercise 3. Do they 'add', 'contrast' or 'refer'?

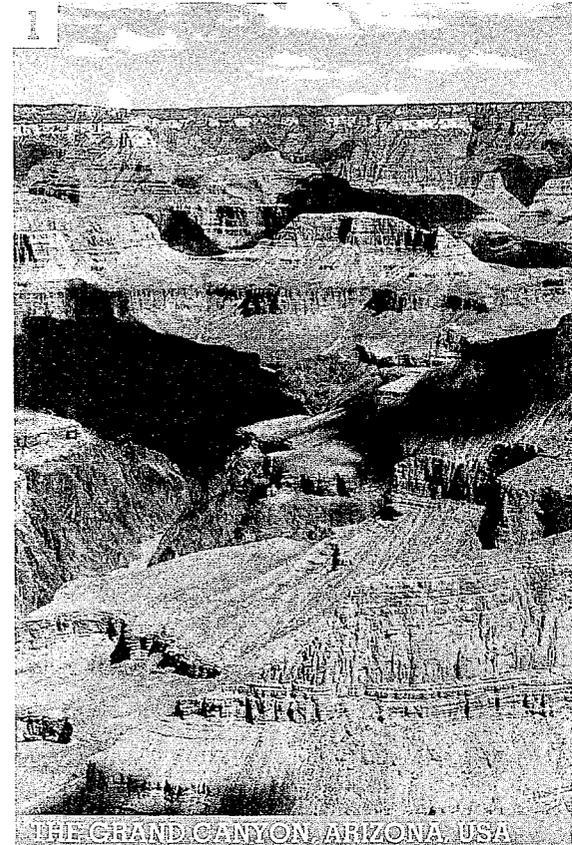
6 Look at the words and phrases in blue in the text. Complete the questions with an appropriate word.

- Is there a building or monument that \_\_\_\_\_ your city?
- Is your city a busy \_\_\_\_\_ centre?
- Where are the rich \_\_\_\_\_ in your city?
- How good is the public transport \_\_\_\_\_ ?
- Which parts of your country \_\_\_\_\_ a lot of tourists?
- Where can you see \_\_\_\_\_ views?

7 In pairs, ask and answer the questions in Exercise 6.

## FIVE PLACES TO VISIT BEFORE YOU DIE

CD 2/25 MP3-70



'Awesome' is how people describe the Grand Canyon! But words cannot describe it. You have to see it to believe it. The Grand Canyon in northwest Arizona, USA, is 446 kilometres long, 29 kilometres wide and about 1,800 metres deep. Scientists believe the canyon is 17 million years old. It is not the deepest or the longest canyon in the world. <sup>1</sup> \_\_\_\_\_ The rocks change colour depending on the time of day, from red and orange to grey and ochre <sup>10</sup> brown. The best view of the Grand Canyon is from a helicopter. But for a real adventure, you need to take a boat along the valley of the river Colorado.

8 In pairs, complete the sentences about your country. Give reasons for your choices.

- The most awesome natural wonder is ...
- The most impressive building is ...
- The most famous square is ...
- The most popular tourist destination is ...
- The most spectacular historic ruins are ...



VENICE, ITALY

6 The 'floating city' in northeast Italy is famous for its unique beauty and wonderful architecture. The city consists of  
 15 around 117 islands and 409 bridges. You can walk through the narrow streets for hours and then sit in a square and admire the impressive buildings. St Mark's is the most famous square and the central point of the city. The public transport system is fantastic. 2 \_\_\_\_\_ It takes you all the  
 20 way down the Grand Canal. Alternatively, you can pay around 150 euros to do the same trip on a gondola!

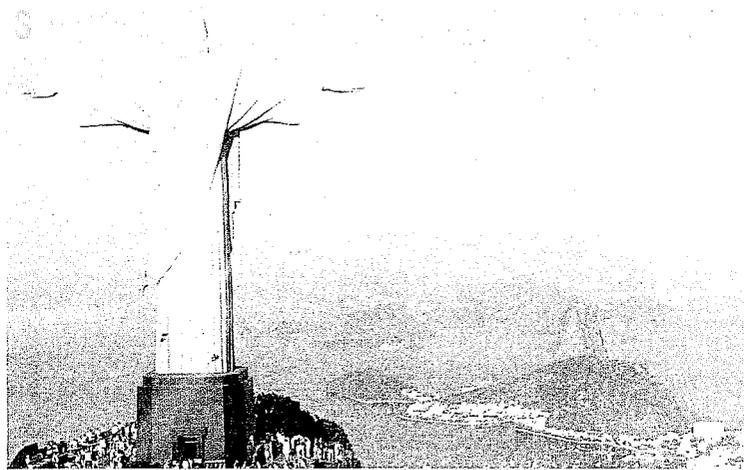


THE GREAT BARRIER REEF, AUSTRALIA

30 4 \_\_\_\_\_ It is located in the Coral Sea and covers 2,600 kilometres along the northeast coast of Australia. It consists of around 3,000 coral reefs and hundreds of tropical islands. It is a popular destination for scuba  
 35 divers. They love the clear and shallow sea water and all the different types of fish. The golden sands of the tropical beaches attract about 1 million tourists each year.

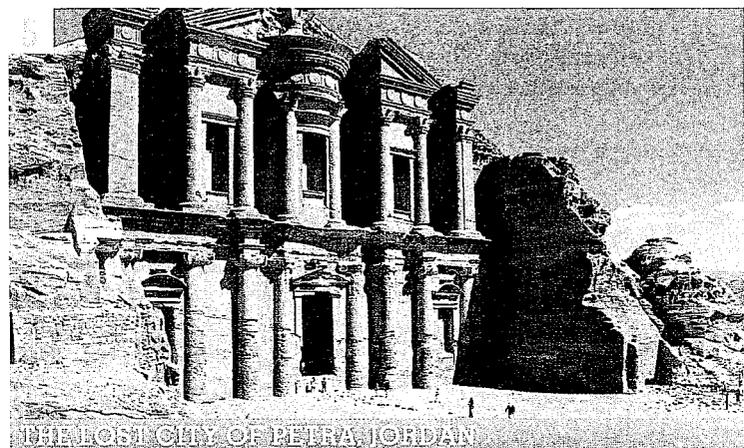
9 Choose one of the places you thought of in Exercise 8 and write a paragraph.

The most spectacular historic ruins in my country are at Stonehenge. Stonehenge is an ancient monument, but nobody knows exactly who built it or why. The stones change colour depending on the time of day. They are most beautiful when the sun rises or sets. Stonehenge is a popular tourist destination, and millions of people come from all over the world to visit these impressive ruins.



CHRIST THE REDEEMER, RIO DE JANEIRO, BRAZIL

The statue of Christ the Redeemer is 38 metres high and dominates the city of Rio de Janeiro. 3 \_\_\_\_\_ When visitors go to the top of the Corcovado mountain to visit the statue, they get  
 25 a breathtaking view of the city. From there you can see other famous sights: the Sugar Loaf mountain, the Atlantic Ocean, the harbour and the long sandy beaches. As you drive up the narrow road to the top of the mountain, you pass *favelas* (slums), rich neighbourhoods and green rainforest.



THE LOST CITY OF PETRA, JORDAN

The lost city of Petra is located in the rose-coloured mountains of south-western Jordan. This ancient city was once a busy trading centre and the capital of the Nabataean  
 40 empire. It had a population of around 20,000. They made spectacular monuments from the pink limestone rock. The city was 'lost' for centuries. Nobody knows exactly when or why people left the city. 5 \_\_\_\_\_ Today you can visit the spectacular ruins on foot, on horseback or by camel.

**WORD STORE 4F**

10 [CD 2-26 MP3-71] Look at WORD STORE 4F. Listen and repeat the names of places in the city and in the country. Then add them to a correct line depending on how near or far they are from your school or city.

## 4.5 Grammar

### Present Continuous, be going to and will

I can talk about future arrangements, intentions and spontaneous decisions

- 1 What makes a good party? In pairs, add your own ideas to the ones below and put them in order of importance.

decoration  food and drink  people   
furniture  lighting  music  theme

- 2 **CD 2:27 MP3:72** Read and listen to the dialogue and answer the questions.

- Why is Tony having a party?
- Where and when is he having it?
- How is Luisa going to help?

**Tony:** I'm having a birthday party on the 25th. Can you come?

**Luisa:** That's next Saturday, right? Yes, that sounds great. Are you having it at home?

**Tony:** No, our apartment isn't big enough. I'm using my aunt and uncle's house. They're really nice – they say it's fine.

**Luisa:** That's kind of them – do they know how many friends you've got?

**Tony:** Not yet. I'm going to tell them later. We'll probably use the basement. It's huge.

**Luisa:** A basement? Are you going to decorate it?

**Tony:** I suppose so. I'm not very good at that sort of thing.

**Luisa:** Don't worry, I'll help you. What are you doing later?

**Tony:** I'm going to text everybody with the invitation now, but after that I'm free.

- 3 Read the GRAMMAR FOCUS. Complete the examples using the future forms in blue in Exercise 2. Then underline more examples of each future form.

#### GRAMMAR FOCUS

##### Present Continuous, be going to and will

- You use the **Present Continuous** for future arrangements.

You often mention a time, a date or a place.

I<sup>1</sup> \_\_\_\_\_ a birthday party on the 25th.

- You use **be going to** for future intentions. You have already decided to do something and you tell people about it.

I<sup>2</sup> \_\_\_\_\_ tell them later.

- You use **will** for spontaneous decisions. You often use expressions like: *I think I'll ...*, *I'll probably ...*,

*Don't worry, I'll ...*

*Don't worry, I<sup>3</sup> \_\_\_\_\_ help you.*

- 4 **CD 2:28 MP3:73** Choose the most appropriate future form. Then listen and check.

**Tony:** Two of my friends <sup>1</sup>are helping/ will help me prepare the room on Saturday afternoon. We <sup>2</sup>'re going to hang / 'll hang sheets on the walls and the ceiling. Then we <sup>3</sup>'re going to put / 're putting coloured lights everywhere. We <sup>4</sup>'ll have / 're having a band and a DJ from eight to midnight. I've already booked them.

**Aunt:** OK, I think I <sup>5</sup>'ll warn / 'm going to warn the neighbours!

**Tony:** We've decided to have a fancy dress theme – everybody <sup>6</sup>will come / is coming as their favourite film character.

**Uncle:** Oh good, I think I <sup>7</sup>'ll come / I'm going to come as Captain Jack Sparrow!

**Aunt:** No, we <sup>8</sup>'ll go out / 're going out to the theatre, remember? I told you yesterday.

**Uncle:** I know, I was joking. Now what are you <sup>9</sup>eating / going to eat?

**Tony:** That's all arranged. Mum <sup>10</sup>will make / is making some pizzas.

**Aunt:** And what about the cleaning the next day?

**Tony:** Oh, erm ... Don't worry, I <sup>11</sup>'ll do / I'm doing that with my friend Luisa. She won't mind!

- 5 Complete the email with appropriate future forms in gaps 1–6 and your own ideas in gaps A–C.

Hi Amy,

You know I <sup>1</sup> \_\_\_\_\_ (move) house next week. Well, I've decided that I <sup>2</sup> \_\_\_\_\_ (have) a house-warming party in the new house. The theme is Super Heroes, so I <sup>3</sup> \_\_\_\_\_ (dress up) as <sup>A</sup> \_\_\_\_\_. You know my mum's a fantastic cook so she <sup>4</sup> \_\_\_\_\_ (make) <sup>B</sup> \_\_\_\_\_. I think everybody <sup>5</sup> \_\_\_\_\_ (like) that. I'm not sure about the music. I think I <sup>6</sup> \_\_\_\_\_ (get) a DJ and ask him to play lots of <sup>C</sup> \_\_\_\_\_.

- 6 Work in pairs. You are responsible for organising an end-of-term party for your school year. Follow the instructions.

- Make some decisions about location, food and drink, music, decoration, theme, etc.
- Write to the class to explain your ideas. Use all three future forms in your email.
- As a class, decide whose party ideas are best.

Grammar Focus page 115

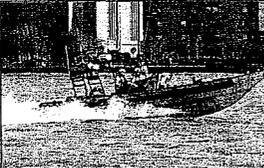
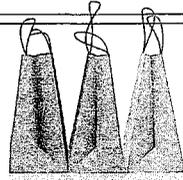
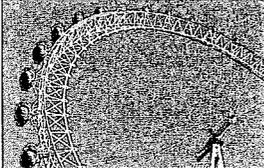
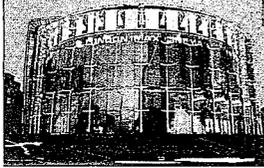


# 4.6 Speaking

## Making suggestions

I can make suggestions, agree and disagree with suggestions

1 In pairs, imagine you are visiting London. Discuss which of these activities you would like to do and why.

SIX OF THE BEST THINGS TO DO IN LONDON	
	<b>London by speed boat</b> ♦ 7 days a week, all year ♦ Suitable for all ages! ♦ £35 for 50 minutes
<b>Shopping</b> ♦ Oxford Street shops 8.30 a.m. – 9 p.m., Sun 11.30 a.m. – 6 p.m. ♦ Camden Market: Clothes, music, souvenirs. 10 a.m. – 6 p.m. daily	
	<b>The London Eye</b> Get the best view of London ♦ 10 a.m. – 9 p.m. every day ♦ Adult: £19 15 and under: £10
<b>The London Dungeon</b> Prepare to be scared! ♦ 90-minute tours £20 ♦ 10 a.m. – 6 p.m. 7 days a week	
	<b>IMAX cinema</b> Watch the latest films in 3D – £15 You'll feel like you're in the film!
<b>Madame Tussouds</b> Come and see the Royal Family! ♦ 9 a.m. – 6 p.m. daily ♦ Adult: £30 – save 50% when you book online	

2 **CD: 2:29 MP3: 74** Listen. What do Marcus and Ann decide to do? Which activities do they reject and why?

3 **CD: 2:29 MP3: 74** Listen again and tick the expressions you hear.

### SPEAKING FOCUS

#### Making suggestions

- Do you fancy (going) ...?
- Let's (go) ...
- How about (going) ...?
- We could (go) ...
- (I think) we should (go) ...
- What about (going) ...?
- Why don't we (go) ...?

#### Agreeing with suggestions

- (That's a) good/great idea!
- (That) sounds good/great!
- Why not!
- Disagreeing with suggestions
- (I'm sorry) I'm not keen on ...
- I don't really like ...
- I'd rather (go) ...
- I'm not sure about that.
- Let's (go) ... instead.

4 **CD: 2:30 MP3: 75** Complete each expression in the dialogue with an appropriate word from the **SPEAKING FOCUS**. Then listen and check.

A: Do you fancy <sup>1</sup> \_\_\_\_\_ to the cinema tonight?

B: That's <sup>2</sup> \_\_\_\_\_ good idea! What do you want to see?

A: The new film with Jennifer Aniston.

B: Oh no, I'm not <sup>3</sup> \_\_\_\_\_ on romantic comedy. I'd <sup>4</sup> \_\_\_\_\_ see an action film.

A: OK, let's see the new James Bond <sup>5</sup> \_\_\_\_\_.

B: Great. How <sup>6</sup> \_\_\_\_\_ having a burger before we go?

A: Why <sup>7</sup> \_\_\_\_\_! We <sup>8</sup> \_\_\_\_\_ try that new burger bar in town.

5 You are planning a day out in Edinburgh. Look at the tourist information. Then, in pairs, follow the instructions below to prepare a dialogue. Use the **SPEAKING FOCUS** to help you.

A: Suggest an activity for the morning.

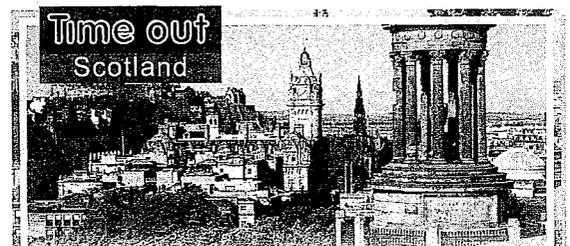
B: Agree and suggest something for the afternoon.

A: Disagree and suggest something different for the afternoon.

B: Disagree and suggest something else for the afternoon.

A: Agree and suggest something for the evening.

B: Agree.



**National Museum of Scotland**  
10 a.m. – 5 p.m.

**Botanic Gardens**  
10 a.m. – 6 p.m.

**Climb a hill to get great views of the city**  
2 hours to climb up

**Visit Edinburgh Castle**  
9.30 a.m. – 5 p.m.

**Comedy at 'Comedy Club'**  
8.30 p.m. – midnight

**Ghost tour 'Dark secrets of old Edinburgh'**  
3 p.m.

**Learn to do Scottish dancing**  
7 p.m. – midnight

**Eat seafood in waterfront restaurants**  
7 p.m. – midnight

6 Practise your dialogue. Then act out your dialogue to the class.

## 4.7 Writing

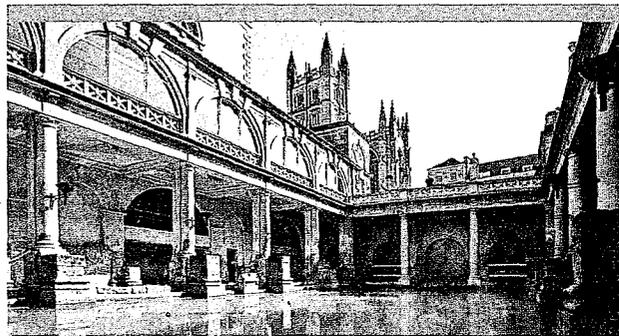
### A blog entry

*I can write about a place I have visited*

- 1 In pairs list as many British cities as you can think of in sixty seconds.
- 2 Read a blog about Bath. Which topics does the blogger mention?

a Art and culture	d General information
b Food and drink	e Shopping
c Entertainment and nightlife	f Tourist highlights

ilovetravelling.greatblog.com



13 January

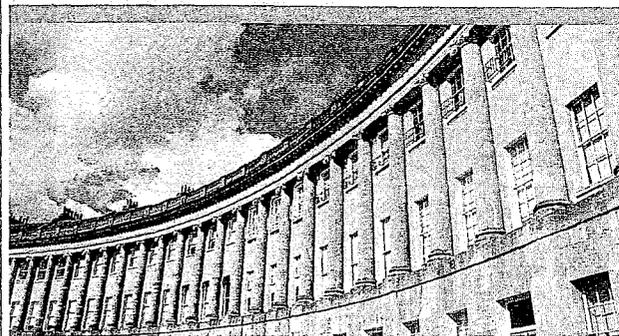
Last weekend, I visited my cousin in Bath, a small city in the southwest of England. Bath is a popular tourist destination and is famous for its historic sites. Today's blog entry is about my visit.

I met my cousin on Saturday morning and we walked around the city. Bath is a lovely place. The centre is small, so most people tend to visit it on foot. It was very busy, but we saw some really beautiful architecture. For visitors, a walk along the river is a must.

We stopped for lunch in a traditional tearoom. One of the local specialities is the Sally Lunn Bun. It was delicious! After lunch, we went shopping. Bath has a wide selection of shops: According to fashion magazines, Bath is 'Britain's best fashion secret'. I bought a cool T-shirt.

Later we were tired, so we went to the Roman Baths. It is the most popular attraction in the city. I would definitely recommend relaxing in the thermal waters of Bath Spa. I thought it was wonderful!

**Comments (8)**



- 3 Would you like to visit Bath? Why?/Why not? Discuss in pairs.
- 4 Match the words and phrases in purple in the blog with the definitions below.

1 an interesting thing to see or do – _____
2 a place to visit – _____
3 choice or range – _____
4 food that you can only find here – _____
5 places that were important in the past – _____
6 something you should definitely see or do – _____
- 5 Complete the WRITING FOCUS with the underlined words from the blog in Exercise 2.

### WRITING FOCUS

#### A blog entry

- 1 Say when and/or why you visited  
Last week/weekend/month, etc., I went to .../I visited my cousin/friend/aunt in ...
- 2 Introduce the place  
... is a small/large city in ...  
... is a popular <sup>1</sup> tourist destination.  
... is famous for its ...
- 3 Give impressions or opinions  
It is a busy/interesting/<sup>2</sup> \_\_\_\_\_ place.  
Most people seem to/<sup>3</sup> \_\_\_\_\_ to ...  
According to ...  
I thought it was great/<sup>4</sup> \_\_\_\_\_ /a bit boring.  
It (the food) was <sup>5</sup> \_\_\_\_\_ !
- 4 Make recommendations  
I would (definitely) <sup>6</sup> \_\_\_\_\_ (doing something).  
For visitors, ... is a must.
- 6 In pairs, complete the sentences to describe your own town or region. Then compare your answers with another pair.

1 _____ is famous for _____ .
2 For visitors, _____ is a must.
3 _____ is probably the most popular attraction.
4 One of the local specialities is _____ .
5 I would recommend _____ .
- 7 Write about a tourist destination you have visited recently. Give your impressions in a blog entry of 80–130 words. In the blog entry:
  - introduce the place and say when you visited;
  - write about what you did and saw while you were there;
  - give impressions or opinions;
  - make recommendations.

Use the WRITING FOCUS to help you.

## Types of houses Rodzaje domów

**bungalow** /'bʌŋɡələʊ/ dom parterowy  
**cottage** /'kɒtɪdʒ/ domek wiejski  
**detached house** /dɪ,tætʃt 'haus/ dom wolnostojący  
**eco-house** /'i:kəʊ haus/ dom ekologiczny  
**flat** /flæt/ mieszkanie  
**houseboat** /'haʊsbəʊt/ łódź mieszkalna  
**semi-detached house** /,semɪdɪ,tætʃt 'haus/ pół domu bliźniaczego  
**studio apartment** /,stju:diəʊ ə'pɑ:tmənt/ kawalerka  
**terraced house** /,terəst 'haus/ dom szeregowy

## Location Położenie

**in a village** /,ɪn ə 'vɪlɪdʒ/ w wiosce  
**in the city centre** /,ɪn ðə 'sɪti 'sentə/ w centrum miasta  
**in the countryside** /,ɪn ðə 'kʌntrɪsaɪd/ na wsi  
**in the suburbs** /,ɪn ðə 'sʌbɜ:bz/ na przedmieściach  
**near the sea** /,niə ðə 'si:/ blisko morza  
**on a housing estate** /,ɒn ə 'haʊzɪŋ ɪ,steɪt/ na osiedlu  
**on the edge of the city** /,ɒn ði 'edʒ əv ðə 'sɪti/ na obrzeżach miasta

## Building materials Materiały budowlane

**brick** /brɪk/ cegła  
**concrete** /'kɒŋkri:t/ beton  
**mud** /mʌd/ błoto  
**stone** /stəʊn/ kamień  
**wood** /wʊd/ drewno

## Description Opis

**comfortable** /'kɒmfɪtəbəl/ wygodny  
**cosy** /'kəʊzi/ przytulny  
**lots of natural light** /lɒts əv ,nætʃərəl 'laɪt/ mnóstwo naturalnego światła  
**modern** /'mɒdn/ nowoczesny  
**open-plan** /,əʊpən 'plæn/ bez ścianek działowych  
**spacious** /'speɪʃəs/ przestronny  
**traditional** /trə'dɪʃənəl/ tradycyjny

## Inside a house Wewnątrz domu

**basement** /'beɪsmənt/ piwnica  
**bedside table** /,bedsaɪd 'teɪbəl/ stolik nocny  
**bookcase** /'bʊk-keɪs/ regał na książki  
**bookshelf** /'bʊkʃelf/ półka na książki  
**carpet** /'kɑ:pət/ dywan  
**ceiling** /'si:lɪŋ/ sufit  
**central heating** /,sentərəl 'hi:tɪŋ/ centralne ogrzewanie  
**cooker** /'kʊkə/ kuchenka  
**couch** /kaʊtʃ/ kanapa  
**cupboard** /'kʌbəd/ szafka  
**duvet** /'dʊ:veɪ/ kołdra  
**electricity** /,ɪ,lek'trɪsətɪ/ energia elektryczna  
**floor** /flɔ:/ podłoga; piętro  
**floorboard** /'flɔ:bɔ:d/ deska podłogowa  
**fridge** /frɪdʒ/ lodówka  
**kitchen sink** /,kɪtʃən 'sɪŋk/ zlew  
**lamp** /læmp/ lampa  
**shelf** /ʃelf/ półka  
**single bed** /,sɪŋɡəl 'bed/ pojedyncze łóżko  
**sofa** /'səʊfə/ sofa  
**stairs** /steəz/ schody  
**toilet** /'tɔɪlət/ toaleta  
**wardrobe** /'wɔ:drəʊb/ szafa na ubrania  
**windowsill** /'wɪndəʊ,sɪl/ parapet  
**wood-burner** /'wʊd,bɜ:nə/ piec opalany drewnem  
**worktop** /'wɜ:k tɒp/ blat kuchenny

## Outside a house Na zewnątrz domu

**back door** /,bæk 'dɔ:/ tylne drzwi  
**balcony** /'bælkəni/ balkon  
**front door** /,frʌnt 'dɔ:/ drzwi frontowe  
**garage** /'gærɪdʒ/ garaż  
**path** /pɑ:θ/ ścieżka  
**patio** /'pætiəʊ/ taras  
**pond** /pɒnd/ staw  
**porch** /pɔ:tʃ/ ganek  
**roof** /ru:f/ dach  
**shed** /ʃed/ szop, składzik  
**sky-light** /'skaɪlaɪt/ okno dachowe  
**solar panel** /,səʊlə 'pænl/ panel słoneczny  
**stone wall** /,stəʊn 'wɔ:l/ kamienny mur

## Places in the city and in the country Miejsca w mieście i poza miastem

**beach** /bi:tʃ/ plaża  
**bridge** /brɪdʒ/ most  
**canal** /kə'næl/ kanał  
**canyon** /'kænjən/ kanion  
**castle** /'kɑ:səl/ zamek  
**coast** /kəʊst/ wybrzeże  
**harbour** /'hɑ:bə/ port  
**hill** /hɪl/ wzgórze  
**island** /'aɪlənd/ wyspa  
**monument** /'mɒnjəmənt/ pomnik  
**mountain** /'maʊntən/ góra  
**rainforest** /'reɪnfɒrəst/ las deszczowy  
**reef** /ri:f/ rafa  
**river** /'rɪvə/ rzeka  
**rock** /rɒk/ skała  
**ruins** /'ru:ənz/ ruiny  
**slums** /slʌmz/ slumsy  
**square** /skweə/ plac  
**statue** /'stætʃu:/ pomnik, rzeźba  
**temple** /'tempəl/ świątynia  
**valley** /'væli/ dolina

## Tourism Turystyka

**a must** /ə 'mʌst/ konieczność  
**accommodation** /ə,kɒmə'deɪʃən/ zakwaterowanie  
**attract tourists** /ə,trækt 'tuəristz/ przyciągać turystów  
**attraction** /ə'trækʃən/ atrakcja  
**breath-taking view** /,breθteɪkɪŋ 'vju:/ widok zapierający dech w piersiach  
**entertainment** /,entə'teɪnmənt/ rozrywka  
**historic site** /hɪ'stɒrɪk 'saɪt/ zabytek, historyczne miejsce  
**host** /həʊst/ gospodarz/gospodyni  
**local speciality** /,ləʊkəl ,speʃi'ælətɪ/ miejscowa specjalność  
**nightlife** /'naɪtlaɪf/ życie nocne  
**sights** /saɪts/ widoki, miejsca godne zobaczenia  
**tourist destination** /'tuərist destə,neɪʃən/ cel wycieczek turystycznych

## Phrases with make and do Zwroty z make i do

**do the cooking** /,du: ðə 'kʊkɪŋ/ gotować  
**do the gardening** /,du: ðə 'gɑ:dɪnɪŋ/ pracować w ogrodzie  
**do the housework** /,du: ðə 'haʊswɜ:k/ wykonywać prace domowe  
**do the ironing** /,du: ði 'aɪənɪŋ/ prasować  
**do the shopping** /,du: ðə 'ʃɒpɪŋ/ robić zakupy  
**do the washing** /,du: ðə 'wɒʃɪŋ/ prać  
**do the washing-up** /,du: ðə 'wɒʃɪŋ 'ʌp/ zmywać  
**do your best** /,du: jɔ: 'best/ dawać z siebie wszystko  
**do your homework** /,du: jɔ: 'həʊm wɜ:k/ odrabiać pracę domową  
**make a complaint** /,meɪk ə kəm'pleɪnt/ złożyć zażalenie  
**make a decision** /,meɪk ə dɪ'sɪʒən/ podjąć decyzję  
**make a mess** /,meɪk ə 'mes/ zrobić bałagan  
**make a noise** /,meɪk ə 'nɔɪz/ hałasować  
**make dinner** /,meɪk 'dɪnə/ ugotować obiad  
**make your bed** /,meɪk jɔ: 'bed/ pościelić łóżko

## Other Inne

**architecture** /'ɑ:kətektʃə/ architektura  
**awesome** /'ɔ:səm/ niesamowity, wspaniały  
**busy** /'bɪzi/ ruchliwy, zatłoczony  
**dominate** /'dɒməneɪt/ dominować nad  
**house-warming party** /'haʊswɔ:mɪŋ ,pɑ:ti/ parapetówka  
**impressive** /ɪm'presɪv/ robiący wrażenie  
**move (house)** /,mu:v 'haus/ przeprowadzić się  
**narrow** /'nærəʊ/ wąski  
**natural wonder** /,nætʃərəl 'wʌndə/ cud natury  
**neighbour** /'neɪbə/ sąsiad/sąsiadka  
**neighbourhood** /'neɪbəhʊd/ okolica  
**population** /,pɒpjə'leɪʃən/ liczba ludności  
**public transport system** /,pʌblɪk 'trænspɔ:t ,sɪstəm/ system transportu publicznego  
**selection** /sə'lekʃən/ wybór  
**shallow** /'ʃæləʊ/ płytki  
**spectacular** /spek'tækjələ/ widowiskowy, imponujący  
**teddy bear** /'tedi beə/ pluszowy miś  
**trading centre** /'treɪdɪŋ ,sentə/ centrum handlu



# MATURA FOCUS REVIEW 4

## SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania podanymi słowami. Dwa słowa nie pasują do żadnego zdania.

accommodation beach bungalow centre  
estate heating light transport

- Their house is cold – it doesn't have any central \_\_\_\_\_.
- It's quicker to travel around the city by public \_\_\_\_\_ than by car.
- What a bright room! There's so much natural \_\_\_\_\_.
- My family didn't live in this house when I was young. I grew up on a housing \_\_\_\_\_.
- Singapore is an important trading \_\_\_\_\_ in Asia. That's why the port there is so big.
- I need a holiday! I'd love to just spend a week relaxing on a tropical \_\_\_\_\_.

- 2 Uzupełnij zdania właściwymi formami podanych słów.

1 I love living in this \_\_\_\_\_ – everyone is so friendly.

**NEIGHBOUR**

2 The Eiffel Tower is probably the most popular tourist \_\_\_\_\_ in Paris. **ATTRACT**

3 I bought the red sofa, not the blue one. I hope I've made the right \_\_\_\_\_! **DECIDE**

4 Our neighbours play loud music nearly every night. We've made several \_\_\_\_\_. **COMPLAIN**

5 The room was open-plan with \_\_\_\_\_ stairs leading up to the next floor. **WOOD**

6 I don't like \_\_\_\_\_. I plant lots of flowers but they never grow! **GARDEN**

- 3 Uzupełnij drugie zdanie, tak aby miało takie samo znaczenie jak pierwsze. Użyj podanego słowa.

1 They moved to Paris in 2013. **LIVED**

They \_\_\_\_\_ 2013.

2 Liz became a doctor more than ten years ago. **WORKED**

Liz \_\_\_\_\_ as a doctor for more than ten years.

3 They last saw Paul in January. **SINCE**

They \_\_\_\_\_ January.

4 When did you first meet Karen? **KNOWN**

How \_\_\_\_\_ Karen?

5 I stopped playing football six months ago. **FOR**

I \_\_\_\_\_ six months.

6 When did you dye your hair red? **HAD**

How \_\_\_\_\_ red hair?

- 4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach wyrażającymi przyszłość.

1 Are you moving house on Saturday? I \_\_\_\_\_ you if you like. (help)

2 I'm sorry I can't come. I \_\_\_\_\_ this evening. (work)

3 We \_\_\_\_\_ on Friday night but we still don't know where exactly. (meet)

4 When \_\_\_\_\_ Jack and Susan \_\_\_\_\_ married? (get)

5 'Was that the doorbell?' 'Yes, I \_\_\_\_\_ it.' (answer)

6 'Shall we go out?' 'No, I \_\_\_\_\_ the washing and the ironing this evening.' (do)

## ŚRODKI JEZYKOWE

### MINIDIALOGI, PARY ZDAŃ

- 5 Przeczytaj poniższe minidialogi. Z podanych odpowiedzi A–C wybierz właściwe uzupełnienie wypowiedzi.

#### Wskazówka maturalna

Zastanów się, jakie słowa, struktury lub funkcje językowe są testowane w każdym z dialogów. Sprawdź, czy wybrana przez siebie odpowiedź pasuje do luki pod względem poprawności językowej i czy najlepiej uzupełnia zdanie pod względem znaczenia.

1 X: What are your neighbours like?

Y: We haven't got any close neighbours. We live in a \_\_\_\_\_ house in the countryside.

A terraced B semi-detached C detached

2 X: Let's go to the theatre on Friday.

Y: \_\_\_\_\_

X: OK, let's see the new Batman film then.

A Sounds good. C I'm not sure about that.

B I'd rather go to the theatre.

3 X: How long have you lived here?

Y: \_\_\_\_\_

A In 2010. B Since 2010. C A few years ago.

4 X: Do you fancy going on the London Eye?

Y: \_\_\_\_\_

A I'll never forget the views.

B Good idea – the views are great.

C In my opinion, the views are cool.

5 X: What's so special about their garden?

Y: It's very big. There's even a \_\_\_\_\_ with some fish in it.

A path B porch C pond

6 X: Have you got any plans for the weekend?

Y: We've just decided that we \_\_\_\_\_ a fancy dress party.

A are going to have B will have C are having

- 6 Z podanych odpowiedzi A–C wybierz tę, która poprawnie uzupełnia luki w obydwu zdaniach każdej pary.

1 I'll \_\_\_\_\_ the dinner. What would you like?

Can you tidy your room please and \_\_\_\_\_ your bed?

A do B make C choose

2 Don't be nervous in the exam. Just \_\_\_\_\_ your best.

I'm too tired to \_\_\_\_\_ the shopping today.

A make B be C do

3 I love my grandma's house. I really feel \_\_\_\_\_ home there.

My grandpa is good \_\_\_\_\_ repairing things.

A in B at C to

4 Please use the \_\_\_\_\_ door to get to the garden.

Will you bring me something \_\_\_\_\_ from your trip?

A back B return C behind

5 The person on the left of the photo is my uncle. He's \_\_\_\_\_ next to my aunt.

This is Mike's favourite place in the \_\_\_\_\_ room. Next to the wood-burner.

A right B living C sitting

## SŁUCHANIE

### WYBÓR WIELOKROTNY

- 7  MP3-76 Usłyszysz dwukrotnie sześć wypowiedzi. Z podanych odpowiedzi A-C wybierz właściwą, zgodną z treścią nagrania.

#### Wskazówka maturalna

W tym zadaniu wysłuchasz kilku niezwiązanych ze sobą wypowiedzi i/lub dialogów. Przed wysłuchaniem nagrania przeczytaj pytania i wszystkie opcje odpowiedzi. Zwróć szczególną uwagę na formy przeczące.

- The advertisement is for people who want to  
A sell a house. B buy a house. C build a house.
- What is the son not going to do?  
A Make the beds. B Cook dinner. C Do the ironing.
- The talk takes place  
A in a square. B in a church. C at a monument.
- Judy is happy because  
A she is having a party. C the house is in a nice area.  
B she has got her own bedroom.
- What do we learn about solar panels from the text?  
A How long they last. C Why they are popular.  
B What their advantages are.
- Why doesn't the boy want to go to the countryside?  
A He thinks he'll be bored.  
B He'd prefer to go swimming.  
C He doesn't like the entertainment there.

## MÓWIENIE

### ILUSTRACJA, ROZMOWA Z ODGRYWANIEM ROLI

- 8 Opisz zdjęcie i odpowiedz na pytania do niego.



- In your opinion, what is the man telling the girls?
- How do you help with the housework at your home?
- Describe the last time when you or someone you know organised a birthday party at home.

- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne.

Chcesz wziąć udział w wakacyjnym kursie języka angielskiego w Wielkiej Brytanii. Rozmawiasz z pracownikiem szkoły językowej na temat zakwaterowania u angielskiej rodziny. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna ty.

lokalizacja

niezbędne wyposażenie

cena

obowiązki domowe

Jesteś pracownikiem szkoły językowej w Wielkiej Brytanii, w której w czasie wakacji ma się uczyć uczeń A. Rozmowa dotyczy zakwaterowania u angielskiej rodziny. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.

- Our school is in the centre and the prices there are high.
- You will have access to the Internet but students can't download music or films.
- This will depend on the type of room. Of course, a single room will be more expensive.
- You will have to clean your room every week or pay £20 extra.

## PISANIE

### BLOG

- 10 Przeczytaj zadanie egzaminacyjne. Ułóż zdania a-d w kolejności, w której powinny pojawić się we wpisie na blogu.

Niedawno byłeś/byłaś na wycieczce klasowej w jednym z polskich miast. Podziel się wrażeniami na blogu.

- Wyjaśnij, jakie miasto odwiedziliście i kiedy odbyła się wycieczka.
- Wyraź i uzasadnij swoją opinię na temat odwiedzonego miasta.
- Napisz, co szczególnie polecasz innym osobom odwiedzającym to miasto.
- Opisz problem, który wystąpił nieoczekiwanie, i sposób jego rozwiązania.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość tekstu powinna wynosić od 80 do 130 słów.

- Toruń is not a very big city but it's a lovely place.
- Unfortunately, we missed our train back to Warsaw.
- I would recommend visiting the planetarium.
- Last month we went on a class trip to Toruń.

- 11 Wykonaj zadanie egzaminacyjne z ćwiczenia 10.

# 5 live

## School

*Tell me and I forget,  
teach me and I may remember,  
involve me and I learn.*

Benjamin Franklin

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – school subjects
- phrasal verbs
- education
- phrases with get
- Words for free – education
- word families.

#### Grammar:

- First Conditional
- relative clauses

#### Listening:

- a conversation about exams
- a talk about getting into university

#### Reading:

- a text on charity schools

#### Speaking:

- giving an opinion
- agreeing and disagreeing

#### Writing:

- an email of enquiry

### MAIN FOCUS

#### Temat maturalny:

- szkoła

#### Sluchanie:

- prawda/fałsz str. 63

#### Czytanie:

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### FOCUS EXTRA

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- WORD STORE booklet str. 10–11
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- MyEnglishLab

## 5.1 Vocabulary

Education • phrasal verbs • phrases with get

*I can talk about schools in different countries*

### SHOW WHAT YOU KNOW

- 1 In pairs, discuss where you normally study the subjects below. Put them under an appropriate heading. Some subjects may have more than one answer.

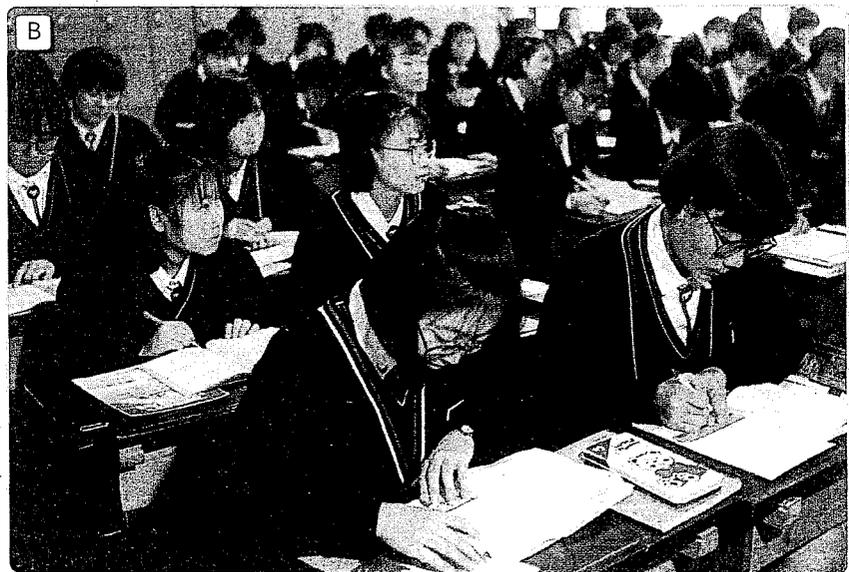
architecture	design and technology	engineering
English	geography	law
physical education (PE)	reading	science
		writing

primary school	secondary school	university

- 2 What other subjects do you study at school? Discuss which subjects you like and which subjects you don't like.

- 3 In a recent survey, Finland and South Korea came top of the list of the best schools in the world. Compare the photos. Talk about:

- the classrooms
- the students
- the atmosphere

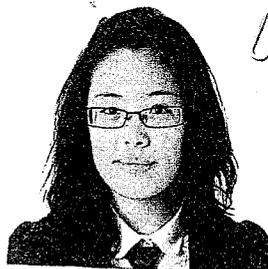


4 Read about South Korean student Ji-min's school day. Are statements 1-5 true (T) or false (F)?

- 1 Ji-min has to wear a school uniform.
- 2 She wears trainers in school.
- 3 She studies eleven subjects including PE, music and art.
- 4 She has private lessons after school.
- 5 She always goes to bed before midnight.

5 Replace the underlined words and phrases in the questions with the correct form of a phrasal verb in red from the text. Then answer the questions.

- 1 What time does she get out of bed?  
What time does she get up?
- 2 Is she friendly with all her classmates?
- 3 Why doesn't she see her classmates outside school?
- 4 What does she remove and what does she start wearing when she gets to school?
- 5 Does she often continue studying after midnight?
- 6 What does she have to do to get a place at university?



Ji-min is a high school student in Seoul, South Korea. She gets up at 6.30 a.m., eats a quick breakfast of rice and seaweed soup, gets dressed and walks to school with her friends. She gets on with all her classmates, but she doesn't meet up with them outside school because she's too busy with her studies.

Ji-min wears exactly the same clothes as the other girls in her school because school uniform is compulsory. When she gets to school, she takes off her shoes and puts on a pair of slippers.

Ji-min has an extremely demanding timetable. She studies eleven subjects, but she doesn't have time for non-academic subjects so she has dropped PE, music and art. English is her favourite subject and she's hoping to go to Australia in the summer and do a course in English.

She has classes from 9 a.m. to 3 p.m. every day, and after school she has extra lessons in a private academy. She has to do lots of maths exercises and learn long lists of English vocabulary by heart. It can be quite boring, but she never skips a lesson because her parents pay a lot of money to send her to the academy. Sometimes, she doesn't get home until after 10 p.m.

After dinner, she does her homework. When she has to revise for a test, she often carries on studying until 1 or 2 a.m. Of course, when it gets late she gets tired, but she knows that if she wants to get into university and get a good job, she has to work hard, get good marks and pass all her exams. She wants to do English at university.

WORD STORE 5A

6 **CD-232 MP3-77** Complete WORD STORE 5A with the base form of the phrasal verbs in red from the text. Then listen, check and repeat.

WORD STORE 5B

7 **CD-233 MP3-78** Listen to an interview with Beni, a Finnish student. Is his school day similar or different to Ji-min's?

8 Complete the sentences with Ji-min or Beni.

- 1 Ji-min is too busy to see people from his/her class after school.
- 2 \_\_\_\_\_ can call the teachers by their first names. It isn't necessary to use Mr or Mrs.
- 3 \_\_\_\_\_ has stopped doing PE, music and art.
- 4 \_\_\_\_\_ has a busy and tiring timetable.
- 5 \_\_\_\_\_ never misses lessons because he/she enjoys them.
- 6 \_\_\_\_\_ is going to study English for a short period in the summer.
- 7 \_\_\_\_\_ has to memorise long lists of words.
- 8 \_\_\_\_\_ wants to study art history at university.
- 9 \_\_\_\_\_ often studies late when he/she has to prepare for a test.
- 10 \_\_\_\_\_ knows it's important to be successful in all his/her exams.

9 **CD-234 MP3-79** Complete WORD STORE 5B with the base form of the underlined words and phrases in the text.

10 Do you prefer Ji-min's or Beni's school day? Discuss in pairs.

WORD STORE 5C

11 **CD-235 MP3-80** Complete WORD STORE 5C with the base form of the highlighted phrases with get from the text. Then listen, check and repeat.

12 Complete the sentences with the correct form of get and your own ideas. Then compare your sentences with a partner.

- 1 I usually \_\_\_\_\_ to school at \_\_\_\_\_.
- 2 Yesterday I \_\_\_\_\_ home from school at \_\_\_\_\_.
- 3 I rarely \_\_\_\_\_ good marks in \_\_\_\_\_.
- 4 I think I'm \_\_\_\_\_ better at \_\_\_\_\_.
- 5 I \_\_\_\_\_ tired if I study after \_\_\_\_\_.
- 6 I'd like to \_\_\_\_\_ a job as a \_\_\_\_\_.

WORD STORE 5D

13 **CD-236 MP3-81** Complete WORD STORE 5D. Translate the Words for free. Then listen and repeat.

14 In pairs, write true example sentences for each of the Words for free.

# 5.2 Grammar

## First Conditional

I can use the First Conditional to talk about the possible results of an action

- 1 Read UK TODAY. What is a gap year? Do you think it's a good thing to do? Why?/Why not?

### UK TODAY

Did you know that about 10 percent of students in the UK do a gap year between leaving school and going to university?

What do they do?

- travel abroad
- go backpacking
- do voluntary work

Where do they go?

- Africa
- Southeast Asia
- Australia and New Zealand
- South America

How much does it cost?

Usually about £4,000.

- 2 **CD 2:37** **MP3-82** Look at the photo of Ricky's parents and read the sentences. Who do you think is in favour of Ricky doing a gap year and who is against? Listen and check.
- 3 Read the GRAMMAR FOCUS. Complete the examples using the First Conditional forms in blue in Exercise 2.

### GRAMMAR FOCUS

#### First Conditional

You use the **First Conditional** to predict the future result of an action.

action → future result  
**if + Present Simple, will/won't + verb**

If he <sup>1</sup> \_\_\_\_\_ to South America next year,

he <sup>2</sup> \_\_\_\_\_ to university the year after.

If he doesn't go to university, he *won't* get a decent job.

You can put the *if* clause after the main clause.

*He'll* waste a year if he goes travelling.

- 4 **CD 2:37** **MP3-82** Match 1–5 with a–e to make sentences from the conversation. Then listen again and check.

- 1 If Ricky doesn't go to university this year,
- 2 He'll get a lot out of it
- 3 He'll do bungee jumps and get a tattoo
- 4 If he goes away on his own,
- 5 If he doesn't do anything on his own,

- a if he does a gap year.
- b he'll never go.
- c he'll get into trouble.
- d he'll never be independent.
- e if he goes to South America.



- 5 **CD 2:38** **MP3-83** What other reasons might Ricky have for going to South America? Listen and check your ideas.
- 6 **CD 2:38** **MP3-83** Complete the sentences from Ricky and Emily's conversation. Then listen again and check.
- 1 He thinks if I \_\_\_\_\_ (go) travelling, I \_\_\_\_\_ (not go) to university when I come back.
  - 2 If I \_\_\_\_\_ (tell) them the truth, they definitely \_\_\_\_\_ (not let) me go.
  - 3 You \_\_\_\_\_ (not learn) any Spanish if you \_\_\_\_\_ (visit) her!
  - 4 If my dad \_\_\_\_\_ (not agree), I \_\_\_\_\_ (not be) able to go.
  - 5 If your mum \_\_\_\_\_ (think) it's a good idea, she \_\_\_\_\_ (convince) your dad.
- 7 Work in groups of three. Look at the prompts and practise the conversation.

A (student's wish)	B (positive parent)	C (negative parent)
1 live abroad	new culture	miss friends
2 join a band	have a lot of fun	no schoolwork
3 part-time job	earn money	get up early

A: I want to live abroad.

B: Great! If you live abroad, you'll learn about a new culture.

C: Oh dear. If you live abroad, you'll miss all your friends.

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# Listening

## True/False

I can understand a conversation about exams and a talk about getting into university

- 1 Read the tips for dealing with exam stress. Which tips do you usually follow? Can you add any more tips?

### Get rid of exam stress

- Create a revision schedule - and follow it!
- Don't get exhausted - get plenty of sleep.
- Study in a group from time to time.
- Be positive - imagine yourself passing the exam.
- Take regular breaks - do things you enjoy.
- Remember, it's only an exam. You won't die if you fail!



- 2 **CD 2.39 MP3.84** Listen to Grace and Tom talking about exams. Tick the tips in Exercise 1 that Grace mentions.
- 3 Read statements 1-6 in the EXAM FOCUS. Match the underlined words and phrases with these words and phrases from the dialogue.

- |         |                          |                |                          |
|---------|--------------------------|----------------|--------------------------|
| alone   | <input type="checkbox"/> | enjoy yourself | <input type="checkbox"/> |
| marks   | <input type="checkbox"/> | learn by heart | <input type="checkbox"/> |
| nervous | <input type="checkbox"/> | relax          | <input type="checkbox"/> |

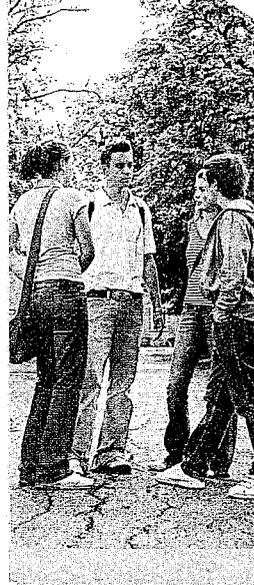
## EXAM FOCUS True/False

- 4 **CD 2.39 MP3.84** Listen to the dialogue again. Are statements 1-6 true (T) or false (F)?
- 1 Tom wants to memorise fifty French verbs tonight.
  - 2 Tom doesn't usually get good grades at school.
  - 3 Grace thinks Tom will get sick if he doesn't take it easy.
  - 4 Grace thinks Tom should spend less time on his own.
  - 5 Grace doesn't get stressed about exams.
  - 6 Grace tells Tom to go out and have a good time.

- 5 Do you have to take an entrance exam to get into university in your country? Read the information about British universities. Is the missing word a noun or a number?

## HOW TO GET A PLACE AT

# University in Britain



- 1 Apply for a place at university when you're in your last year of secondary school: Year \_\_\_\_.
- 2 You can apply to \_\_\_\_ universities.
- 3 To get into university, you have to get good \_\_\_\_ in three or four A levels.
- 4 To get into Oxford or Cambridge university, you have to take an entrance \_\_\_\_.
- 5 Last year \_\_\_\_ students applied for 400,000 university places.
- 6 You have to pay university tuition fees of up to £ \_\_\_\_ a year.

### Notes:

A levels = Advanced level exams. Students usually do A levels at eighteen.



- 6 **CD 2.40 MP3.85** Listen and complete the information sheet in Exercise 5.
- 7 In groups, write an information sheet which explains how to get a place at university in your country.

## PROBATIONARY FOCUS

- 8 **CD 2.41 MP3.86** Listen and choose the number you hear. Then listen again and repeat.
- |          |        |            |         |
|----------|--------|------------|---------|
| a 15.1   | 50.1   | d 18.18    | 80.18   |
| b 170    | 117    | e 14,440   | 40,414  |
| c 13,990 | 30,919 | f 660,000. | 616,000 |
- 9 Write six similar numbers. Take it in turns to dictate them to your partner. Check your answers.

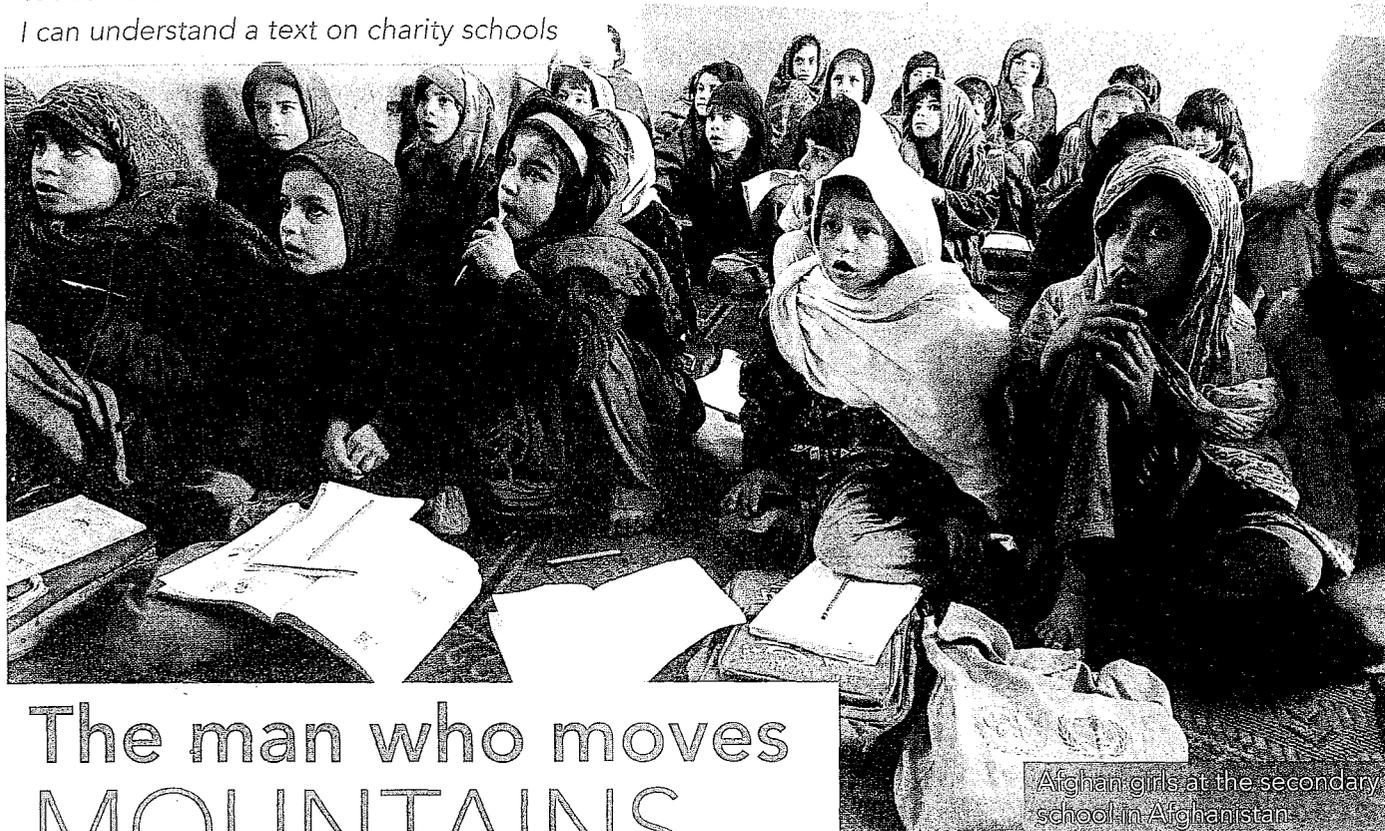
## WORD STORE 5E

- 10 **CD 2.42 MP3.87** Look at WORD STORE 5E. Listen and repeat the phrases with get. Then write example sentences to show the meaning of the phrases.

## 5.4 Reading

### True/False

I can understand a text on charity schools



Afghan girls at the secondary school in Afghanistan

# The man who moves MOUNTAINS

by Louis Stevenson

CD 2.43 MP3-88

Greg Mortenson hates to be called a hero, but in the mountains of Pakistan and Afghanistan, that is what people call him. He has helped them to build more than sixty schools, and this has changed the lives of many young people, especially the girls. But what first brought a white American man to this remote part of the world where tourists rarely go?

Greg Mortenson was born in the United States but grew up in Africa where his parents were teachers. His hobby was mountain climbing. He climbed his first mountain, Mount Kilimanjaro when he was only eleven. Many years later, when his younger sister died suddenly, he decided to climb Pakistan's K2 in her memory. K2 is the second highest mountain in the world. He didn't reach the summit of K2, and after seventy-eight days at high altitude he was exhausted. On his way back he got lost and eventually, unable to walk properly, he stumbled into the tiny village of Korphe.

The villagers looked after him and nursed him back to health. He soon realised how poor these people were. When he asked to see the village school, they took him to the village square. But there was no school – instead the children were sitting on the ground outside, without a teacher, writing in the sand with sticks.

He could see that the children were thirsty for knowledge and were doing their best to learn, even in such difficult conditions. So he promised to return and build a school for them.

Back in America he started a programme called 'Pennies for Pakistan'. School children asked their friends and families to donate pennies, and the pennies became dollars. After three years of fundraising, he went back to Korphe.

The villagers were amazed when he kept his promise and built Korphe School for Girls. It was a simple building with eight classrooms and a small playground. Most of the girls who attend the school will be the first literate women in their families. Their mothers never had the opportunity to learn to read and write. He explains that it is important to provide an education for girls. In the developing world, girls often get married at the age of twelve and have children by fifteen. But if a girl stays in school, it makes a big difference to her life: she'll marry later, have fewer and healthier children. She can earn an income and invest in her family. Greg Mortenson likes to quote an African proverb: 'If you educate a boy, you educate an individual. But if you educate a girl, you educate a community.'

Mountains in Pakistan



Greg Mortenson with Sitara school children



- 1 Look at the photos and title. Where do you think the people are and what do you think the text is about?
- 2 Read the text and check your ideas. Why does Greg Mortenson think it is important to educate girls in developing countries?
- 3 Look at the words in blue in the text. Underline words or phrases that help you understand the meaning. For example:
  - Lines 6–8: But what first brought a white American man to this remote part of the world where tourists rarely go?
  - Lines 15–17: K2 is the second highest mountain in the world. He didn't reach the summit of K2 ...
- 4 Match the words in blue in the text with the definitions below.
  - 1 far away or isolated – remote
  - 2 top of a mountain – summit
  - 3 able to read – \_\_\_\_\_
  - 4 give money to charity – \_\_\_\_\_
  - 5 put money into – \_\_\_\_\_
  - 6 collecting money for a particular purpose – \_\_\_\_\_
  - 7 did what he said he would do – \_\_\_\_\_
  - 8 almost fell – \_\_\_\_\_

**EXAM FOCUS** True/False

- 5 Read the text again. Are statements 1–6 true (T) or false (F)?
  - 1 Greg Mortenson is a hero to people in the mountains of Pakistan and Afghanistan.
  - 2 It took him seventy-eight days to climb to the top of K2.
  - 3 He was very healthy when he first arrived in Korphe.
  - 4 The people of Korphe were surprised when Greg came back.
  - 5 Most of the mothers in Korphe can't read.
  - 6 Greg thinks that if a girl stays in school, she'll have more children.

- 6 **CD 2/44** MP3-89 You will hear a dialogue about how 'Pennies for Peace' began. First, predict which numbers fit the gaps. Then listen and check.

1	6	100	580	1995
12,000	62,340	100,000		

- 1 Greg Mortenson started the charity in \_\_\_\_\_.
  - 2 He needed \$ \_\_\_\_\_ to build a school.
  - 3 He wrote \_\_\_\_\_ letters to famous people.
  - 4 He got \_\_\_\_\_ reply with a cheque for \$ \_\_\_\_\_.
  - 5 His mother's elementary school collected \_\_\_\_\_ pennies in \_\_\_\_\_ weeks.
  - 6 The charity has collected more than \$ \_\_\_\_\_.
- 7 Work in pairs. You want to collect money for a charity at your school. Choose a charity and think of three fundraising ideas.  
*We can sell cakes at school.*

**WORD STORE 5F**

- 8 **CD 2/45** MP3-90 Complete WORD STORE 5F. Add verbs to the table. Mark the stress. Then listen, check and repeat.

# 5.5 Grammar

## Relative clauses

I can use relative clauses to give more information

- 1 Read an extract from *The British Students' Manifesto*. How is this school similar or different to your school?

The school that we'd like is: A school **which** is for everybody, with boys and girls **who** are from all backgrounds and abilities, a place **where** we don't compete against each other, but just do our best.

- 2 Read the GRAMMAR FOCUS. Complete the rules using the relative pronouns in blue in Exercise 2.

### GRAMMAR FOCUS

#### Relative clauses

- You use <sup>1</sup> \_\_\_\_\_ or *that* for people.
- You use <sup>2</sup> \_\_\_\_\_ or *that* for things.
- You use <sup>3</sup> \_\_\_\_\_ to refer to a place.

The relative pronoun usually comes immediately after the person, thing, or place it refers to. You can leave out **that**, **which** or **who** when it comes before a noun or a pronoun.

*The school (that) we'd like is for everybody.*

- 3 Read the *The British Students' Manifesto*. Underline the nouns that the relative pronouns 1–9 refer to. Choose the correct relative pronoun.

## The British Students' Manifesto

We, the school students of Britain, have a voice.

THIS IS WHAT WE WANT  
AND THIS IS HOW WE SAY IT

The school that we'd like is:

**A beautiful school** <sup>1</sup>**where / that** the classrooms are uncluttered and the walls are brightly coloured.

**A comfortable school** with sofas and beanbags, cushions on the floors, tables <sup>2</sup>**who / that** don't scrape our knees, and quiet rooms <sup>3</sup>**where / which** we can chill out.

**A light school** with huge windows <sup>4</sup>**that / where** let the sunshine in and blinds <sup>5</sup>**who / which** keep out the sun when we want to watch something on a screen.



- 4 Complete these definitions of words in the *Manifesto* with an appropriate relative pronoun.

- 1 An *uncluttered* classroom is a classroom \_\_\_\_\_ is tidy with no unnecessary things in it.
- 2 A *beanbag* is a large cushion \_\_\_\_\_ forms a comfortable shape when you sit on it.
- 3 A person \_\_\_\_\_ *scrapes* their knees may get small cuts.
- 4 *Chill out* is an informal expression \_\_\_\_\_ means 'to relax'.
- 5 *Blinds* are like curtains \_\_\_\_\_ you use to keep out the light.
- 6 A *swipe card* is a plastic card \_\_\_\_\_ works like a key and lets you in or out.
- 7 A *rigid* timetable is a timetable \_\_\_\_\_ you can't change.
- 8 A *relevant* school is a school \_\_\_\_\_ lessons are directly connected with real life.

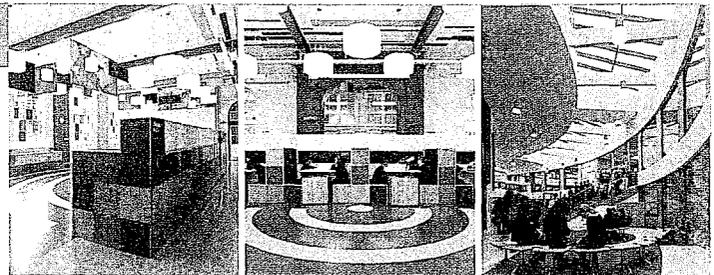
- 5 Tick the sentences in Exercise 4 where you can leave out the relative pronoun.

- 6 Work in small groups. Prepare a group manifesto about your ideas for a perfect school. Think about:

- classrooms and study areas,
- school uniforms,
- gardens and sports grounds,
- canteen.
- equipment and technology,

- 7 Present your group manifesto to the rest of the class.

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**A safe school** with swipe cards for the school gate, anti-bully alarms, first aid classes, and someone <sup>6</sup>**where / that** we can talk to about our problems.

**A flexible school** without rigid timetables or exams, without compulsory homework, <sup>7</sup>**where / who** we can follow our own interests and spend more time on the subjects <sup>8</sup>**who / which** we enjoy.

**A relevant school** <sup>9</sup>**who / where** we learn through experience, experiments and exploration, with field trips to historic sites and other places of interest.

**A school which is for everybody**, with boys and girls who are from all backgrounds and abilities, a place where we don't compete against each other, but just do our best.

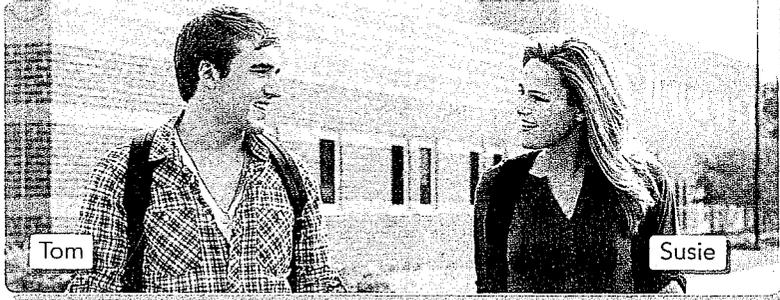
*The British Students' Manifesto* was the result of a nationwide survey of over 15,000 students in England and Wales.

# 5.6 Speaking

## Giving an opinion • agreeing and disagreeing

*I can give opinions, agreeing or disagreeing with others*

1 In pairs, think of three reasons why some students choose to leave school early and not go to university.



2 **CD 2/46 MP3-91** Listen to a dialogue between Tom and Susie. Look at the statements. Do Tom and Susie agree (A) or disagree (D)?

	Tom	Susie
1 Robert should leave school if he wants to be an actor.		
2 He doesn't need to do A levels.		
3 He might need to get a proper job.		
4 Robert's good-looking and talented.		
5 He should do his A levels first.		

3 **CD 2/46 MP3-91** Listen again and number the expressions in the order you hear them.

### SPEAKING FOCUS

#### Giving an opinion

- I think he ...
- I don't think it's ...
- Personally, I think ...
- I really believe ...
- In my opinion, ...
- If you ask me, ...

#### Agreeing

- I couldn't agree more.
- That's a good point.

#### Disagreeing politely

- I see what you mean, but ...
- That's true, but ...
- I'm not so sure.

#### Disagreeing

- I totally disagree!
- Oh come on! That's nonsense.

4 Choose the correct response.

- 1 A: What do you think about single-sex schools?  
B: *I don't think / Personally, I think they're a good idea. It isn't normal to separate boys and girls.*
- 2 A: If you ask me, I think we get too much homework.  
B: *I'm not so sure. / I couldn't agree more. I never have time to do sport or relax in the evenings.*
- 3 A: I don't think my pronunciation is very good.  
B: *I really believe / I see what you mean, but if you practise, I'm sure you'll improve.*
- 4 A: I think the food in the school canteen is too expensive.  
B: *Oh come on! That's nonsense. / That's a good point. If you go to a restaurant in town, you'll pay much more.*
- 5 A: In my opinion, it's a waste of time going to university – I want to get a job and earn some money.  
B: *I totally disagree. / I couldn't agree more. If you go to university, you'll get a much better job.*

5 In pairs, discuss the subjects in the box.

doing sport at school  
leaving school at sixteen  
having extra lessons after school  
wearing a uniform    doing a gap year

A: Ask what your partner thinks.

B: Give your opinion.

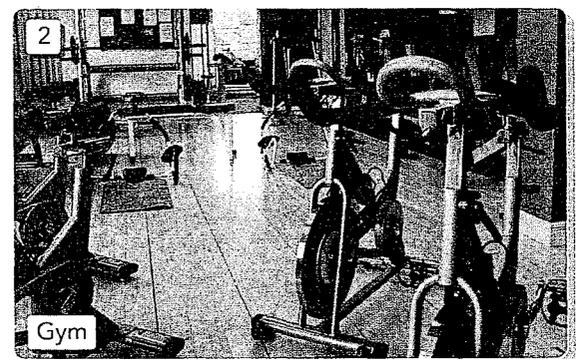
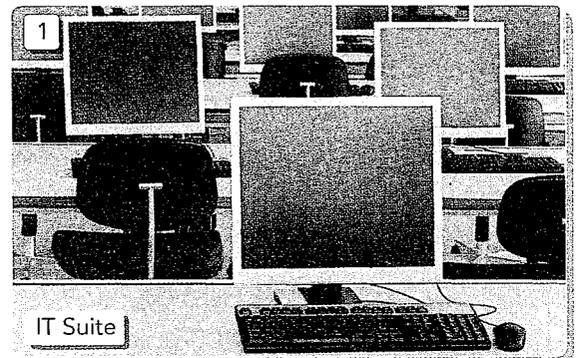
A: Agree or disagree and say why.

6 Your school has received a donation of €5,000. Photos 1, 2 and 3 show three possible ways your school could spend the money. Follow the instructions below and present your choice to the class. Use the SPEAKING FOCUS to help you.

- Choose the option which in your opinion is the best for the school.
- Support your choice with some reasons.
- Explain why you have rejected the other options.

*I think the school should spend the money on computers because ...*

*I don't think the school should choose option ... because ...*

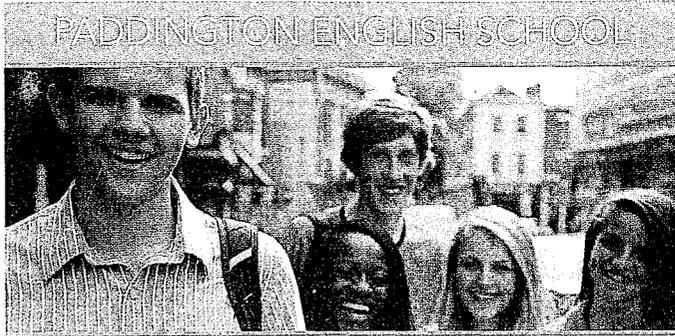


## 5.7 Writing

### An email of enquiry

*I can write a polite email asking for information*

- 1 You want to do an English course in the UK. Read the advertisement and write down three questions you would like to ask about the school.



Central London location ideal for shops, art galleries and museums.

We offer English courses for all levels and all exams:

**IELTS, TOEFL, CAMBRIDGE, PTE**

Excellent teachers, competitive prices.

Contact us: call 00 44 208 44 44 44 or write to enquiry@paddingtonenglish.co.uk

- 2 Read Analisa's email of enquiry. Did she ask any of the questions you wrote down?

Dear Sir or Madam,

I am a seventeen-year-old Italian student, and I am writing to enquire about doing an English course at your school next summer. I am particularly interested in doing the Cambridge First Certificate exam. I got good marks in my English exam this year, and I think I am B2 level. Could you tell me how long I will need to study and how much it will cost?

I would also like to know if you can arrange accommodation for me. Could you tell me what kind of accommodation you provide, and how much it costs?

Finally, I would be grateful if you could send me details of how to book a course and how to pay for it.

I look forward to hearing from you.

Yours faithfully,

Analisa Bargellini

- 3 Put the sentences summarising the email in the order they appear (1-3).

- a polite questions about the information you need
- b what you would like the reader to do
- c information about yourself and why you are writing the email

- 4 Match the direct questions with indirect questions from the email.

- 1 How long will I need to study and how much will it cost?  
→ \_\_\_\_\_
- 2 Can you arrange accommodation for me?  
→ \_\_\_\_\_
- 3 What kind of accommodation do you provide and how much does it cost? → \_\_\_\_\_
- 4 Could you send me details of how to book a course?  
→ \_\_\_\_\_

- 5 Complete the indirect questions.

- 1 Does your school have a canteen?  
→ *Could you tell me* \_\_\_\_\_ ?
- 2 Can my friend stay in the same host family?  
→ *I would like to know if* \_\_\_\_\_ .
- 3 How far is the school from the nearest tube station?  
→ *Could you tell me* \_\_\_\_\_ ?
- 4 How many students are there in a class?  
→ *I would like to know* \_\_\_\_\_ .

- 6 Complete the WRITING FOCUS with the examples in purple from the email in Exercise 2.

### WRITING FOCUS

#### An email of enquiry

- Start the letter with *Dear Mr* or *Dear Mrs* and the person's surname. If you don't know the person's name, use *Dear Sir or Madam*.
- Don't use abbreviations or contractions. Use full forms: I would (not *'d*)/<sup>2</sup> \_\_\_\_\_ (not *'m*).
- Use polite expressions to:
  - ask for information: I would also like to know if .../  
<sup>3</sup> \_\_\_\_\_
  - ask somebody to do something for you: I would be grateful <sup>4</sup> \_\_\_\_\_
  - say that you expect a reply: I look forward to <sup>5</sup> \_\_\_\_\_
- Finish the letter with *Yours sincerely* if you know the name of the person you're writing to, or *Yours* <sup>6</sup> \_\_\_\_\_ if you don't.

- 7 You have seen the advertisement below and want to study English at St John's School. Write an email of enquiry of 80-130 words to the school.

- Give information about yourself and say why you are writing the email.
- Ask for information about taking an exam, the nearest town or city, and public transport.
- Say what you would like the reader to do.
- Say that you expect a reply.

Use the WRITING FOCUS to help you.

**St John's School**

Study English in the beautiful, peaceful village of Amberley.

Small groups, experienced staff,  
excellent host-family accommodation.

For information about exams, fees and availability, please call  
00 44 543 43 32 21 or write to Mary Johnson at mary@stjohn.edu

## Subjects and courses / Przedmioty szkolne i uniwersyteckie

architecture /'ɑ:kətektʃə/ architektura  
 art /ɑ:t/ sztuka  
 art history /'ɑ:t ,hɪstəri/ historia sztuki  
 design and technology /dɪ,zajən ənd tek'nɒlədʒi/ projektowanie i technika  
 engineering /,endʒə'nɪərɪŋ/ inżynieria  
 English /'ɪŋɡlɪʃ/ język angielski  
 geography /dʒɪ'ɒɡrəfi/ geografia  
 law /lɔ:/ prawo  
 maths /mæθs/ matematyka  
 medicine /'medsən/ medycyna  
 music /'mju:zɪk/ muzyka  
 physical education (PE) /,fɪzɪkəl ,edʒu'keɪʃən (,pi:'i:)/  
 wychowanie fizyczne (WF)  
 reading /'ri:dɪŋ/ czytanie  
 science /'saɪəns/ nauki ścisłe  
 writing /'raɪtɪŋ/ pisanie

## School / Szkoła

A levels /'eɪ ,levəlz/ egzamin kończący szkołę średnią w Wielkiej Brytanii  
 ability /ə'bɪləti/ umiejętność  
 attend a school /ə'tend ə 'sku:l/ chodzić do szkoły  
 bully /'buli/ przesładować  
 canteen /kæn'ti:n/ stołówka  
 classmate /'klɑ:smeɪt/ kolega/koleżanka z klasy  
 classroom /'klɑ:sru:m/ sala lekcyjna  
 compulsory /kəm'pulsəri/ obowiązkowy  
 demanding /dɪ'mɑ:ndɪŋ/ wymagający  
 discipline /'dɪsəplɪn/ dyscyplina  
 do a subject /,du: ə 'sʌbdʒɪkt/ uczyć się przedmiotu  
 do/take an exam /,du: /,teɪk ən ɪg'zæm/ przystąpić do egzaminu  
 drop a subject /'drɒp ə ,sʌbdʒɪkt/ zrezygnować z nauki przedmiotu  
 educate /'edʒukeɪt/ edukować  
 education /,edʒu'keɪʃən/ edukacja  
 elementary school /,elə'mentəri sku:l/ szkoła podstawowa  
 fail an exam /,feɪl ən ɪg'zæm/ oblać egzamin  
 field trip /'fi:ld trɪp/ szkolna wycieczka edukacyjna  
 grade/mark /greɪd/mɑ:k/ ocena  
 learn by heart/memorise /,lɜ:n baɪ 'hɑ:t/'meməraɪz/ uczyć się na pamięć  
 leave school /,li:v 'sku:l/ przerwać naukę w szkole  
 literate /'lɪtəɪt/ umiejący czytać i pisać  
 miss/skip lessons /mɪs/,skɪp 'lesənz/ opuszczać lekcje  
 pass an exam /,pɑ:s ən ɪg'zæm/ zdać egzamin  
 playground /'pleɪgraʊnd/ boisko szkolne  
 primary school /'praɪməri sku:l/ szkoła podstawowa  
 revise /rɪ'vaɪz/ powtarzać materiał  
 revision /rɪ'vɪʒən/ powtórka materiału  
 schedule /'ʃedju:l/ harmonogram  
 school gate /,sku:l 'geɪt/ brama szkoły  
 school uniform /,sku:l 'ju:nəfɔ:m/ mundurki szkolny  
 schoolwork /'sku:l wɜ:k/ nauka  
 secondary school /'sekəndəri sku:l/ szkoła średnia  
 single-sex school /,sɪŋɡəl seks 'sku:l/ szkoła tylko dla chłopców/ dziewcząt  
 subject /'sʌbdʒɪkt/ przedmiot  
 take a break /,teɪk ə 'breɪk/ zrobić sobie przerwę  
 timetable /'taɪm,teɪbəl/ plan lekcji

## University / Uniwersytet

academic /,ækə'demɪk/ akademicki, naukowy  
 academy /ə'kædəmi/ akademie, uczelnia  
 apply for (a place) /ə'plai fɔr ə 'pleɪs/ ubiegać się o (miejsce)  
 diploma /dɪ'plɒmə/ dyplom  
 do a course /,du: ə 'kɔ:s/ uczęszczać na kurs/zajęcia  
 entrance exam /'entrəns ɪg,zæm/ egzamin wstępny  
 gap year /'gæp jɪə/ rok przerwy przed rozpoczęciem studiów  
 tuition fee /tju:'ɪʃən fi:/ czesne

## Phrases with get / Zwroty z get

get a good job /,get ə ,gʊd 'dʒɒb/ dostać dobrą pracę  
 get a lot out of sth /,get ə 'lɒt aʊt əv ,sʌmθɪŋ/ odnieść z czegoś dużą korzyść

get a place at university /get ə ,pleɪs ət ,ju:nə'vɜ:səti/ dostać miejsce na uniwersytecie  
 get a reply /,get ə rɪ'plai/ dostać odpowiedź  
 get a tattoo /,get ə tə'tu:/ zrobić sobie tatuaż  
 get better /,get 'betə/ poprawiać się; poczuć się lepiej  
 get cold /,get 'kəʊld/ zmarznąć  
 get dark /,get 'dɑ:k/ ściemniać się  
 get exhausted /,get ɪg'zɔ:stəd/ zmęczyć się  
 get good marks /,get gʊd 'mɑ:ks/ dostawać dobre oceny  
 get home /,get 'həʊm/ wrócić do domu  
 get ill /,get 'ɪl/ zachorować  
 get into trouble /,get ,ɪntə 'trʌbəl/ wpaść w kłopoty  
 get into university /,get ,ɪntə ,ju:nə'vɜ:səti/ dostać się na uniwersytet  
 get late /,get 'leɪt/ ,it gets late – robi się późno  
 get nervous /,get 'nɜ:vəs/ zdenerwować się  
 get on with /,get 'ɒn wɪð/ mieć dobre stosunki z  
 get out of /,get 'aʊt əv/ wyjść z  
 get ready /,get 'redi/ przygotowywać się  
 get rid of sth /,get 'rɪd əv ,sʌmθɪŋ/ pozbyć się czegoś  
 get stressed about sth /,get 'strest ə,baut ,sʌmθɪŋ/ stresować się czymś  
 get there /'get ðeə/ dotrzeć na miejsce  
 get tired /,get 'taɪəd/ zmęczyć się  
 get to school /,get tə 'sku:l/ dotrzeć do szkoły  
 get to the station /,get tə ðə 'steɪʃən/ dotrzeć na stację  
 get to work /,get tə 'wɜ:k/ dotrzeć do pracy  
 get up /,get 'ʌp/ wstawać

## Other / Inne

background /'bækgraʊnd/ środowisko  
 be friendly with /,bi 'frendli wɪð/ przyjaźnić się z  
 beanbag /'bi:nbæg/ poducha do siedzenia  
 blinds /blaɪndz/ żaluzje  
 carry on /,kæri 'ɒn/ kontynuować  
 chill out /,tʃɪl 'aʊt/ zrelaksować się  
 collect /kə'lekt/ zbierać  
 collection /kə'leɪʃən/ kwesta; kolekcja  
 community /kə'mju:nəti/ społeczność  
 compete against /kəm'pi:t ə,genst/ rywalizować z  
 conditions /kən'dɪʃənz/ warunki  
 decide /dɪ'saɪd/ zdecydować  
 decision /dɪ'sɪʒən/ decyzja  
 donate /dəʊ'neɪt/ dać datkę, podarować  
 donation /dəʊ'neɪʃən/ datka, darowizna  
 exhaust /ɪg'zɔ:st/ zmęczyć  
 exhaustion /ɪg'zɔ:stʃən/ zmęczenie  
 explain /ɪk'spleɪn/ wyjaśnić  
 explanation /,eksplə'neɪʃən/ wyjaśnienie  
 flexible /'fleksəbəl/ elastyczny, dający się dopasować  
 follow your interests /,fɒləʊ jɔ: 'ɪntrəsts/ podążać za swoimi zainteresowaniami  
 fundraising /'fʌnd,reɪzɪŋ/ zbieranie funduszy  
 have a good time /,hæv ə ,gʊd 'taɪm/ dobrze się bawić  
 invest /ɪn'vest/ inwestować  
 isolate /'aɪsəleɪt/ izolować  
 isolation /,aɪsə'leɪʃən/ izolacja  
 keep a promise /,ki:p ə 'prɒmɪs/ dotrzymać obietnicy  
 meet up with /,mi:t 'ʌp wɪð/ spotykać się z  
 on your own /,ɒn jɔ: 'əʊn/ sam/sama  
 provide /prə'vaɪd/ zapewnić, dostarczyć  
 provision /prə'vɪʒən/ dostarczanie  
 put on /,put 'ɒn/ założyć, włożyć  
 reach /ri:tʃ/ osiągnąć, dotrzeć na  
 relax /rɪ'læks/ zrelaksować się  
 relevant /'reləvənt/ użyteczny, istotny  
 remote /rɪ'məʊt/ odległy  
 rigid /'rɪdʒəd/ sztywny, ścisły  
 scrape /skreɪp/ zadrapać  
 stumble into /'stʌmbəl ,ɪntu/ przypadkiem trafić do  
 summit /'sʌmɪt/ szczyt  
 swipe card /'swaɪp kɑ:d/ karta magnetyczna  
 take it easy /,teɪk ɪt 'i:zi/ nie przemęczać się  
 take off /,teɪk 'ɒf/ zdjąć  
 uncluttered /,ʌn'klʌtəd/ niezagracony  
 waste of time /,weɪst əv 'taɪm/ strata czasu

# MATURA FOCUS REVIEW 5

## SŁOWNICTWO I GRAMATYKA

### 1 Uzupełnij zdania właściwymi formami podanych słów.

- 1 We made a \_\_\_\_\_ to move to the suburbs. **DECIDE**
- 2 A good \_\_\_\_\_ can change your life. **EDUCATE**
- 3 I wasn't sure what he meant so I asked him for an \_\_\_\_\_ . **EXPLAIN**
- 4 I'm going to do some \_\_\_\_\_ exercises tonight to practise before my English test tomorrow. **REVISE**
- 5 I've got a \_\_\_\_\_ of small rocks that I've brought back from holiday trips. **COLLECT**
- 6 She worked day and night and at the end of the week was close to \_\_\_\_\_. **EXHAUST**

### 2 Uzupełnij tekst słowami, których znaczenie podano w nawiasach. Pierwsze litery brakujących słów zostały podane.

We're <sup>1</sup>f \_\_\_\_\_ (collecting money) for children in <sup>2</sup>r \_\_\_\_\_ (far away) areas of Afghanistan and Pakistan. We believe that every child in the world should have the <sup>3</sup>o \_\_\_\_\_ (chance) to <sup>4</sup>a \_\_\_\_\_ (go to) school. Help the children become <sup>5</sup>l \_\_\_\_\_ (able to read and write). Ask everybody you know to <sup>6</sup>d \_\_\_\_\_ (give) money to invest in schools and help these children do well in life.

### 3 Utwórz zdania warunkowe pierwszego stopnia, wstawiając czasowniki w nawiasach w odpowiedniej formie.

- 1 If I \_\_\_\_\_ (get up) too late, I \_\_\_\_\_ (not get) to school on time.
- 2 If you \_\_\_\_\_ (not hurry), we \_\_\_\_\_ (miss) the bus.
- 3 \_\_\_\_\_ your dad \_\_\_\_\_ (get) angry if you \_\_\_\_\_ (not get) into university?
- 4 He \_\_\_\_\_ (not pass) his exams if he \_\_\_\_\_ (not revise) properly.
- 5 What \_\_\_\_\_ he \_\_\_\_\_ (do) if we \_\_\_\_\_ (use) his computer?
- 6 I \_\_\_\_\_ (not help) you with your maths if you \_\_\_\_\_ (not help) me with my English.

### 4 Wybierz właściwe odpowiedzi.

- 1 Any student \_\_\_\_\_ hasn't finished their homework, please see me after the lesson.  
A who      B which      C where
- 2 This is the canteen \_\_\_\_\_ we eat our lunch.  
A that      B which      C where
- 3 Students \_\_\_\_\_ only revise the night before an exam don't usually do very well.  
A who      B which      C where
- 4 It was a gap year \_\_\_\_\_ seemed to last forever.  
A who      B that      C where
- 5 There are lots of schools in the world \_\_\_\_\_ don't have water or electricity.  
A who      B which      C where
- 6 Oxford was the university \_\_\_\_\_ she did her degree.  
A who      B that      C where

## ŚRODKI JEZYKOWE

### PARAFRAZA ZDAŃ, WYBÓR WIELOKROTNY

### 5 Z podanych odpowiedzi A-C wybierz tę, która ma znaczenie najbliższe podkreślonemu fragmentowi zdania.

#### Wskaźowka maturalna

Ucząc się nowych słów, wyrażeń i struktur, staraj się zapamiętywać ich synonimy lub struktury o podobnym znaczeniu.

- 1 I never avoid going to lessons.  
A drop      B leave      C skip
- 2 If you ask me, I think our school doesn't spend enough money on computers.  
A That's true but    B In my opinion    C I agree that
- 3 We have to learn 50 words by heart for our French test.  
A memorise      B explain      C revise
- 4 Uniforms are not compulsory at my school.  
A It is necessary to wear a uniform  
B You'll get into trouble if you don't have a uniform  
C You don't have to wear a uniform
- 5 It's a single-sex school for ambitious boys that offers the best learning conditions.  
A which      B where      C who
- 6 X: I think that going to school every day is boring.  
Y: That's true, but not all schools are the same.  
A I see what you mean    C That's complete nonsense  
B I couldn't agree more

### 6 Przeczytaj tekst. Z podanych odpowiedzi A-C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

www.myblog.eu

#### 19th October

I'm in my final year of school, and soon I'll have to make an important decision. My parents want me to apply <sup>1</sup>\_\_\_\_\_ a place at university, but my best friend is going to do a gap year and she wants me to go with her. She's going to travel to a developing country and teach children <sup>2</sup>\_\_\_\_\_ can't read or write.

I like the idea of a gap year because I haven't decided what I want to do at university. Also, I'm tired of studying: I always get good <sup>3</sup>\_\_\_\_\_ and I've never got into trouble at school. Now I want some freedom. I want to go to a place where I don't have to <sup>4</sup>\_\_\_\_\_ exams or attend classes. And I'd really like the opportunity to learn something about the world.

Most of my classmates are going to go to university when they <sup>5</sup>\_\_\_\_\_ school. I'm sure they'll have a lot of fun. But I think I'm ready for an adventure. If my parents <sup>6</sup>\_\_\_\_\_, I'll go abroad for six months, and when I get home I'll be ready to continue my studies.

- 1 A for      B into      C in
- 2 A where    B which    C who
- 3 A marks    B fees      C points
- 4 A fail      B take      C drop
- 5 A take off    B leave      C go
- 6 A agree      B will agree    C are going to agree

## CZYTANIE

### WYBÓR WIELOKROTNY

- 7 Przeczytaj tekst. Z podanych odpowiedzi A–D, wybierz właściwą, zgodną z treścią tekstu.

THIS WEEK

## Buy a lunch, save a life

A lot of school students probably don't think very much about their lunch. Perhaps they bring some sandwiches from home, or maybe they go to the school canteen. However, in many developing countries around the world, students do not get lunch at all. Every year, 15 million children die of hunger. This shocking statistic is why the Really Good School Dinner programme started in 2009.

Many organisations ask people to donate some money for those in need. The idea behind the Really Good School Dinner programme is different but simple. Students in the UK buy a healthy meal from their school canteen. They pay for their meal, and donate ten pence extra. So, if their lunch costs £2.50, they pay £2.60. This ten pence is enough to buy a whole meal for a child in another country. In the poorest areas, the programme pays for hungry students to enjoy a nutritious free lunch.

This clever method of fundraising feeds poor children and also gives them an education. In some poor, remote areas, students have to work to earn enough money to buy food. If they receive a free meal, they do not have to work and can spend more time studying. Students that receive an education can then get a better job and help their families. It is amazing that a free lunch can pull whole communities out of poverty!

The Really Good School Dinner programme runs every February for one week. Since its beginning in 2009, students in the UK have raised over £28,000, which has bought more than 450,000 meals in the developing world. At the moment, over 300 schools are involved and more are joining each year. So far, the programme has helped children in Afghanistan and those affected by natural disasters such as the earthquake in Haiti in 2010 and the famine in East Africa in 2012.

- 1 According to the text, students in poor countries
  - A buy lunch at the canteen.
  - B don't usually eat.
  - C bring something to eat from home.
  - D don't worry about lunch.
- 2 How do UK students help poor children?
  - A They donate nutritious meals.
  - B They collect money and send it to poor countries.
  - C They pay for a small part of a meal.
  - D They give a small amount of money.
- 3 The programme is an excellent idea because
  - A it is an easy way to make a better future.
  - B it feeds all the members of a community.
  - C it helps children get to know people in the UK.
  - D it gives work to poor students.
- 4 How successful has the programme been?
  - A UK students only raised money in 2009.
  - B It has helped people in one area of the world.
  - C More schools are becoming involved.
  - D It raises over £28,000 every year.
- 5 In the text the author
  - A explains why some children die of hunger.
  - B informs readers about a way to reduce hunger.
  - C describes different places where there is hunger.
  - D shows how he helps poor, hungry children.

## MÓWIENIE

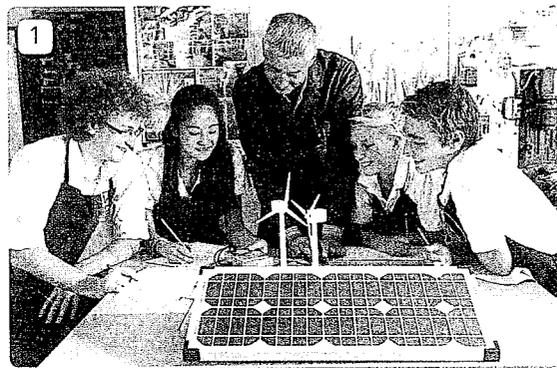
### MATERIAŁ STYMULUJĄCY

- 8 Pracując w parach, wykonajcie zadanie egzaminacyjne.

Popatrz na zdjęcia 1 i 2.

Przebywasz na stypendium w liceum w Anglii. Bierzesz udział w ankiecie dotyczącej najskuteczniejszych metod nauki przedmiotów ścisłych, takich jak fizyka.

- Wybierz zdjęcie, które twoim zdaniem przedstawia skuteczniejszą metodę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 9 Pracując w parach, odpowiedzcie na pytania.

- 1 Some people say that science should be the most important subject at school. Do you agree? Why/Why not?
- 2 What are the advantages of using computers for learning?

## PISANIE

### E-MAIL

- 10 Wykonaj zadanie egzaminacyjne.

W czasie wakacji chciałbyś/chciałabyś wziąć udział w 2-tygodniowym kursie fotografii w Wielkiej Brytanii, który co roku cieszy się dużym zainteresowaniem. Napisz e-maila do jego organizatorów.

- Przedstaw się i wyjaśnij, jaki kurs cię interesuje.
- Opisz swoje dotychczasowe doświadczenia z fotografią.
- Poproś o przysłanie informacji dotyczących zapisów i płatności.
- Zapytaj, jakie są dostępne formy zakwaterowania i ile kosztują.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

# 6

## Working life

*Choose a job you love, and you will never have to work a day in your life.*

Confucius

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – jobs
- work + prepositions
- collocations – terms and conditions
- confusing words – job versus work
- Words for free – jobs
- compound nouns
- phrasal verbs

#### Grammar:

- Second Conditional
- modal verbs for obligation and permission

#### Listening:

- a conversation about becoming an airline pilot

#### Reading:

- a text about a man who lived without money

#### Speaking:

- asking for and giving advice

#### Writing:

- a letter of application

### MATURA FOCUS

#### Temat maturalny:

- praca

#### Słuchanie:

- dobieranie str. 75
- prawda/fałsz str. 83

#### Czytanie:

- dobieranie: uzupełnianie luk str. 76

#### Środki językowe:

- tłumaczenie fragmentów zdań str. 82
- wybór wielokrotny str. 82

#### Mówienie:

- rozmowa wstępna str. 83
- ilustracja str. 83

#### Pisanie:

- list str. 83

### FOCUS EXTRA

- Grammar Focus Reference and Practice str. 117
- WORD STORE booklet str. 12–13
- Workbook str. 66–75
- MyEnglishLab

## 6.1 Vocabulary

Work + prepositions • terms and conditions

• confusing words – job versus work

*I can talk about jobs and work*

### SHOW WHAT YOU KNOW

- 1 In pairs, complete names of jobs below with suffixes *-er*, *-or*, *-ian*, *-ist* or *-ant*.

builder	account__	doct__	electric__
flight attend__	hairdress__	shop assist__	swimming instruct__
reception__	scient__	politic__	plumb__

- 2 Which jobs would you like/not like to do? Why?

- 3 In pairs, look at the photos and job characteristics. Who do you think is happy ☺ / OK 😐 / unhappy ☹ in their job? Give reasons.

- 4  MP3-92 Listen and check your ideas. According to Lena and Albert, what is the secret to a happy job?

## WHAT MAKES YOU HAPPY IN YOUR JOB?

What is the happiest job in the world?

We want to find out what makes people happy in their work. Is it a big salary? A nice office? Or is it more than that?

We asked six people in different jobs what they like and what they don't like about their jobs.

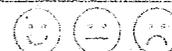
Lena



a hairdresser

- works long hours
- is on her feet all day
- is badly paid
- makes people happy

Anna



a nurse

- works long hours
- does shifts
- helps people
- works in a team
- doesn't earn much

5 Who said that? Match the people in Exercise 3 to sentences 1–6.

1 I work for a construction company.

2 I'm a plumber.

3 I work for Citibank.

4 I work in a large hospital.

5 I'm in IT.

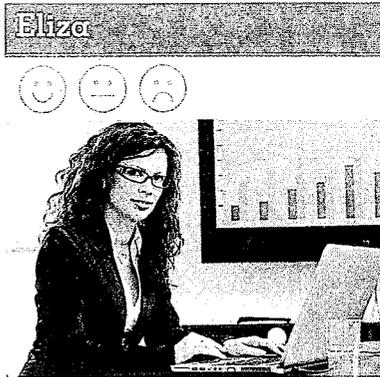
6 I work for my father.

8 What would make you happy or unhappy in a job? Tell your partner.



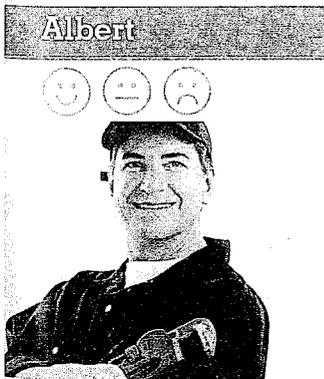
α builder

- does hard physical work
- works with his hands
- works outside
- gets/earns **low wages**
- does **overtime**



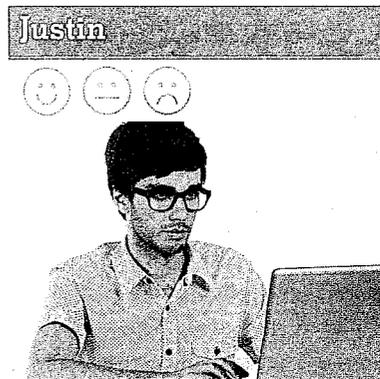
α banker

- gets/earns a **high salary**
- gets a **pay rise** every year
- gets a **bonus**
- is responsible for a department
- gets very few **days off**



α plumber

- is **self-employed**
- works **flexible hours**
- works at the weekend
- deals with emergencies
- makes people happy



α computer programmer

- works **regular office hours**
- gets/earns an **average salary**
- gets **five weeks'** paid holiday
- works from home

### WORD STORE 6A

7 **CD 3-2 MP3-93** Complete WORD STORE 6A. Add sentences from Exercise 5 as examples. Then listen, check and repeat.

8 Complete each sentence with a correct preposition. Are statements 1–6 true (T) or false (F)?

- Albert works \_\_\_\_\_ himself.
- Lena works \_\_\_\_\_ Microsoft.
- Eliza works \_\_\_\_\_ banking.
- Justin works \_\_\_\_\_ his brother.
- Anna works \_\_\_\_\_ the oil industry.
- Martin is \_\_\_\_\_ marketing.

### WORD STORE 6B

9 **CD 3-5 MP3-94** Complete WORD STORE 6B. Use the words and phrases in red from the text to finish the collocation diagram. Then listen, check and repeat.

10 Choose the correct verbs.

- Who *does* / *takes* shifts?
- Who *doesn't take* / *work* many days off?
- Who *earns* / *does* low wages?
- Who *earns* / *does* overtime?
- Who *gets* / *works* a bonus?
- Who *works* / *takes* flexible hours?
- Who *gets* / *works* a pay rise every year?
- Who *does* / *is* self-employed?

11 Answer the questions in Exercise 10 about the six people in the text.

### WORD STORE 6C

12 **CD 3-4 MP3-95** Complete WORD STORE 6C. Add *job* or *work* to the gaps in the collocation diagram. Then listen, check and repeat.

13 Complete the questions with *job* or *work*. Then ask your partner the questions.

- Do you have a part-time \_\_\_\_\_?
- What time do most people start \_\_\_\_\_ in your country?
- Have you ever applied for a holiday \_\_\_\_\_?
- Would you like to \_\_\_\_\_ for a foreign company?
- Do either of your parents \_\_\_\_\_ from home?
- Do you know anybody who has a really good \_\_\_\_\_?

### WORD STORE 6D

14 **CD 3-5 MP3-96** Complete WORD STORE 6D. Translate the *Words for free*. Then listen and repeat.

15 In pairs, write true example sentences for each of the *Words for free*.

# 6.2 Grammar

## Second Conditional

I can talk about imaginary situations

- In pairs, discuss how students can earn money in your country. Make a list of part-time jobs. Which jobs would you like to do/ not like to do? Why?
- Do the questionnaire. Tick the answers that are best for you and find out what your ideal part-time job is.

### Your ideal part-time job

- If I had a day off tomorrow, I'd spend the day with a friend. We'd  
 A go swimming. B watch DVDs at home. C go shopping.
- If I won the lottery, I'd give some money to a charity. I'd choose  
 A Free Sport for Everyone. C Love Eco Fashion.  
 B Save the Children.
- If I had to describe myself in six words, it would be easy. I'd say  
 A I love walking by the sea. C I like spending time in shops.  
 B I want to help other people.
- If I needed money, I'd get a part-time job  
 A in a sports centre. B at home. C in a shop.
- If I was super rich, I'd live in a big house  
 A near a beach. B with all my family. C In the city centre.

### What your score means

Mainly As = Your ideal part-time job is outside, possibly something connected with sport, e.g. a lifeguard or a skiing instructor.

Mainly Bs = You would be good at caring for people, e.g. a babysitter or a carer for elderly people.

Mainly Cs = Your ideal part-time job is in retail, e.g. a shop assistant or a beautician.

- Read the GRAMMAR FOCUS. Complete the examples using the Second Conditional forms in blue in Exercise 2.

### GRAMMAR FOCUS

#### Second Conditional

- You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation → result

**If + Past Simple, would/wouldn't + verb**

If I <sup>1</sup> \_\_\_\_\_ a day off tomorrow, I <sup>2</sup> \_\_\_\_\_ the day with a friend.  
 (but I don't have a day off tomorrow so I won't spend the day with a friend)

If I was super rich, I'd live in a big house.  
 (but I'm not super rich so I don't live in a big house)

#### Note:

- 'd = would
- If I/he/she/it were ... is more formal than If I/he/she/it was ...  
 If he were rich, he wouldn't work.  
 If I were you, I'd get a summer job.

- Complete the statements with the correct forms of the verbs in brackets in the Second Conditional.

- If everybody \_\_\_\_\_ (go) to university, nobody \_\_\_\_\_ (want) to do manual jobs.
- There \_\_\_\_\_ (not be) so much traffic if more people \_\_\_\_\_ (work) from home.
- Family relationships \_\_\_\_\_ (improve) if parents \_\_\_\_\_ (take) more time off work.
- If people \_\_\_\_\_ (retire) at fifty, there \_\_\_\_\_ (be) more jobs for young people.
- The world \_\_\_\_\_ (be) a better place if everybody \_\_\_\_\_ (have) a job.

- Do you agree or disagree with the statements in Exercise 4? Discuss in pairs.

- Rewrite these real situations as imaginary situations. Begin each sentence with *If*.

- I don't have a part-time job so I don't earn money.
- I don't earn money so I don't go out.
- I don't go out so I don't meet new people.
- I don't meet new people so my life is boring.
- My life is boring so I'm not happy.
- I'm not happy so I need a part-time job.

If I had a part-time job, I'd earn money.



- Complete the sentences with the correct forms of the verbs in brackets and your own ideas.

- If I wanted (want) advice about getting a job, I'd ask my uncle.
- If I \_\_\_\_\_ (need) to borrow some money, I ...
- If I \_\_\_\_\_ (can) work anywhere in the world, I ...
- If I \_\_\_\_\_ (not have) a phone, I ...
- If I \_\_\_\_\_ (be) an animal, I ...
- If I \_\_\_\_\_ (not have to) study, I ...
- If today \_\_\_\_\_ (be) the last day of my life, I ...

- Work in pairs. Write questions about the imaginary situations in Exercise 7. Then ask your partner the questions.

- A: If you wanted advice about getting a job, who would you ask?  
 B: I'd ask...

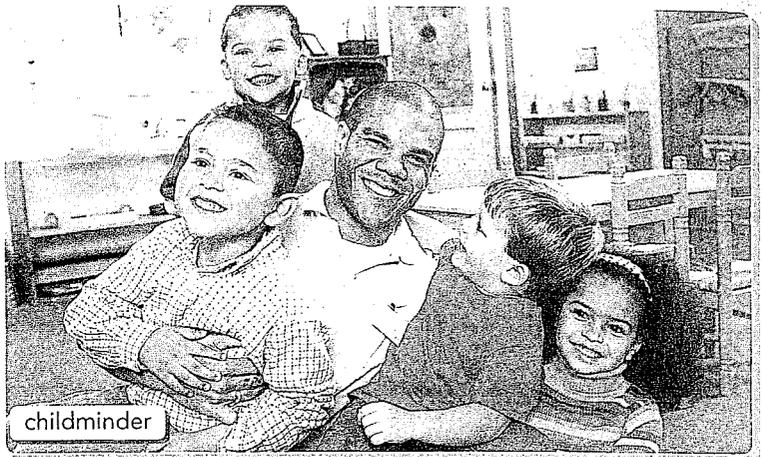
# Listening

## Matching

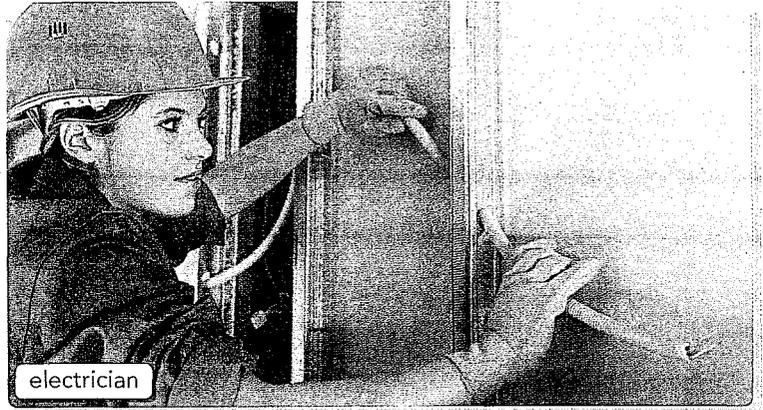
I can understand a conversation about becoming an airline pilot



airplane pilot



childminder



electrician

1 In pairs, look at the photos. What kind of person do you have to be to do these jobs? Use the adjectives below or your own ideas.

ambitious brave caring clever  
energetic practical responsible  
sensible serious kind

2 **CD 3.6 MP3.97** Listen to a dialogue between Sophie and her Aunt Mary. Are statements 1–5 true (T) or false (F)?

- 1 Aunt Mary doesn't want Sophie to become an airline pilot.
- 2 Sophie hasn't been to university yet.
- 3 Aunt Mary doesn't enjoy her job and wants to change.
- 4 Aunt Mary is already a captain.
- 5 Aunt Mary doesn't think it's a good career for women with children.

4 In pairs, complete the sentences about pilots with the words in the box. Then think of six other jobs to match with each of these characteristics.

[degree home of people specific training]

### Airline pilots

- 1 must do long and expensive \_\_\_\_\_.
- 2 need a university \_\_\_\_\_.
- 3 have to get on well with \_\_\_\_\_.
- 4 must have excellent \_\_\_\_\_.
- 5 have to spend a lot of time away from \_\_\_\_\_.
- 6 can't choose when they take time \_\_\_\_\_.

5 Would you like to be an airline pilot? Why?/Why not? Tell your partner.

### EXAM FOCUS Matching

3 **CD 3.7 MP3.98** Listen to the dialogue again. Match summary headings A–F with parts 1–5. There is one extra summary heading.

- Part 1:  Part 4:   
Part 2:  Part 5:   
Part 3:

- A Personal skills necessary for the job
- B Some disadvantages of the job
- C The training programme
- D Some of the benefits of the job
- E A male-dominated job
- F Salary and promotion

6 **CD 3.8 MP3.99** Listen and repeat the words. Underline the stressed syllable in each word.

- 1 journalist receptionist specialist
- 2 beautician electrician musician
- 3 carpenter instructor interpreter
- 4 engineer photographer secretary

7 Choose the word in each group that has one more syllable than the other words.

### WORD STORE 6E

8 **CD 3.9 MP3.100** Complete WORD STORE 6E. Match nouns in the box with nouns in the diagram to make job titles. Use your dictionary if necessary. Then listen, check and repeat.

# 6.4 Reading

## Gapped text

I can understand a text about a man who lived without money

- 1 In pairs, discuss the meaning of these popular sayings about money. Which ones do you agree or disagree with?

MONEY IS THE ROOT OF ALL EVIL.

MONEY ISN'T EVERYTHING.

MONEY MAKES THE WORLD GO ROUND.

MONEY DOESN'T GROW ON TREES.

- 2 Read a text about a man who lived for a year without money. Which sayings do you think he would agree with?
- 3 In pairs, find at least six changes Boyle made to his lifestyle. Which changes would be possible or impossible for you?

- 6 Find words or phrases in the article to replace the underlined words or phrases in Exercise 5.

- 1 discovered – found out  
 2 own country – \_\_\_\_\_  
 3 abilities – \_\_\_\_\_  
 4 solved the problem – \_\_\_\_\_  
 5 was given – \_\_\_\_\_  
 6 unnecessarily throw away – \_\_\_\_\_

### EXAM FOCUS Gapped text

- 4 Read the text again. Complete gaps 1–5 with sentences A–G. There are two extra sentences.
- A For washing, he used a solar-powered shower.  
 B Then he worked out how to manage the basics of life: food, shelter, washing, transport and social life.  
 C He planned to apply for a job in the medical profession.  
 D His plan was to get a 'good' job and earn as much money as possible.  
 E So he set up a shop with money from his parents.  
 F He went to free art exhibitions, cinema nights and music events.  
 G Its aim is for people to share their time, knowledge and skills without exchanging money.

- 7 Complete the sentences so they are true for you. Then, in pairs, compare your sentences.

- 1 My grandparents' native country is ...  
 2 I'd like to learn or improve the following skills: ...  
 3 I find it difficult to work out ...  
 4 I think people waste a lot of ...  
 5 If I don't know something, I find out the information by ...  
 6 If I was rich, I would donate money to ...

- 5 Are statements 1–6 true (T) or false (F)?

- 1 Mark Boyle discovered that he hated living without money.
- 2 He went to college in his own country, Ireland.
- 3 He wants people to offer their time, knowledge and abilities at a cheap price.
- 4 He solved the problem of how to manage the basics of life.
- 5 He lived in a tent, which was given to him for free.
- 6 He thinks that people unnecessarily throw away lots of food.

- 8 Would you be prepared to live without money for a month? Why?/Why not? Discuss in pairs.

Yes, I think it would be interesting. / It would make me think about the important things in life. / In my opinion, society thinks about money too much.

No, I think it would be difficult. / I don't see the point. / I couldn't live without money for my phone, food, travel, etc.

### WORD STORE 6F

- 9 **CD3 11 MP3-102** Complete WORD STORE 6F. Add up or out to make phrasal verbs from the article. Then listen, check and repeat.

# Moneyless Man

CD 2810 MP3-101

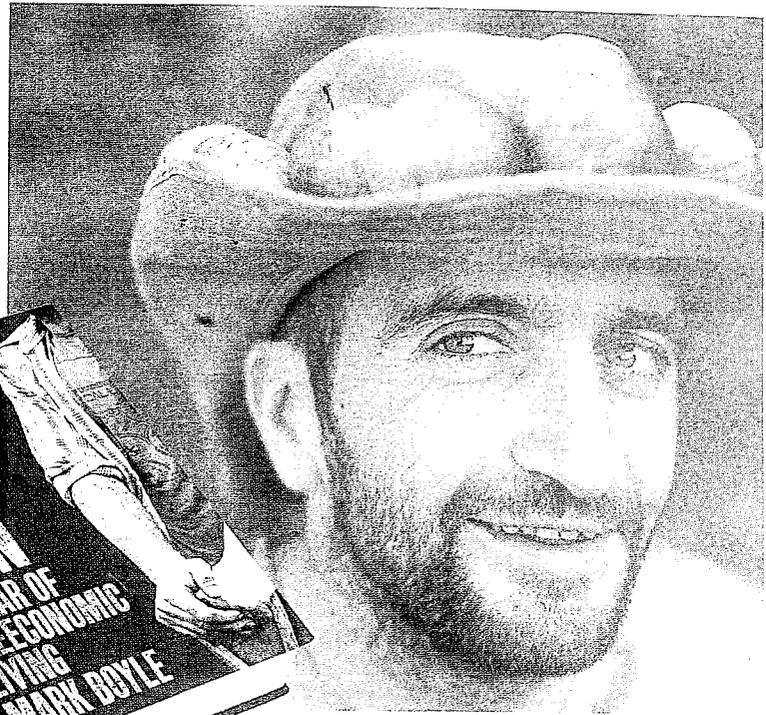
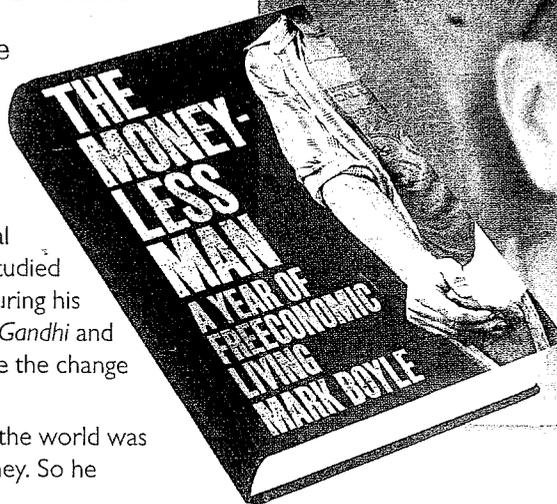
Imagine living for a whole year without money: no cash, no credit cards, nothing. How would you manage? Where would you live? What would you eat? Businessman Mark Boyle did it, and he found out that it wasn't so bad after all. In fact, he loved it.

So why did Mark Boyle decide to give up money?

## 10 The beginnings of 'Freeconomy'

Living without money was not his original plan. At college in his native Ireland he studied for a degree in business. <sup>1</sup> \_\_\_\_\_ But, during his final year at college, he saw a film called *Gandhi* and heard the words that changed his life: 'Be the change you want to see in the world'.

The change that Boyle wanted to see in the world was for people to be less dependent on money. So he set up the Freeconomy Community. <sup>2</sup> \_\_\_\_\_ There are over 40,000 members of the community, in more than 160 different countries.



## A year without cash

Then Boyle realised that if he wanted money to be less important to people, he should try to live without it. So he decided to live for a year without cash. He knew it wouldn't be easy, so he bought three things: a solar panel, a wood-fired stove and a bicycle. <sup>3</sup> \_\_\_\_\_

For food, he grew his own vegetables and picked wild fruit, leaves and nuts in the forest. He also found food in bins outside supermarkets.

<sup>30</sup> For shelter, he lived in a caravan, which was donated by a member of the Freeconomy Community. He didn't have electricity, so he used candles in the evening, and read books that he borrowed from the library.

<sup>4</sup> \_\_\_\_\_ He cleaned his teeth using fennel seeds from the forest, and a pack of toothbrushes that he found in a supermarket bin. His toilet was <sup>35</sup> a hole in the ground, and he used old newspapers as toilet paper.

He cycled everywhere and kept fit by doing push-ups every morning.

He didn't miss television at all: he found lots of ways to have fun without spending any money. <sup>5</sup> \_\_\_\_\_ He wrote a blog and answered emails on his solar-powered computer.

## 40 The Freeconomy philosophy

At the end of a year without money, Boyle felt fitter and happier than ever. This quote from his book entitled *The Moneyless Man*, sums up his philosophy:

<sup>45</sup> If we all had to grow our own food, we wouldn't waste 40 percent of it as we do today. If we made our own tables and chairs, we wouldn't throw them out the moment we changed the interior décor. If we had to clean our own drinking water, we wouldn't contaminate it.

# 6.5 Grammar

## Modal verbs for obligation and permission

*I can talk about obligation and permission*

- 1 In pairs, look at the saying and discuss what it means and what kind of jobs you think it describes.

**YOU DON'T HAVE TO BE CRAZY TO WORK HERE BUT IT HELPS**

- 2 **CD 3: 12 MP3: 103** Listen to three people talking about their jobs. Choose the correct answer.

- Jonnie is in the food industry / IT.
- Erica works for a fashion magazine / a clothes shop.
- Sam works in an office / from home.

- 3 **CD 3: 12 MP3: 103** Choose the correct modal verb to describe some of the working conditions of Jonnie, Erica and Sam. Then listen again and check.



1 Jonnie

- He <sup>1</sup> *doesn't have to / has to* wear the company T-shirt.
- He <sup>2</sup> *can / can't* eat at his desk.
- He <sup>3</sup> *must / mustn't* take his laptop into the canteen.



2 Erica

- She <sup>4</sup> *has to / doesn't have to* work very long hours.
- She <sup>5</sup> *needs to / doesn't need to* wear designer clothes or a suit.



3 Sam

- He <sup>6</sup> *needs to / doesn't need to* get up early.
- He <sup>7</sup> *can / can't* go for a run when he wants a break.
- He <sup>8</sup> *must / mustn't* remember to have a shave before his conference call tonight.

- 4 Read the GRAMMAR FOCUS. Complete the table using the modal verb forms in blue in Exercise 3.

### GRAMMAR FOCUS

Modal verbs for obligation and permission

You use **must**, **need to**, **have to** and **can** to talk about obligation and permission.

Necessary	Not necessary	Permitted	Not permitted
• have to/ has to	• don't have to/ 2 _____	• <sup>3</sup> _____	• can't • <sup>4</sup> _____
• need to/ 1 _____	• don't need to/ doesn't need to/needn't		
• must			

Note:

You usually use **have to** (not **must**) and **can't** (not **mustn't**) to talk about rules or arrangements:

*I have to* (NOT ~~must~~) *work long hours.*

BUT *I must* (NOT ~~have to~~) *remember to shave.*

- 5 Complete the sentences with **mustn't** or **needn't**.

- a You needn't rush – you've got plenty of time.  
b You mustn't rush – it's important to be 100% accurate.
- a You \_\_\_\_\_ go – you can stay if you want.  
b You \_\_\_\_\_ go – we haven't finished yet.
- a You \_\_\_\_\_ tell her – it's a secret between you and me.  
b You \_\_\_\_\_ tell her – she already knows everything.
- a You \_\_\_\_\_ eat that – you can leave it if you want.  
b You \_\_\_\_\_ eat that – it's really bad for you.

- 6 Use **have to** or **can** with **you** to complete these questions. Then answer the questions.

- Do you have to wear a uniform?
- \_\_\_\_\_ call your teachers by their first name?
- \_\_\_\_\_ use your mobile phones in class?
- \_\_\_\_\_ take end of term tests in each subject?
- \_\_\_\_\_ change classrooms for each lesson?
- \_\_\_\_\_ leave school before you are eighteen?

- 7 Write sentences with **has to** and **doesn't have to** for each job. Use the phrases in the box.

be good at maths    have a degree    wear a uniform  
have a driving licence    work at the weekend  
speak English    have good eyesight    be fit

- 1 A police officer ...

*A police officer has to wear a uniform.*

*A police officer doesn't have to be good at maths.*

- 2 A secondary school teacher ...

- 3 A bus driver ...

- 4 An airline pilot ...

- 5 An accountant ...

- 6 A tourist guide ...

- 8 In pairs, think of three people you know with different jobs and write similar sentences to those in Exercise 7. Tell your partner about each person.

# 6.6 Speaking

## Asking for and giving advice

*I can ask for and give advice about jobs and solving problems*

1 In pairs, read UK TODAY and discuss the questions.

- 1 What is 'work experience' and why is it useful?
- 2 If you could do work experience, what would you do and why?

### UK TODAY



Did you know that nearly all 15- or 16-year-old students in the UK do work experience before they leave school?

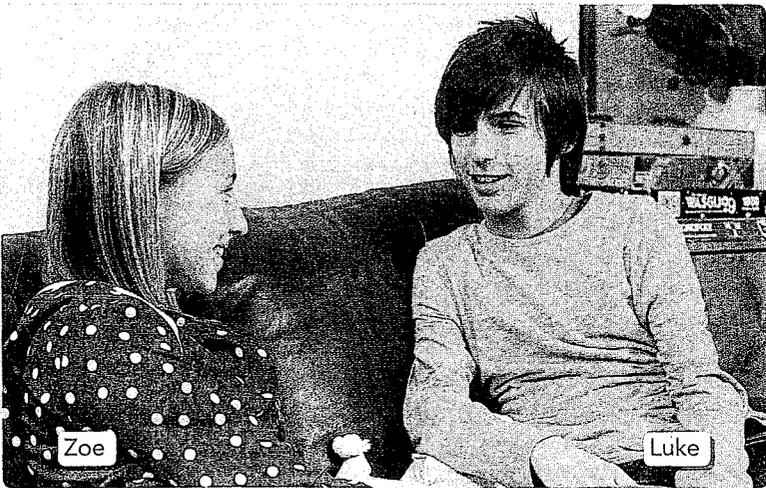
**What is work experience?**

- 1-3 weeks off school working full-time for a local employer.

**What are the benefits of work experience?**

- It teaches useful work skills.
- It makes you think about possible careers.
- It develops self-confidence and communication skills.

2 **CD 3.13 MP3-104** Listen to Zoe asking her older brother Luke about work experience. Are statements 1-3 true (T) or false (F)?



- 1 Luke enjoyed doing work experience.
- 2 He doesn't think you can learn much from other employees.
- 3 He isn't sure that their father will accept Zoe's plans.

3 **CD 3.13 MP3-104** Listen again and tick the expressions you hear.

### SPEAKING FOCUS

Asking for advice

- What do you think I should do?
- Do you have any tips on how to ...?
- Do you have any ideas about how to ...?

Giving advice

- You should ...
- I think you should ...
- I don't think you should ...
- Why don't you ...?
- My best advice would be to ...
- It's a good idea to ...
- If I were you, I'd ...

Accepting advice

- Thanks, that's really helpful.
- That's great advice. Thanks!

Rejecting advice

- I'm not sure that's a good idea.

4 Match 1-5 with a-e to give useful advice to somebody preparing for a job interview.

- 1 I think you should
- 2 I don't think you should
- 3 My best advice would
- 4 It's a good idea
- 5 If I were you,

- a be nervous.
- b do some research.
- c be to be on time.
- d I'd just be yourself.
- e to prepare some questions.

5 **CD 3.14 MP3-105** Listen, check and repeat the advice in Exercise 4.

6 Look at the statements below and think about the advice you would give in each case. Make notes.

- 1 I want to stay fit.
- 2 It's my mother's birthday soon.
- 3 I need some new clothes but I haven't got any money.
- 4 I want to watch a good film.
- 5 I can't wake up in the mornings.

7 In pairs, follow the instructions below to make dialogues.

**Student A:** Choose a problem in Exercise 6 and tell Student B about it.

**Student B:** Give Student A some advice. Use your notes in Exercise 6 and the SPEAKING FOCUS to help you.

# 6.7 Writing

## A letter of application

I can apply for a summer job

- 1 If you saw this job advertisement in your local paper, would you be interested? Why?/Why not? Discuss in pairs.

**ARE YOU LOOKING FOR A  
summer job?**

**Johnson's Builders requires  
an office helper – €10 per hour**

Are you

16 OR OVER? • RELIABLE AND HARD-WORKING?  
FRIENDLY AND WILLING TO LEARN?

We offer

EXCELLENT CONDITIONS • FLEXIBLE HOURS  
A CHANCE TO LEARN OFFICE SKILLS

No previous experience necessary!

- 2 Imagine you want to apply for the job. Tick five pieces of information you should include in your application letter.

- |   |                          |
|---|--------------------------|
| 1 Say where you saw the advert.                     | <input type="checkbox"/> |
| 2 Say what you are doing now.                       | <input type="checkbox"/> |
| 3 Say how you intend to spend your salary.          | <input type="checkbox"/> |
| 4 Give reasons why you are interested in the job.   | <input type="checkbox"/> |
| 5 Mention your CV and any relevant work experience. | <input type="checkbox"/> |
| 6 Say why you liked or didn't like previous jobs.   | <input type="checkbox"/> |
| 7 Say when you are available for interview.         | <input type="checkbox"/> |
| 8 Warn them not to call you at certain times.       | <input type="checkbox"/> |

- 3 Read the letter of application. Check your ideas in Exercise 2. Cross out the three sentences that are NOT appropriate.

Dear Sir or Madam,

With reference to your advertisement in yesterday's *Devonshire Times*, I would like to apply for the position of part-time office helper. At the moment, I am in my final year at school, and I will be available to start work from 1st June. I really need this job because I want to earn some money to go on holiday.

I am particularly interested in your company because I hope to study architecture at university. I enclose my CV for your information. As you will see, I worked on a building site last summer. It was a bit hard, but I got a really good suntan.

I do not have much experience of office work, but I am a fast learner. I have good communication skills and I enjoy working as part of a team. For these reasons, I feel I would be a suitable candidate for the job you are advertising.

I can be available for interview at any time. I have listed my contact details on my CV. Please don't call me before ten o'clock in the morning.

I look forward to hearing from you.

Yours faithfully,

Richard Dawson

Richard Dawson

- 4 Complete the WRITING FOCUS with the phrase in purple from the letter in Exercise 3.

### WRITING FOCUS

#### A letter of application

- 1 Say where you saw the advert

I am writing in response to your advertisement in ...  
With <sup>1</sup>reference to your advertisement in ...

- 2 Say why you are writing

I am writing to express my interest in the position  
I would like to <sup>2</sup>\_\_\_\_\_ the position of ...

- 3 Say what you are doing now

Currently, I am .../At <sup>3</sup>\_\_\_\_\_, I am ...

- 4 Give reasons why you are interested in the job

I found your advertisement very interesting because  
I am <sup>4</sup>\_\_\_\_\_ your company because ...

- 5 Mention your CV and any relevant work experience

My experience includes .../I worked for ... as .../  
I <sup>5</sup>\_\_\_\_\_ for your information. As you will see,  
I worked ...

- 6 Give reasons why you are suitable for the job

I would be a suitable candidate for the job because  
<sup>6</sup>\_\_\_\_\_, I feel I would be a suitable candidate  
for the job you are advertising.

- 7 Say when you are available for interview

I can be available for interview <sup>7</sup>\_\_\_\_\_.

- 5 You have seen the advertisement below in the *International Student Times* and want to apply for the job. Write a letter of 80–130 words and:

- say where you saw the advertisement;
- say what you are doing now and give reasons you are interested in the job;
- mention your CV and any relevant work experience;
- say when you are available for interview.

Use the WRITING FOCUS to help you.

**WILD WEST  
SUMMER CAMPS**

require

**CAMP SUPERVISORS**

Do you love outdoor life and camping?

We need friendly, outgoing young people with lots of energy  
and some knowledge of English.

You must know how to swim.

Experience with children  
and knowledge of first aid an advantage.

**HAVE A GREAT SUMMER, IMPROVE YOUR ENGLISH AND  
EARN SOME MONEY AT THE SAME TIME!**

Please apply to Ross Field, ross@wwsc.net

**Jobs - Zawody**

accountant /ə'kauntənt/ księgowy/księgowca  
 actor /æktə/ aktor  
 airline pilot /'eəlaɪn ,paɪlət/ pilot/pilotka samolotów pasażerskich  
 babysitter/childminder /'beɪbɪ,sɪtə/'tʃaɪld,mɑɪndə/ opiekun/opiekunka do dziecka  
 banker /'bæŋkə/ bankowiec  
 beautician /'bjʊ:'tɪʃən/ kosmetyczka  
 builder /'bɪldə/ budowlaniec  
 bus driver /'bʌs ,draɪvə/ kierowca autobusu  
 businessman /'bɪznəsmən/ biznesmen  
 camp supervisor /'kæmp ,su:pəvaɪzə/ wychowawca/wychowawczyni na koloniach  
 carer /'keərə/ opiekun/opiekunka osób starszych  
 carpenter /'kɑ:pəntə/ stolarz  
 computer programmer /kəm'pjʊ:tə ,prəʊgræmə/ programista komputerowy  
 design consultant /dɪ'zaɪn kən,sɪltənt/ konsultant/konsultantka projektów  
 DJ /'di: ,dʒeɪ/ dyskdżokej  
 doctor /'dɒktə/ lekarz/lekarzka  
 driving instructor /'draɪvɪŋ ɪn,striktə/ instruktor/instruktorka jazdy samochodem  
 electrician /ɪ,lek'trɪʃən/ elektryk  
 engineer /,endʒə'nɪə/ inżynier  
 estate agent /ɪ'steɪt ,eɪdʒənt/ agent/agentka nieruchomości  
 flight attendant /'flaɪt ə,tendənt/ steward/stewardesa  
 hairdresser /'heə,dresə/ fryzjer/fryzjerka  
 interpreter /ɪn'tɜ:prətə/ tłumacz/tłumaczka  
 journalist /'dʒɜ:nəlɪst/ dziennikarz/dziennikarka  
 lifeguard /'laɪfgɑ:d/ ratownik/ratowniczką  
 mechanic /mɪ'kænɪk/ mechanik  
 model /'mɒdl/ model/modelka  
 musician /mju:'zɪʃən/ muzyk  
 nurse /nɜ:s/ pielęgniarz/pielęgniarka  
 office assistant /'ɒfəs ə,sɪstənt/ asystent biurowy/asystentka biurowa  
 photographer /fə'tɒgrəfə/ fotograf  
 plumber /'plʌmə/ hydraulik  
 police officer /pə'li:s ,ɒfəsə/ policjant/policjantka  
 politician /,pɒlə'tɪʃən/ polityk  
 receptionist /rɪ'sepʃjənɪst/ recepcjonista/recepcjonistka  
 scientist /'saɪəntɪst/ naukowiec  
 secondary school teacher /'sekəndəri sku:l ,ti:tʃə/ nauczyciel/nauczycielka szkoły średniej  
 secretary /'sekretəri/ sekretarz/sekretarka  
 shop assistant /'ʃɒp ə,sɪstənt/ sprzedawca/sprzedawczyni  
 skiing instructor /'ski:ɪŋ ɪn,striktə/ instruktor/instruktorka jazdy na nartach  
 specialist /'speʃjəlɪst/ specjalista/specjalistka  
 taxi driver /'tæksi ,draɪvə/ taksówkarz  
 tourist guide /'tuərɪst gaɪd/ przewodnik/przewodniczką  
 travel agent /'trævəl ,eɪdʒənt/ agent turystyczny

**Employment - Zatrudnienie**

apply for a job /ə ,plɑɪ fər ə 'dʒɒb/ ubiegać się o pracę  
 banking /'bæŋkɪŋ/ bankowość  
 boss /bɒs/ szef/szefowa  
 candidate /'kændɪdət/ kandydat/kandydatka  
 career /'keəriə/ kariera zawodowa  
 communication skills /kə,mju:nə'keɪʃən skɪlz/ umiejętność komunikowania się  
 conference call /'kɒnfərəns kɔ:l/ telefoniczna rozmowa konferencyjna  
 contact details /'kɒntækt ,dɪ'teɪlz/ dane kontaktowe  
 CV /,si: 'vi:/ CV  
 employee /ɪm'plɔɪ-i:/ pracownik/pracownica  
 employer /ɪm'plɔɪə/ pracodawca  
 finish work /,fɪnɪʃ 'wɜ:k/ kończyć pracę  
 have a job /,hæv ə 'dʒɒb/ mieć pracę  
 holiday job /,hɒlədi 'dʒɒb/ praca wakacyjna  
 interview /'ɪntəvju:/ rozmowa kwalifikacyjna  
 job advert/advertisement /'dʒɒb ,ædvɜ:tɪsmənt/ ogłoszenie o pracy  
 look for a job /,lʊk fər ə 'dʒɒb/ szukać pracy  
 male-dominated job /,meɪl ,dɒmɪneɪtɪd 'dʒɒb/ zawód zdominowany przez mężczyzn  
 manual job /,mænjuəl 'dʒɒb/ praca fizyczna

marketing /'mɑ:kɪtɪŋ/ marketing  
 office /'ɒfəs/ biuro  
 oil industry /'ɔɪl ,ɪndəstri/ przemysł naftowy  
 part-time job /,pɑ:t taɪm 'dʒɒb/ praca na część etatu  
 personal skills /,pɜ:sənəl 'skɪlz/ indywidualne umiejętności  
 position /pə'zɪʃən/ stanowisko  
 profession /prə'feʃən/ zawód  
 promotion /prə'məʊʃən/ awans  
 retail /'ri:teɪl/ sprzedaż detaliczna  
 retire /rɪ'taɪə/ przejść na emeryturę  
 self-confidence /,self 'kɒn fɪdənts/ pewność siebie  
 start work /,stɑ:t 'wɜ:k/ zaczynać pracę  
 training /'treɪnɪŋ/ szkolenie  
 university degree /,ju:nə'vɜ:səti dɪ,gri:/ tytuł naukowy  
 work experience /'wɜ:k ɪk,sprɪəriəns/ doświadczenie zawodowe  
 work full-time /,wɜ:k fʊl 'taɪm/ pracować na pełen etat

**Collocations - terms and conditions  
Zwroty - warunki pracy**

be badly paid /bi ,bædli 'peɪd/ źle zarabiać  
 be/work in (IT) /,bi ,wɜ:k ɪn (,ɑ:tɪ) / działać/pracować w branży (komputerowej)  
 be on your feet all day /,bi ɒn jɔ: 'fi:t ɔ:l deɪ/ być cały dzień na nogach  
 be self-employed /,bi ,self ɪm'plɔɪd/ być samozatrudnionym  
 be well-paid /,bi ,wel 'peɪd/ dobrze zarabiać  
 do physical work /,du: 'fɪzɪkəl ,wɜ:k/ wykonywać pracę fizyczną  
 do/work flexible hours /,du: ,wɜ:k ,fleksəbəl 'aʊəz/ mieć elastyczne godziny pracy  
 do/work long hours /,du: ,wɜ:k lɒŋ 'aʊəz/ pracować do późna  
 do/work overtime /,du: ,wɜ:k ə'ʊvətaɪm/ pracować w nadgodzinach  
 do/work regular office hours /,du: ,wɜ:k ,regjələr 'ɒfəs ,aʊəz/ pracować w stałych godzinach  
 do/work shifts /,du: ,wɜ:k 'ʃɪfts/ pracować w systemie zmianowym  
 get a bonus /,get ə 'bʌnəs/ dostać premię  
 get/earn a high/an average salary /,get ,zɪn ə ,haɪ/ən ,ævərɪdʒ 'sæləri/ otrzymywać/zarabiać wysoką/średnią pensję  
 get/earn low wages /,get ,zɪn ,ləʊ 'weɪdʒɪz/ otrzymywać niską płacę  
 get/have a pay rise /,get ,hæv ə 'peɪ raɪz/ dostać podwyżkę  
 get/have/take a day off /,get ,hæv ,teɪk ə deɪ 'ɒf/ dostać/mieć/wziąć dzień wolny  
 get/have/take five weeks' paid holiday /,get ,hæv ,teɪk faɪv 'wi:kz ,peɪd 'hɒlədi/ dostać/mieć/wziąć pięć tygodni płatnego urlopu  
 take time off /,teɪk taɪm 'ɒf/ wziąć wolne  
 work for/at (Citibank) /,wɜ:k fər/ət ('sɪtɪbæŋk)/ pracować w (Citibanku)  
 work for (a construction company) /,wɜ:k fər (ə kən'strʌkʃən ,kʌmpəni)/ pracować w (firmie budowlanej)  
 work from home /,wɜ:k frəm 'həʊm/ pracować w domu  
 work in (a hospital/advertising) /,wɜ:k ɪn (ə 'hɒspɪtəl/ 'ædvətaɪzɪŋ)/ pracować w (szpitalu/branży reklamowej)  
 work in/as part of a team /,wɜ:k ɪn/əz ,pɑ:t əv ə 'ti:m/ pracować w zespole  
 work outside /,wɜ:k aʊt 'saɪd/ pracować na zewnątrz  
 work with your hands /,wɜ:k wɪð jɔ: 'hændz/ pracować fizycznie

**Other - Inne**

be a fast learner /bi ə ,fɑ:st 'lɜ:nə/ szybko się uczyć  
 be dependent on /,bi dɪ'pendənt ɒn/ być zależnym od  
 benefit /'benəfɪt/ korzyść  
 deal with sth /'diəl wɪð ,sʌmθɪŋ/ zajmować się czymś  
 driving licence /'draɪvɪŋ ,laɪsəns/ prawo jazdy  
 enclose /ɪn'kləʊz/ załączyć  
 find out /,faɪnd 'aʊt/ sprawdzić, dowiedzieć się  
 foreign /'fɒrən/ zagraniczny  
 give up /,gɪv 'ʌp/ porzucić, zrezygnować z  
 grow /grəʊ/ rosnąć; uprawiać  
 have a shave /,hæv ə 'ʃeɪv/ ogolić się  
 native /'neɪtɪv/ ojczysty  
 set up /,set 'ʌp/ założyć  
 shelter /'ʃeltə/ schronienie  
 sum up /,sʌm 'ʌp/ podsumować  
 throw out /,θrəʊ 'aʊt/ wyrzucić  
 waste /weɪst/ marnować  
 work sth out /,wɜ:k ,sʌmθɪŋ 'aʊt/ dojść do czegoś

# MATURA FOCUS REVIEW 6

## SŁOWNICTWO I GRAMATYKA

1 Uzupełnij zdania słowami związanymi z pracą. Pierwsze litery brakujących słów zostały podane.

- 1 My sister is an **o**\_\_\_\_\_ **a**\_\_\_\_\_. She answers phones and takes messages.
- 2 My dad is a **c**\_\_\_\_\_. He loves working with wood.
- 3 My parents usually take some **t**\_\_\_\_\_ **o**\_\_\_\_\_ in the summer so we can all go on holiday together.
- 4 People who earn a **h**\_\_\_\_\_ **s**\_\_\_\_\_ should give more money to charity.
- 5 My brother has started a **p**\_\_\_\_\_ **-t**\_\_\_\_\_ job in the evenings to earn some extra money.

2 Uzupełnij zdania właściwymi formami podanych słów.

- 1 Once a year the company pays a bonus to its best \_\_\_\_\_ . **EMPLOY**
- 2 He suddenly stopped painting and became a \_\_\_\_\_ . **PHOTOGRAPH**
- 3 Tim is a \_\_\_\_\_ – he plays the guitar in a band. **MUSIC**
- 4 \_\_\_\_\_ work with their hands. They need to be fit and strong. **BUILD**
- 5 My sister is doing a course on make-up. She wants to become a \_\_\_\_\_ . **BEAUTY**
- 6 A taxi \_\_\_\_\_ has to know the city well. **DRIVE**

3 Utwórz zdania warunkowe drugiego stopnia, wstawiając czasowniki w nawiasach w odpowiedniej formie.

- 1 If Tom \_\_\_\_\_ (earn) low wages, he \_\_\_\_\_ (look) for a new job.
- 2 If you \_\_\_\_\_ (can) work for any company, which company \_\_\_\_\_ you \_\_\_\_\_ (like) to work for?
- 3 If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (take) this job.
- 4 She \_\_\_\_\_ (give) lots of jobs to young people if she \_\_\_\_\_ (be) a successful businessperson.
- 5 If I \_\_\_\_\_ (wear) these glasses, everyone \_\_\_\_\_ (laugh) at me.

4 Uzupełnij drugie zdanie, tak aby miało takie samo znaczenie jak pierwsze. Użyj podanego słowa.

- 1 I'll let you take an extra day off. **CAN**  
You \_\_\_\_\_ an extra day off.
- 2 Don't buy Zara a gift. We've sent her some flowers. **NEEDN'T**  
You \_\_\_\_\_ . We've sent her some flowers.
- 3 I mustn't forget my mum's birthday this year. **REMEMBER**  
I \_\_\_\_\_ my mum's birthday this year.
- 4 I have to get to work on time this morning. **LATE**  
I \_\_\_\_\_ for work this morning.
- 5 Go out for a walk. Don't just study all day. **SHOULDN'T**  
Go out for a walk. You \_\_\_\_\_ all day.
- 6 Is it necessary to have a degree to be a computer programmer? **HAVE**  
\_\_\_\_\_ have a degree to be a computer programmer?

## ŚRODKI JEZYKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ,  
WYBÓR WIELOKROTNY

5 Z podanych odpowiedzi A–C wybierz właściwe tłumaczenie fragmentu zdania podanego w nawiasie.

### Wskazówka maturalna

Skup się na znaczeniu całego brakującego fragmentu. Nie zawsze odpowiedzi będące tłumaczeniem słowo po słowie polskiego wyrażenia są poprawne.

- 1 Alan (*pracuje fizycznie*) and he's tired in the evenings.  
A works with his hands C is on his feet all day  
B works shifts
  - 2 I'm writing (*w odpowiedzi na*) the advertisement on your website.  
A with reference to B to apply for C in response to
  - 3 We could work in the garden (*gdyby świeciło słońce*).  
A if it was sunny B if it will be sunny C if it is sunny
  - 4 (*Na twoim miejscu*) talk to your boss as soon as possible.  
A In my opinion, you should C It's a good idea to  
B If I were you, I would
  - 5 John is a lifeguard but this summer he's going to work as a camp (*opiekun*).  
A carer B babysitter C supervisor
  - 6 This is your desk but you (*nie musisz*) come to the office every day – it's OK to work from home sometimes.  
A shouldn't B needn't C mustn't
- 6 Przeczytaj tekst. Z podanych odpowiedzi A–C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

## JAKOB'S DREAM JOB

Is it really possible to find your dream job? Jakob Wilder, nineteen, has done just that. Jakob has always loved music, so he was very happy when he got the opportunity to work <sup>1</sup> \_\_\_\_\_ a music company. It is three years later now and he works full-time as a music promoter.

'If I <sup>2</sup> \_\_\_\_\_ choose any job in the world, it would be the job I have right now,' says Jakob. 'I am well-paid and the people I work with are great. Plus, I <sup>3</sup> \_\_\_\_\_ dress smartly. I can wear what I want.'

There are disadvantages to his job, of course. Jakob needs to travel around the world. It is exciting, but also tiring and it means Jakob

often works <sup>4</sup> \_\_\_\_\_, sometimes until three or four o'clock in the morning. At the age of nineteen, Jakob already has three years' work <sup>5</sup> \_\_\_\_\_. But does he mind not going to university? 'Not really,' he says. 'I have worked hard, and I have my own car and my own flat. If I was at university, I <sup>6</sup> \_\_\_\_\_ have all that now.'

- |                |              |                 |
|----------------|--------------|-----------------|
| 1 A to         | B for        | C on            |
| 2 A will       | B would      | C could         |
| 3 A mustn't    | B shouldn't  | C don't have to |
| 4 A shifts     | B long hours | C from home     |
| 5 A experience | B travel     | C education     |
| 6 A wouldn't   | B don't      | C won't         |

## SŁUCHANIE

PRAWDA/FALSZ

- 7 **GD: 3-15 MP3-106** Usłyszysz dwukrotnie rozmowę nastolatki z jej wujkiem. Zdecyduj, które zdania 1–5 są zgodne z treścią nagrania (T), a które nie (F).

### Wskaźówka maturalna

Przeczytaj zdania i podkreśl w nich informacje, które wydają ci się ważne. Słuchając nagrania, zwróć uwagę na słowa o znaczeniu podobnym lub przeciwnym do znaczenia podkreślonych słów.

- 1 Leia only knows one male nurse.
- 2 Jon's friends have always taken his profession seriously.
- 3 Jon is satisfied with his salary.
- 4 Sometimes Jon starts work at night.
- 5 Jon has been promoted to nurse manager.

## PISANIE

LIST

- 8 Masz możliwość pracować w wakacje w miejscach wymienionych poniżej (a–c). Zastanów się, jakich obowiązków możesz się spodziewać w każdym z tych miejsc. Wybierz miejsce, w którym chciałbyś/chciałabyś pracować, i zapisz argumenty, których można użyć, aby zachęcić jego właściciela do zatrudnienia właśnie ciebie. Popatrz na przykładowe argumenty poniżej.
- a warzywniak (greengrocer's)
  - b kawiarnia (café)
  - c hotel dla zwierząt (pet hotel)
- **SKILLS:** I'm very good with pets because at home we've got three dogs and a cat.
  - **WORK EXPERIENCE:** Last summer I worked part-time at my uncle's shop in Poznań.
  - **PERSONALITY:** People who know me say I'm very patient and responsible.
- 9 Uzupełnij zadanie egzaminacyjne nazwą jednego z miejsc z ćwiczenia 8. Następnie wykonaj zadanie.

Spędzasz wakacje u rodziny w Anglii. Dowiedziałeś/Dowiedziałas się, że lokalny/lokalna \_\_\_\_\_ szuka pracownika na pół etatu. Napisz list do jego/jej właściciela.

- Napisz, w jaki sposób dowiedziałeś/dowiedziałas się o ofercie pracy.
- Przedstaw się i wyjaśnij, dlaczego interesuje cię ta oferta.
- Opisz swoje dotychczasowe doświadczenie zawodowe.
- Wyraż chęć spotkania z właścicielem w dowolnym terminie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość listu powinna wynosić od 80 do 130 słów.

## MÓWIENIE

ROZMOWA WSTĘPNA, ILUSTRACJA

- 10 Uzupełnij pytania z rozmowy wstępnej słowami z ramki. Dwa słowa zostały podane dodatkowo i nie pasują do żadnego pytania. Następnie, pracując w parach, odpowiedzcie na pytania.

never boss kind overtime ever office

- 1 What \_\_\_\_\_ of job do you hope to get in the future? Why?
  - 2 Have you \_\_\_\_\_ worked? Why/Why not?
  - 3 Would you like to work in an \_\_\_\_\_? Why/Why not?
  - 4 Do you think you could be a good \_\_\_\_\_? Why/Why not?
- 11 Pracując w parach, wykonajcie zadanie. Uczeń A opisuje zdjęcie A oraz odpowiada na pytania do niego. Uczeń B opisuje zdjęcie B oraz odpowiada na pytania do niego.



- 1 How is the woman in the photo feeling? Why?
- 2 What would you do if you were late for an important exam? Why?
- 3 Tell me about a situation when you (or someone you know) were late for an important event.



- 1 In your opinion, why is the woman in the photo sleeping?
- 2 What would you do if you suddenly felt very tired/sleepy during a lesson?
- 3 Tell me about a situation when you or someone you know felt bored during an important event.

# 7 seven

## Shopping

People who say money can't buy you happiness don't know where to go shopping.

Anonymous

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – shops
- shops and services
- partitives (a bottle of ...)
- shopping – useful phrases
- Words for free – places in a town
- collocations
- word families

#### Grammar:

- The Passive
- quantifiers

#### Listening:

- a radio interview about buying presents

#### Reading:

- a text about how colours are used in advertising

#### Speaking:

- shopping and making complaints

#### Writing:

- a polite written complaint

### MATURA FOCUS

#### Temat maturalny:

- zakupy i usługi

#### Słuchanie:

- prawda/fałsz str. 87

#### Czytanie:

- wybór wielokrotny str. 89, 95

#### Środki językowe:

- tłumaczenie fragmentów zdań str. 94
- wybór wielokrotny str. 94

#### Mówienie:

- rozmowa z odgrywaniem roli str. 95

#### Pisanie:

- e-mail str. 95

### FOCUS EXTRA

- Grammar Focus Reference and Practice str. 118
- WORD STORE booklet str. 14–15
- Workbook str. 76–85
- MyEnglishLab

## 7.1 Vocabulary

Shops and services • partitives • shopping

I can talk about shops and shopping

### SHOW WHAT YOU KNOW

- Choose five words from the words in the box to make shop names 1–5. Use the other five words to complete sentences 6–10.

bread charity clothes jewellery meat  
newspapers pet shoe toy vegetables

- 1 charity shop
- 2 \_\_\_\_\_ shop
- 3 \_\_\_\_\_ shop
- 4 \_\_\_\_\_ shop
- 5 \_\_\_\_\_ shop
- 6 You buy \_\_\_\_\_ at a baker's.
- 7 You buy \_\_\_\_\_ at a butcher's.
- 8 You buy \_\_\_\_\_ at a greengrocer's.
- 9 You buy \_\_\_\_\_ at a jeweller's.
- 10 You buy \_\_\_\_\_ at a newsagent's.

- In pairs, name a typical item you can buy in each shop.
- Look at the photos. Find three things you can do in the Mall of America that you can't usually do in a shopping mall. Then read the text and check.
- In pairs, discuss how many of the activities in the text you can do in your city and where you can do them.

## MALL OF AMERICA

### THE MALL



### THE CHAPEL

Shopping malls used to be indoor shopping centres, especially popular in the USA. But some of the biggest shopping malls around the world a much more than shopping centres – they're a way of life! Take the Mall of America in Bloomington, Minnesota. You can buy **trainers**, **toiletries** **light bulbs** and **plants**, have a **manicure** before lunch, and then, you can have a ride in the **theme park**, watch hundreds of sharks in the **aquarium** or spend an afternoon at the **cinema**. Oh, and you can add 'get married' to your shopping list. There's even a **wedding chapel!**

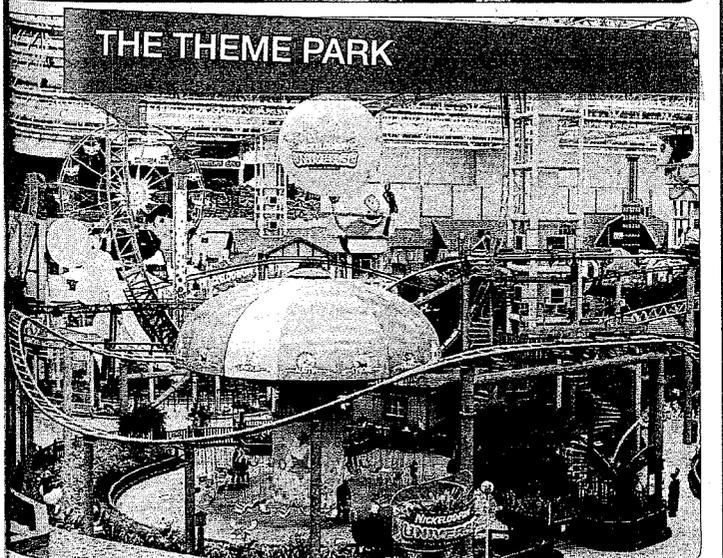
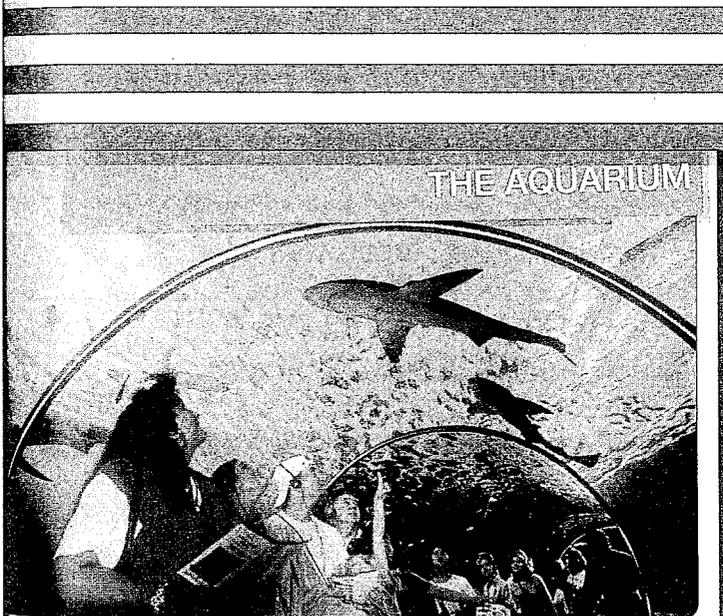
- 5 **CD-3-10 MP3-107** Listen to five people giving their opinion about the advantages and disadvantages of shopping malls. Match speakers 1-5 with statements A-E.

**ADVANTAGES**

- A  It doesn't matter what the weather is like.  
Parking is easy.  
You don't need cash.
- B  There is something for everybody.
- C  You can spend all day there.  
Everything is in the same place.

**DISADVANTAGES**

- D  Most things are too expensive.  
All malls are the same.  
There are too many designer shops.
- E  They take business away from small shops.  
There are no windows in the restaurants.
- 6 In pairs, discuss your own feelings about shopping malls. Which advantages or disadvantages in Exercise 5 do you agree with?



**WORD STORE 7A**

- 7 **CD-3-17 MP3-108** Complete WORD STORE 7A with the words in red from the text. Then listen, check and repeat.
- 8 Complete the questions with the correct forms of the words from WORD STORE 7A. Then ask your partner the questions.
- When was the last time you ...
- 1 bought a pair of \_\_\_\_\_ ?
  - 2 changed a \_\_\_\_\_ ?
  - 3 had a scary ride in a \_\_\_\_\_ ?
  - 4 bought some perfume or other expensive \_\_\_\_\_ ?
  - 5 posted a parcel at the \_\_\_\_\_ ?
  - 6 used a \_\_\_\_\_ to clean a rug or a carpet?

**WORD STORE 7B**

- 9 Speaker 1 in Exercise 5 talked about the advantages of a shopping mall. Complete her sentence with the correct words in the box. There are two extra words.
- [ bunch bottle pair jar packet can ]
- 'I can buy a <sup>1</sup> \_\_\_\_\_ of shampoo, a <sup>2</sup> \_\_\_\_\_ of biscuits, a new <sup>3</sup> \_\_\_\_\_ of skis and a <sup>4</sup> \_\_\_\_\_ of flowers for my mum, all in the same place.'
- 10 **CD-3-18 MP3-109** Complete WORD STORE 7B with the words in the box in Exercise 9. Then listen, check and repeat.

- 11 Add the words in the box to WORD STORE 7B.

[ bananas beans mayonnaise  
scissors mineral water crisps ]

- 12 In pairs, imagine WORD STORE 7B is a shopping list. Which item would be the cheapest/the most expensive?

**WORD STORE 7C**

- 13 **CD-3-19 MP3-110** Complete WORD STORE 7C with the underlined phrases in questions below. Then listen, check and repeat.
- 1 Do you ever go window shopping? How often?
  - 2 When do shops usually have a sale in your country?
  - 3 When did you last buy something on special offer?
  - 4 Where can you pick up a bargain? Name shops.
  - 5 When was the last time you thought 'I'd love to buy that but I just can't afford it'?
  - 6 If you don't keep your receipt, is it still possible to take something back to a shop and get a refund?

- 14 In pairs, ask each other the questions in Exercise 13.

**WORD STORE 7D**

- 15 **CD-3-20 MP3-111** Complete WORD STORE 7D. Translate the Words for free. Then listen and repeat.
- 16 In pairs, write true example sentences for each of the Words for free.

# 7.2 Grammar

## The Passive

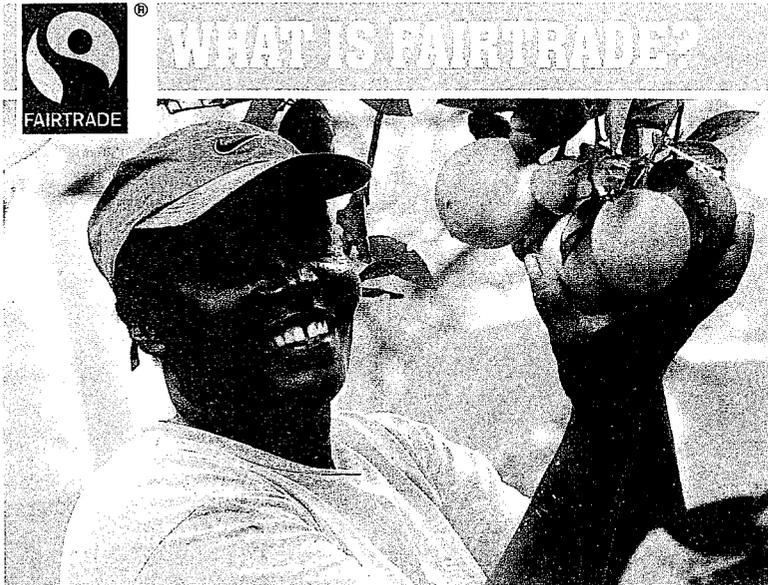
I can use passive forms to talk about trade and processes

### 1 In pairs, discuss the questions.

- Who usually does the shopping in your family?
- What food products do you and your family usually buy?
- Which of the things in the box are important when you buy these kinds of products?

the quality	how it is produced
where it is produced	a fair price

### 2 Read the text about Fairtrade. Why is it good for farmers, consumers and the environment?



**M**any of the products we buy in supermarkets are grown by farmers in developing countries. But often farmers aren't paid enough to make a living.

So the idea of 'fair trade' has been around for many years. When you see the FAIRTRADE Mark on a product, you know that the farmers have been paid a fair price for their crops. You also know that they have been given extra money – the

Fairtrade premium. This can be used by farmers to develop their businesses, invest in their communities or protect the environment.

In 1997, many organisations from different countries came together and one international Fairtrade organisation was formed. So far, the lives of approximately seven million people in developing countries have been improved by Fairtrade.

### 3 Read the GRAMMAR FOCUS. Then find all the passive verb forms in the text in Exercise 2.

#### GRAMMAR FOCUS

##### The Passive

You use passive forms when it isn't important (or you don't know) who performed the action. Passive verbs have the same tenses as active verbs.

##### The Passive: be + Past Participle

- + Fairtrade products are grown in developing countries.
- Fairtrade products aren't grown in developed countries.
- ? Where are Fairtrade products grown?

### 4 Look at Exercise 2 again. Complete the examples in the table using the passive forms in blue in the text.

Present Simple

#### Active

People don't pay farmers enough.

#### Passive

Farmers <sup>1</sup> \_\_\_\_\_ enough.

Past Simple

#### Active

In 1997, somebody formed one international Fairtrade organisation.

#### Passive

In 1997, one international Fairtrade organisation <sup>2</sup> \_\_\_\_\_.

Present Perfect

#### Active

Fairtrade has improved the lives of approximately seven million people in developing countries.

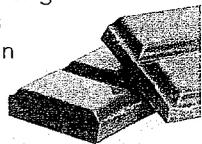
#### Passive

The lives of approximately seven million people in developing countries <sup>3</sup> \_\_\_\_\_ by Fairtrade.

### 5 Choose the correct form of the verb.

#### Chocolate & Fairtrade

Last year more than one billion kilos of chocolate <sup>1</sup>ate / ~~was eaten~~ around the world. Chocolate <sup>2</sup>makes / is made from the cacao plant. However, many cacao farmers <sup>3</sup>don't earn / aren't earned enough money and <sup>4</sup>can't afford / can't be afforded food, medicine or clean water. In Africa, a typical cacao grower <sup>5</sup>pays / is paid less than a dollar a day. Now Fairtrade is helping farmers to get fair prices. Farming organisations <sup>6</sup>have set up / have been set up in African countries and the extra money <sup>7</sup>invests / is invested in projects such as drinking water.



### 6 Write passive sentences with the verbs in brackets. Use the Present Simple, the Past Simple or the Present Perfect.

- My house \_\_\_\_\_ (build) fifty years ago.
- My name \_\_\_\_\_ (not pronounce) the same in English.
- My shoes \_\_\_\_\_ (make) in Italy.
- My school \_\_\_\_\_ (open) in the 1990s.
- I \_\_\_\_\_ (never/stop) by the police.
- Fairtrade products \_\_\_\_\_ (not sell) in my country.

### 7 Correct the sentences in Exercise 6 to make them true for you. Then make questions and ask your partner.

- 1 was your house built more than fifty years ago?

Grammar Focus page 118

# Listening

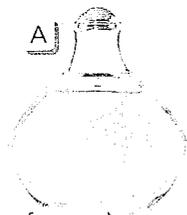
## True/False

I can understand a radio interview about buying presents

### 1 In pairs, discuss the questions.

- Have you ever given or received a present like the ones in the photos?
- What is the best or worst present you've ever received?

A



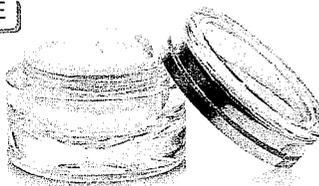
perfume

C



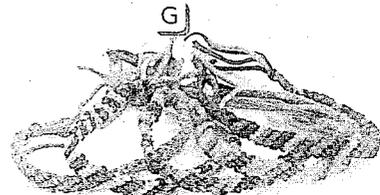
time in a recording studio

E



face cream

G



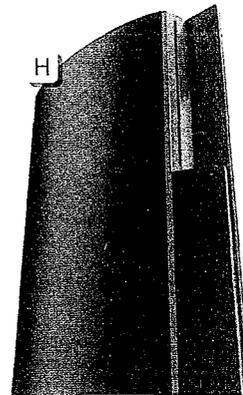
a friendship bracelet

F



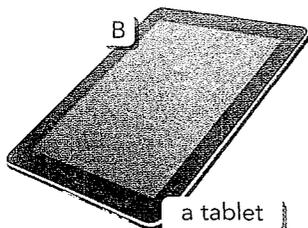
a bunch of flowers

H



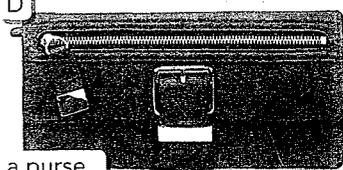
a game console

B



a tablet

D



a purse

### 2 **CD 3-21 MP3-112** Listen to a radio interview about buying presents. Which presents A-H are suggested for the three people below?

- Isabelle's mum:
- Alexander's girlfriend: ,
- Charlotte's classmate:

### 3 Read statements 1-5 in the EXAM FOCUS. Match the underlined phrases with these phrases from the radio interview.

- can buy  cheer her up   
 is a question of  classmates   
 it isn't the value of the present that matters

## EXAM FOCUS True/False

### 4 **CD 3-21 MP3-112** Listen to the radio interview again. Are statements 1-5 true (T) or false (F)?

- Amy thinks the ability to choose good presents is a matter of personality.
- Amy thinks that both men and women are capable of buying good presents.
- Isabelle thinks her mother is upset about being forty so she wants to make her feel happier.
- Charlotte wants to buy a nice expensive gift for one of her school friends.
- Amy concludes that a successful present doesn't have to cost a lot of money.

### 5 Complete the advice with the verbs in the box. Which piece of advice is NOT given in the interview? Which is the best?

Be Collect Do Don't spend Keep Spend

- \_\_\_\_\_ some research.
- \_\_\_\_\_ time thinking about the person.
- \_\_\_\_\_ careful when buying women's toiletries.
- \_\_\_\_\_ lots of money. It isn't necessary.
- \_\_\_\_\_ the receipt so you can take the present back.
- \_\_\_\_\_ money from friends to buy something really good.

### 6 Think about the last time you bought a present for somebody. Then tell your partner:

- Who was it for? 4 Why did you buy it?
- What was the occasion? 5 Where did you buy it?
- What did you buy? 6 How much did it cost?

## PRONUNCIATION FOCUS

### 7 **CD 3-22 MP3-113** Listen to the words and identify the silent letter in each case.

- |           |             |
|-----------|-------------|
| 1 receipt | @psychology |
| 2 write   | wrong       |
| 3 debt    | doubt       |
| 4 island  | aisle       |
| 5 know    | knife       |
| 6 listen  | castle      |

### 8 **CD 3-22 MP3-113** Listen again and repeat the words.

## WORD STORE 7E

### 9 **CD 3-23 MP3-114** Complete WORD STORE 7E. Match verbs and noun phrases to make collocations. Then listen, check and repeat. Write an example sentence for each collocation.

# 7.4 Reading

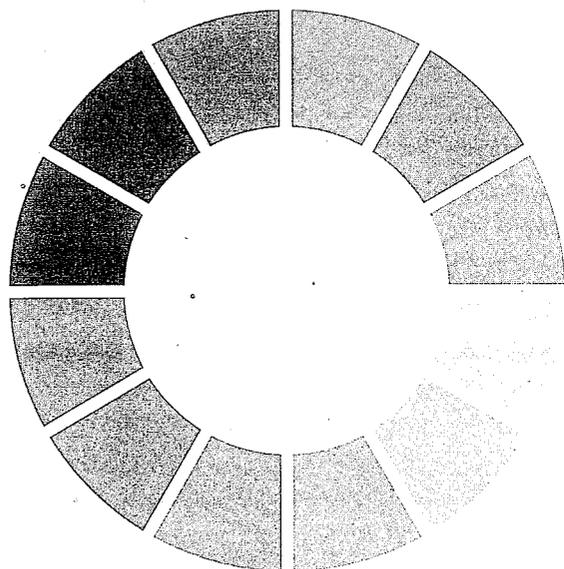
## Multiple choice

I can understand a text about how colours are used in advertising

1 Look at the colour chart and tell your partner about:

- colours you like,
- colours you don't like,
- colours you associate with the words in the box.

ecology	elegance	energy
royalty	loyalty	passion
fun	young girls	young boys



2 Read the text. Which colour associations are the same as your ideas in Exercise 1?

3 Match 1–6 with a–f to make questions.

- 1 What do you have to pay attention to?
- 2 Which colour would you use to attract customers?
- 3 How can you get customers to trust you?
- 4 If you don't use purple with credit card details, what can happen?
- 5 If you want to focus on surprise, what can happen?
- 6 Why is it no surprise that Amazon use the colour orange?

<input type="checkbox"/>

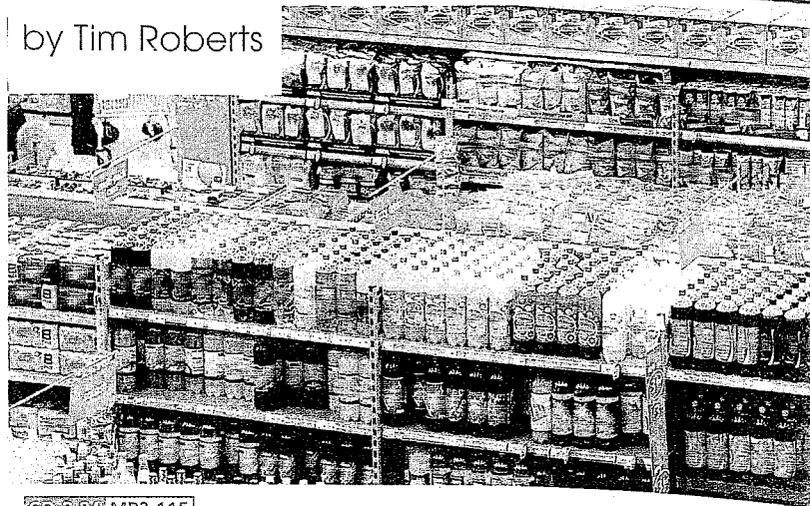
- a with their credit card details?
- b care, what can happen?
- c surprise that Amazon use the colour orange?
- d to in today's market?
- e on pre-teen girls, which colour is best?
- f somebody's attention?

4 In pairs, answer the questions in Exercise 3.



# Colours and the Consumer

by Tim Roberts



CD-ROM MP3-115

In today's competitive market, shops need to pay attention to the colours they use to attract customers.

All colours are associated with different emotions, so they have to choose them carefully. Here's a brief outline of the effect of different colours on the typical consumer.

## Red

Red is the colour of extremes and strong emotions: passion, danger and anger. It's associated with speed and excitement, so it's no surprise that red is the most popular colour for sports cars. It is the most noticeable colour in the spectrum, so it's used for everything that wants to attract our attention in a hurry, such as warning signs on the road and fire engines. This is why you often see 'SALE' signs in red. The colour red makes your heart beat faster, and attracts people who buy things on impulse.

## Blue

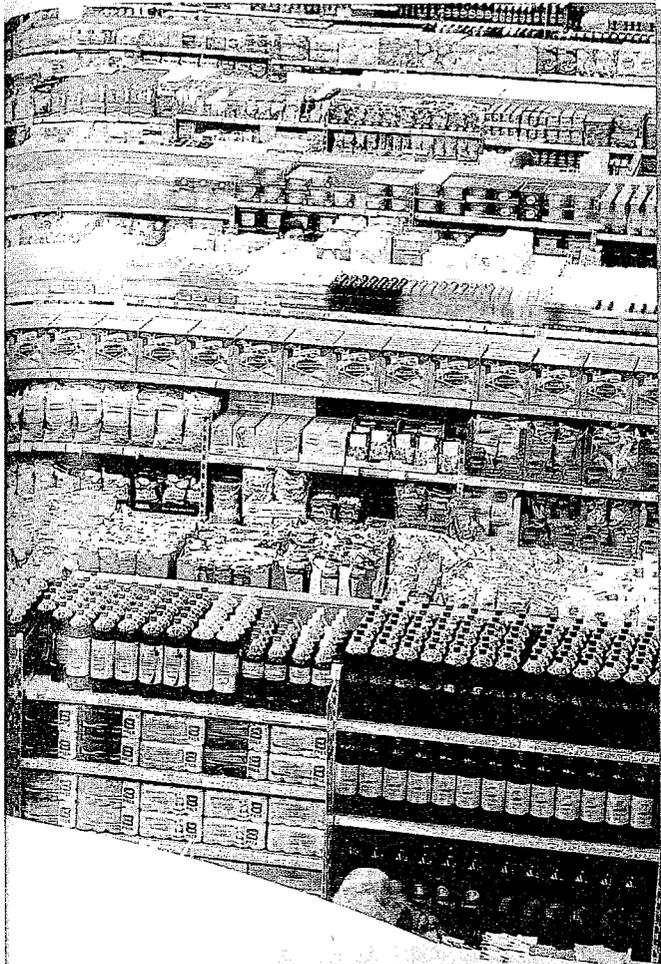
Blue is the colour of security, loyalty and honesty. This is why it's used by so many banks. If blue is used on a website, customers will trust the site with their credit card details. Blue is a calm, relaxing colour, often used to attract careful customers rather than impulse buyers. When blue lighting was installed on the streets of Glasgow, crime fell dramatically.

## Green

Green has always been the colour of growth and nature. Now it has become the symbol of ecology and the environment. This is why it's often used on food packaging. There are different shades of green and it's a colour that has to be chosen carefully. Light green is fresh and eco-friendly, while dark green may be associated with negative emotions such as jealousy and greed. In Western cultures, green is a lucky colour.

## Purple

Since Roman times, purple has been associated with royalty. It suggests magic and mystery, wealth and luxury. Expensive anti-aging beauty products are often packaged in purple, especially to attract the older and wealthier customers. Shops must use purple with care – it can easily look old-fashioned.



Yellow is the colour of youth, happiness and creativity. Bright and cheerful, yellow is a colour that makes people feel energetic. If a shop window has yellow in it, customers will be attracted to the shop.

### Pink

Pink is the colour of pre-teen girls. For products that focus on this age group and gender, pink is the colour that shops always choose. Pink suggests love, friendship and kindness. While red is passionate, pink is romantic and sweet.

### Orange

Children love orange. It's fruity and fun. In shops it may suggest that a product is economical or cheap. It's no surprise that it's the colour of cheap airlines like easyJet and the online bookstore Amazon.

### Colour Combinations

Red and yellow are used for logos by McDonald's, Burger King and Kentucky Fried Chicken. It's difficult to see this combination without thinking of fast food. However, black and white suggest elegance and were chosen by Chanel for their branding.

## EXAM FOCUS Multiple choice

5 Read the text again. For questions 1–6, choose the correct answer A–D.

- 1 Red is used for warning signs because it is
  - A the most dangerous.
  - B the most exciting.
  - C the most visible.
  - D the most impulsive.
- 2 Many banks use the colour blue
  - A to get credit card details.
  - B for their lighting.
  - C because it reduces crime.
  - D to show they are honest.
- 3 Which colour is not associated with positive feelings?
  - A Light blue.
  - B Dark green.
  - C Purple.
  - D Bright yellow.
- 4 What do yellow, pink and orange have in common?
  - A They appeal to younger people.
  - B They have to be used carefully.
  - C They are rarely used in advertising.
  - D They are associated with happiness and fun.
- 5 An advert with red and yellow
  - A makes you think of fast food.
  - B can cause confusion.
  - C is better than black and white.
  - D helps customers understand your product.
- 6 This article is
  - A a report on which colours consumers prefer.
  - B one person's subjective opinion.
  - C a summary of how colours can influence the consumer.
  - D a guide for shops on how to improve their sales.

6 In pairs, choose the correct word to make a collocation. Then ask each other the questions.

- 1 When was the last time you were in a *hurry* / *speed*?
- 2 Are you a *sudden* / *an impulse* buyer or do you plan your shopping?
- 3 What makes your heart *beat* / *hit* faster?
- 4 What sort of shops are you attracted *with* / *to*?
- 5 Do you think you are a *typical* / *usual* consumer?
- 6 How often do you eat *quick* / *fast* food?

7 In pairs, discuss the questions.

- 1 How many famous brands or logos can you think of?
- 2 What colours do they use?
- 3 Which logo do you think is the most recognisable?

## WORD STORE 7F

8   Complete WORD STORE 7F. Add nouns to the table. Mark the stress. Then listen, check and repeat.

# 7.5 Grammar

## Quantifiers

I can understand countable and uncountable nouns and use appropriate quantifiers

### 1 In pairs, discuss the questions.

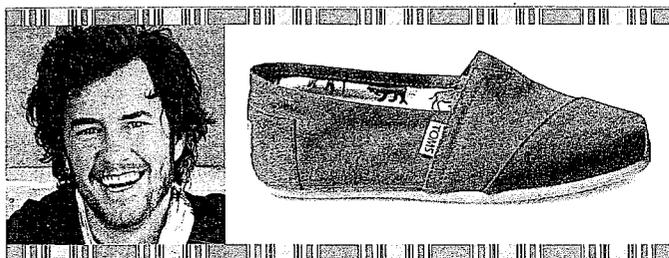
1 Which of these types of shoes have you got?

ballet flats	boots	flip flops
high heels	sandals	trainers

2 Where is the best shoe shop in your city?

3 When was the last time you bought a pair of shoes?

### 2 Read the text. What happens when you buy a pair of TOMS shoes?



Do you have too many pairs of shoes? How many pairs do you need? Most people have a few pairs of trainers, some smart shoes, a pair of boots and some sandals. But can you imagine living without any shoes at all?

Blake Mycoskie was shocked when he found out that a lot of children around the world were growing up without any shoes. So he set up a company called Shoes for Tomorrow (TOMS). Every time he sells a pair, he gives a pair of new shoes to a child in need. He doesn't have to do much advertising – when people hear about TOMS, they tell one another. Over the years, he's given lots of shoes to people in need – more than a million, in fact. TOMS has become the One for One™ company who give eyewear as well as shoes to people around the world. With a little imagination and a lot of hard work, Mycoskie has transformed the lives of a lot of people.

### 3 Look at the examples of nouns and quantifiers in blue in Exercise 2. Which of the underlined nouns are countable and which are uncountable?

### 4 Read the GRAMMAR FOCUS and complete it with countable and uncountable.

#### GRAMMAR FOCUS

##### Quantifiers

You use different expressions to talk about quantity:

• With <sup>1</sup> \_\_\_\_\_ nouns you use:  
very few / a few / too many / How many?

• With <sup>2</sup> \_\_\_\_\_ nouns you use:  
very little / a little / too much / How much?

• With both <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_ nouns you use:  
any / some / a lot of / lots of

##### Note:

Usually, you use a few, a little or some in affirmative sentences and many, much or any in negative sentences and questions.

### 5 Read the text and choose the correct quantifiers.

#### FAQ

Q: How did TOMS begin?

A: When Blake Mycoskie was twenty-nine, he took <sup>1</sup>a little / a few time off work to go travelling. He met a charity worker, and she told him how <sup>2</sup>much / many children in developing countries were without shoes. This gave Mycoskie an idea for a shoe company, and a way to help <sup>3</sup>some / any of these children.

Q: How <sup>4</sup>much / many difference can a simple pair of shoes make to so <sup>5</sup>much / many children's lives?

A: A pair of shoes can make <sup>6</sup>many / a lot of difference to a child. Firstly, there are <sup>7</sup>lots of / a little diseases in the soil, and shoes protect children. Secondly, <sup>8</sup>very few / very little schools allow children to attend classes without shoes. So shoes help children to get an education.

### 6 Complete the sentences with the correct Present Simple form of the verbs in brackets.

1 There \_\_\_\_\_ (be) lots of shoe shops near here.

2 A lot of people \_\_\_\_\_ (do) their shopping online.

3 There \_\_\_\_\_ (be) a lot of pollution in our city.

4 A lot of fast food \_\_\_\_\_ (be) bad for you.

5 Lots of shops \_\_\_\_\_ (be) closed on Sundays.

6 A lot of people in my country \_\_\_\_\_ (know) about TOMS.

### 7 Read REMEMBER THIS. Then rewrite the sentences in Exercise 6 replacing a lot of/lots of with very little or very few. Which sentences from Exercises 6 and 7 are true for you?

1 There are very few shoe shops near here.

#### REMEMBER THIS

little money = not much money

few friends = not many friends

BUT

a little money = some money

a few friends = some friends

### 8 Make the sentences negative using not much or not many. On a typical school day, which sentence – affirmative or negative – is true for you?

1 I eat a lot of bread. → I don't eat much bread.

2 I send a lot of texts. → \_\_\_\_\_

3 I drink a lot of water. → \_\_\_\_\_

4 I do a lot of homework. → \_\_\_\_\_

5 I spend a lot of money. → \_\_\_\_\_

6 I talk to a lot of people. → \_\_\_\_\_

### 9 In pairs, ask each other questions about your typical school day. Use How much ...? or How many ...? with the topics in Exercise 8 and the topics in the box.

watch / television	spend / time online	get / sleep
do / exercise	have / lessons	listen to / music

A: How much bread do you eat?

B: Lots. How about you?

A: very little. I don't like bread.

# 7.6 Speaking

## Shopping and making complaints

*I can buy things in a shop and make complaints*

- 1 In pairs, think about shopping in your city. Discuss which shop is:
- the cheapest and the most expensive.
  - the most and least fashionable for clothes.
  - the one with the most and least helpful shop assistants.

- 2 Match customer comments a-g with an appropriate situation 1-5.

a Get it. It really suits you.

b Oh no! They've sold out.

c They're on offer - buy one and get one free.

d I'm just looking, thanks.

e Look, it's half price!

f It's not exactly what I'm looking for.

g It's reduced from £50 to £19.99.

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 The item is on special offer.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The colour and style are perfect.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The item is not quite right for you.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The item is out of stock.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 You don't want the shop assistant to bother you. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 3 **CD 3.24 MP3.117** Look at the pictures and listen to two dialogues. Decide if words a-g are linked to dialogue 1 or 2.

- |            |                          |           |                          |
|------------|--------------------------|-----------|--------------------------|
| a complain | <input type="checkbox"/> | e ripped  | <input type="checkbox"/> |
| b dress    | <input type="checkbox"/> | f size 12 | <input type="checkbox"/> |
| c Jenny    | <input type="checkbox"/> | g zip     | <input type="checkbox"/> |
| d present  | <input type="checkbox"/> | h top     | <input type="checkbox"/> |

Dialogue 1



Dialogue 2



- 4 In pairs, try to summarise what happens in each dialogue using the words in Exercise 3.

- 5 **CD 3.26 MP3.117** Complete the SPEAKING FOCUS with the words in the box. Then listen to the dialogues again and check.

changing	help	How	looking
receipt	refund	size	fit

### SPEAKING FOCUS

Shopping for clothes

Shop assistant

- Can I <sup>1</sup> \_\_\_\_\_ you?
- Would you like to try it on?
- The <sup>2</sup> \_\_\_\_\_ rooms are over there.
- <sup>3</sup> \_\_\_\_\_ would you like to pay?
- Make sure you keep your receipt.

Customer

- Excuse me, I'm <sup>4</sup> \_\_\_\_\_ for a top.
- I'm a <sup>5</sup> \_\_\_\_\_ 10.
- Do you have this in a size 12 please?
- I'll take it.
- Cash, please./By credit card.
- If it doesn't <sup>6</sup> \_\_\_\_\_, can we get a refund?

Making complaints

Shop assistant

- What's wrong with it?
- Do you have your <sup>7</sup> \_\_\_\_\_?
- We can exchange it for a new one.

Customer

- I bought this dress last week but the zip doesn't work.
- I think it's faulty./It shrank./There's a hole in it./The colour ran.
- I'd like a <sup>8</sup> \_\_\_\_\_ please.

- 6 In pairs, follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

**Student A:** You are a customer returning a faulty pair of jeans. Say when you bought the jeans and explain what is wrong with them (colour ran/they shrank).

**Student B:** You are a shop assistant. Ask Student B if he/she has a receipt. Suggest a solution to the problem (refund/repair/new pair of jeans).

- 7 Practise your dialogue. Then act out your dialogue to the class.

## 7.7 Writing

### A polite written complaint

*I can make a polite written complaint*

- 1 In pairs, tick any problems that you, your family or your friends have had when buying something. Tell your partner about them.

- 1 It was past its sell-by date.
- 2 It didn't work.
- 3 It was broken or damaged.
- 4 Some parts were missing.
- 5 The service was bad.
- 6 The delivery was late.
- 7 It was different from the description.
- 8 It was the wrong product.

- 2 Read email 1 and answer the questions.

- 1 Which problems from Exercise 1 did the customer have?
- 2 Do you think this is a polite written complaint? Why? Why not?



#### EMAIL 1

I can't believe you've sent me another pair of headphones that don't work. These headphones are rubbish. When I called about the first pair that didn't work, the person on the phone was very unhelpful. The second time, he was rude. I think he's in the wrong job – he shouldn't be in contact with the public. He needs to do a course in people skills.

Anyway, he told me to write to the head office. I found that annoying, but I did it and you sent a replacement. Guess what – they're damaged and they don't work!!!! I want my money back now, and I will never use your company again.

Ronnie

- 3 Read the tips in the WRITING FOCUS. Which tips does email 1 NOT follow?

#### WRITING FOCUS

##### A polite written complaint

- 1 Open and close the email or letter politely.
- 2 Give a reason for writing.
- 3 Say what you bought and when.
- 4 Explain the problem giving details.
- 5 Tell the reader what you expect them to do.
- 6 Use polite language with no contractions.

- 4 Read email 2. For WRITING FOCUS tips 1–6, underline examples of language in the email.

#### EMAIL 2

Dear Sir or Madam,

I am writing to complain about the service provided by your company.

I bought a pair of headphones (Model: SA-DIV-RED) from your website on 3rd March. They arrived the next day, but when I tried them, they did not work, so I returned them to you on the 5th March and you exchanged them. Unfortunately, the second pair you sent were the wrong model, so I emailed you again and sent them back one more time. I received a pair of headphones from you today, but when I unpacked them, I found they were damaged, and they do not work.

I am very disappointed with your service. I do not want another pair of headphones from your company. I would be grateful if you could send me a full refund for the headphones and the cost of sending them back to you three times.

Yours faithfully,

R Barker

- 5 Look at the webpage and read the message that a customer sent to an online music store. Use the information and write an email of 80–130 words to make a polite complaint. In your email:

- give a reason for writing;
- say what you bought and when;
- explain the problem giving details;
- tell the reader what you expect them to do.

Use email 2 and the WRITING FOCUS to help you.

Customer Services

Returns

FAQ's

#### CONTACT US

Select a category: choose from the dropdown menu

Please tell us the type of problem you are experiencing:

- This is not the music I wanted
- My file won't play
- The quality of sound is low
- I deleted the file by mistake

Comment

*I want to complain about your service. I have tried to download Adele's album '21' three times this month but every time, the download has not completed. I've contacted you three times on 1st, 8th and 17th April. I've been a loyal customer for two years and I've enjoyed the music I've bought each month from your site. But now I want a refund of my last month's subscription. Please close my account.*

SEND

## Types of Shops Rodzaje sklepów

baker's /'beɪkəz/ piekarnia  
 bookstore /'bʊkstoː/ księgarnia  
 butcher's /'bʊtʃəz/ rzeźnik, sklep mięsny  
 charity shop /'tʃærəti ʃɒp/ sklep z używanymi rzeczami  
 prowadzony przez organizację charytatywną  
 clothes shop /'kləʊðz ʃɒp/ sklep odzieżowy  
 designer shop /dɪ'zaɪnə ʃɒp/ sklep z rzeczami od znanych  
 projektantów  
 greengrocer's /'ɡriːŋɡrəʊsəz/ warzywniak  
 jeweller's /'dʒuːələz/ jubiler  
 newsagent's /'njuːz,eɪdʒənts/ kiosk z gazetami  
 pet shop /'pet ʃɒp/ sklep zoologiczny  
 shoe shop /'ʃuː ʃɒp/ sklep obuwniczy  
 shopping centre/mall /'ʃɒpɪŋ ,sentə'mɑːl/ centrum handlowe  
 store /stoː/ sklep  
 supermarket /'suːpə'mɑːkət/ supermarket  
 toy shop /'tɔɪ ʃɒp/ sklep z zabawkami

## Places in town, services Miejsca w mieście, usługi

aquarium /ə'kwɛəriəm/ akwarium  
 cinema /'sɪnəmə/ kino  
 manicure /'mænɪkjʊə/ manicure  
 museum /mjuː'ziəm/ muzeum  
 post office /'pəʊst ,ɒfəs/ poczta  
 theatre /'θiətə/ teatr  
 theme park /'θiːm pɑːk/ park rozrywki  
 the dentist /ðə 'dentɪst/ gabinet dentystyczny  
 the doctor /ðə 'dɒktə/ gabinet lekarski  
 wedding chapel /'wedɪŋ ,tʃæpəl/ kapliczka ślubna

## Goods Towary

beauty products /'bjʊːti ,prɒdʌkts/ kosmetyki  
 boots /buːts/ buty (z cholewką)  
 carpet /'kɑːpət/ dywan  
 electrical goods /ɪ'lektrɪkəl gʊdz/ urządzenia elektryczne  
 face cream /'feɪs kriːm/ krem do twarzy  
 friendship bracelet /'frendʃɪp ,breɪslət/ bransoletka przyjacieli  
 game console /'geɪm kən'səʊl/ konsola do gier  
 headphones /'hedfəʊnz/ słuchawki  
 leisurewear /'leɪʒəweə/ strój sportowy  
 light bulb /'laɪt bʌlb/ żarówka  
 plant /plɑːnt/ roślina  
 purse /pɜːs/ portmonetka  
 sandals /'sændəlz/ sandały  
 swimwear /'swɪmwɛə/ stroje kąpielowe  
 toiletries /'tɔɪlətriːz/ przybory toaletowe  
 trainers /'treɪnəz/ buty sportowe  
 vacuum cleaner /'vækjuəm ,kliːnə/ odkurzacz

## Shopping Zakupy

advertising /'ædvɛtaɪzɪŋ/ reklama  
 branding /'brændɪŋ/ tworzenie marki  
 broken /'brəʊkən/ zepsuty  
 buy on impulse /,baɪ ɒn 'ɪmpʌls/ kupować pod wpływem  
 impulsu  
 changing room /'tʃeɪndʒɪŋ ru:m/ przymierzalnia  
 complain /kəm'pleɪn/ reklamować, składać zażalenie  
 complaint /kəm'pleɪnt/ zażalenie, reklamacja  
 consumer /kən'sju:mə/ konsument  
 damaged /'dæmɪdʒd/ uszkodzony  
 delivery /dɪ'lɪvəri/ dostawa  
 economical /,ekə'nɒmɪkəl/ oszczędny  
 fashionable /'fæʃənəbəl/ modny  
 faulty /'fɔːltɪ/ wadliwy  
 fit /fɪt/ pasować  
 out of stock /,aʊt əv 'stɒk/ wyprzedany  
 package /'pækɪdʒ/ pakować  
 packaging /'pækɪdʒɪŋ/ opakowanie  
 product /'prɒdʌkt/ produkt  
 quality /'kwɒləti/ jakość  
 reduced /rɪ'djuːst/ przeceniony  
 replacement /rɪ'pleɪsmənt/ towar na wymianę  
 sell-by date /'sel baɪ deɪt/ termin ważności  
 sell out /,sel 'aʊt/ sprzedać się  
 service /'sɜːvəs/ obsługa  
 size /saɪz/ rozmiar  
 suit /suːt/ pasować

try on /,traɪ 'ɒn/ przymierzyć  
 value /'væljuː/ wartość

Shopping and services – collocations and useful phrases  
Zakupy, usługi – przydatne zwroty

attract attention /ə'trækt ə'tenʃən/ przyciągać uwagę  
 close an account /,kləʊz ən ə'kaʊnt/ zamknąć konto  
 do some research /,duː səm rɪ'sɜːtʃ/ zrobić rozeznanie  
 do the shopping /,duː ðə 'ʃɒpɪŋ/ robić zakupy  
 exchange sth for sth /ɪks'tʃeɪndʒ ,sʌmθɪŋ fə ,sʌmθɪŋ/ wymienić  
 coś na coś  
 get a refund /,get ə 'riːfʌnd/ dostać zwrot pieniędzy  
 go shopping /,gəʊ 'ʃɒpɪŋ/ pójść na zakupy  
 go window shopping /,gəʊ ,wɪndəʊ 'ʃɒpɪŋ/ oglądać wystawy  
 sklepowe  
 have a sale /,hæv ə 'seɪl/ urządzać wyprzedaż  
 I can't afford it /aɪ ,kɑːnt ə'fɔːd ɪt/ nie stać mnie na to  
 keep the receipt /,kiːp ðə rɪ'siːt/ zachować paragon  
 on (special) offer /ɒn (,speʃəl) 'ɒfə/ w ofercie (specjalnej)  
 pay attention to /,peɪ ə'tenʃən tə/ zwracać uwagę na  
 pick up a bargain /,pɪk ʌp ə 'bɑːrɪŋ/ złowić okazję  
 shop online /,ʃɒp ɒn'laɪn/ robić zakupy w internecie  
 some parts are missing /səm ,pɑːts ə 'mɪsɪŋ/ brakuje niektórych  
 części  
 trust sb with sth /'trʌst ,sʌmbədi wɪð ,sʌmθɪŋ/ powierzyć coś  
 komuś

## Partitives Okreslanie ilości

a bottle of perfume /ə ,bɒtl əv 'pɜːfjuːm/ flakonik perfum  
 a bottle of shampoo/mineral water /ə ,bɒtl əv ,fæm'pʊːz ,mɪnərəl  
 'wɔːtə/ butelka szamponu/wody mineralnej  
 a bunch of flowers /ə ,bʌntʃ əv 'flaʊəz/ bukiet kwiatów  
 a bunch of grapes/bananas /ə ,bʌntʃ əv 'ɡreɪps/bə'nuːnəz/  
 kiść winogron/bananów  
 a can of beans/cola/tomatoes /ə ,kæn əv 'biːnz/'kəʊk/  
 'tə'mɑːtəʊz/ puszka fasoli/coli/pomidorów  
 a jar of jam/instant coffee/mayonnaise /ə ,dʒɑːr əv 'dʒæm/  
 ,ɪnstənt 'kɒfi ,meɪə'neɪz/ słoik dżemu/kawy rozpuszczalnej/  
 majonezu  
 a packet of biscuits/tea/crisps /ə ,pækət əv 'bɪskɪts/'tiː/'krɪps/  
 paczka herbatników/herbaty/czipsów  
 a pair of jeans/skis/scissors /ə ,peər əv 'dʒiːnz/'skiːz/'sɪzəz/ para  
 dżinsów/nart/nożyczek

## Personality and emotions Osobowość i emocje

anger /'æŋɡə/ złość  
 angry /'æŋɡri/ zły  
 creation /kri'eɪʃən/ tworzenie, dzieło  
 creative /kri'eɪtɪv/ twórczy  
 elegance /'elɪɡəns/ elegancja  
 elegant /'eləɡənt/ elegancki  
 excitement /ɪk'saɪtmənt/ podekscytowanie  
 greed /ɡriːd/ chciwość  
 greedy /'ɡriːdi/ chciwy  
 honest /'ɒnɪst/ uczciwy  
 honesty /'ɒnɪsti/ uczciwość  
 jealous /'dʒeləs/ zazdrosny  
 jealousy /'dʒeləsi/ zazdrość  
 loyal /'lɔɪəl/ lojalny  
 loyalty /'lɔɪəlti/ lojalność  
 mysterious /mɪ'stɪəriəs/ tajemniczy  
 mystery /'mɪstəri/ tajemnica  
 passion /'pæʃən/ pasja, namiętność  
 passionate /'pæʃənət/ pełen pasji

## Other Inne

competitive /kəm'petətɪv/ konkurencyjny  
 focus on /'fəʊkəs ɒn/ skupić się na  
 make a living /,meɪk ə 'lɪvɪŋ/ zarobić na życie, utrzymać się  
 market /'mɑːkət/ rynek  
 old-fashioned /,əʊld 'fæʃənd/ staromodny  
 protect the environment /prə'tekt ði ɪn'vaɪrənmənt/ chronić  
 środowisko  
 reduce poverty /rɪ'djuːs 'pɒvəti/ zmniejszać ubóstwo  
 secure /sɪ'kʊə/ bezpieczny  
 security /sɪ'kjʊərəti/ bezpieczeństwo  
 trade /treɪd/ handel  
 wealthy /welθi/ bogaty  
 wealth /welθ/ bogactwo

# MATURA FOCUS REVIEW 7

## SŁOWNICTWO I GRAMATYKA

1 Wykreśl słowo, które nie łączy się z podkreślonym wyrażeniem.

- 1 a packet of tea / biscuits / cake / crisps
- 2 a bunch of bananas / grapes / bread / flowers
- 3 a pair of clothes / skis / scissors / jeans
- 4 a bottle of water / jam / milk / shampoo
- 5 a can of cola / tomatoes / beans / cheese
- 6 a jar of jam / bananas / instant coffee / mayonnaise

2 Uzupełnij zdania właściwymi formami podanych słów.

- 1 Don't be \_\_\_\_\_! You've already had three cakes. **GREED**
- 2 \_\_\_\_\_ is an important quality. We all need friends we can depend on. **LOYAL**
- 3 I hope they'll \_\_\_\_\_ the prices in the sale. **REDUCTION**
- 4 Have you packed all your \_\_\_\_\_? What about toothpaste and shampoo? **TOILET**
- 5 There's far too much food \_\_\_\_\_. I throw so much plastic into the bin. **PACK**
- 6 This top is really pretty. Why don't you try it on in the \_\_\_\_\_ room? **CHANGE**

3 Uzupełnij drugie zdanie, tak aby miało takie samo znaczenie jak pierwsze.

- 1 They built the house in 2013.  
The house \_\_\_\_\_ in 2013.
- 2 They didn't ask me any questions.  
I \_\_\_\_\_ any questions.
- 3 They have sold over 1,000 bikes so far this year.  
Over 1,000 bike bikes \_\_\_\_\_ so far this year.
- 4 You pronounce it the same way in English.  
It \_\_\_\_\_ the same way in English.
- 5 He painted more than 100 pictures in this studio.  
More than 100 pictures \_\_\_\_\_ in this studio.
- 6 When did they open their first shop?  
When \_\_\_\_\_?

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

- 1 'How \_\_\_\_\_ tablets do you own?' 'Just one.'  
A any      B few      C much      D many
- 2 There are \_\_\_\_\_ different colours in that advert. It's difficult to read.  
A a lot of      B lots      C a little      D lot
- 3 'I'm so hungry.' 'I have \_\_\_\_\_ biscuits in my bag. Would you like one?'  
A very little      B a few      C too much      D any
- 4 I think I've eaten \_\_\_\_\_ chocolate. I feel sick.  
A too many      B lots of      C too much      D a little
- 5 Do you need \_\_\_\_\_ help?  
A a few      B very little      C many      D any
- 6 I'm sorry, I've got \_\_\_\_\_ money to give you.  
A very little      B too many      C very few      D any

## ŚRODKI JEZYKOWE

TŁUMACZENIE FRAGMENTÓW ZDAŃ, WYBÓR WIELOKROTNY

5 Z podanych odpowiedzi A-C wybierz właściwe tłumaczenie fragmentu zdania podanego w nawiasie.

- 1 There (*jest niewiele*) supermarkets in my neighbourhood.  
A is little      B aren't much      C are few
- 2 If you haven't got money for an expensive jacket, you should try to (*złować okazję*).  
A pick up a bargain      C do some research  
B have a sale
- 3 When Mary goes shopping, she (*prawie nie zwraca uwagi*) to prices.  
A pays little attention      C never holds her attention  
B doesn't attract attention
- 4 Excuse me, I'm looking for a T-shirt. (*Noszę rozmiar 38.*)  
A I'm 38.      B I'm a size 38.      C It's in a size 38.
- 5 If this dress doesn't fit, can I get (*zwrot pieniędzy*)?  
A a receipt      B a refund      C a bonus

6 Przeczytaj tekst. Z podanych odpowiedzi A-C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

### Wskazówka maturalna

Często fragmenty bezpośrednio przed luką i po niej wskazują, jakiego słowa lub jakich słów brakuje w tekście. Jednak czasami wybór prawidłowej odpowiedzi może zależeć od informacji zawartych w dłuższym fragmencie – w całym poprzednim lub kolejnym zdaniu.

### Kara's part-time job

Kara, 18, has an unusual part-time job. During the week she is a student at university, but at weekends she is a mystery shopper. What does this mean? One day she buys a bottle <sup>1</sup> \_\_\_\_\_ perfume, another day she goes for a meal in a restaurant. She fills in a form about the shop or restaurant and a report <sup>2</sup> \_\_\_\_\_ to the company's office. This is how the shop or restaurant gets suggestions about how they could improve, to keep customers happy.

'It's the perfect job for me,' explains Kara. 'I love going shopping, even if it's just <sup>3</sup> \_\_\_\_\_ shopping. It's nice to eat in elegant restaurants from time to time as I don't have <sup>4</sup> \_\_\_\_\_ money for food.' Kara has to send her report within twenty-four hours, and she <sup>5</sup> \_\_\_\_\_ at the end of each month.

Mystery Magic, the company that employs Kara, says mystery shoppers must be reliable, have a good memory, and most important of all, must be <sup>6</sup> \_\_\_\_\_. 'Mystery shopper must be fair,' explains one of the company's managers. 'If they tell a lie or exaggerate, we won't use them again.'

- 1 A with      B of      C full
- 2 A has sent      B sends      C is sent
- 3 A looking      B list      C window
- 4 A much      B many      C few
- 5 A must pay      B pays      C gets paid
- 6 A creative      B honest      C mysterious

## CZYTANIE

### WYBÓR WIELOKROTNY

- 7 Przeczytaj tekst. Z podanych odpowiedzi A–D, wybierz właściwą, zgodną z treścią tekstu.

## PINK

If you go shopping in any toy shop, you can see clearly the different games and toys for boys and girls: there are a lot of pink princesses and dolls on one side of the shop for girls; and dark-coloured cars, guns and soldiers for boys. Some bigger shops with toys can even have a separate pink floor for girls and a blue floor for boys. In fact, it is difficult to buy a toy for a girl that is not pink.



Some people think that a lot of pink is bad for girls. Also Sue Palmer, author of *Toxic Childhood*, admits that she is very worried about it. She believes that most girls over the age of three are crazy about the colour. According to some psychologists, this happens for two reasons. Firstly, because most companies offer too many products in pink. But parents can be blamed, too, as many think their little daughter looks cute in a pink outfit. Sue Palmer says that girls at this age cannot take rational decisions but the pink can affect the choices and the decisions they will make in the future.

Some parents are concerned, too. For example, Vanessa Holburn, 32, who has two girls under the age of four. Their bedrooms are a sea of pink, and Vanessa is not happy. 'Pink says that you are soft and gentle. Blue says that you are strong and powerful. I want my daughters to be strong and powerful. I'm worried that pink will not help them with that,' she says.

But not everyone thinks there's something wrong with pink. Grayson Turner is a father of three girls and he isn't worried at all. 'People forget that things change all the time,' he says. 'My girls used to love pink when they were little, but as they get older, they change.' Turner explains that his 12-year-old daughter never wears pink clothes anymore. 'This love of pink is just a fashion, and all fashions change,' he adds. 'It is only since the 1940s that people have started dressing girls in pink – before that it was a colour for boys.'

- 1 According to the text, toys for boys  
A are usually very similar to toys for girls.  
B cost about the same as toys for girls.  
C are as attractive as toys for girls.  
D are usually very different from toys for girls.
- 2 Vanessa Holburn thinks that boys' toys  
A should be soft and gentle.  
B help boys become strong.  
C aren't good for three-year-olds.  
D shouldn't be blue.
- 3 According to Grayson Turner,  
A parents should not worry so much about pink toys.  
B not all little girls love the colour pink.  
C pink has always been a popular colour.  
D his girls now prefer the colour blue.
- 4 The writer wants to  
A recommend a book by Sue Palmer.  
B make girls stop playing with pink toys.  
C present different opinions about the colour.  
D explain why parents should worry about the colour.

## MÓWIENIE

### ROZMOWA Z ODGRYWANIEM ROLI

- 8 Pracując w parach, wykonajcie zadanie egzaminacyjne.

Spędzasz wakacje u rodziny w Anglii. Chcesz kupić kuzynowi/kuzynce prezent w sklepie z ubraniami. Rozmawiasz ze sprzedawcą na temat wyboru najlepszego prezentu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.

Element stroju

Styl, rozmiar

Sposób płatności

Możliwość zwrotu

Pracujesz w sklepie z ubraniami. Uczeń A chce kupić prezent dla swojego kuzyna / swojej kuzynki, ale nie jest pewien, co wybrać. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.

- Can I help you?
- This is the (biggest/smallest) size we've got.
- How would you like to pay?
- Unfortunately, we can't give you a refund but we can exchange it for a different item.
- Make sure you keep the receipt.

## PISANIE

### E-MAIL

- 9 Dobierz problemy do właściwych typów produktów. Następnie, pracując w parach, dopiszcie po jeszcze jednym możliwym problemie do każdego produktu.

#### PRODUCTS

- 1 a box of chocolates
- 2 a book
- 3 a pair of jeans
- 4 an MP3 player

#### PROBLEMS

- a Some pages are missing.
- b It has bad sound quality.
- c They are past their sell-by date.
- d They shrank after the first wash.

- 10 Wybierz jeden z przedmiotów z ćwiczenia 9 i wykonaj zadanie egzaminacyjne.

Kilka tygodni temu dokonałeś/dokonałaś zakupu w sklepie internetowym. Pomimo zapewnień sklepu, że paczka dotrze do ciebie w ciągu 2 dni, musiałeś/musiłaś czekać na nią dłużej. Po jej otwarciu okazało się, że jest problem z zamówionym towarem. Napisz e-mail z reklamacją.

- Wyjaśnij, co i kiedy kupiłeś/kupiłaś.
- Poskarż się na nieterminowe dostarczenie przesyłki.
- Opisz problem dotyczący otrzymanego towaru.
- Przedstaw oczekiwany przez ciebie sposób rozwiązania problemu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

# 8

## Society

... ask not what your country can do for you – ask what you can do for your country.

John Fitzgerald Kennedy  
Inaugural address (20th January 1961)

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – politics
- crime and criminals; the justice system
- people involved in a crime case
- Words for free – society
- antonyms
- word families.

#### Grammar:

- Past Perfect
- Reported Speech

#### Listening:

- an interview about lie-spotting

#### Reading:

- a text about the American Civil Rights Movement

#### Speaking:

- expressing and justifying an opinion

#### Writing:

- a reader's comment

### MA THUR A FOCUS

#### Temat maturalny:

- państwo i społeczeństwo
- elementy wiedzy o krajach anglojęzycznych

#### Sluchanie:

- wybór wielokrotny str. 99, 107

#### Czytanie:

- prawda/fałsz str. 100

#### Środki językowe:

- minialogi str. 106
- pary zdań str. 106

#### Mówienie:

- rozmowa wstępna str. 107
- materiał stymulujący str. 107

#### Pisanie:

- blog str. 107

### FOCUS EXTRA

- Grammar Focus Reference and Practice str. 119
- WORD STORE booklet str. 16–17
- Workbook str. 86–95
- MyEnglishLab

## 8.1 Vocabulary

Politics • crime • the justice system • society

I can talk about crime and punishment

### SHOW WHAT YOU KNOW

- 1 Complete UK TODAY with the words in the box.

Capital crime elections Population  
Minister monarchy Head United

### UK TODAY

- 1 The United Kingdom: England, Wales, Scotland and Northern Ireland.
- 2 \_\_\_\_\_ : 65 million.
- 3 \_\_\_\_\_ city: London.
- 4 Political system: Constitutional \_\_\_\_\_.
- 5 \_\_\_\_\_ of state: The Queen (of course!).
- 6 Head of government: The Prime \_\_\_\_\_.
- 7 General \_\_\_\_\_ : Every five years.
- 8 Interesting fact: Nobody is further than 120 km from the sea.
- 9 Surprising fact: It rains more in Milan than in London.
- 10 Young people's worries: youth unemployment, the environment, \_\_\_\_\_.

- 2 Complete a similar 'fact file' for your own country.

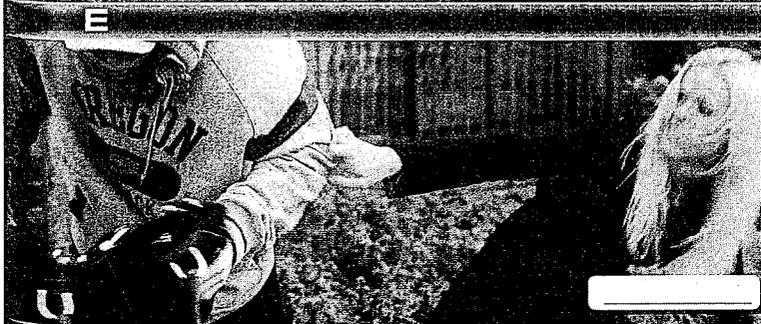
- 3 Read the text and label the crimes in photos A–F with appropriate words in red from the text.
- 4 Read the text again. Which crimes are growing, falling or staying the same in number?
- 5 Which crimes mentioned in the text are a problem in your country?

## UK Crime Trends

In the past, burglars used to break into houses to steal TVs and DVD players. But electronic goods are so cheap now that burglary has become less and less common.

Thieves are more interested in stealing small personal items like mobile phones and iPods that people carry with them. So there has been a fall in the number of house burglaries and robberies but the number of muggings and mobile phone thefts has grown. Shoplifting and drug dealing crimes have grown, just like Internet crimes such as hacking and online piracy.

Murder rates haven't changed much and car crimes remain high: one in three reported crimes is a car theft. In the UK, a car is stolen every twenty-five seconds! Other crimes such as vandalism and arson have fallen.



### WORD STORE 8A

- 6 **CD:3-27 MP3-118** Complete WORD STORE 8A with the base form of the words in red from the text. Then listen, check and repeat.
- 7 **CD:3-28 MP3-119** Listen to six dialogues. For each dialogue write the name of a crime.
- 1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_
- 8 Imagine you are reporting a crime. Choose the correct verb. Hello, Police? I'd like to report a crime:  
 1 Somebody has *robbed* / *stolen* my phone.  
 2 My apartment has been *stolen* / *burgled*.  
 3 Some youths have *set fire to* / *mugged* a shop.  
 4 My sister has been *vandalised* / *mugged*.  
 5 There's a man in my store. He's *shoplifting* / *burgling*.  
 6 My neighbour has just *murdered* / *stolen* his wife.
- 9 In pairs, discuss which three crimes in WORD STORE 8A are the most serious. Give reasons for your answers.

### WORD STORE 8B

- 10 Read two crime stories. Why are the crimes described as crazy?

#### CRIMINALS COMMIT CRAZY CRIMES

A **suspect** was arrested for robbing a jewellery store on Saturday afternoon. The suspect told police that he was **innocent**. He said that he couldn't be **guilty** of robbing the jewellery store because on Saturday afternoon he was breaking into a school and he had a **witness** to prove it. The police immediately arrested him for robbing the school. The case goes to court next month.

A **n** eighteen-year-old man was arrested for **vandalising** a campsite. In court, the **judge** heard how the police caught the **criminal**. 'It was easy,' the **police officer** said. 'There was no **victim**. We didn't have to interview any witnesses or collect any evidence. The man wrote his name on a wall!' The man was **sentenced** to three months in prison.

- 11 **CD:3-29 MP3-120** Complete WORD STORE 8B with the words in red from the crime stories in Exercise 10. Then listen, check and repeat.

### WORD STORE 8C

- 12 **CD:3-30 MP3-121** Complete WORD STORE 8C with the underlined words from the crime stories in Exercise 10. Then listen, check and repeat.
- 13 Is the justice system similar or different in your country? Discuss in pairs.

### WORD STORE 8D

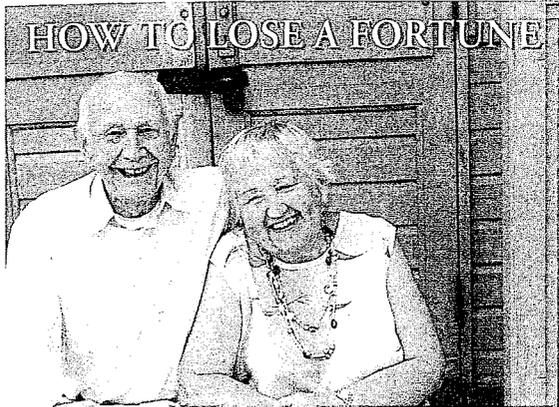
- 14 **CD:3-31 MP3-122** Complete WORD STORE 8D. Translate the *Words for free*. Then listen and repeat.
- 15 In pairs, write true example sentences for each of the *Words for free*.

# 8.2 Grammar

## Past Perfect

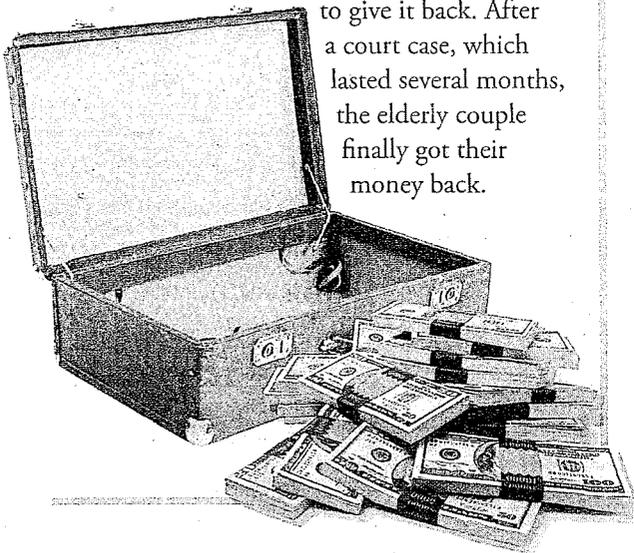
I can use the Past Perfect to talk about past events

1 Read the story. Does it have a happy ending?



An elderly man donated some things to a charity shop, including an old suitcase. He didn't know that his wife had hidden their life savings – over \$100,000 – in a pocket inside the suitcase! He contacted the charity shop but they had already sold the suitcase. Luckily, the shop found the buyers through their credit card details. However, the buyers had put the money into different bank accounts and, understandably, they didn't want

to give it back. After a court case, which lasted several months, the elderly couple finally got their money back.



2 Read the story again and put the events a–g in chronological order 1–7.

- a The old man donated the suitcase.
- b The old man's wife hid the money.
- c The shop found the buyers.
- d The old man contacted the shop.
- e The elderly couple got their money back.
- f The shop sold the suitcase.
- g The buyers put the money into different bank accounts.

3 Read the GRAMMAR FOCUS and answer the questions.

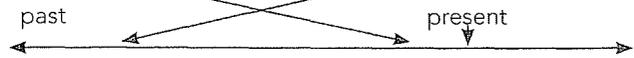
- 1 How do you form the Past Perfect?
- 2 When do you use it?

### GRAMMAR FOCUS

#### Past Perfect

You use the Past Perfect to make it clear that one past action happened before another past action.

He contacted the shop but they had already sold the suitcase.



#### Past Perfect: had + Past Participle

- + I had ('d) worked.
- He had not (hadn't) worked.
- ? Had they worked?  
Yes, they had./No, they hadn't.

4 Find all the examples of the Past Perfect in the text in Exercise 1.

5 Look at the sentence pairs. In each sentence, underline the action that happened first. Tick any sentences that are true for you.

- 1 a When I got home yesterday, my mum had made dinner.
- b When I got home yesterday, my mum made dinner.
- 2 a When I got to school this morning, I had breakfast.
- b When I got to school this morning, I'd had breakfast.
- 3 a This lesson started when I arrived.
- b This lesson had started when I arrived.

6 Complete the sentences with the correct forms of the verbs in brackets. Use the Past Simple and the Past Perfect.

- 1 Dave suddenly \_\_\_\_\_ (remember) that he \_\_\_\_\_ (not lock) his apartment.
- 2 When the police \_\_\_\_\_ (arrive) at the house, the burglar \_\_\_\_\_ (disappear).
- 3 The police \_\_\_\_\_ (arrest) a man after they \_\_\_\_\_ (search) his apartment.
- 4 Julie \_\_\_\_\_ (not recognise) the suspect because he \_\_\_\_\_ (grow) a beard.
- 5 Sophie \_\_\_\_\_ (feel) nervous because she \_\_\_\_\_ (not appear) in court before.
- 6 The crime scene \_\_\_\_\_ (be) covered in water. What \_\_\_\_\_ (happen)?

7 Look at the example and write six similar Past Perfect sentences about yourself. Use verb phrases in the box or your own ideas.

By the age of six, I had learnt how to swim.

- learn how to read/swim/ski
- buy (or get) my first phone/laptop/bike
- go to the capital city/a foreign country/a live concert

8 In pairs, read your sentences from Exercise 7 and find out how similar you are.

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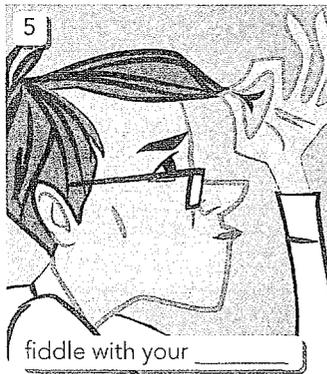
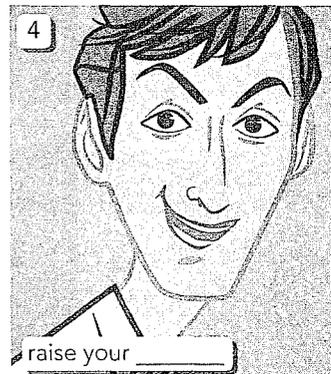
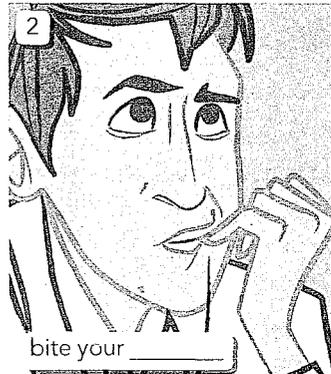
# Listening

## Multiple choice

I can understand an interview about lie-spotting

- In pairs, take it in turns to do a fake smile and then a genuine smile. What are the differences?
- CD 3.32 MP3-123** Complete the description of the body language in pictures 1–6 with words in the box. Then listen, check and repeat.

arms    eyebrows    eyes  
hair    nails    something



- In your opinion, which body language from Exercise 2 can show that a person is lying? Discuss in pairs.
- CD 3.33 MP3-124** Listen to an interview with expert 'Lie Spotter' Martin Johnson. According to Johnson:
  - Which body language from Exercise 2 shows that a person is lying?
  - What other things do liars do or say?
  - How many lies does an average person tell in a day?

## EXAM FOCUS Multiple choice

- CD 3.33 MP3-124** Listen to the interview again. For questions 1–6, choose the correct answer A–C.
  - Martin Johnson became interested in the subject of lying when
    - he started working for the police.
    - he was at university.
    - he was in business.
  - A genuine smile affects
    - the sides of your mouth.
    - your whole face.
    - your eyes only.
  - Liars often
    - look you in the eyes for too long.
    - look at your mouth.
    - look out of the window.
  - What is also true about liars?
    - They don't give you much information.
    - They tell you about their home.
    - They give you too much detail.
  - Men and women
    - lie for different reasons.
    - are always honest about how they look.
    - never lie to teenagers.
  - Martin Johnson
    - isn't employed to identify serious lies.
    - has written a book about lying.
    - has got a very boring job.

- Write three 'facts' about yourself – two true facts and one false. In pairs, read your facts out and see if your partner can spot the lie.

## PRONUNCIATION FOCUS

- CD 3.34 MP3-125** Listen and repeat the diphthongs.

Diphthong	Example
1 /ɪə/	ear _____
2 /eɪ/	_____
3 /ʊə/	_____
4 /ɔɪ/	_____
5 /əʊ/	_____
6 /eə/	_____
7 /aɪ/	_____
8 /aʊ/	_____

- CD 3.35 MP3-126** Complete the table in Exercise 7 with words from the box. Then listen, check and repeat.

ear	eye	face	hair
mouth	nose	sure	voice

## WORD STORE 8E

- CD 3.36 MP3-127** Complete WORD STORE 8E. Add words to the table. Mark the stress. Then listen, check and repeat.

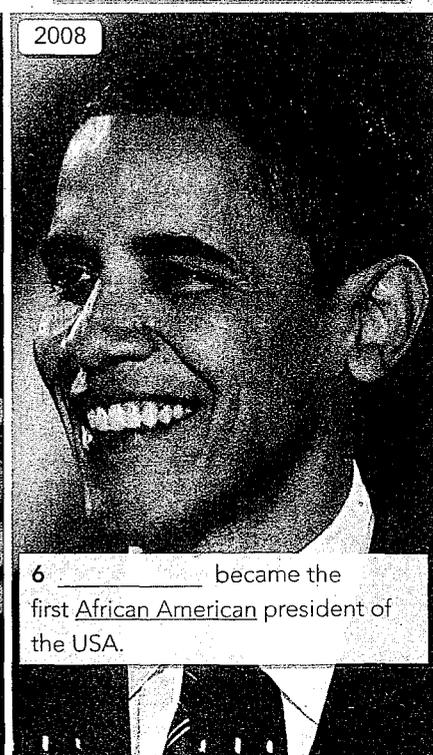
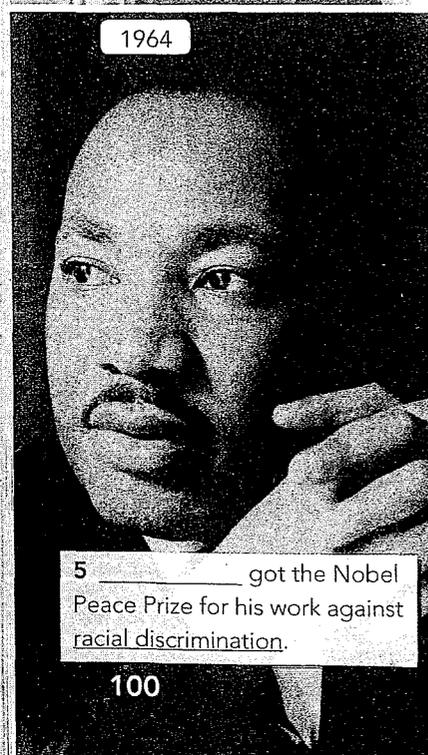
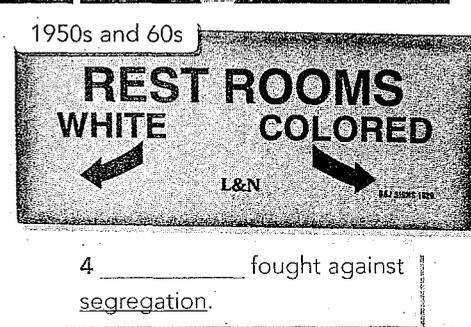
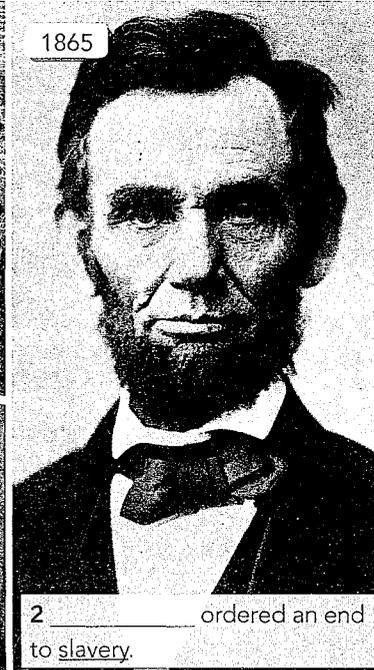
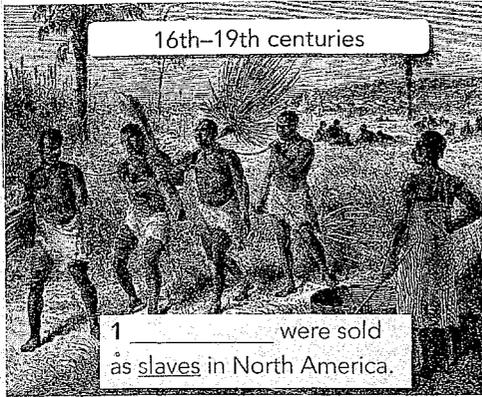
# 8.4 Reading

## True/False

I can understand a text about the American Civil Rights Movement

- 1 Complete the captions with the names in the box. Check the meaning of the underlined words in a dictionary.

Abraham Lincoln    Barack Obama    Martin Luther King  
Africans    The Civil Rights Movement    Billie Holiday



- 2 **GD-3-27 MP3-128** Listen to the beginning of Robert's class presentation about Martin Luther King and check your answers to Exercise 1. Then answer the questions.

- How long did slavery exist in North America?
- Who led the Civil Rights Movement?
- Why was the election of Barack Obama so significant?

- 3 Read the text about the American Civil Rights Movement and explain the importance of these dates.

[ 1865 1870 1955 1963 1964 1968 ]

### EXAM FOCUS True/False

- 4 Read the text again. Are statements 1-6 true (T) or false (F)?

- African Americans started fighting for their rights in 1955.
- Black American men were allowed to vote for the first time a few years after slavery ended.
- In the 1950s it was impossible for black and white people to sit together in a restaurant.
- Linda Brown couldn't go to her neighbourhood school because she wasn't white.
- Rosa Parks was arrested for sitting next to a white man on a bus.
- Martin Luther King made over 3,000 speeches in the thirteen-year period before his death.

- 5 Match 1-6 with a-f to make compound nouns from the text. Then copy an example sentence for each one from the text or write your own.

- |           |                          |             |
|-----------|--------------------------|-------------|
| 1 African | <input type="checkbox"/> | a transport |
| 2 Civil   | <input type="checkbox"/> | b trade     |
| 3 human   | <input type="checkbox"/> | c Rights    |
| 4 public  | <input type="checkbox"/> | d race      |
| 5 slave   | <input type="checkbox"/> | e Court     |
| 6 Supreme | <input type="checkbox"/> | f American  |

African Americans became citizens of the USA after the end of slavery.

- 6 Do you think Martin Luther King's 'dream' is now a reality? Discuss in pairs.

### WORD STORE 8F

- 7 **GD-3-39 MP3-130** Complete WORD STORE 8F with the appropriate nouns and verbs. Mark the stress. Then listen, check and repeat.

# THE AMERICAN CIVIL RIGHTS MOVEMENT

CD:3-38 MP3-129

The African American Civil Rights Movement took place in the USA between 1955 and 1968. But African Americans had fought for freedom and justice for many years before that.

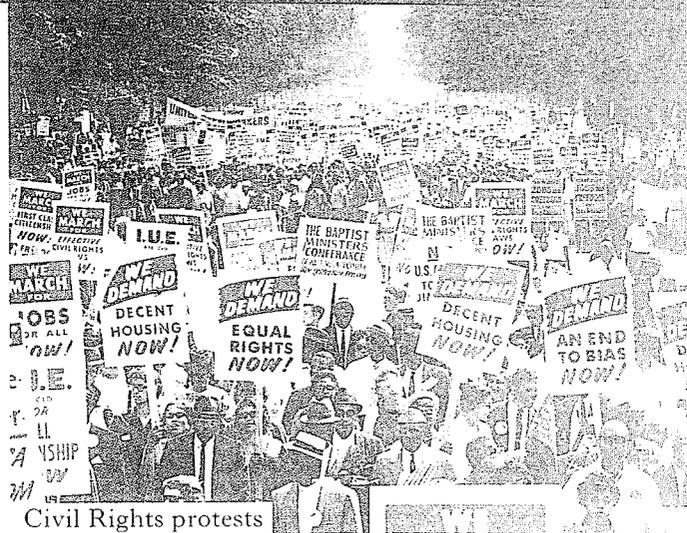
## <sup>5</sup> The need for a Civil Rights Movement

In 1865, Abraham Lincoln declared the end of slavery. After this, African Americans became full citizens of the USA and in 1870, men were given the right to vote. However, in the first half of the twentieth century, racism against the black community was a huge social problem. In the 1950s racial segregation still existed: black people couldn't attend the same schools as white people; black and white people were separated on trains and buses and in other public areas such as restaurants and movie theaters.

## <sup>15</sup> Two key events

In the early 1950s in Kansas, a young black girl, Linda Brown, applied to a school near her house, but she wasn't accepted. Instead she had to travel a long way to a black-only school. She became famous when her father fought against the local Board of Education. Finally, the US Supreme Court agreed to stop segregation in public schools. Their victory helped all black children to get a better education.

In 1955, a 42-year-old black woman, Rosa Parks, sat near the front of a crowded bus in Alabama and refused to give up her seat to a white man. Police were called and Rosa was put in prison. Rosa's actions inspired the black community to support the Civil Rights Movement. With Martin Luther King as their leader, they refused to use public transport for more than a year, until segregation on buses was stopped.



Civil Rights protests



Rosa Parks

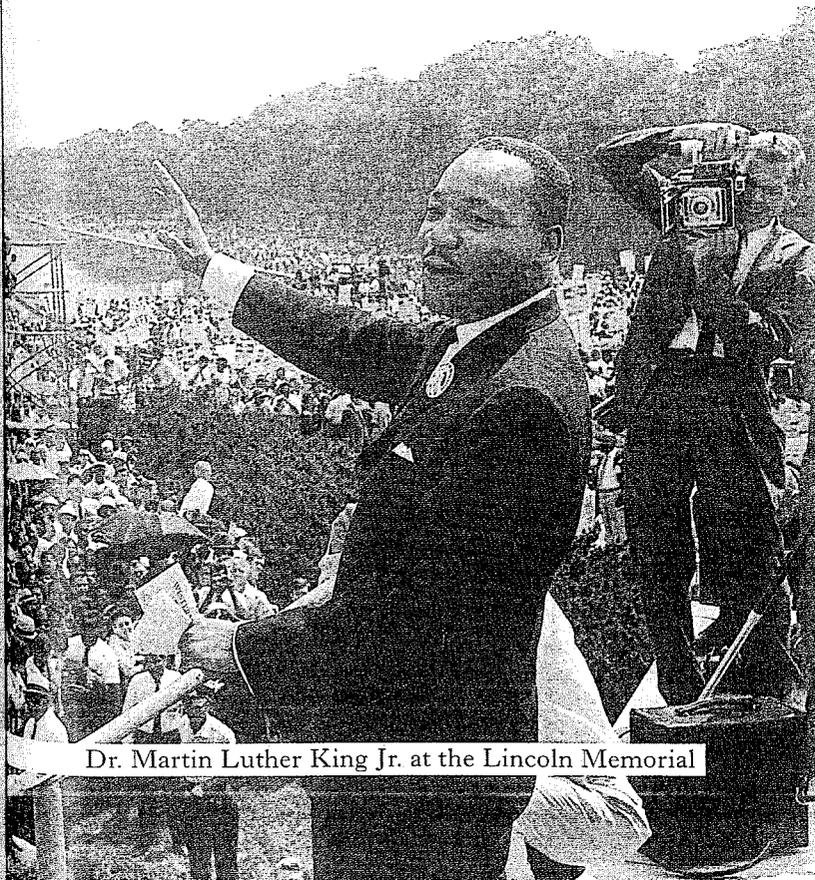
## <sup>30</sup> Dr. Martin Luther King Jr.

Martin Luther King was one of the leaders of the Civil Rights Movement. He said 'We are tired of being segregated and humiliated.'

He believed that all men and women, black or white, are equal members of the human race. Between 1955 and 1968 he travelled over six million miles and made more than 3,000 speeches. In August 1963 he gave his famous 'I Have a Dream' speech at the Lincoln Memorial in Washington, D.C. Over 250,000 people heard him say:

*"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today."*

In 1964, King was awarded the Nobel Peace Prize for his work to end racial discrimination. Tragically, on April 4th, 1968, Martin Luther King was assassinated. He was thirty-nine years old.



Dr. Martin Luther King Jr. at the Lincoln Memorial

# 8.5 Grammar

## Reported Speech

I can report what other people have said

### 1 Read this true story and answer the questions.

What happened:

- yesterday?
- five years ago?
- two weeks ago?
- before that?

## Mystery German Forest Boy

Yesterday, a boy walked out of a German forest. He spoke fluent English and broken German. He told the police that his first name was Ray and he was probably seventeen. He said his father had died two weeks ago and he had buried him in the forest. He also told them that he had lived in the forest for about five years but he couldn't remember anything about his life before that. The police told reporters that Berlin Youth Services were looking after him until they could find out his identity.



### 2 Compare the Direct Speech 1–5 below with the Reported Speech in blue in the text. What changes are there to the verb forms and the pronouns?

- 1 'My first name is Ray and I'm probably seventeen.'
- 2 'My father died two weeks ago.'
- 3 'I've lived in the forest for about five years.'
- 4 'I can't remember anything.'
- 5 'Berlin Youth Services are looking after him.'

### 3 Read the GRAMMAR FOCUS. Complete the examples with the correct verb forms.

#### GRAMMAR FOCUS

##### Reported Speech

In Reported Speech verb forms and pronouns change depending on the context.

<b>Direct Speech</b>	→	<b>Reported Speech</b>
<b>Present Simple</b> 'I work,' she said.	→	<b>Past Simple</b> She said she worked.
<b>Present Continuous</b> 'He's working,' we said.	→	<b>Past Continuous</b> They said he <sup>1</sup> _____.
<b>Present Perfect</b> 'We've worked,' he said.	→	<b>Past Perfect</b> He said they <sup>2</sup> _____.
<b>Past Simple</b> 'She worked,' they said.	→	<b>Past Perfect</b> They said she <sup>3</sup> _____.

## REMEMBER THIS

**Say + (that) something**

He said his father had died two weeks ago.

**Tell + somebody + (that) something**

He told the police (that) his first name was Ray.

### 4 Six months later, the Berlin police reported about Ray. Rewrite their statements in Reported Speech. Begin your sentences with *They said ...*

- 1 'We looked everywhere for information about Ray.'  
They said they had looked everywhere for information about Ray.
- 2 'We put a photo of him in newspapers around Europe.'
- 3 'His school friends in Holland saw the photo and contacted us.'
- 4 'We now know that Ray's real name is Robin van Helsum.'
- 5 'He is going back home very soon.'
- 6 'His lies have cost the German police over £20,000.'

### 5 Choose the correct verb.

- 1 My teacher said / told me I wasn't concentrating.
- 2 He said / told I looked tired.
- 3 I said / told him that I hadn't slept very well.
- 4 I said / told I had watched a really scary film.
- 5 I said / told him that was why I hadn't done my homework.
- 6 He said / told I'd used that excuse before!

### 6 Rewrite the sentences in Exercise 5 in Direct speech.

- 1 You aren't concentrating.

### 7 In pairs, complete the task.

- 1 Tell your partner five true facts about yourself. Use some 'facts' from the box or your own ideas.

I am/am not tired  
 I can/can't snowboard  
 I like/don't like politics  
 I've been/haven't been to London  
 I'm going out/not going out tonight  
 I watched/didn't watch TV last night

- 2 Your partner then reports back. How many facts can your partner remember correctly?  
 A: You said you could snowboard.  
 B: Yes, that's right.  
 A: You said you liked politics.  
 B: No, I said I didn't like politics.

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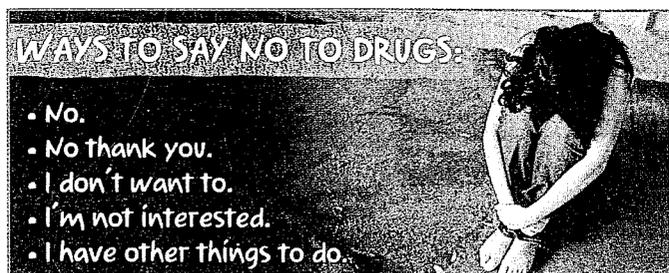
## 8.6 Speaking

### Expressing and justifying an opinion

*I can choose from options and justify my choice*

1 Do you think this anti-drugs poster is effective? Which of the following ideas could be effective? Discuss in pairs.

- Shocking images of drug addicts
- Information and facts about the effects of drugs
- Information and facts about prison sentences



2 **CD 3.40 MP3-131** Listen to Anna and David discussing anti-drugs posters. Who prefers a poster with facts and who prefers one with images?

3 **CD 3.40 MP3-131** Read the **SPEAKING FOCUS** and complete the dialogue. Then listen again and check.

A: Have you seen the new anti-drugs poster at the bus stop?

D: No. What's it like?

A: The poster <sup>1</sup> shows a woman's face. Her skin is white and spotty and her eyes are dead.

D: Do you think it's a good poster?

A: Well, on the one <sup>2</sup> \_\_\_\_\_, it looks shocking, but on the other <sup>3</sup> \_\_\_\_\_, it doesn't look real. I don't <sup>4</sup> \_\_\_\_\_ it very convincing.

D: Hm, I know what you mean. I don't <sup>5</sup> \_\_\_\_\_ posters like that <sup>6</sup> \_\_\_\_\_ they're only shocking the first time you see them. I <sup>7</sup> \_\_\_\_\_ posters that give some information and statistics. I <sup>8</sup> \_\_\_\_\_ it's important to know that you can go to prison for a long time if you use illegal drugs!

A: I <sup>9</sup> \_\_\_\_\_ think statistics are <sup>10</sup> \_\_\_\_\_ good as a shocking image. I think the <sup>11</sup> \_\_\_\_\_ disadvantage of statistics is that you have to stop and read them. Most people don't have time.

D: That's true. The best poster I've seen was a photo of a young guy in prison. He was sentenced to ten years for dealing drugs. To <sup>12</sup> \_\_\_\_\_ mind, that was more shocking than a girl's face because it was a true story.

### SPEAKING FOCUS

Describing a picture

The poster shows ...

On the one hand ... but on the other hand ...

Justifying your choice and rejecting the other options

✓ I prefer ...

× I don't like ... because ...

× I don't find it very convincing/interesting/shocking, etc.

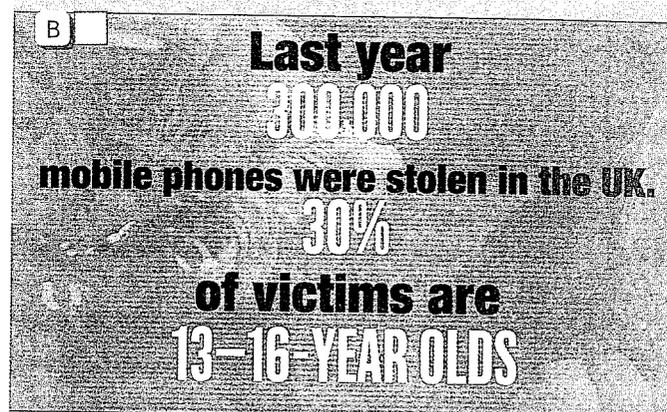
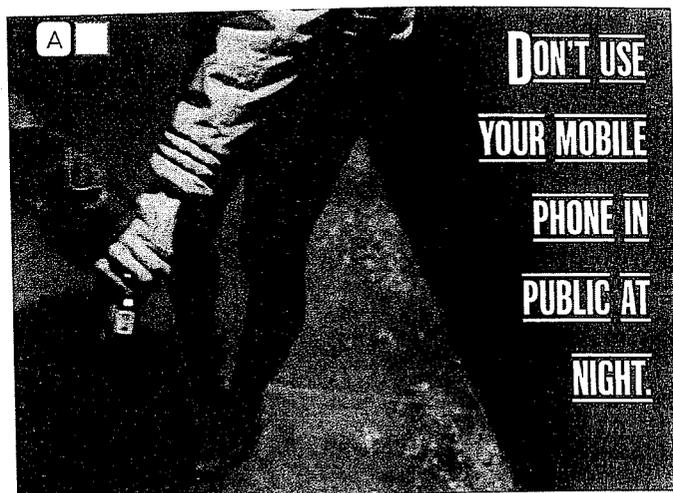
Giving your opinion

To my mind ... I think it's important to ...

I think the main advantage/disadvantage is that ...

I don't think ... is/are as good/useful/effective, etc. as ...

4 **CD 3.41 MP3-132** Look at posters A-C. What message do they have in common? Listen and number them in the order in which they are described.



**DON'T BECOME A STATISTIC**



5 Imagine your school wants to run a campaign warning about mobile phone theft. Follow the instructions below to choose the best poster for the campaign. Present your choice to the class. Use the **SPEAKING FOCUS** to help you.

- Choose the most effective poster and support your choice with reasons.
- Explain why you have rejected the other two posters.

## 8.7 Writing

### A reader's comment

*I can give and support my opinion in writing*

- 1 In pairs, look at the photo. What is your opinion of graffiti?



- 2 Read the article from a news website. How does the writer answer the question in the title?

#### Newsfocus.com: Daily Discussion

##### Graffiti: Street Art or Crime?

Yesterday, five members of a graffiti gang were sentenced to eighteen months in prison for damaging public property. The judge said that the damage had cost the government at least £1 million. The question must be asked about the people who spray graffiti: are they artists or vandals?

Personally, I believe that street art is a form of art. However, it is illegal to paint on public or private property without permission. Local councils spend millions of pounds each year cleaning graffiti and this means that taxes go up.

For this reason, I agree that the gang of graffiti artists should get prison sentences. When the judge sent the graffiti artists to prison, he gave a clear message to other graffiti artists: you think you are expressing yourself, but you are also committing a crime, and what is more, you could go to prison.

**daisy345 says:** Thank you for your excellent article. I found it interesting because you show that street art ...

- 3 Complete the WRITING FOCUS with the linkers in purple from the article in Exercise 2.

#### WRITING FOCUS

##### Linkers

When you give your opinion in a piece of writing such as a reader's comment, use linkers to:

- give an opinion: I think .../ *Personally, I believe that*
- add further points: In fact, .../ I also agree that .../ I also think that .../ *2*
- give an opposite opinion: On the other hand, I strongly disagree .../ *3*
- conclude: Therefore ... /So .../That's why .../ *4*

- 4 Read and complete the reader's comment on the article in Exercise 2 with appropriate phrases from the WRITING FOCUS.

**daisy345 says:** Thank you for your excellent article. I found it interesting because you show that street art can be called 'vandalism' or 'free expression', depending on your point of view.

*1* Personally, I **b** \_\_\_\_\_ **t** \_\_\_\_\_ street art is a form of art. *2* I \_\_\_\_\_ **f** \_\_\_\_\_, there are some famous street artists who sell their work for a lot of money. I also *3* **a** \_\_\_\_\_ **t** \_\_\_\_\_ people who do graffiti are committing a crime. On the one hand, I think they should be punished. On *4* **t** \_\_\_\_\_ **o** \_\_\_\_\_ **h** \_\_\_\_\_, I strongly disagree with your opinion that they should go to prison. These people are not dangerous criminals. They have vandalised public property and *5* **t** \_\_\_\_\_ they should clean the graffiti and do community service.

- 5 Read the reader's comment again and answer the questions.

- 1 Which two opinions do both writers agree on?
- 2 Which opinion do they disagree about?
- 3 Who do you agree with and why?

- 6 You have just read the article below on a news website. Write a reader's comment of 80–130 words:

- give your opinion about the article;
- say what you agree with and why;
- say what you disagree with and why;
- give your conclusion.

Use the WRITING FOCUS to help you.

#### Newsfocus.com: Daily Discussion

##### Celebrity shoplifting: crime or illness?

Yesterday, a judge sentenced a Hollywood star to six months in prison for stealing jewellery worth \$5,000. The celebrity could easily afford to buy the necklace, so the question must be asked: is she a criminal or is she sick?

Personally, I believe that rich people who steal from shops are sick. Shoplifting is like a drug for these people. However, shoplifting is a crime and therefore the celebrity broke the law.

For this reason, I think the judge made the right decision.

**Society and politics** Spoleczeństwo i polityka

**African American** /ˌæfrɪkən ə'merɪkən/ Afroamerykanin  
**black community** /blæk kə'mju:nəti/ czarna społeczność  
**Board of Education** /ˌbɔ:d əv ˌedju'keɪʃən/ wydział edukacji  
**capital city** /ˌkæpɪtəl 'sɪti/ stolica  
**citizen** /'sɪtəzən/ obywatel/obywatelka  
**Civil Rights Movement** /ˌsɪvəl 'raɪts ˌmu:vmənt/ ruch na rzecz praw obywatelskich  
**constitutional monarchy** /ˌkɒnstə'tju:ʃənəl 'mɒnəki/ monarchia konstytucyjna  
**corruption** /kə'rʌpʃən/ korupcja  
**declare** /dɪ'kleə/ oznajmić  
**democracy** /dɪ'mɒkrəsi/ demokracja  
**discriminate** /dɪ'skrɪmɪneɪt/ dyskryminować  
**discrimination** /dɪ'skrɪmɪneɪʃən/ dyskryminacja  
**equal** /'i:kwəl/ równy  
**fight for** /'faɪt fə/ walczyć o  
**freedom** /'fri:dəm/ wolność  
**general elections** /ˌdʒenərəl i'lektʃənz/ wybory powszechne  
**head of government** /ˌhed əv 'gʌvəmənt/ szef rządu  
**head of state** /ˌhed əv 'steɪt/ głowa państwa  
**human race** /ˌhju:mən 'reɪs/ rasa ludzka  
**humiliate** /hju:'mɪliət/ poniżać  
**humiliation** /hju:'mɪli'eɪʃən/ poniżenie  
**make a speech** /ˌmeɪk ə 'spi:tʃ/ wygłosić mowę  
**Nobel Peace Prize** /nəʊˌbel 'pi:z praɪz/ Pokojowa Nagroda Nobla  
**political system** /pə'lɪtɪkəl 'sɪstəm/ system polityczny  
**Prime Minister** /ˌpraɪm 'mɪnɪstə/ premier  
**racial discrimination** /ˌreɪʃəl dɪ'skrɪmɪneɪʃən/ dyskryminacja na tle rasowym  
**racial segregation** /ˌreɪʃəl ˌsegrɪ'geɪʃən/ segregacja rasowa  
**racism** /'reɪsɪzəm/ rasizm  
**run a campaign** /ˌrʌn ə kæm'peɪn/ poprowadzić kampanię  
**segregate** /'segrɪgeɪt/ segregować  
**segregation** /ˌsegrɪ'geɪʃən/ segregacja  
**separate** /'sepəreɪt/ oddzielać  
**separation** /ˌsepə'reɪʃən/ oddzielenie  
**sexism** /'seksɪzəm/ seksizm  
**slave** /sleɪv/ niewolnik/niewolnica  
**slave trade** /'sleɪv treɪd/ handel niewolnikami  
**slavery** /'sleɪvəri/ niewolnictwo  
**statistics** /stə'tɪstɪks/ statystyka  
**the Supreme Court** /ðə suˌprɪm 'kɔ:t/ Sąd Najwyższy  
**tax** /tæks/ podatek  
**terrorism** /'terərɪzəm/ terroryzm  
**unemployment** /ˌʌnɪm'plɔɪmənt/ bezrobocie  
**vote** /vəʊt/ głosować

**Crime** Przestępczość

**arson** /'ɑ:sən/ podpalenie  
**assassinate** /ə'sæsəneɪt/ dokonać zamachu na  
**assassination** /ə'sæsəneɪʃən/ zamach  
**break into** /'breɪk ɪntə/ włamać się do  
**break the law** /breɪk ðə 'lɔ:/ złamać prawo  
**burglary** /'bɜ:gləri/ kradzież z włamaniem  
**burgle** /'bɜ:gl/ włamać się i okraść  
**car crime** /'kɑ: kraɪm/ przestępstwa związane z samochodami  
**commit a crime** /kə'mɪt ə 'kraɪm/ popełnić przestępstwo  
**crime scene** /'kraɪm si:n/ miejsce przestępstwa  
**cyberbullying** /'saɪbəˌbʊlɪŋ/ cyberprzemoc  
**damage public property** /ˌdæmɪdʒ ˌpʌblɪk 'prɒpəti/ uszkodzić własność publiczną  
**deal drugs** /di:l 'drʌgz/ handlować narkotykami  
**drug dealing** /'drʌg ˌdi:ɪŋ/ handel narkotykami  
**gang** /gæŋ/ gang  
**graffiti** /græ'fɪti/ graffiti  
**hacking** /'hækɪŋ/ włamanie do sieci komputerowej  
**illegal** /'ɪli:ɡəl/ nielegalny  
**mug** /mʌg/ dokonać rozboju  
**mugging** /'mʌɡɪŋ/ rozbój  
**murder** /'mɜ:də/ zamordować; morderstwo  
**murder rates** /'mɜ:də reɪts/ liczba morderstw  
**mystery** /'mɪstəri/ tajemniczy  
**online piracy** /ˌɒnlaɪn 'paɪərəsi/ piractwo internetowe

**pirate** /'paɪərət/ nielegalnie kopiować  
**rob** /rɒb/ obrabować  
**robbery** /'rɒbəri/ rabunek  
**set fire to** /ˌset 'faɪə tə/ podpalić  
**shoplift** /'ʃɒp,lɪft/ kraść w sklepie  
**shoplifting** /'ʃɒp,lɪftɪŋ/ kradzież sklepowa  
**steal** /sti:l/ ukraść  
**theft** /θeft/ kradzież  
**vandalise** /'vændəlaɪz/ dewastować  
**vandalism** /'vændəlɪzəm/ wandalizm  
**victim** /'vɪktəm/ ofiara

**Criminals** Przestępcy

**arsonist** /'ɑ:sənɪst/ podpalacz  
**burglar** /'bɜ:glə/ włamywacz  
**drug dealer** /'drʌg ˌdi:ɪə/ handlarz narkotykami  
**mugger** /'mʌgə/ sprawca rozboju  
**murderer** /'mɜ:dərə/ morderca  
**pickpocket** /'pɪk,pɒkɪt/ kieszonkowiec  
**pirate** /'paɪərət/ pirat  
**robber** /'rɒbə/ rabuś  
**shoplifter** /'ʃɒp,lɪftə/ złodziej sklepowy  
**thief** /θi:f/ złodziej  
**vandal** /'vændl/ wandal

**Justice** Wymiar sprawiedliwości

**appear in court** /əˌpɪə ɪn 'kɔ:t/ zeznawać w sądzie  
**arrest** /ə'rest/ aresztować  
**case** /keɪs/ sprawa sądowa  
**catch** /kætʃ/ złapać  
**collect evidence** /kəˌlekt 'evədəns/ gromadzić materiał dowodowy  
**community service** /kə'mju:nəti ˌsɜ:vəs/ prace społeczne  
**court** /kɔ:t/ sąd  
**guilty** /'ɡɪlti/ winny  
**identity** /aɪ'dentəti/ tożsamość  
**innocent** /'ɪnəsənt/ niewinny  
**interview victims/witnesses** /ˌɪntəvju 'vɪktɪmz/'wɪtnəsɪz/ przesłuchać ofiary/świadków  
**judge** /dʒʌdʒ/ sędzia  
**police officer** /pə'li:s ˌɒfɪsə/ policjant/policjantka  
**prison** /'prɪzən/ więzienie  
**punish** /'pʌnɪʃ/ ukarać  
**report a crime** /rɪˌpɔ:t ə 'kraɪm/ zgłosić przestępstwo  
**search** /sɜ:tʃ/ przeszukać  
**sentence** /'sentəns/ skazać; wyrok  
**suspect** /'sʌspekt/ podejrzany  
**witness** /'wɪtnəs/ świadek

**Body language** Język ciała

**bite your nails** /ˌbaɪt jɔ: 'neɪlz/ obgryzać paznokcie  
**blink your eyes** /ˌblɪŋk jɔ:r 'aɪz/ mrugać oczami  
**cross your arms** /ˌkrɒs jɔ:r 'ɑ:ɪmz/ skrzyżować ramiona  
**fiddle with your hair** /ˌfɪdl wɪð jɔ: 'heə/ bawić się włosami  
**liar** /'laɪə/ kłamca  
**lie** /laɪ/ kłamać; kłamstwo  
**raise your eyebrows** /ˌreɪz jɔ:r 'aɪbraʊz/ unieść brwi  
**stare at** /'steə ət/ wpatrywać się w  
**tell a lie** /ˌtel ə 'laɪ/ skłamać  
**tell the truth** /ˌtel ðə 'tru:θ/ powiedzieć prawdę

**Other** Inne

**boring** /'bɔ:ɪŋ/ nudny  
**convincing** /kən'vɪnsɪŋ/ przekonujący  
**effective** /ɪ'fektɪv/ skuteczny  
**fake** /feɪk/ fałszywy, sfałszowany  
**false** /fə:ls/ fałszywy, nieprawdziwy  
**fascinating** /'fæsəneɪtɪŋ/ fascynujący  
**genuine** /'dʒenjuən/ prawdziwy, oryginalny  
**life savings** /ˌlaɪf 'seɪvɪŋz/ oszczędności całego życia  
**shocking** /'ʃɒkɪŋ/ szokujący  
**true** /tru:/ prawdziwy



## SŁUCHANIE

### WYBÓR WIELOKROTNY.

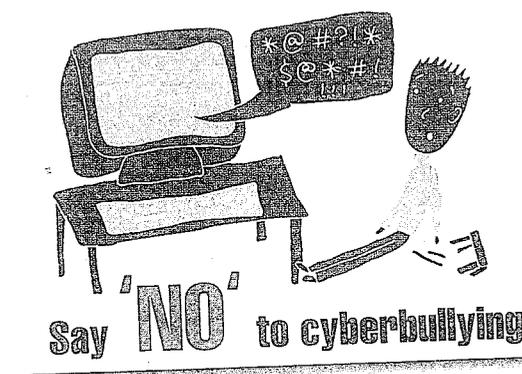
- 7 [CD:3.42] [MP3:133] Usłyszysz dwukrotnie sześć wypowiedzi. Z podanych odpowiedzi A–C wybierz właściwą, zgodną z treścią nagrania.

#### Wskazówka maturalna

Pamiętaj, że w przypadku pytań o kontekst, odpowiedź można wywnioskować z całej wypowiedzi.

- The conversation takes place
  - at the man's house.
  - in a garage.
  - at a police station.
- The speaker is
  - a police officer.
  - a professional musician.
  - a radio presenter.
- How will the boy get home?
  - By bus.
  - By car.
  - On foot.
- The woman is
  - explaining something.
  - criticising someone.
  - asking people to do something.
- How many young people are unemployed?
  - 49%
  - 6%
  - 25%
- The text does not mention
  - when the criminal robbed the bank.
  - where the police found the criminal.
  - what the criminal stole.

1)



- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne.

Popatrz na plakaty 1 i 2.

Jesteś na kilkumiesięcznym stypendium w angielskiej szkole. Władze miasta, w którym mieszkasz, chcą zorganizować kampanię przeciwko przestępstwom, których ofiarami najczęściej padają nastolatki. Bierzesz udział w ankiecie, a Twoim zadaniem jest ocena dwóch propozycji plakatu.

- Wybierz plakat, który twoim zdaniem, jest najbardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 10 Pracując w parach, odpowiedzcie na pytania.

- What can you do to prevent being a victim of crime?
- Do you think that people feel safer when they see a lot of police officers in the streets? Why/Why not?
- What would you do if you suspected that someone was breaking into your house at night?
- Do you think secondary students should learn about the law? Why?/Why not?

## MÓWIENIE

### ROZMOWA WSTĘPNA, MATERIAŁ STYMULUJĄCY

- 8 Połącz fragmenty pytań z rozmowy wstępnej. Pracując w parach, odpowiedzcie na pytania.

- Would you like to work as
- Do you like reading
- What qualities do you need
- What would you do

- to be a judge? Why?
- crime stories? Why/Why not?
- if you lost your mobile phone?
- a police officer? Why/Why not?

## PISANIE

### BLOG

- 11 Przeczytaj zadanie egzaminacyjne. Ułóż podane poniżej zdania w kolejności, w której powinny pojawić się we wpisie na blogu.

Przeczytałeś/Przeczytałaś w magazynie anglojęzycznym artykuł, którego autor oskarża młodych o brak szacunku dla starszych osób. Podziel się swoimi przemyśleniami na blogu.

- Podaj przykład, który zilustruje twoje poglądy.
- Wyjaśnij, do jakiego artykułu się odnosisz.
- Przedstaw własną opinię.
- Streść opinię autora artykułu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość wpisu powinna wynosić od 80 do 130 słów.

- 12 Wykonaj zadanie egzaminacyjne z ćwiczenia 11.

## 0.1 Present Simple and Present Continuous

### Present Simple

Czasu Present Simple używamy, mówiąc o:

- stanach lub sytuacjach stałych:  
*Maria likes swimming.* Maria lubi pływać.
- regularnie powtarzających się czynnościach:  
*We often visit my aunt.* Często odwiedzamy moją ciocię.

Zdania twierdzące (Affirmative)	Zdania przeczące (Negative)
I/You/ We/ work. They	I/You/ We/ don't (do not) work.
He/ She/It works.	He/ She/It doesn't (does not) work.

Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (Short answers)
Do I/you/we/ they work?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does he/she/it	Yes, he/she/it does. No, he/she/it doesn't.

Pytania szczegółowe (Wh- questions)
What do I/you/we/they like?
What does he/she/it

### ZASADY PISOWNI – 3 OSOBA LICZBY POJEDYNCZEJ:

- zasada ogólna: bezokolicznik + -s, np. *enjoy – enjoys*
- czasowniki zakończone na spółgłoskę i -y: y + -ies, np. *study – studies*
- czasowniki *do* i *go* oraz czasowniki zakończone na -ss, -x, -ch, -sh: + es, np. *do – does, go – goes, wash – washes*
- czasownik *have*: *has*.

Typowe określenia czasu używane w zdaniach w czasie Present Simple:

- **always** (zawsze);
- **regularly** (regularnie);
- **usually** (zwykle);
- **often** (często);
- **sometimes** (czasami);
- **never** (nigdy);
- **every day/week/month** (codziennie / co tydzień / co miesiąc).

### Present Continuous

Czasu Present Continuous używamy, mówiąc o czynnościach, zdarzeniach i zmianach mających miejsce w chwili, w której o nich mówimy.

*It's raining again.* Znowu pada.

Zdania twierdzące (Affirmative)	Zdania przeczące (Negative)
I am playing.	I 'm not (am not) playing.
You/We/ They are playing.	You/We/ They aren't (are not) playing.
He/She/It is	He/She/ It isn't (is not)

Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (Short answers)
Am I playing?	Yes, I am. No, I'm not.
Are you/we/ they playing?	Yes, you/we/they are. No, you/we/they aren't.
Is he/she/it	Yes, he/she/it is. No, he/she/it isn't.

Pytania szczegółowe (Wh- questions)
Where am I going?
Where is he/she/it going?
Where are you/we/they

### ZASADY PISOWNI – FORMA Z KOŃCÓWKĄ -ING

- zasada ogólna: bezokolicznik + -ing, np. *walk – walking*
- czasowniki zakończone na spółgłoskę + -e: e + -ing, np. *write – writing*
- czasowniki jednosylabowe zakończone na krótką samogłoskę + spółgłoskę: podwajamy spółgłoskę + -ing, np. *run – running*.

Typowe określenia czasu używane w zdaniach w czasie Present Continuous:

- **at the moment** (w tym momencie);
- **now** (teraz);
- **today** (dzisiaj);
- **this morning/afternoon** (dziś rano / po południu);
- **this year** (w tym roku);
- **these days** (w tych dniach/czasach);
- **at present** (obecnie).

## 0.2-0.3 Past Simple

Czasu Past Simple używamy, mówiąc o zdarzeniach lub sytuacjach, o których wiemy, że miały miejsce i zakończyły się w przeszłości. Możemy (choć nie musimy) dodać informację, kiedy zdarzenie miało miejsce:

*John and I were at the same school.* John i ja byliśmy w tej samej szkole.

*My dad went to a concert yesterday.* Mój tata poszedł wczoraj na koncert.

Zdania z czasownikiem *to be* w czasie Past Simple tworzymy, używając form **was** i **were**:

Zdania twierdzące (Affirmative)	Zdania przeczące (Negative)
I/He/She/It was at home.	I/He/She/It wasn't (was not) at home.
You/We/They were at home.	You/We/They weren't (were not) at home.

Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (Short answers)
Was I/he/she/it at home?	Yes, I/he/she/it was.
Were you/we/they at home?	No, I/he/she/it wasn't.
	Yes, you/we/they were.
	No, you/we/they weren't.

Pytania szczegółowe (Wh- questions)
Why was I/he/she/it at home?
Why were you/we/they at home?

W przypadku czasowników innych niż *to be* używamy formy czasu Past Simple (tzw. drugiej formy) czasownika. Tworząc przeczenia i pytania, używamy czasownika posiłkowego **did**:

Zdania twierdzące (Affirmative)	Zdania przeczące (Negative)
I/You/He/She/It/We/They played.	I/You/He/She/It/We/They didn't (did not) play.

Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (Short answers)
Did I/you/he/she/it/we/they play?	Yes, I/you/he/she/it/we/they did.
	No, I/you/he/she/it/we/they didn't.

Pytania szczegółowe (Wh- questions)
What did I/you/he/she/it/we/they play?

### ZASADY PISOWNI – FORMY CZASU PAST SIMPLE CZASOWNIKÓW REGULARNYCH:

- zasada ogólna: bezokolicznik + *-ed*, np. *help – helped*
- czasowniki zakończone na *-e*: + *-d*, np. *love – loved*
- czasowniki zakończone na spółgłoskę + *y*: *-ied*, np. *try – tried*
- czasowniki zakończone na samogłoskę + spółgłoskę: podwajamy spółgłoskę + *-ed*, np. *stop – stopped*.

Wiele czasowników ma nieregularną formę czasu Past Simple (np. *write, go, lose*). Tabela czasowników nieregularnych znajduje się w broszurze *Word Store* na str. 23.

## 0.4 Present Perfect

Czasu Present Perfect używamy, opisując czynności i zdarzenia, które zakończyły się w przeszłości, przy czym nie wiemy lub nie jest istotne, kiedy dokładnie się wydarzyły:

*My friend has bought a new bag.* Moja przyjaciółka kupiła nową torebkę.

*Have you ever been camping alone?* Czy byłeś/byłaś kiedyś sam na biwaku?

Zdania w czasie Present Perfect tworzymy, używając czasownika posiłkowego **have/has** oraz formy Past Participle (tzw. trzeciej formy) czasownika głównego.

Zdania twierdzące (Affirmative)	Zdania przeczące (Negative)
I/You/We/They 've (have) finished.	I/You/We/They haven't (have not) finished.
He/She/It 's (has) finished.	He/She/It hasn't (has not) finished.

Pytania ogólne (Yes/No questions)	Krótkie odpowiedzi (Short answers)
Have I/you/we/they finished?	Yes, I/you/we/they have.
Has he/she/it finished?	No, I/you/we/they haven't.
	Yes, he/she/it has.
	No, he/she/it hasn't.

### ZASADY PISOWNI – FORMA PAST PARTICIPLE

#### Czasowniki regularne

Zasady tworzenia regularnych form czasu Present Perfect są takie same jak w przypadku form czasu Past Simple i są szczegółowo opisane w kolumnie obok.

#### Czasowniki nieregularne

Wiele czasowników ma nieregularną formę Past Participle (np. *write, go, lose*). Tabela czasowników nieregularnych znajduje się w broszurze *Word Store* na str. 23.

Warto pamiętać, że w sytuacjach opisanych powyżej w czasie Present Perfect czasownik *go* ma taką samą formę Past Participle jak czasownik *be*, czyli *been*.

*I have been there twice. (be there)* Byłem tam dwa razy.

*I've been snowboarding in Białka Tatrzańska.*

*(go snowboarding)* Jeździłem na snowboardzie w Białce Tatrzańskiej.

## 0.5 be going to

Konstrukcji **be going to** używamy:

- mówiąc o zamiarach i planach na przyszłość, które mogą ulec zmianie:  
My dad **is going to buy** a new car. Mój tata zamierza kupić nowy samochód.
- opisując prawdopodobieństwo wystąpienia w przyszłości wydarzeń na podstawie tego, co obecnie wiemy lub obserwujemy:  
Look at the sky. **It's going to rain.** Spójrz na niebo. Będzie padać.

Zdania twierdzące (Affirmative)

I am

You/

We/ are going to fall.

They

He/ is  
She/It

Pytania ogólne (Yes/No questions).

Am I

Are you/we/ they going to fall?

is he/she/ it

Pytania szczegółowe (Wh- questions)

am I

Where is he/she/it going to fall?

are you/we/they

Zdania przeczące (Negative)

I 'm not  
(am not)

You/

We/ aren't going to fall.

They

He/ isn't  
She/It (is not)

Krótkie odpowiedzi  
(Short answers)

Yes, I am.

No, I'm not.

Yes, you/we/they are.

No, you/we/they aren't.

Yes, he/she/it is.

No, he/she/it isn't.

## 0.6 will for predictions

**Will/Won't** używamy, przewidując na podstawie własnych opinii, przecząc lub doświadczając wydarzenia, które nastąpią w przyszłości:

I think people **will travel** to Mars. Myślę, że ludzie będą podróżowali na Marsa.

Jeśli chcemy powiedzieć, że jakieś wydarzenie nie nastąpi w przyszłości, używamy konstrukcji *I don't think ... + will*:

I **don't think cars will fly**. Nie sądzę, że samochody będą latać.

Zdania twierdzące (Affirmative)

I/You/He/  
She/It/We/ will travel.  
They

Pytania ogólne  
(Yes/No questions)

I/you/he/  
Will she/it/we/ travel?  
they

Pytania szczegółowe (Wh- questions)

Where will I/you/he/she/  
it/ we/they travel?

Zdania przeczące (Negative)

I/You/  
He/She/ won't travel.  
It/We/ (will not)  
They

Krótkie odpowiedzi  
(Short answers)

Yes, I/you/he/she/it/we/they will.

No, I/you/he/she/it/we/they won't.

## 0.7 must, have to and should

- Wyrażając nakaz, konieczność lub przymus, używamy **must** lub **have to** (musieć). **Must** wyraża wewnętrzną konieczność odczuwaną przez osobę mówiącą, natomiast **have to** częściej dotyczy przymusu wynikającego z reguł, przepisów albo nakazów innych osób:  
*I **must** go home now.* Muszę już iść do domu.  
*Triathletes **have to** get up early.* Triathloniści muszą wcześniej wstawać.
- Wyrażając zakaz, używamy **mustn't** (nie wolno):  
*You **mustn't** smoke.* Nie wolno ci palić papierosów.
- Wyrażając powinność lub udzielając rady, używamy **should/shouldn't** (powinno się / nie powinno się):  
*Max **should** train more.* Max powinien więcej trenować.  
*You **shouldn't** eat so many sweets.* Nie powinieneś / Nie powinnaś jeść tyle słodyczy.

## 0.8 Countable and uncountable nouns

Podobnie jak w języku polskim w języku angielskim rzeczowniki można podzielić na policzalne i niepoliczalne.

### Rzeczowniki policzalne:

- występują zarówno w liczbie pojedynczej, jak i mnogiej:  
*This **banana** is very sweet.* Ten banan jest bardzo słodki.  
***Bananas** are very sweet.* Banany są bardzo słodkie.
- mogą być poprzedzone przedimkiem *a/an* lub *the*, liczebnikiem albo określeniami *some* (w zdaniach twierdzących) lub *any* (w zdaniach przeczących i pytających):  
*a sandwich, the sandwich, the sandwiches, two sandwiches.*  
*Are there **any** sandwiches? Yes, there are **some** sandwiches.*  
Czy są jakieś kanapki? Tak, jest kilka kanapek.

### Rzeczowniki niepoliczalne:

- występują tylko w liczbie pojedynczej:  
***Milk** is very healthy.* Mleko jest bardzo zdrowe.
- mogą być poprzedzone przedimkiem *the* albo określeniami *some* (w zdaniach twierdzących) lub *any* (w zdaniach przeczących i pytających). Nie mogą być poprzedzone przedimkiem *a/an* ani liczebnikiem:  
*butter, the butter, a-butter, one-butter.*  
*Is there **any** butter? Yes, there is **some** butter.*  
Czy jest masło? Tak, jest trochę masła.

**Przedimków nieokreślonych a i an** używamy przed rzeczownikami w liczbie pojedynczej, gdy:

- mówimy o danej rzeczy/osobie po raz pierwszy:  
*There's **a** café and **a** pub on this street.*  
Przy tej ulicy są kawiarnia i pub.
- mówimy o określonej rzeczy/osobie jako przykładzie jakiejś kategorii:  
*My dad is **a** great cook.* Mój tata jest świetnym kucharzem.

**Przedimka określonego the** używamy przed rzeczownikami w liczbie pojedynczej i liczbie mnogiej:

- z nazwami rzeczy/osób wcześniej wspomnianych w rozmowie:  
*There's **a** café and **a** pub on this street. Let's go to **the** café.*  
Przy tej ulicy są kawiarnia i pub. Chodźmy do kawiarni.
- z nazwami rzeczy/osób, które są jedyne w swoim rodzaju:  
*The **sun** is shining.* Słońce świeci.

Kiedy mówimy ogólnie o jakimś zjawisku, rzeczy lub grupie osób/rzeczy, **nie używamy żadnego przedimka**:

- Life** is beautiful.* Życie jest piękne.
- Are **men** better drivers than **women**?* Czy mężczyźni są lepszymi kierowcami niż kobiety?

### ZASADY PISOWNI – RZECZOWNIKI W LICZBIE MNOGIEJ:

- zasada ogólna: rzeczownik + *-s*, np. *animal – animals*
- rzeczowniki zakończone na *-s, -ss, -x, -sh, -ch* lub *-o*: + *-es*, np. *bus – buses, sandwich – sandwiches*
- rzeczowniki zakończone na spółgłoskę *i -y*: *-y + -ies*, np. *lady – ladies, strawberry – strawberries*
- rzeczowniki nieregularne, np. *person – people, child – children, man – men, woman – women.*

## 1.2 Present tenses – question forms

W języku angielskim pytania ogólne (Yes/No questions), szczegółowe (Wh- questions) i pytania o podmiot (subject questions) tworzymy w różny sposób. Przeanalizuj poniższe tabelki dla czasów Present Simple, Present Continuous i Present Perfect.

### Present Simple

Pytania ogólne (Yes/No questions)

Do		I/you/we/they	
Does		he/she/it	speak English?

Pytania szczegółowe (Wh- questions)

What	do	I/you/we/they	
languages	does	he/she/it	speak?

Pytania o podmiot (Subject questions)

Who		speaks English?
-----	--	-----------------

### Present Continuous i Present Perfect

Pytania ogólne (Yes/No questions)

Am		I	
Are		you/we/they	working now?
Is		he/she/it	
Have		I/you/we/they	swum in a river?
Has		he/she/it	

Pytania szczegółowe (Wh- questions)

	am	I	
What	is	he/she/it	doing?
	are	you/we/they	
What	have	I/you/we/they	done?
	has	he/she/it	

Pytania o podmiot (Subject questions)

Who		is working now?
Who		has swum in a river?

Tworząc pytanie szczegółowe z czasownikiem, któremu towarzyszy przyimek i rzeczownik, np. **listen to music** itp., i pytając o ten właśnie rzeczownik, nie przenosimy przyimka na początek pytania (jak robimy w języku polskim), ale zostawiamy go tam, gdzie jest, czyli po czasowniku.

**What does Emily listen to?** Czego słucha Emily?

#### 1 Write questions about the underlined information.

1 My grandparents give money to a charity.

2 Tina has tried Japanese food.

3 I'm dreaming about my winter holiday in Zakopane.

4 My best friend lives in Frankfurt.

5 Jo has visited Poland, Russia and Slovakia.

6 Jim is watching a comedy at the moment.

## 1.5

### Verb + -ing form or verb + to infinitive

Czasowniki występujące po innych czasownikach lub wyrażeniach czasownikowych mogą przybierać różne formy.

Po następujących czasownikach i wyrażeniach zwykle występuje forma z końcówką -ing (gerund): *avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time*.

**I hate wearing** a suit and a tie. Nie cierpię nosić garnituru i krawata.

Po następujących czasownikach i wyrażeniach zwykle występuje bezokolicznik (to + czasownik): *agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer*.

**I can't afford to buy** this jacket. Nie stać mnie na kupno tej kurtki.

#### 1 Complete the sentences with the correct forms of the verbs in brackets.

- I don't mind \_\_\_\_\_ (get up) early.
- Karen spends a lot of time \_\_\_\_\_ (chat) online.
- We refuse \_\_\_\_\_ (eat) meat or fish.
- I always agree \_\_\_\_\_ (help) my brother with his homework.
- They hope \_\_\_\_\_ (get) a job in the media.
- I can't stand \_\_\_\_\_ (wait) in queues.
- Peter wants \_\_\_\_\_ (be) like Steve Jobs.
- Sue has decided \_\_\_\_\_ (lend) me her new dress.
- You should avoid \_\_\_\_\_ (eat) fast food.
- Does Angela enjoy \_\_\_\_\_ (work) in a hospital?

#### 2 Translate the fragments in brackets into English.

- A lot of people \_\_\_\_\_ (nie stać na to, by jeść) in a restaurant every day.
- I \_\_\_\_\_ (rozważam zostanie) a volunteer.
- Jenny and Rich should \_\_\_\_\_ (uniknąć kłócenia się) in front of their children.
- In the winter I always \_\_\_\_\_ (tęsknię za pływaniem) in the sea.
- Most of my friends \_\_\_\_\_ (woli nosić) jeans to sweatpants.
- Jim \_\_\_\_\_ (zdecydował się kupić) a navy blue suit.
- Rob \_\_\_\_\_ (chciałby spędzać) more time with his friends.
- Amy works for a charity – \_\_\_\_\_ (uwielbia pomagać) people in need.
- We \_\_\_\_\_ (zdołaliśmy skończyć) our project on time.
- Peter \_\_\_\_\_ (lubi pracować) in a team.

## 2.2

## Past Continuous and Past Simple

Czasu Past Continuous używamy:

- opisując dłuższe czynności, które trwały w określonej chwili w przeszłości i które często są tłem dla innych wydarzeń (wyrażanych w czasie Past Simple):

At 7 a.m. Doug **was having** breakfast. He **was sitting** at the table and **drinking** his coffee.

O siódmej rano Doug jadł śniadanie. Siedział przy stole i pił kawę.

- mówiąc o czynnościach trwających w przeszłości, podczas których nastąpiły inne zdarzenia (wyrażane w czasie Past Simple):

When he **was finishing** his breakfast, suddenly Meg **came** into the kitchen. Kiedy kończył śniadanie, nagle do kuchni weszła Meg.

Zdania twierdzące (Affirmative)

I/He/  
She/It

was

watching  
TV.

You/We/  
They

were

Zdania przeczące (Negative)

I/He/

wasn't  
(was not)

It

watching  
TV.

You/

weren't  
(were not)

We/  
They

Pytania ogólne  
(Yes/No questions)

Was

I/he/  
she/it

watching  
TV?

Were

you/we/  
they

Krótkie odpowiedzi  
(Short answers)

Yes, I/he/she/it was.

No, I/he/she/it wasn't.

Yes, you/we/they were.

No, you/we/they weren't.

Pytania szczegółowe (Wh- questions)

What

was I/he/  
she/it  
were you/we/  
they

watching? Who was watching  
TV?

Pytania o podmiot  
(Subject questions)

## 1 Choose the correct option.

- I lay / was lying on the beach when suddenly it started / was starting raining.
- What did you do / were you doing when I called / was calling you at four o'clock this afternoon?
- The first time I was seeing / saw my boyfriend, he danced / was dancing at a party.
- We were having / had lunch when the phone was ringing / rang.
- It was a beautiful morning. I left / was leaving home to go to work. Suddenly the postman was knocking / knocked on the front door.
- When my mother drove / was driving to work yesterday, she saw / was seeing her old friend from school.
- Molly was breaking / broke her leg when she climbed / was climbing a tree.
- Was Susan studying / Did Susan study yesterday at 8 p.m.?

## 2.5

## used to

Wyrażenia **used to** używamy, mówiąc o stanach i czynnościach, które powtarzały się w przeszłości i już nie mają miejsca.

**I used to play tennis a lot.** Dużo grałam w tenisa. (Teraz już tego nie robię albo robię to rzadko.)

**He didn't use to be so unkind.** Kiedyś nie był taki nieuprzejmy. (Teraz to się zmieniło.)

Kiedy mówimy o czynnościach lub stanach, które zdarzyły się tylko raz lub zdarzały się nieregularnie, nie używamy wyrażenia **used to**, tylko czasu Past Simple:

**In high school we went to the mountains two or three times.**  
W szkole średniej pojechaliśmy w góry dwa lub trzy razy.

Zdania twierdzące (Affirmative)

I/You/He/

She/It/ used to swim.

We/They

Zdania przeczące (Negative)

I/You/He/ didn't use

She/It/ (did not use) swim.

We/They to

Pytania ogólne (Yes/No questions)

Did I/you/he/  
she/it/we/  
they use to swim?

Krótkie odpowiedzi  
(Short answers)

Yes, I/you/he/she/it/  
we/they did.

No, I/you/he/she/it/  
we/they didn't.

Pytania szczegółowe (Wh- questions)

Where did I/you/  
he/  
she/  
it/we/  
they use to swim? Who used to swim?

Pytania o podmiot  
(Subject questions)

1 Complete the sentences with **used to + verb**.

- Kim \_\_\_\_\_ (be) much more confident about herself.
- \_\_\_\_\_ (our neighbours/live) abroad before they moved here?
- My boyfriend's friends \_\_\_\_\_ (not like) me.
- Who \_\_\_\_\_ (cook) you dinner when you were ten years old?
- \_\_\_\_\_ (you/have) a mobile phone when you were very little?

2 Write sentences from the prompts. Use **used to** where possible. If not, use the **Past Simple**.

- I / go to the cinema / with my grandparents / every week  
\_\_\_\_\_
- we / not have / mobile phones or computers  
\_\_\_\_\_
- my family / move / to San Francisco  
\_\_\_\_\_
- I / get / a digital watch / for my seventh birthday  
\_\_\_\_\_

## 3.2 Present Perfect with *just*, *already*, *(not) yet* and Past Simple

Czasu Present Perfect używamy, mówiąc o czynnościach i zdarzeniach, które zakończyły się w przeszłości, ale nie wiemy lub nie jest istotne, kiedy dokładnie się wydarzyły:  
*I have read many biographies and autobiographies.*  
 Przeczytałem/Przeczytałam wiele biografii i autobiografii.  
 (Nie jest istotne, kiedy to zrobiłem/zrobiłam.)

Typowe określenia czasu używane w zdaniach w czasie Present Perfect:

• **ever** (kiedyś/kiedykolwiek) – występuje w pytaniach:  
*Have you ever been to an art gallery?*  
 Czy kiedykolwiek byłeś/byłaś w galerii sztuki?

• **never** (nigdy) – występuje w zdaniach przeczących:  
*My grandparents have never left England.*  
 Moi dziadkowie nigdy nie wyjeżdżali z Anglii.

• **since then** (od tego czasu):  
*She won The X Factor in 2006. Since then she has sold millions of albums.*  
 Wygrała X Factor w 2006 roku. Od tego czasu sprzedała miliony płyt.

• **already** (już) oraz **just** (dopiero co / właśnie) – występują w zdaniach twierdzących po czasowniku posiłkowym *have*, a przed trzecią formą czasownika głównego:  
*I have already seen it. Już to widziałam.*  
*They have just left. Właśnie wyszli.*

• **yet** – występuje w zdaniach przeczących (jeszcze nie) lub pytaniach (już), zawsze na końcu zdania:  
*I haven't seen her yet. Jeszcze jej nie widziałem.*  
*Has she written any songs yet? Czy ona napisała już jakieś piosenki?*

Jeżeli chcemy dokładnie określić, kiedy dane zdarzenie lub sytuacja miały miejsce w przeszłości, używamy czasu Past Simple. Czas ten stosujemy również w pytaniach dotyczących konkretnego wydarzenia:

*She won a Grammy in 2009. W 2009 roku zdobyła nagrodę Grammy.*

*When did you see Blur play live? Kiedy widziałeś Blur na żywo?*

### 1 Complete the sentences with the words in brackets in the correct tense.

- A: \_\_\_\_\_ (you/ever/be) to the opera?  
 B: Yes. I \_\_\_\_\_ (go) to the opera last month.  
 I \_\_\_\_\_ (see) *Madama Butterfly* by Puccini.
- Camilla Läckberg \_\_\_\_\_ (write) many crime stories. She \_\_\_\_\_ (write) her latest crime story in 2011.
- Look, Pierre \_\_\_\_\_ (just/upload) some videos.
- My favourite singer \_\_\_\_\_ (release) his new single last week, but I \_\_\_\_\_ (not hear it/yet).
- Emily \_\_\_\_\_ (already/buy) a birthday present for her mum.

## 3.5 Comparative and superlative adjectives - *too* and *enough*

• Przymiotników w stopniu wyższym oraz słówka *than* (od, niż) używamy w celu porównania dwóch osób lub rzeczy:  
*Daniel Craig is taller than Zac Efron.* Daniel Craig jest wyższy od Zaca Efrona.

• Aby porównać dwie osoby lub rzeczy, możemy także użyć konstrukcji *not as + przymiotnik + as* (nie tak ... jak):  
*Rupert Grint is not as famous as Daniel Radcliffe.*  
 Rupert Grint nie jest tak sławny jak Daniel Radcliffe.

• Przymiotników w stopniu najwyższym używamy, by powiedzieć, że ktoś lub coś posiada jakąś cechę w największym natężeniu (w porównaniu z przynajmniej dwiema innymi rzeczami lub osobami):  
*Sean Connery is the tallest.* Sean Connery jest najwyższy.

Przymiotniki (Adjectives)	Stopień wyższy (Comparative)	Stopień najwyższy (Superlative)	
Jednosylabowe	young nice hot	younger nicer hotter	the youngest the nicest the hottest
Jedno- lub dwusylabowe, zakończone na -y	pretty dry	prettier drier	the prettiest the driest
Dwusylabowe lub dłuższe	attractive difficult	more attractive more difficult	the most attractive the most difficult
Nieregularne	good bad far	better worse further	the best the worst the furthest

Wyrażeń **too** + przymiotnik (zbyt...) oraz **not** + przymiotnik + **enough** (niewystarczająco...) używamy, aby zasygnalizować nadmiar lub niedobór jakiejś cechy:

*You're too young to watch this film.* Jesteś za młoda, by obejrzeć ten film.

*The comedian was not funny enough.* Komik nie był wystarczająco zabawny.

Warto przy okazji pamiętać, że w wyrażeniu z **enough** kolejność wyrazów (przymiotnik + **enough**) jest odwrotna w porównaniu z językiem polskim (niewystarczająco + przymiotnik).

### 1 Translate the words in brackets into English.

- In the evenings I'm usually \_\_\_\_\_ (zbyt zmęczony, by) watch films.
- New York is \_\_\_\_\_ (bardziej nowoczesny niż) Barcelona.
- I'm \_\_\_\_\_ (niewystarczająco wysoka, by) become a model.
- January is \_\_\_\_\_ (najzimniejszym) month of the year.
- Katy Perry \_\_\_\_\_ (nie jest tak popularna jak) Miley Cyrus.

## 4.2 Present Perfect with *for* and *since*

Czas Present Perfect stosujemy między innymi do opisywania stanów i czynności, które rozpoczęły się w przeszłości i trwają do chwili obecnej. Zwykle posługujemy się wtedy wyrażeniami z *since* i *for*.

- **Since** określa **moment**, w którym rozpoczęła się dana czynność lub stan trwający do chwili obecnej:  
*since 2000 / Monday / last summer / my birthday* – od 2000 r. / poniedziałku / ostatniego lata / moich urodzin
- **For** określa **okres**, przez który trwa dana czynność lub stan:  
*for five minutes / two weeks / a long time / ages* – od pięciu minut / dwóch tygodni / długiego czasu / wieków

Tłumacząc tego typu zdania na język polski, używamy czasu teraźniejszego:

*My parents have had this house since 1990.* Moi rodzice mają ten dom od 1990 roku.

*I have known Carol for 10 years.* Znam Carol od 10 lat.

Aby zapytać, od jak dawna trwa jakiś stan lub odbywa się jakaś czynność, używamy wyrażenia *How long ...?*:

*How long have you lived in this house?* Od jak dawna mieszkacie w tym domu?

- 1 Look at today's date and time and complete the table with the correct time expressions.

since	=	for
1 since December	=	
2 since Saturday	=	
3	=	for 45 minutes
4 since breakfast	=	
5	=	for 27 years
6	=	for five weeks
7 since I started school	=	

- 2 Write questions with *How long ...?* Then write two answers to each question with *since* and *for*. Use your general knowledge or check the answers at the bottom of the page.

- the USA / independent?  
\_\_\_\_\_?  
\_\_\_\_\_.
- Poland / be in the European Union?  
\_\_\_\_\_?  
\_\_\_\_\_.
- Agnieszka Holland / work as a film director?  
\_\_\_\_\_?  
\_\_\_\_\_.
- people / travel in space?  
\_\_\_\_\_?  
\_\_\_\_\_.

## 4.3 Present Continuous, *be going to* and *will*

Czasu Present Continuous używamy w odniesieniu do przyszłości, mówiąc o sprecyzowanych planach, w realizacji których poczyniono już przygotowania, a ich szczegóły (czas, miejsce itp.) zostały określone. W języku polskim również posługujemy się w takich sytuacjach czasem teraźniejszym:

*I can't go shopping tomorrow at five. I'm playing tennis with Joy.* Nie mogę iść na zakupy jutro o piętej. Gram w tenisa z Joy. (Już się z nią umówiłem/umówiłam.)

Konstrukcji *be going to* + bezokolicznik używamy, mówiąc o zamiarach i planach na przyszłość, które mogą ulec zmianie:

*Are you going to invite your aunt to the party?*  
Czy zamierzasz zaprosić swoją ciocię na przyjęcie?

Formy *will* + bezokolicznik używamy do wyrażania spontanicznych decyzji, często podejmowanych w momencie mówienia i będących reakcją na nową sytuację. W zdaniach z *will* często używamy zwrotów takich jak *I think I'll ...*, *I'll probably ...*, *Don't worry, I'll ...*:

*I think I'll ask Luke for help.* Myślę, że poproszę Luke'a o pomoc.

- 1 Complete the sentences with the words in brackets in the most appropriate future form.

- Mum \_\_\_\_\_ (see) the dentist this afternoon.
- It's my birthday next month but I \_\_\_\_\_ (not have) a party.
- Brrr, it's cold in here. I think I \_\_\_\_\_ (turn) the heating on.
- What \_\_\_\_\_ (you/do) later? Do you want to go for a coffee?
- My cousin \_\_\_\_\_ (get married) in May.
- Sorry, I can't talk now. I \_\_\_\_\_ (call) you back later.
- A: These bags are so heavy.  
B: I \_\_\_\_\_ (carry) them for you.
- \_\_\_\_\_ (you/study) in London or in Poznań?

- 2 What will these people say in the following situations? Choose the best option.

- Osoba zamawiająca napój w barze:  
*I'll have / I'm going to have / I'm having* a big glass of orange juice, please.
- Osoba, którą przyjaciel zaprosił na piknik w sobotę:  
I can't come. My uncle *will paint / is going to paint* his house and *I'll help / I'm going to help* him.
- Osoba, której kuzyn właśnie opowiedział o kłopotcie wuja:  
What? Uncle Bob *will paint / is going to paint* his house all by himself on Saturday? *I'll help / I'm helping* him!
- Przedsiębiorca opowiadający dziennikarzom o swoich planach na nowy rok: *I'm going to help / I'll help / I'm helping* some African charities this year.

## 5.2 First Conditional

Zdań warunkowych pierwszego stopnia (First Conditional) używamy, mówiąc o zdarzeniach, które mogą nastąpić w przyszłości, jeżeli zaistnieją określone warunki.

**If I tell them the truth, they won't believe me.** Jeśli powiem im prawdę, nie uwierzą mi.

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu Present Simple. W zdaniu nadrzędnym (opisującym konsekwencję) używamy *will/won't*. Zdania te mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek.

*If* + Present Simple,  
(warunek)

*will/won't* + bezokolicznik  
(konsekwencja)

**If he works hard,**  
Jeśli będzie ciężko pracował,

**he will pass his exams.**  
zda egzaminy.

*will/won't* + bezokolicznik  
(konsekwencja)

*if* + Present Simple  
(warunek)

**He will pass his exams**  
Zda egzaminy,

**if he works hard.**  
jeśli będzie ciężko pracował.

### 1 Choose the correct option.

- If Joe passes / will pass all his exams, his parents buy / will buy him a car.
- My teacher doesn't / won't mind if I finish / will finish my essay tomorrow.
- If Ella doesn't / won't find a job this year, she does / will do voluntary work to get experience.
- They miss / will miss all their friends if they choose / will choose to go abroad.
- If the school uniform is / will be compulsory next year, we have / will have to wear it.
- If John drops / will drop PE and art, he has / will have more time for academic subjects.
- Will you help / Do you help me with my homework if I will have / I have a problem?
- Sandra doesn't do / won't do a gap year if she doesn't collect / won't collect some money.

### 2 Complete the sentences to make them true for you.

- I will get a place at university if ...
- If I don't get a place at university, I ...
- If my timetable is very demanding next year, ...
- I won't get good marks if ...
- If I don't get a good job, ...
- I will move house if ...
- I will travel round the world if ...
- If I get stressed about my exams, I ...
- I will do voluntary work if ...
- If I have more free time I ...

## 5.3 Relative clauses

Tworząc zdania podrzędne, które podają informację pozwalającą zidentyfikować konkretną osobę, rzecz lub miejsce (relative clauses), używamy następujących zaimków względnych (relative pronouns):

*who* i *that*, gdy mówimy o ludziach:

*This is the teacher **who/that** teaches my class.* To jest nauczyciel, który uczy moją klasę.

*which* i *that*, gdy mówimy o rzeczach:

*Is this the laptop **which/that** you ordered?* Czy to jest laptop, który zamówiłaś?

*where*, gdy mówimy o miejscach:

*We're going to visit the school **where** my mum taught for twenty years.* Odwiedzimy szkołę, w której moja mama uczyła przez dwadzieścia lat.

Zaimki względne *who*, *which*, *where* i *that* zwykle stawiamy tuż po osobie, rzeczy lub miejscu, do których się odnoszą. Zaimki *who*, *which* i *that* można pominąć, jeżeli następuje po nim zaimek osobowy lub rzeczownik:

*We have a timetable (**which/that**) we can change.*  
Mamy plan zajęć, który możemy zmieniać.

### 1 Add the relative pronouns *who*, *where* or *which* where necessary.

- We live in a town doesn't have a university.
- Do you know the boy is dancing with Molly?
- Sam used to live in a country the schools are very good.
- This is the teacher teaches my sister.
- A levels are exams you take at the age of eighteen.
- Bath is a small town has many historic sites.
- What is the school subject you like best?
- I go to a school uniforms are compulsory.
- Is this the girl lives in the house opposite yours?
- France is the country Susan loves the most.

### 2 Join the pairs of sentences using relative pronouns.

- There is a nice café. We can go there.  
\_\_\_\_\_
- I know a boy. He speaks perfect Chinese.  
\_\_\_\_\_
- McDonald's is a restaurant. It sells hamburgers and chips.  
\_\_\_\_\_
- I'm sure you'll find a job. You're going to love it.  
\_\_\_\_\_
- My cousin knows lots of websites. You can play online games there.  
\_\_\_\_\_
- Tina is a great sportswoman. She never gives up.  
\_\_\_\_\_
- Titanic* is a film. I've seen it about ten times.  
\_\_\_\_\_
- This is the man. I saw him in front of the jeweller's.  
\_\_\_\_\_

## 6.2 Second Conditional

Zdań warunkowych drugiego stopnia (Second Conditional) używamy, mówiąc o:

- obecnych sytuacjach lub stanach, których zmiana jest niemożliwa lub mało prawdopodobna:  
**If I were rich, I would live in a huge house.** Gdybym był/była bogaty/bogata, mieszkałbym/mieszkałabym w ogromnym domu.
- czymś, co teoretycznie mogłoby nastąpić w przyszłości, ale jest mało realne:  
**If he left home earlier, he would never be late for work.** Gdyby wychodził z domu wcześniej, nigdy nie spóźniałby się do pracy.

W zdaniu podrzędnym rozpoczynającym się od *if* (opisującym warunek) używamy czasu Past Simple.

W zdaniu nadrzędnym (opisującym konsekwencję) używamy *would/wouldn't*. (Forma skrócona czasownika *would* to 'd.) Podobnie jak w zdaniach warunkowych pierwszego stopnia zdania składowe mogą wystąpić w dowolnej kolejności. Jeśli zdanie podrzędne występuje jako pierwsze, stawiamy po nim przecinek.

<i>if</i> + Past Simple, (warunek)	<i>would/wouldn't</i> + bezokolicznik (konsekwencja)
<i>If Sue knew Italian,</i> Gdyby Sue знаła włoski,	<i>she'd apply for this job.</i> ubiegałaby się o tę pracę.

<i>would/wouldn't</i> + bezokolicznik (konsekwencja)	<i>if</i> + Past Simple (warunek)
<i>Sue would apply for this job</i> Sue ubiegałaby się o tę pracę,	<i>if she knew Italian.</i> gdyby знаła włoski.

W zdaniach warunkowych drugiego stopnia po *I, he, she* oraz *it* można użyć zarówno formy *was*, jak i *were*. Formy *were* używamy częściej w wypowiedziach formalnych i w języku pisanym.

Warto pamiętać, że w wyrażeniu **If I were you** (Gdybym był/była tobą / Na twoim miejscu) zazwyczaj używa się *were*.

**If I were you, I would tell him the truth.** Na twoim miejscu powiedziałbym/powiedziałabym mu prawdę.

### 1 Complete the sentences in the Second Conditional.

- If everybody \_\_\_\_\_ (go) to university, nobody \_\_\_\_\_ (want) to do hard physical work.
- Buses \_\_\_\_\_ (not be) so crowded if more people \_\_\_\_\_ (work) from home.
- If people \_\_\_\_\_ (not apply) for low paid jobs, salaries \_\_\_\_\_ (go) up.
- Family relationships \_\_\_\_\_ (improve) if parents \_\_\_\_\_ (spend) more time with their children.
- You \_\_\_\_\_ (be) happier if you \_\_\_\_\_ (have) an interesting and well-paid job.

## 6.5 Modal verbs for obligation and permission

Wyrażając nakaz, konieczność lub przymus, używamy:

- czasownika modalnego **must**, zwłaszcza kiedy opisujemy wewnętrzną konieczność odczuwaną przez osobę mówiącą:  
**I must talk to her right now.** Muszę z nią natychmiast porozmawiać. (Mam taką potrzebę.)
- konstrukcji **have to**, kiedy opisujemy przymus zewnętrzny wynikający z przepisów lub ustaleń:  
**My brother has to wear a suit to work.** Mój brat musi nosić do pracy garnitur. (Takie są tam zasady.)
- konstrukcji **need to**:  
**Neil often needs to do overtime.** Neil często musi brać nadgodziny.

Wyrażając brak przymusu lub konieczności, używamy:

- konstrukcji **don't have to**:  
**A teacher doesn't have to do physical work.** Nauczyciel nie musi pracować fizycznie.
- konstrukcji **don't need to / needn't**:  
**You needn't come to the office. You can work from home.** Nie musisz przychodzić do biura. Możesz pracować w domu.  
**You don't need to write the essay again.** Nie musisz pisać tej pracy jeszcze raz.

Mówiąc o tym, co jest dozwolone, używamy czasownika **can**:  
**Journalists can work flexible hours.** Dziennikarze mogą pracować w elastycznych godzinach.

Mówiąc o tym, co jest niedozwolone, używamy:

- czasownika **can't**, zwłaszcza kiedy opisujemy przymus zewnętrzny:  
**I can't leave the office during office hours.** Nie mogę wyjść z biura w godzinach urzędowania.
- czasownika **mustn't**, jeśli chcemy wyrazić bardzo silny zakaz:  
**You mustn't check your private email at work.** Nie wolno sprawdzać prywatnej poczty elektronicznej w pracy.

### 1 Choose the correct option.

- A:** It is a formal meeting?  
**B:** No, you *must / don't need to / can* wear a tie.
- A:** Can I smoke in here?  
**B:** I'm afraid you can't. You *need to / needn't / mustn't* smoke anywhere inside this building.
- A:** What's wrong? You look stressed.  
**B:** I am. I *can / needn't / have to* finish all this work before the end of the week. There's so much of it!
- A:** Mr Long, I'd like to take a day off tomorrow.  
**B:** Sorry, I'm afraid you *don't need to / must / can't*. We're too busy in the office tomorrow.
- A:** You look worried. What's wrong?  
**B:** I have a meeting with my boss today. I *needn't / need to / don't need to* get to work on time. Otherwise, I'll lose my job.
- A:** Why can't Sarah come with us?  
**B:** She *needs to / has to / can* prepare a presentation for her boss.

## 7.2 The Passive

Stronę bierną (The Passive) stosujemy, gdy bardziej interesuje nas sama czynność niż to, kto ją wykonuje. Jeżeli jednak chcemy wspomnieć o wykonawcy czynności, używamy słówka **by**.  
*This shopping mall **is visited by** about 50,000 people every day.*  
 To centrum handlowe odwiedzane jest przez około 50 000 osób dziennie.

Tłumacząc zdania w stronie biernej z angielskiego na polski, niekiedy używamy strony biernej, a niekiedy formy bezosobowej (np. *dano, powiedziano, podaje się, mówi się, trzeba, można*):

*How many languages **are spoken** in the USA?*  
 Iloma językami mówi się w USA?

Stronę bierną w poszczególnych czasach gramatycznych tworzymy za pomocą odpowiedniej formy czasownika *to be* w danym czasie oraz trzeciej formy czasownika głównego (Past Participle).

<b>Present</b>	<i>Tea <b>is grown</b> in India.</i>
<b>Simple</b>	Herbata uprawiana jest w Indiach.
<b>Passive</b>	<i>Cars <b>are not repaired</b> here.</i> Tutaj nie naprawia się samochodów. <i>Where <b>are</b> the tickets <b>sold</b>?</i> Gdzie sprzedawane są bilety?
<b>Past</b>	<i>I <b>was offered</b> a job.</i> Zaproponowano mi pracę.
<b>Simple</b>	<i>These tablets <b>were not produced</b> in China.</i>
<b>Passive</b>	Tych tabletek nie wyprodukowano w Chinach. <i>Where <b>was</b> our car <b>made</b>?</i> Gdzie wyprodukowano nasz samochód?
<b>Present</b>	<i>The house in High Street <b>has been sold</b>.</i>
<b>Perfect</b>	Dom przy High Street został sprzedany.
<b>Passive</b>	<i>We <b>have not been informed</b> about the change.</i> Nie poinformowano nas o zmianie. <i><b>Has he been invited</b> to Kerry's wedding?</i> Czy on został zaproszony na ślub Kerry?
<b>Modal verbs</b>	<i>Conditions <b>must be improved</b>.</i> Trzeba poprawić warunki. <i>Parcels <b>can be sent</b> at the post office.</i> Paczki można wysłać na pocztę. <i>Do the rooms <b>need to be cleaned</b> every day?</i> Czy pokoje muszą być codziennie sprzątane?

### 1 Put the sentences in the correct order.

- 1 be / music / the iTunes store / downloaded / from / can  
\_\_\_\_\_
- 2 organically / plants / farm / on / are / our / grown  
\_\_\_\_\_
- 3 uniforms / are / by / in England ? / worn /  
all schoolchildren  
\_\_\_\_\_
- 4 have / since 1988 / been / these shoes / produced  
\_\_\_\_\_
- 5 son / month / is / given / presents / their / every  
\_\_\_\_\_

## 7.5 Quantifiers

Aby określić przybliżoną ilość czegoś lub zapytać o nią, możemy użyć poniższych wyrażzeń:

Określnik (Quantifier)	Rzeczowniki policzalne (Countable nouns)	Rzeczowniki niepoliczalne (Uncountable nouns)
	How many?	How much?
Ile?	<i><b>How many</b> friends have you got?</i> Ile masz przyjaciół?	<i><b>How much</b> money have you got?</i> Ile masz pieniędzy?
(bardzo) mało	(very) few <i>I've got (very) few friends.</i> Mam (bardzo) mało przyjaciół.	(very) little <i>I've got (very) little money.</i> Mam (bardzo) mało pieniędzy.
kilka/ trochę	a few <i>I've got a few friends.</i> Mam kilku przyjaciół.	a little <i>I've got a little money.</i> Mam trochę pieniędzy.
	some <i>I've got some friends.</i> <i>I've got some money.</i>	Mam kilku przyjaciół. Mam trochę pieniędzy.
dużo, wiele	many <i>Have you got many friends?</i> Masz wielu przyjaciół? <i>I haven't got many friends.</i> Nie mam wielu przyjaciół.	much <i>Have you got much money?</i> Masz dużo pieniędzy? <i>I haven't got much money.</i> Nie mam dużo pieniędzy.
	a lot of / lots of <i>I've got a lot of/lots of friends.</i> Mam wielu przyjaciół. <i>I've got a lot of/lots of money.</i> Mam dużo pieniędzy.	
za dużo	too many <i>I've got too many friends.</i> Mam zbyt wielu przyjaciół.	too much <i>I've got too much money.</i> Mam za dużo pieniędzy.
jakieś (w pytaniach)	any <i>Have you got any friends?</i> Masz jakichś przyjaciół? <i>Have you got any money?</i> Masz jakieś pieniądze?	
żadne (w przeczeniach)	any <i>I haven't got any friends.</i> Nie mam żadnych przyjaciół. <i>I haven't got any money.</i> Nie mam żadnych pieniędzy.	

### 1 Complete the conversation with quantifiers from the box.

[ any how many little lot of some ]

- Pia:** Thanks for inviting me to your party, Sam. You've got a <sup>1</sup>\_\_\_\_\_ presents! <sup>2</sup>\_\_\_\_\_ do you think you've got?
- Sam:** Maybe ten or twelve. And my parents gave me <sup>3</sup>\_\_\_\_\_ money. Have you had <sup>4</sup>\_\_\_\_\_ birthday cake? It's really delicious. Here, try some.
- Pia:** Oh, thanks, I'll have just a <sup>5</sup>\_\_\_\_\_, please. I've already eaten quite a lot.

