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# MATURA EXPLORER

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Pre-intermediate Student's Book

Jon Naunton with Beata Polit

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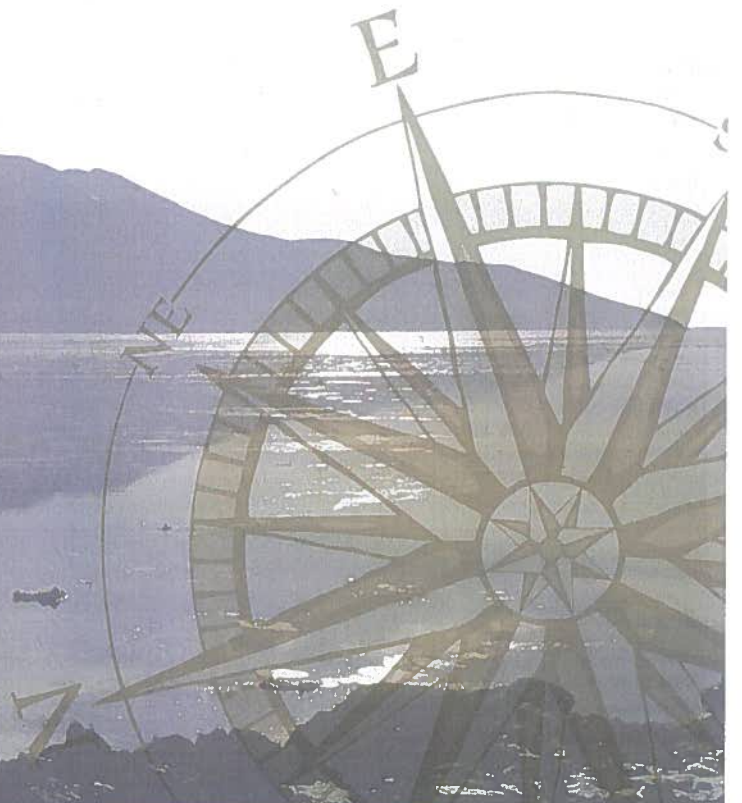
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# MATURA EXPLORER



Pre-intermediate Student's Book  
Jon Naunton with Beata Polit

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# My generation



### In this module you will learn

- **Communication:** meeting new people, at the youth centre
- **Vocabulary:** hobbies and pastimes
- **Reading and Listening:** Neighbourhoods, Boot camp
- **Writing:** a personal profile
- **Grammar:** present simple and present continuous

### Let's get started

**1** Describe the picture and answer the questions.

- 1 Why is the young person in the picture doing this kind of sport?
- 2 What is your favourite hobby? Why?

### Vocabulary

**2** Decide whether each of the adjectives in the box best describes your generation or your parents' generation. Write each one in the column you decide.

careful with money   conservative   creative  
 fashion-conscious   generous   hardworking   law-abiding  
 open-minded   optimistic   prejudiced   selfish   sociable

My generation	My parents' generation

**3** Compare your list with a partner. Explain your decisions.

**4** What is the relationship between different generations in Poland? Do different generations understand each other? What makes you think so?





# 1A A helping hand

## Reading

1 Study the pictures. How are these teenagers helping other people?



2 Read the interview with Melinda Bradley and answer the questions.

- 1 Who is the shelter for?
- 2 What are Melinda's reasons for volunteering?
- 3 Is she a typical teenager?

It's 7.15 on a cold and rainy Monday morning in South London. But inside the Hopewell shelter it is warm and welcoming. The shelter provides a bed for up to 20 homeless people every night. We're there to talk to 17-year-old Melinda Bradley. We find her in the kitchen, where she is chatting and laughing with some of its guests.

Hi Melinda. Something smells good. So what are you cooking?

Well, I'm making a cooked breakfast for everyone. It's important that they have something warm inside their stomachs.

So what do you do when you're not at the shelter?

Well, I live with my parents and I go to school in Croydon. I'm studying for my A levels\*.

I see. How often do you come down here?

I usually work here on Tuesday, but I'm working here today because another volunteer is ill. Sometimes I come two or three times a week if we are short of helpers.

Do the guests appreciate your help?

Yes they do. A lot of the runaways are teenagers. They usually want to speak to someone of their own age.

Why do you do it?

Because I want to do something to help the community. It doesn't take up much of my time, but it makes a big difference to the people here.

What do you get out of it on a personal level?

Well, it makes me feel good about myself and I never regret the time I spend here. It's really rewarding to do a little to help and I have a good time too – honestly!

## Grammar: present simple and present continuous

3 Sentences a–c use the present simple.

Match sentences a–c with uses 1–3.

- a I usually work here on Tuesday.
- b The shelter provides a bed for up to twenty homeless people every night.
- c I live with my parents and I go to school in Croydon.

- 1  a general fact
- 2  a piece of personal information
- 3  a routine / something that happens regularly

It's eight o'clock. She's saying goodbye as the final guests leave. She finishes tidying up the kitchen and quickly changes into her school uniform. Then it's off to school for the rest of her busy day.



A levels are like the Matura. They are exams students take when they finish school at age 18.



#### 4 Complete the table using *do*, *don't*, *does*, and *doesn't*.

##### The present simple

##### Affirmative statements

I/We/You/They live in London.

He/She/It lives in London.

##### Negative statements

I/We/You/They don't live in London.

He/She/It (1) \_\_\_\_\_ live in London.

##### Wh- questions

Where (2) \_\_\_\_\_ I/we/you/they live?

Where (3) \_\_\_\_\_ he/she/it live?

##### Yes / No questions

(4) \_\_\_\_\_ I/we/you/they live in London?

(5) \_\_\_\_\_ he/she/it live in London?

##### Short answers

Yes, I/we/you/they (6) \_\_\_\_\_.

Yes, he/she/it (7) \_\_\_\_\_.

No, I/we/you/they (8) \_\_\_\_\_.

No, he/she/it (9) \_\_\_\_\_.

#### ➔ See Grammar Reference, page 195

#### 5 Complete the questions and answers below using the present simple. Use a verb from the text.

- How often \_\_\_\_\_ Melinda \_\_\_\_\_ at the shelter?  
She \_\_\_\_\_ there once a week.
- How many people \_\_\_\_\_ Melinda \_\_\_\_\_ breakfast for? Eighteen.
- Where \_\_\_\_\_ Melinda \_\_\_\_\_ to school?  
In Croydon, South London.
- What \_\_\_\_\_ a lot of the homeless people \_\_\_\_\_? Someone to talk to.
- \_\_\_\_\_ Melinda \_\_\_\_\_ she makes a difference? Yes, she \_\_\_\_\_.
- \_\_\_\_\_ Melinda \_\_\_\_\_ the time she spends at the shelter? No, she \_\_\_\_\_ a second.

#### 6 Sentences a–c use the present continuous. Match sentences a–c with uses 1–3.

- I'm studying for my A levels.
- I'm making a cooked breakfast.
- I'm working here today because another volunteer is ill.

- an action we can see right now
- an action which is a change to the usual routine
- an action in progress over a longer period of time, around now

#### 7 Complete the table.

We make the present continuous with

*be* + verb + *-ing*:

She (1) \_\_\_\_\_ (2) *mak* \_\_\_\_\_ breakfast.

They (3) \_\_\_\_\_ (4) *eat* \_\_\_\_\_ breakfast.

To make the question we swap the order of the subject and *be*:

What (5) \_\_\_\_\_ she (6) *mak* \_\_\_\_\_?

(7) \_\_\_\_\_ they (8) *eat* \_\_\_\_\_ breakfast?

#### ➔ See Grammar Reference, page 195

#### 8 Which adverbs of frequency and time expressions do we use with the present continuous and which do we use with the present simple?

always at the moment currently never  
occasionally often right now sometimes  
this morning usually today

#### 9 Complete the sentences by changing the verbs into the present simple or the present continuous.

- Hey, why \_\_\_\_\_ (you / touch) my computer?  
Stop what you \_\_\_\_\_ (do) right now!
- She usually \_\_\_\_\_ (play) handball on Tuesday evenings, but at the moment she \_\_\_\_\_ (finish) her homework.
- The children \_\_\_\_\_ (make) so much noise that I can't hear what you \_\_\_\_\_ (say).
- We \_\_\_\_\_ (not go) to restaurants often, but today we \_\_\_\_\_ (celebrate) my exam results.
- How often \_\_\_\_\_ (Ian and Anne / visit) you?
- They usually \_\_\_\_\_ (come) on Friday, but they \_\_\_\_\_ (come) today for a change.

#### 10 CD1/02 Listen to the three ways of pronouncing verbs ending in *s*, then listen again and repeat:

/s/ as in *stops* /z/ as in *is* /ɪz/ as in *wishes*

#### 11 Work in pairs. As part of a school project, you want to write about a visitor to your country. Use the prompts below to make questions. Ask your partner

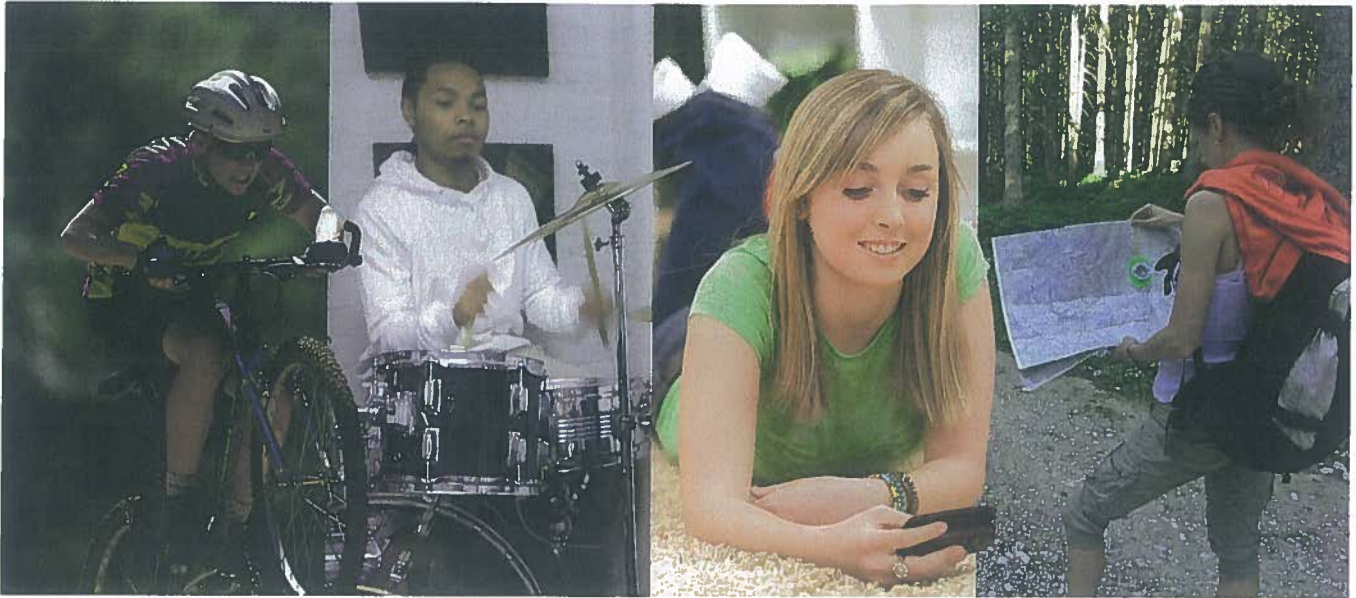
- his/her name
- where he/she is from
- his/her background
- what he/she does back home
- what he/she is are doing at the moment
- what he/she likes doing in their free time
- about his/her ambitions

Student A turn to p191, Student B turn to p193





# 1B What we like doing



### Listening

- 1 Look at the pictures. What do the people do in their free time?
- 2 CD1/03 Listen and complete the table.

Name	Hobbies or pastimes	Amount of time
Sally		
Justin and Alex		
Mark		
Hannah		

- 3 Complete the sentences with a preposition from the box.

about by into in of on

- 1 I'm really keen \_\_\_\_\_ handball.
- 2 I love travelling and I'm interested \_\_\_\_\_ other cultures.
- 3 I'm fond \_\_\_\_\_ arts and crafts and making things with my hands.
- 4 I'm fascinated \_\_\_\_\_ the Ancient Egyptians – I can write my name in hieroglyphs.
- 5 I'm totally crazy \_\_\_\_\_ Manchester United. I'm their biggest fan.
- 6 I'm \_\_\_\_\_ skateboarding. I practise about two hours a day.

### Pronunciation

- 4 CD1/04 When a word ending in a consonant comes before a word beginning with a vowel, we usually make a 'link'.
  - a I'm really keen on handball.
  - b I'm interested in other cultures.

What other links can you make in exercise 3?

### Grammar: stative verbs

- 5 Read the information about stative verbs, then put the verbs in the box into the correct list.

#### Stative verbs

There is a group of verbs that we don't usually use in the continuous form. These verbs usually refer to states or to the senses and emotions.

believe belong hate have hear know  
like love need own seem smell taste  
think understand want wish

States		Senses and Emotions	
knowledge and belief	possession	senses	emotions
<i>believe</i>			

- 6 Work in groups. Tell your group about ...

- a hobby you have.
- an unusual hobby that someone you know has.



## Reading

- 7 Study the picture at the bottom of the page. Discuss what you think these boys are doing, and why.

### Spotlight on reading and listening skills: prediction

Before you read or listen to a text, look at the photo and read the title. This can often give you an idea of what the text is about and help you listen or read more effectively.

- 8 Read the first paragraph of the text 'Boot Camp' and check your predictions.
- 9 Read the rest of the text and find out what these figures refer to.
- |               |            |            |
|---------------|------------|------------|
| 1 90 per cent | 3 12 days  | 5 17 hours |
| 2 30 per cent | 4 one hour |            |

### Matura practice

- 10 Read the text again. Decide which sentences are true and which are false. Put a cross (X) in the correct box.
- Children are sent to the camp as a punishment. True  False
  - The camp emphasises practical and physical activities. True  False
  - Around one third of Koreans are at risk of internet addiction. True  False
  - There is one girl in the programme. True  False
  - The camp is in Seoul. True  False
  - Lee Yun-hee thinks many Koreans live in an unreal world. True  False
  - Lee Chang-hoon's school work is suffering. True  False
  - Lee Chang-hoon will reduce the hours he spends gaming. True  False

### Speaking

- 11 Discuss the questions.
- Do you think you need a camp like this in Poland?
  - What do you think is a healthy amount of time to spend on the Internet each day?
  - What do you use the Internet for?

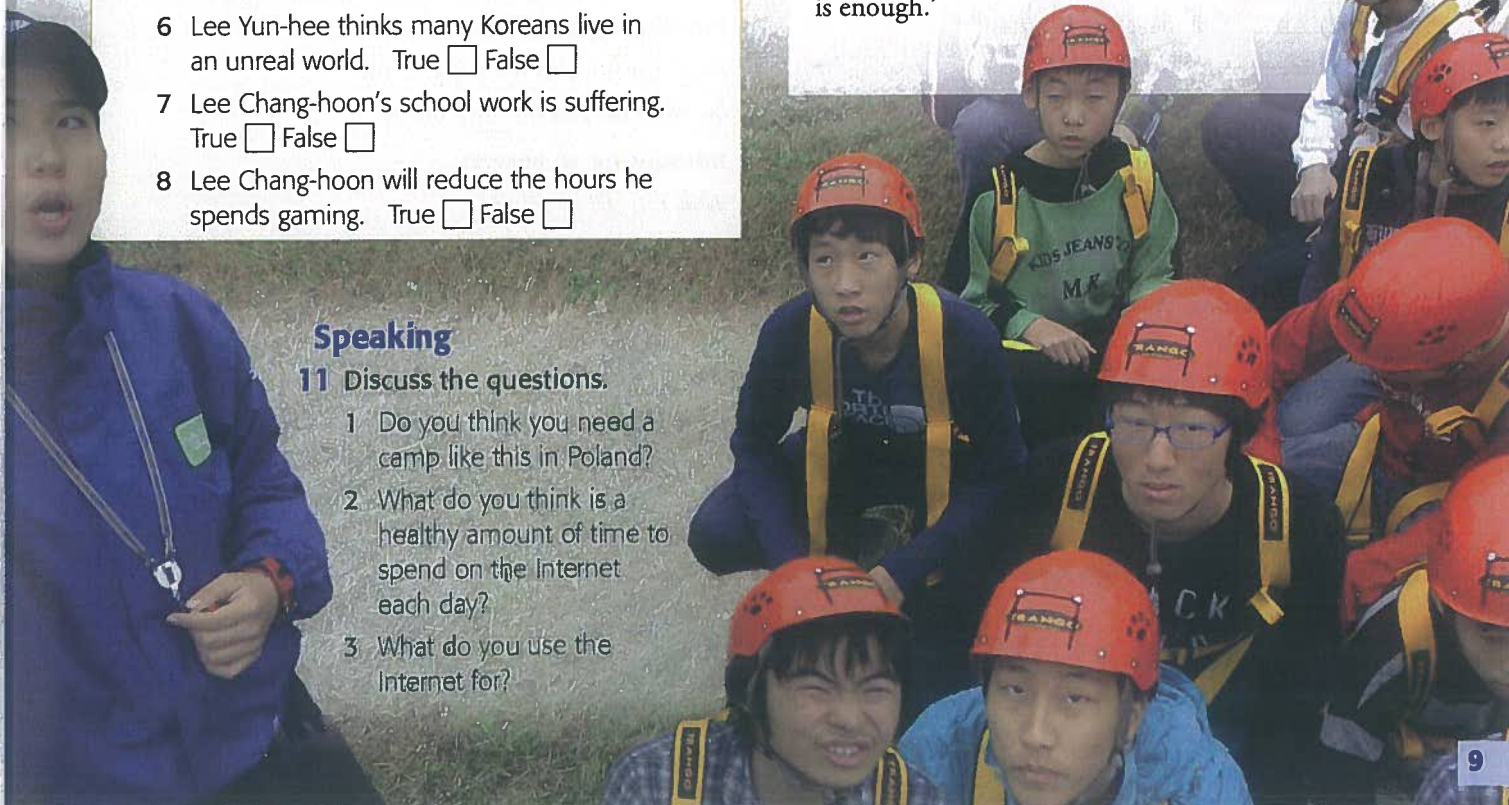
### Boot Camp

The world's first ever boot camp for teenagers addicted to the Internet is in South Korea. It provides a mixture of military-style physical exercise and rehabilitation. The teenagers climb over assault courses and learn how to ride horses as well as participate in workshops such as pottery and drumming.

The aim is to cure them of their obsessive use of computers in a country with almost universal internet access. Concern over compulsive internet use is growing in South Korea where 90 per cent of homes have high-speed broadband connections and some online games players die from exhaustion after playing for days on end. Psychiatrists estimate that up to 30 per cent of South Koreans are at risk of internet addiction. The rescue camp in woodland near the capital Seoul treats the most severe cases – they're all male. During the 12-day sessions participants can't use a computer and can only use their mobile phones for one hour a day.

Lee Yun-hee, a counselor, says that the priority of the camp is to provide them with a lifestyle that has its roots in the real world – not the Internet. She says, 'Young Koreans don't know what this is like.'

One participant, Lee Chang-hoon, regularly spends 17 hours a day in front of the screen, surfing Japanese comics and playing a roleplay game called 'Sudden Attack'. He usually plays all night and misses school to catch up on sleep. Three days into the physically challenging programme he says, 'I don't have a problem – seventeen hours a day online is fine.' A few days later he seems to change his mind. 'I'm not thinking about games now. Maybe five hours a day online is enough.'







# 1C Meeting new people

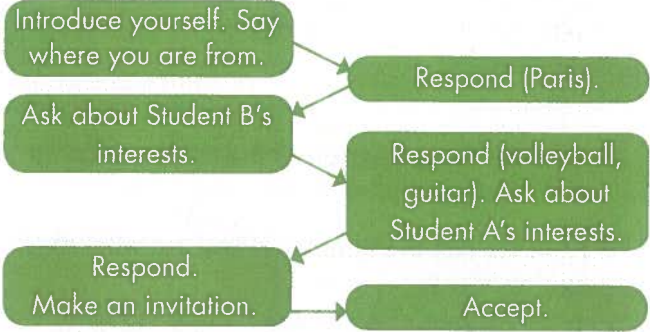
## Listening and speaking



4 You are talking to a student from France at a language course in Britain. Introduce yourself, ask him / her about their interests, and tell them about yours.

### Student A

### Student B



1 CD1/05 Dagmara is staying with some friends of her parents' in Cambridge. She is speaking to Rebecca, their neighbour's daughter. Listen to their conversation and tick (✓) the topics they mention.

- family  friends  pets
- hobbies  studies  sport
- ambitions  home town and country
- favourite books / films

2 CD1/05 Listen again and fill in the gaps.

S = Sam, R = Rebecca, D = Dagmara

S Hello, Rebecca. (1) \_\_\_\_\_ introduce you to Dagmara. She's from Poland. She's staying with us over the summer.

R (2) \_\_\_\_\_ to meet you, Dagmara.

(3) \_\_\_\_\_ visit to England?

D (4) \_\_\_\_\_ it isn't. But it is my first stay in Cambridge.

R And how (5) \_\_\_\_\_ so far?

D I'm (6) \_\_\_\_\_. It's a lovely city.

R So (7) \_\_\_\_\_ home?

D Well, I'm still at school – I have another two years at high school.

R And what do you (8) \_\_\_\_\_ in your free time?

D Well, I (9) \_\_\_\_\_ to music, and I really love playing tennis.

R So do I. (10) \_\_\_\_\_ to play tomorrow afternoon?

D Yes, please. (11) \_\_\_\_\_.

3 Make questions about the topics they didn't mention.

## Useful expressions

### Saying what you enjoy

*I like / love playing tennis.*

*I enjoy listening to music.*

### Giving your own reaction

*That sounds interesting.*

### Making invitations

*Would you like to play tennis?*

### Accepting and refusing

*Yes please. I'd love to.*

*I'd love to, but I'm busy.*

*Sorry, I can't.*

### Introducing questions

*And how are you finding it so far?*

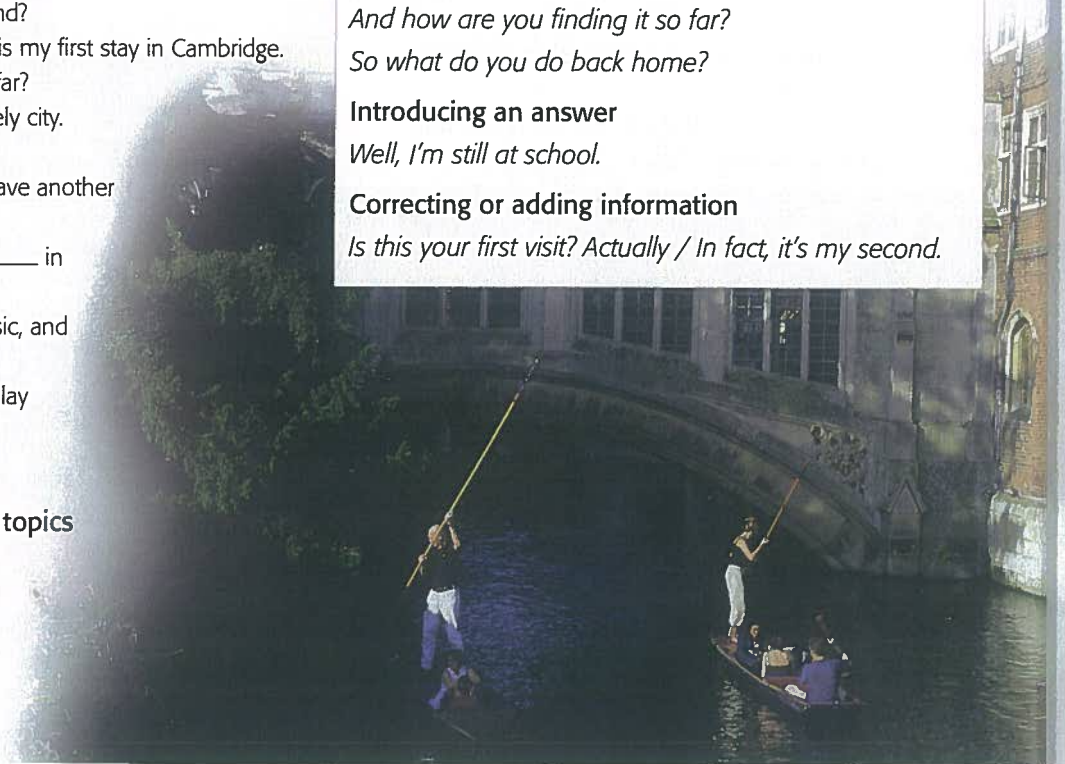
*So what do you do back home?*

### Introducing an answer

*Well, I'm still at school.*

### Correcting or adding information

*Is this your first visit? Actually / In fact, it's my second.*





**Writing: a personal profile**

- 5** Many teenagers belong to a social networking site where they talk about themselves. How many people in your class have blogs or web pages?
- 6** Read the pages for three students. Which one do you have most in common with? Which one would you like to contact?



Hi, I'm called Sarah and I'm from near Nottingham. I'm 16 and I live with my mum and sisters. I'm in year ten at my local school. I'm really interested in science and maths. When I leave school, I'd

like to study medicine because I'd like to work in a poor country for a few years before I come back and settle down. In my free time I go ice-skating. I'm crazy about medical dramas like *Grey's Anatomy* and *House M.D.* I enjoy most kinds of music but I don't like opera or rap! My favourite colours are pink and purple.



Hello there, my name's Marcus, but my friends call me Waldo. I come from Holloway which is in North London. I live with Beth, my younger sister, and my mum and dad. I'm captain of my school football team

and would like to be a professional player – my teachers think I am good enough. My favourite team's Arsenal, but tickets are so expensive I don't see them very often. I am also into music and am learning the saxophone. I really like jazz so my mates think I'm weird. I spend my time listening to old vinyl records of the great jazz artists – they sound better than on CD.



Hi everybody! We are Marion and Tara. We're fifteen and sixteen years old. We're crazy about everything Japanese. We'd like to go to Japan one day so we're learning Japanese from a CD. It's hard work but

fun. We both like Manga and think the characters and stories are really cool. Our favourite series is *Streetfighter Girl*. We've got a cat we call Tomoko after the heroine. We're also into heavy metal music and we're big fans of old heavy metal bands. We also spend a lot of time surfing the Internet and looking for stuff on Manga and games and stuff.

**Spotlight on writing skills: linkers (1)**  
*and*

*I am interested in chess and history.*

*or*

*I don't enjoy listening to classical music or going to the cinema.*

*but, because and so (that's why)*

*I enjoy tennis but I don't like squash / but not squash.*

*I'm learning English because I want to study in Canada one day.*

*I want to study in Canada one day, so (that's why) I'm learning English.*

**7** Join the sentences using the words in **bold** above.

- 1 I am a keen tennis player. I am a keen swimmer.
- 2 Walter hates watching TV. He likes listening to pop music.
- 3 I like to keep fit. I play a lot of sport.
- 4 I am crazy about American TV series. I am crazy about sudoku.
- 5 I love visiting monuments. I love reading about my country's history.
- 6 Kasia wants to be a doctor. She is working hard for her exams.
- 7 Marek loves snowboarding. He doesn't like ice hockey.
- 8 I don't enjoy listening to classical music. I don't enjoy going to the theatre.
- 9 I like watching cartoons. I don't like science fiction films.

**8** Find examples of these ways of linking in the three texts on the left.**9** Use the three example profiles, and *but*, *and*, *because* and *so* to write your personal profile for a blog page. Make yourself sound interesting! Use some or all of the categories underneath.

*name*  
*age*  
*nickname*  
*where you live*  
*where exactly you are from*  
*free time*  
*family situation*  
*studies*  
*ambitions*  
*favourite subjects*  
*likes and dislikes*  
*favourite animals*





# 1D Neighbourhoods



## Reading

1 Look at the pictures of three cities. Which one do you think is ...

- Berlin?
- San Francisco?
- London?

2 Match the words in the box to the definitions that follow.

multicultural  immigrant  refugee   
 neighbourhood  community

- 1 a group of people who are similar in a special way and often live in the same area
- 2 a person who has come to live in a country from another country
- 3 with people of many different cultures and traditions
- 4 a particular area of town or city with a clear identity
- 5 a person who leaves their own country as the result of a war or persecution

3 Read about different neighbourhoods in the three famous cities and answer the questions by writing *B* for Berlin, *L* for London and *S* for San Francisco.

Which city ...

- 1 has a world-famous choir?
- 2 has one person in three from another country?
- 3 is home to a large Turkish community?
- 4 has lots of street paintings?
- 5 welcomes immigrants from its ex-colonies?
- 6 holds two annual events that are famous worldwide?
- 7 has three remarkable districts?
- 8 has a building that three different religions have used?
- 9 has lots of Spanish-speaking new arrivals?

4 Which of the three would you most like to visit? Why?

5 Do any Polish cities have areas that are similar to the ones described?



### The New Berlin

These days, Berlin is one of the most exciting multicultural cities in Europe. A third of its 3.5 million people aren't originally from Germany. They come from 185 different countries, and many of them live in communities with other people from their homelands. These neighbourhoods are great places to visit and each one has its own very different look and atmosphere. We're here in the Kreuzberg area where many people from Turkey now live. People are buying special foods from Turkey and eating in Turkish restaurants. We can find clubs there too. In these clubs people from many different cultures come together to play music and dance. Another area is the Art Mile which is the city's lively art centre. Every year it has two international festivals that attract visitors from around the world. People also love the area called Prenzlauerberg. Its streets are jumping with the energy of its musicians, artists and designers.

**'Its streets are jumping with the energy of its musicians, artists and designers.'**

### A London Welcome

The whole world lives in London. Fifty nationalities with communities of more than 50,000 live in the city, and speak 300 languages. Most of these Londoners are the second and third-generation descendants\* of subjects\* of the old British Empire. I am with Annas Ali, a 17-year-old Londoner of Bangladeshi descent, and we are pushing through the crowds filling Brick Lane in London's East End. People are celebrating the Bangladeshi festival of Baishakhi Mela. The British flag flies alongside the green and red flag of Bangladesh. Nowadays people call the neighbourhood Banglatown. But the East End has a long history of welcoming immigrants and refugees, from French Protestants in the 1600s to the Jewish population in the 1890s. In fact, we are standing in front of the old French Protestant church, which after becoming a synagogue is now a mosque!

**'The whole world lives in London'**

descendants a person's descendants are the people in later generations who are related to them  
 subjects people who live in or belong to a particular country, usually ruled by a king or queen

### Destination San Francisco

The Mission Dolores church in San Francisco dates from 1791 and is at the centre of San Francisco. Every Sunday, you can hear wonderful music from its famous choir. After waves of immigrants from Ireland, Germany and Italy, it is now the turn of new arrivals from Mexico and Central and South America. It is easy to see

**'It isn't just the music that is full of life and colour, but the art of the district too.'**

the style that these recent additions give the neighbourhood. You can see it in the art on the walls, taste it in the food and hear it in the music. It isn't just the music that is full of life and colour, but the art of the district too. The local art community stays close to the area's culture and tradition. A local art organisation often leads people on walks through the district. They visit streets which are famous for their murals. These murals reflect the interests of the communities that live in the district.

San Francisco

Berlin

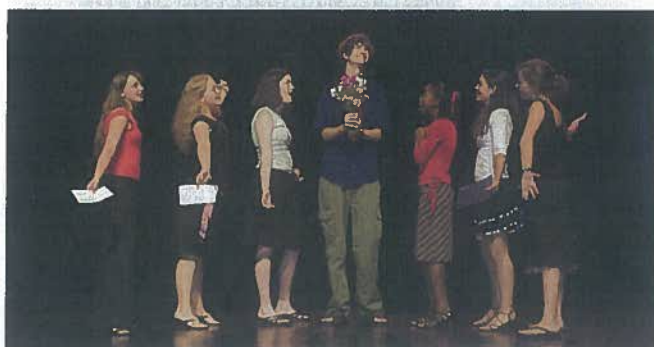
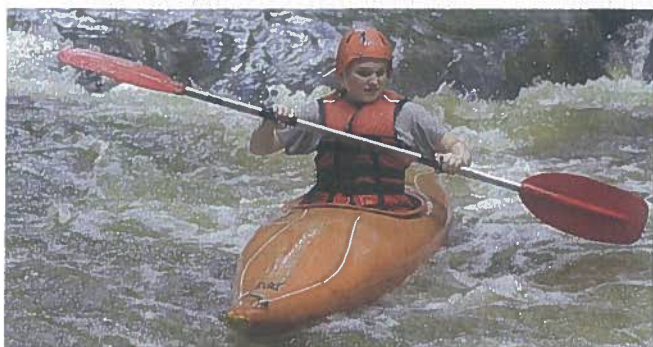


Brick Lane, London





# 1E At the Youth Centre



## Listening and speaking

1 Look at the pictures of young people enjoying their free time. Describe the pictures and answer the questions.

- 1 Why are the young people in the picture spending their free time in this way?
- 2 Do you prefer indoor or outdoor activities? Why?

2 Look at the choice of activities at the Youth Centre. Which one do you think is the most interesting?

### Better than TV!

Look at the activities you can do at the Stanhope Youth Centre. It doesn't matter if you're an inside or an outside person, there is something for you.

There are physically-challenging activities that build your self-confidence, and activities that help you find the hidden artist or computer wizard inside you. Come along and find out more.

Sam Walsh – Youth Centre Coordinator

- Wall climbing    Kayaking
- Theatre    Mural painting
- Film making    Building a PC

3 CD1/06 Cindy is talking to a Youth Centre officer about the wall climbing classes. Listen to their conversation and answer the questions.

- 1 What is Cindy worried about?
- 2 What safety precautions do they take?
- 3 What special equipment do people need to buy?
- 4 What is the price of the course?
- 5 When is the course?
- 6 What two documents do you need to do a course?
- 7 When is registration?
- 8 How many places are there?

4 CD1/06 Study the Useful expressions box, then listen again. Tick (✓) the expressions you hear.

### Useful expressions: asking for information

- |   |                          |
|---|--------------------------|
| 1 a <i>Have you got a moment?</i>           | <input type="checkbox"/> |
| b <i>Do you have a minute?</i>              | <input type="checkbox"/> |
| 2 a <i>Yes, of course.</i>                  | <input type="checkbox"/> |
| b <i>Yes, sure.</i>                         | <input type="checkbox"/> |
| 3 a <i>I'd like to find out ...</i>         | <input type="checkbox"/> |
| b <i>I'd like to know...</i>                | <input type="checkbox"/> |
| 4 a <i>What do you want to know?</i>        | <input type="checkbox"/> |
| b <i>What would you like to know?</i>       | <input type="checkbox"/> |
| 5 a <i>Do I need to ...?</i>                | <input type="checkbox"/> |
| b <i>Do you have to ...?</i>                | <input type="checkbox"/> |
| 6 a <i>How much does the course cost?</i>   | <input type="checkbox"/> |
| b <i>What's the price of the course?</i>    | <input type="checkbox"/> |
| 7 a <i>Which day of the week is it?</i>     | <input type="checkbox"/> |
| b <i>When is it?</i>                        | <input type="checkbox"/> |
| 8 a <i>It's on Tuesday evening.</i>         | <input type="checkbox"/> |
| b <i>It takes place on Tuesday evening.</i> | <input type="checkbox"/> |
| 9 a <i>from 6.30 to 7.30</i>                | <input type="checkbox"/> |
| b <i>between 6.30 and 7.30</i>              | <input type="checkbox"/> |

For the script of this dialogue, go to the Workbook listening script section.

5 Work in pairs. Student A go to page 191. Student B go to page 193.



# Review

## Vocabulary

### 1 Complete the sentences with an adjective.

- 1 People who are **s** \_\_\_\_\_ only care about themselves.
- 2 A **g** \_\_\_\_\_ person always gives more than is expected.
- 3 Someone who is **s** \_\_\_\_\_ enjoys meeting and talking to other people.
- 4 A person who is **p** \_\_\_\_\_ has an unreasonable dislike for a certain type of people.
- 5 Somebody who is **c** \_\_\_\_\_ has the ability to invent and create original ideas.
- 6 We say a person is **c** \_\_\_\_\_ if they find it hard to accept change or new ideas.

## Grammar

### 2 Complete the sentences by changing the verbs into the present simple or present continuous.

P = Petra, J = Jason

- P That (1) \_\_\_\_\_ (smell) good, Jason! What (2) \_\_\_\_\_ (you / do)?
- J Well, I (3) \_\_\_\_\_ (cook) the evening meal for me and my flatmates. Everybody (4) \_\_\_\_\_ (take) turns to prepare something. We (5) \_\_\_\_\_ (always try) to eat together three evenings a week. The other evenings (6) \_\_\_\_\_ (be) free.
- P That (7) \_\_\_\_\_ (be) a nice arrangement. So, how often (8) \_\_\_\_\_ (you / prepare) the meal?
- J Well, I (9) \_\_\_\_\_ (usually / make) it on Wednesdays, but I (10) \_\_\_\_\_ (cook) today because Melanie (11) \_\_\_\_\_ (study) for an exam.
- P It (12) \_\_\_\_\_ (taste) really good.
- J Well, why (13) \_\_\_\_\_ (you / not / stay)? There's enough for everyone.

## Pronunciation

### 3 Decide which words end in (a) /s/, (b) /z/ or (c) /ɪz/. Write a, b or c.

- |               |                          |              |                          |               |                          |
|---------------|--------------------------|--------------|--------------------------|---------------|--------------------------|
| 1 catches     | <input type="checkbox"/> | 6 homeless   | <input type="checkbox"/> | 11 washes     | <input type="checkbox"/> |
| 2 teenagers   | <input type="checkbox"/> | 7 guests     | <input type="checkbox"/> | 12 volunteers | <input type="checkbox"/> |
| 3 understands | <input type="checkbox"/> | 8 difference | <input type="checkbox"/> | 13 hobbies    | <input type="checkbox"/> |
| 4 eggs        | <input type="checkbox"/> | 9 celebrates | <input type="checkbox"/> | 14 exercise   | <input type="checkbox"/> |
| 5 always      | <input type="checkbox"/> | 10 price     | <input type="checkbox"/> | 15 changes    | <input type="checkbox"/> |

## Functions

### 4 Write the conversation by making complete sentences.

A = Ann, P = Philip, M = Marco

A Philip, I / like / introduce you / Marco. He / stay / here / three months / improve his English.

\_\_\_\_\_

P Hi, Marco, I / be / pleased / meet you. So, whereabouts / Italy you be / from?

\_\_\_\_\_

M I / be from Milan, in / north.

\_\_\_\_\_

P You have two really great football teams. Which one you / support?

\_\_\_\_\_

M I / be *Inter* fan. I / be really crazy / them. What about you?

\_\_\_\_\_

P Well, I / be more interested / rugby, but I like / watch / football too. you go / to the matches?

\_\_\_\_\_

M I sometimes go, but / tickets / be / so expensive. I usually watch them / big screen / café.

\_\_\_\_\_

P There / be / Champions' League match / TV tonight. you like / come / my house / watch it.

\_\_\_\_\_

M Yes please, I / love to, but I need / check / Ann first.

\_\_\_\_\_

### Now I can ...

- introduce myself to new people.
- talk about my hobbies and pastimes.
- write a personal profile.
- use the present simple and present continuous.





**PRZYJACIELE (FRIENDS)**

- an **acquaintance** znajomy / znajoma
- an **adult** / a **grown-up** dorosły
- argue** / **quarrel with somebody** kłócić się z kimś
- be of age** być pełnoletnim
- a **boyfriend** chłopak (sympatia)
- break up** / **split up with somebody** zerwać / rozstać się z kimś
- a **buddy** / **pal** kumpel
- childhood** dzieciństwo
- a **classmate** kolega / koleżanka z klasy
- an **e-pal** przyjaciel, z którym się koresponduje mailowo
- fall in love with** zakochać się w
- a **flatmate** / **roommate** współlokator/ka
- a **friendly relationship** przyjacielskie relacje
- a **generation** pokolenie
- get on well with somebody** być z kimś w dobrych stosunkach
- a **girlfriend** przyjaciółka, dziewczyna (sympatia)
- go out with somebody** spotykać, umawiać się z kimś
- make friends with somebody** zaprzyjaźnić się z kimś
- make up with somebody** pogodzić się z kimś
- a **pen friend** / **pen pal** przyjaciel, z którym się koresponduje
- a **teenager** nastolatek

young people - młodzież

**ZAINTERESOWANIA (INTERESTS), CZAS WOLNY (LEISURE / FREE TIME)**

- be addicted to** być uzależnionym od
- be fascinated by** być zafascynowanym czymś
- be fond of** / **keen on** lubić (być pasjonatem czegoś)
- be interested in** / **be into** interesować się
- be mad** / **crazy about** szaleć na jakimś punkcie
- bicycle motocross (BMX)** wyczynowa jazda na rowerze
- chat online with** rozmawiać z kimś przez Internet / być na „czacie”
- cheerleading** / **being a cheerleader** zagrzewanie swojej drużyny do walki
- collect (badges / posters / CDs / cans)** zbierać, kolekcjonować (znaczkę do przypinania / plakaty / płyty CD / puszki)
- go ice-skating** / **skiing** / **snowboarding** / **swimming** chodzić na łyżwy / narty / snowboard / pływalnię
- go to a party** / **the cinema** / **a club** pójść na przyjęcie / do kina / do klubu
- have** / **throw a party** urządzić przyjęcie, imprezę
- horse-riding** jazda konna
- like** / **love** / **enjoy (dancing)** lubić / uwielbiać (tańczyć) / sprawiać sobie radość (tańcem)

listening to music (on vinyl records)

- sluchanie muzyki (na płytach winylowych)
- meet friends** spotykać się z przyjaciółmi
- online social networking** prowadzenie życia towarzyskiego w sieci
- participate in (pottery / drumming) workshops** brać udział w warsztatach (garncarskich / perkusyjnych)
- play cards / chess / board games / computer games** grać w karty / szachy / gry planszowe / gry komputerowe
- play the piano / guitar / drums** grać na pianinie / gitarze / perkusji
- practise with one's band** ćwiczyć, mieć próby z zespołem
- read books (in the original version)** czytać książki (w oryginale)
- ride a (mountain) bike** jeździć na rowerze (górkim)
- singing (in a choir)** śpiew (w chórze)
- social network website** portal społecznościowy
- surf the Internet** surfować po Internecie
- take up (a new hobby / sport)** zacząć się zajmować (nowym hobby / sportem)
- volunteering** wolontariat
- watch (MTV / serials)** oglądać (MTV / seriale)
- write / read one's blog** pisać / czytać „bloga”

**1** Wybierz ze słowniczka słowa opinujące zainteresowania i formy spędzania wolnego czasu. Połącz je z podanymi niżej kategoriami:

Outdoor activities:	
Indoor activities:	
Intellectual activities:	
Activities that irritate your parents:	

**2** Po zapoznaniu się z wyrazami podanymi w słowniczku uzupełnij zdania, używając właściwych form odpowiednich wyrażen. Każda linia oznacza jeden brakujący wyraz. Pamiętaj, że *the* też jest wyrazem. Wykonując to zadanie, nie patrz na listę słówek. Czasami możliwe są dwie odpowiedzi.

**INTERESTS**

- 1 Tom \_\_\_\_\_ every winter holiday. This year he wants to try snowboarding.
- 2 My friends \_\_\_\_\_ into horse-riding, but they are thinking now of taking \_\_\_\_\_ a new sport.
- 3 A: Are you interested \_\_\_\_\_ pottery \_\_\_\_\_?  
B: No, I'm \_\_\_\_\_ about drumming.
- 4 Helen likes helping other people so she is keen \_\_\_\_\_
- 5 When you surf \_\_\_\_\_ for many hours a day, it means you can \_\_\_\_\_ to it.
- 6 Some young people are so \_\_\_\_\_ by \_\_\_\_\_ that they stop meeting their friends in real life.

**MY 18TH BIRTHDAY**

Today is my 18th birthday so now I am legally \_\_\_\_\_. I usually \_\_\_\_\_ well with my family. I don't often \_\_\_\_\_ with my parents. I'm still young and like being a typical \_\_\_\_\_. Tonight I am \_\_\_\_\_ a party and all my \_\_\_\_\_ are invited – all the 23 pupils in the class register! The biggest problem is that last month my \_\_\_\_\_ Sonia \_\_\_\_\_ up with me and she doesn't want to come to the party. I hope we'll \_\_\_\_\_ up soon.



## UZYSKIWANIE INFORMACJI

Informację uzyskujemy, zadając pytania. Aby były one zrozumiałe i przyniosły oczekiwaną odpowiedź, muszą być dobrze skonstruowane. Jeśli zdarza Ci się źle formułować pytania, bo np. zapominasz o inwersji podmiotu z orzeczeniem lub odpowiednim słówku pomocniczym, możesz liczyć na to, że dzięki kontekstowi sytuacyjnemu zostaniesz zrozumiany. Gorzej, jeżeli nie znasz czasów gramatycznych i zamiast o stan z przeszłości zapytasz o teraźniejszość. W takim przypadku uzyskasz odpowiedź na zupełnie inne pytanie niż to, które chciałeś/aś zadać i co za tym idzie, wystąpi zakłócenie komunikacji, które jest niemiłe w skutkach. W prawdziwym życiu nie dowiesz się tego, czego chcesz, a na maturze otrzymasz 0 punktów za ten fragment zadania.

Jest na to jednak rada, gdyż nawet błędnie sformułowane pytanie, zawierające właściwy okolicznik czasu, np. *today*, *yesterday*, *tomorrow* może być zrozumiane.

Pamiętaj zatem, aby podkreślać to, co najbardziej przemawia do rozmówcy i nie zapominaj o okolicznikach czasu!

### 1 Dopasuj odpowiedzi do postawionych pytań:

- 1 What month are you doing the pottery workshops?
  - 2 When did she go ice-skating?
  - 3 What time do you start your drumming workshop?
  - 4 When will you listen to my new CD?
  - 5 When do you usually chat to your friends online?
  - 6 When were you into heavy metal music?
- a Every day from 9 to 11 p.m.
  - b When I was a teenager, about 20 years ago.
  - c In July.
  - d At 6.30. p.m. if my teacher isn't busy.
  - e An hour ago, I think.
  - f Tomorrow evening.

### 2 Uzupełnij poniższy tekst za pomocą: *next month, now, tomorrow, last year, every day*.

Sandra is very keen on cycling. She rides her bike to school \_\_\_\_\_ She got it for her birthday \_\_\_\_\_. She is preparing her cycling equipment \_\_\_\_\_ because she and her friends are going on a bicycle trip \_\_\_\_\_. It is getting warmer and warmer and the holidays are coming. They want to cycle to the seaside \_\_\_\_\_.

### 3 Wybierz pytanie zgodne z polską instrukcją.

- 1 Dowiedz się, o której Twój rozmówca zazwyczaj wstaje.
  - a How are you getting up?
  - b What's your favourite time to get up?
  - c What time do you usually get up?
- 2 Zapytaj kolegę, jak często rozmawia po angielsku.
  - a How long can you speak English?
  - b How often do you speak English?
  - c How good are you at speaking English?
- 3 Poproś koleżankę o podanie tytułu jej ulubionej książki.
  - a Give me your favourite book, please.
  - b What's the title of your favourite book?
  - c Can you tell me about your favourite book?

W czasie rozmowy z obcokrajowcem możesz mieć problem z wyrażeniem własnych myśli lub ze zrozumieniem albo zapisaniem tego, co słyszysz. Dlatego ważne jest, abyś umiał/a zwrócić się do swojego rozmówcy z odpowiednią prośbą.

### 4 Połącz angielskie zdania i ich polskie tłumaczenia.

- 1 I beg your pardon? / Pardon? / Sorry?
  - 2 Sorry, I missed that.
  - 3 Could you repeat that / say that again, please?
  - 4 Sorry, I didn't catch what you said.
  - 5 I'm afraid I didn't hear what you said.
  - 6 Could you speak a bit more slowly?
  - 7 Please speak clearly.
  - 8 How do you spell it?
  - 9 What's this called in English?
  - 10 What's the word for the machine you use for cleaning carpets?
  - 11 What do you call a person who repairs computers?
  - 12 What does 'cheeky' mean?
- a Czy mógłbyś / mogłabyś to powtórzyć?
  - b Przepraszam, nie zrozumiałem/am co powiedziałeś/aś.
  - c Czy możesz mówić trochę wolniej?
  - d Proszę, mów wyraźniej.
  - e Jak to się nazywa po angielsku?
  - f Obawiam się, że nie wiem, co powiedziałeś/aś.
  - g Jak się mówi na urządzenie do czyszczenia dywanów?
  - h Co znaczy 'cheeky'?
  - i Jak się to pisze?
  - j Jak mówicie na osobę, która naprawia komputery?
  - k Przepraszam, nie dosłyszałem/am.
  - l Słucham?



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Rozmawiasz w czasie pobytu w Anglii z młodą osobą, która opowiada Ci o swoich obowiązkach wolontariusza w pewnej organizacji społecznej.

- Dowiedz się, jak wygląda jego / jej typowy dzień.
- Zapytaj, czy często pracuje w weekendy.
- Poproś o podanie adresu lub numeru telefonu tej organizacji.  
(rozmowę rozpoczyna egzaminujący)

### B. Relacjonowanie wydarzeń

Na zajęciach w czasie kursu językowego w Walii opowiadacie o swoich zainteresowaniach.

- Powiedz, skąd wzięły się Twoje zainteresowania.
- Opowiedz, jak Twoje pasje wpływały na poszerzanie grona przyjaciół.
- Wyjaśnij, czy Twoje życie zmieniło się dzięki tym zainteresowaniom.

(rozmowę rozpoczyna zdający)

### C. Negocjowanie

Gościsz u siebie kolegę / koleżankę z Anglii. Rozmawiacie na temat najbliższego weekendu. Jesteś miłośnikiem / miłośniczką sportów zimowych.

- Zaproponuj aktywny wypoczynek w górach.
- Nie zgódź się na pomysł pozostania w mieście, podaj argumenty.
- Słyszac jego / jej argumentację, zasugeruj rozwiązanie kompromisowe.

(rozmowę rozpoczyna zdający)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Why do you think these young people aren't talking to each other?
- 2 What are the advantages and disadvantages of online social networking?





# Science and discovery

## In this module you will learn

- **Communication:** agreeing and disagreeing, at a gift shop
- **Vocabulary:** science and scientists
- **Reading and Listening:** inventions, Columbus and the New World
- **Writing:** an informal letter
- **Grammar:** past simple and past continuous, subject and object questions

## Let's get started

1 Describe the picture and answer the questions.

- 1 What kind of research could these scientists be doing?
- 2 Would you like to do this kind of work?  
Why / Why not?

## Vocabulary

2 Match the jobs in the box with the definitions 1–6.

astronomer  engineer  physicist   
biologist  inventor  mathematician

- 1 An ... creates new ideas or things.
- 2 An ... designs and constructs things like bridges and roads.
- 3 A ... studies the physical world and the forces that rule it.
- 4 An ... studies the stars and planets.
- 5 A ... studies numbers and calculations.
- 6 A ... studies living things.



# 2A An unusual find

## Reading

1 Look at the photographs. What do you think the story is about?



2 Check you know the meaning of these words.

ship diver anchor sailor navigation

3 Read the story quickly and answer the questions.

- 1 Where was Wayne Mushrow diving?
- 2 What was the name of the mystery object?
- 3 How old was it?

4 Read the text again and answer the questions.

- 1 Where was Wayne from?
- 2 Was he a professional diver?
- 3 Did he discover the mystery object immediately?
- 4 What did he do with the object?
- 5 How did he find out what it was?
- 6 What was it used for?
- 7 Which do you think was more important in his discovery – observation or research? Why?

**W**ayne Mushrow was a milkman from Canada. In his free time he was a keen diver and liked to look for sunken ships and interesting objects. On 26 November 1981 he made an important discovery near an island off the coast of Newfoundland. He and his friends were enjoying themselves as usual. Wayne was swimming along the seabed when he discovered an old ship's anchor. Before long the team also found some French coins from 1618.

This proved that the ship was old. Then Mushrow discovered something much more special. While he was looking around, he saw a small shiny object in the sand. He dug down and rescued it. The rest of the object was black so he took it home, washed it and removed the rest of the dirt. He then tried to identify it. What was it? Where did it come from? He searched through encyclopedias and navigation books and eventually learned it was an instrument called an astrolabe, which Greek astronomers invented in medieval times to calculate the position of the stars. It was the only way sailors had to measure latitude\*, and was therefore vital in the race to discover new lands and new sources of wealth. Mushrow's astrolabe was 350 years old and probably came from Portugal. Few have survived, and Mushrow's was especially valuable because it was in perfect condition and even still worked!

**latitude** a ship's position north or south of the equator



**Grammar: past simple**

- 5** Look at these sentences from the text. Match them to their uses (1–3).
- a He **made** an important discovery.
  - b Wayne Mushrow **was** a milkman from Canada.
  - c He **took** it home, **washed** it and **removed** the rest of the dirt.
- 1  a past state
  - 2  a single completed action in the past
  - 3  a series of completed actions in the past

**6** Complete the table using the words in the box.

created went did didn't

**The past simple**

**Affirmative statements**

He (1) \_\_\_\_\_ a new invention last year.  
 We (2) \_\_\_\_\_ to Canada a month ago.

**Negative statements**

She (3) \_\_\_\_\_ create a new invention.  
 You (4) \_\_\_\_\_ go to Canada.

**Yes / No questions**

(5) \_\_\_\_\_ he/she create a new invention?  
 (6) \_\_\_\_\_ they go to Canada?

**Short answers**

Yes, he/she (7) \_\_\_\_\_. / No, they (8) \_\_\_\_\_.

**Wh- questions**

What (9) \_\_\_\_\_ he create?  
 Where (10) \_\_\_\_\_ they go?

**7** Complete the questions and answers using the words in the box. You can use a verb more than once.

find did do saw see was were

- 1 What \_\_\_\_\_ Wayne's job? He \_\_\_\_\_ a milkman.
- 2 What \_\_\_\_\_ he \_\_\_\_\_ in his spare time?  
 He \_\_\_\_\_ scuba diving.
- 3 Where \_\_\_\_\_ Wayne and his friends?  
 They \_\_\_\_\_ off the coast of Newfoundland.
- 4 What \_\_\_\_\_ Wayne \_\_\_\_\_ first? An anchor.
- 5 \_\_\_\_\_ they \_\_\_\_\_ anything else? Yes, they \_\_\_\_\_.
- 6 What \_\_\_\_\_ Wayne \_\_\_\_\_ sticking out of the sand? He \_\_\_\_\_ a small shiny object.

**8** **CD1/07** Listen to the *ed* ending in *played*, *watched* and *waited*. Then listen to the verbs in the box and put them in the correct column.

/d/ played	/t/ watched	/ɪd/ waited
showed		

showed liked decided removed  
 washed cleaned tried rescued searched

**Grammar: past simple and past continuous**

**9** Match sentences a–c with uses 1 and 2.

- a Wayne **was swimming** along the seabed when he **discovered** an old ship's anchor.
- b Wayne and his friends **were diving** near Canada.
- c While he **was looking** around, he **saw** a small shiny object.

- 1   a past action that interrupted an activity
- 2  a background to the story

**10** Name the tense used for each verb in sentences a–c.

**11** Complete the rule for forming the past continuous.

**The past continuous**

We form the past continuous with the past simple of the verb (1) \_\_\_\_\_ + base form + (2) \_\_\_\_\_.

**See Grammar Reference, page 195.**

**12** Complete the sentences by choosing between the past simple and the past continuous.

Natural rubber is difficult to use in its original state. It melts in the heat and breaks when it is cold. For many years Charles Goodyear (1) **tried / was trying** unsuccessfully to transform natural rubber into a substance that stayed strong and flexible at different temperatures. He (2) **worked / was working** in his workshop one cold winter's evening when he (3) **made / was making** an amazing discovery. He (4) **stood / was standing** near his stove because of the cold. He (5) **examined / was examining** a piece of sulphur-covered rubber when by accident he (6) **dropped / was dropping** it onto the hot surface. Incredibly, the rubber (7) **melted / was melting** and (8) **became / was becoming** a small flat disk that was both strong and flexible. He (9) **put / was putting** it outside in the freezing cold. The following morning he (10) **noticed / was noticing** that the disk still (11) **had / was having** the qualities of the night before.



# 2B A piece of luck

## Reading

- 1 Thomas Edison, the inventor of the light bulb, said that invention was 'one per cent inspiration and ninety-nine per cent perspiration'. What did he mean?
  - a All you need is luck.
  - b You never succeed without hard work.
  - c It's easy to have an idea.
- 2 Read the introduction, 'Inspiration or perspiration', to the articles about two unusual inventions. How does the author answer the question in the title?
- 3 Work in pairs. Student A read the text about the Slinky, and student B the text about Velcro. Complete the table for your text, then exchange information with your partner.

### Slinky

An American engineer called Richard James was working in a shipyard in Philadelphia. He was searching for a way to make ships more stable in bad weather, so he was doing some experiments with hundreds of different springs. While he was working, he put the springs on his desk. One day, one of them fell off his desk and 'walked' down some books onto the floor. James was so surprised that he took the spring home for his children. They were delighted. Soon all the children's friends wanted one too. His invention didn't work for ships so he decided to turn it into a toy. His wife came up with the name 'Slinky' for the spring and they decided to go into business. They created their own company but never imagined it would be so successful. When a department store demonstrated the Slinky to the public, they sold 400 examples in 90 minutes. Nowadays the firm still makes between three and four million Slinkys each year.

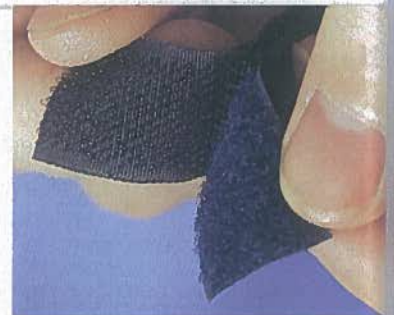


### Inspiration or perspiration?

Where and how do inventors make their discoveries? Do they spend days, weeks or even years working on a particular theory or invention? Or can it happen another way? Scientists and inventors work hard, but sometimes their ideas and hard work can take them in an unexpected direction. Chance and their observation of something unexpected often play an important part.

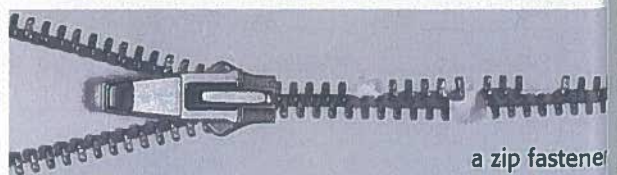
### Velcro

The problem with the old-fashioned zip fastener was that it often broke. Georges de Mestral experienced this when a broken zip fastener on his wife's dress spoilt an evening out for the couple. It took a country walk and careful observation for him to have the clever idea for an alternative. On his return he noticed that he and his dog were covered with 'burrs' from a type of plant. They were so difficult to take off that he decided to find out why. When he looked at one under a microscope, he found out it had hundreds of small hooks that allowed it to stick to anything it touched. He immediately understood how he could use the hook idea to create a better alternative to the zip fastener. With the help of his business partner Jakob Muller he developed 'Velcro'. Velcro has one side with thousands of very small loops, and another with thousands of little hooks. It is such a part of everyday life now that it is difficult to imagine how we managed without it. The name Velcro comes from the beginnings of two French words – *velours* (velvet) and *crochet* (hook).



	Slinky	Velcro
1 Who invented it?		
2 What problem did they want to solve?		
3 What did they observe?		
4 What happened next?		
5 How successful were they?		

- 4 Which was more important in each discovery – chance or observation?



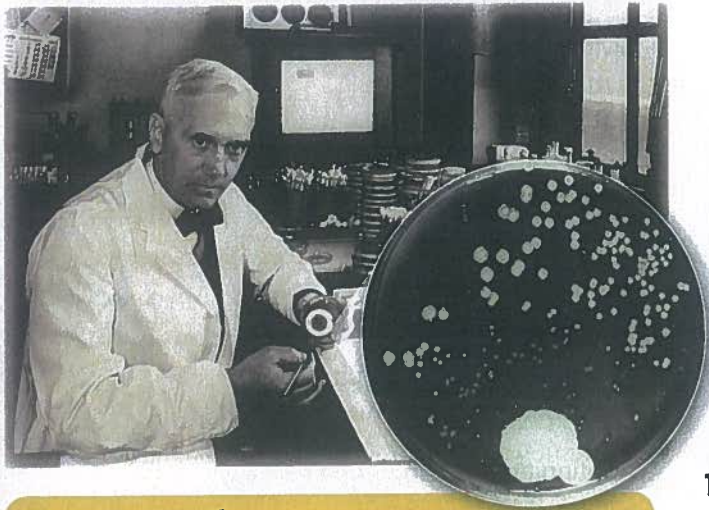
a zip fastener



## Listening

- 5 Look at the photograph of the scientist Alexander Fleming. Which of the following words would you associate with him?

slide radioactivity bacteria  
astronomy culture penicillin infections  
exploration research laboratory



## Matura practice

- 6 CD1/08 Listen to the interview and answer the questions. Circle A, B or C.
- During the war, Fleming worked as ...  
A a soldier. B a doctor.  
C a researcher into infections.
  - After the war he became a professor of ...  
A bacteriology. B biology. C medicine.
  - Fleming discovered penicillin in ...  
A 1908. B 1918. C 1928.
  - Fleming's discovery was ...  
A the result of hard work.  
B a mixture of luck and experience.  
C the result of a lucky mistake.
  - What happened with the Nobel prize?  
A Fleming received it for later work.  
B Fleming never received it.  
C Fleming divided the prize with other scientists.

## Speaking

- 7 Discuss the question with a partner.

Which discovery or invention discussed in this lesson was the most important / surprising / interesting for you? Explain your answer.

## Grammar: subject and object questions

- 8 Study the sentences a–c and identify the subject, verb and object.
- De Mestral invented Velcro.
  - Fleming noticed something interesting.
  - Several scientists shared the Nobel prize.
- 9 Look at the pairs of questions and answers.
- Which questions use *did*? Is the answer to these the subject or the object?
  - In which questions are *who* and *what* the subject of the question?
    - What **did** de Mestral **invent**?  
answer: Velcro.
    - What **happened** to his dog?  
answer: He got covered in burrs.
    - Who **understood** the importance of the hooks?  
answer: De Mestral.
    - Who **did** de Mestral **work** with?  
answer: Jakob Muller.

- 10 Complete the rule by choosing the correct alternative.

### Subject / Object questions

When *who* or *what* is the subject of the question in the present or past simple, we (1) use / don't use the auxiliary verb *do*.

When *who* or *what* is the object of the question in the present or past simple, we (2) use / don't use the auxiliary verb *do*.

➔ See Grammar Reference, page 196.

- 11 Read the situation and create questions.

In 1904 Henry Royce made his first car, the Royce 10. He showed it to Charles Rolls, a car dealer. Charles Rolls decided to sell Royce's cars. In 1906 Rolls and Royce opened a car factory in Manchester. Soon Rolls-Royce cars became known all over the world.

- Who / make / the Royce 10? Henry Royce did.
- What / Royce / make in 1904?  
His first car, the Royce 10.
- Who / Royce / show it to? Charles Rolls.
- Who / open / a car factory?  
Rolls and Royce did.
- What / Rolls and Royce / do?  
They opened a car factory.
- What / happen / to Rolls-Royce cars?  
They became known all over the world.



# 2C Good luck

## Listening and speaking

1 Richard Wiseman, a professor of psychology from Hertfordshire University, believes there is a connection between being observant and having good luck. Do you agree?

2 Read the questionnaire and circle A, B or C.

### ARE YOU LUCKY?

1 We get the luck we deserve.

A I agree      B I disagree      C I don't know

2 I trust my inner feelings and do what I think is right.

A I agree      B I disagree      C I don't know

3 I am usually positive, even when things go wrong.

A I agree      B I disagree      C I don't know


4 We can learn to be luckier and more successful.

A I agree      B I disagree      C I don't know

5 I am a lucky person.

A I agree      B I disagree      C I don't know

3 Turn to page 194 and find out what your answers say about you.

4  CD1/09 Three friends – Frank, Megan and Simon – are discussing the first two questions of the questionnaire. Listen and decide how they would answer.

5 Read their conversation. Match the highlighted expressions to the other similar expressions in the box on the right.

F = Frank, M = Megan, S = Simon

F Megan, did you see the questionnaire about luck in this weekend's magazine?

M Oh yes, 'Are you lucky?' Yes, I looked at it, but I didn't do it. What does it say?

F Well, basically, it **claims** that we get the luck we deserve. Do you think that's true?

M Yes, **by and large** I do. I **believe** that people who are positive and who work hard tend to be the ones who are lucky.

S There's some truth in that, but sometimes you can see an opportunity but you can't afford to take a chance. So I **can't make up my mind**. Anyway, **what's your view** on this, Frank?

F **Personally, I think** you can create your own luck if you trust your feelings.

S I **hear what you're saying** Frank, but what happens if our feelings are wrong? We can end up losing everything. **As far as I'm concerned** it's better to be safe than sorry.

F I **totally disagree**, Simon. **As I see it**, all successful people take risks.

M **On the whole I agree with** you, Frank, but I **can see** Simon's point of view too.

6 Work in groups and have your own discussion based on the questionnaire. Practise using different expressions from the Useful expressions box.

## Useful expressions: exchanging opinions

### Giving your opinion

*In my opinion,*

*From my point of view, ...*

### Agreeing

*I think you're right.*

### Disagreeing

*I don't agree. / I disagree.*

### Asking for someone's opinion

*What do you think?*

### Mentioning what someone else says

*According to ...*

### Recognising what the other person thinks or says

*I understand / hear what you're saying.*

*I see what you mean.*


### Saying you're uncertain / undecided

*I can't decide / make up my mind.*

### Saying what is usually true

*In general, ...*

## Pronunciation

7  CD1/10 Listen to these introductory phrases. Mark the words that are stressed.

1 In my opinion, ...

2 As far as I'm concerned, ...

3 From my point of view, ...

4 Personally, I believe ...

8 Continue the sentences from Pronunciation in your own words. Choose from these topics.

1 the Matura exam

2 the best thing about learning English

3 the pluses and minuses of new technology

4 the most useful gadget or invention of the past twenty years





**Writing: an informal letter**

**9** Małgosia is in London with her parents. She is writing to her Spanish friend Pilar, who she met at a summer camp in England last year. Read her letter and answer the questions.

- 1 What coincidence happened?
- 2 Which places in London did Małgosia visit?

*Thursday evening*

*Hi Pilar,*

*Just a quick word from London! We are staying near the British Museum. The weather isn't great, but we're having a good time. On Sunday, after we unpacked, we explored Covent Garden. Then on Monday morning we had breakfast and visited the Natural History Museum – the dinosaurs are incredible! After that we walked to Oxford Street and did some shopping. I came across a beautiful cashmere pullover for 50 pounds! Yesterday morning we went to Buckingham Palace, and guess who we bumped into – Sally Dixon, our old camp leader! Afterwards we took the bus to Baker Street and went to Madame Tussaud's – they even have John Paul II in there.*

*See you in the summer.*

*Lots of love,  
Małgosia*

*P.S. We're going to see 'Mamma Mia' tomorrow.*



**10** The letter is a little difficult to read because she doesn't use paragraphs. Divide the letter into three paragraphs.

**Spotlight on writing skills: linkers (2)**

Putting events in order

- Use *When / As soon as / After* before the first event.

**first event:**

We unpacked.

**second event:**

We explored Covent Garden.

*After we unpacked, we explored Covent Garden.*

- Use *then / afterwards / after that* between the first event and what you did next.

*We unpacked, and then / afterwards / after that we explored Covent Garden.*

- When two events are directly connected we can just use *and*.

*We took the bus to Baker Street and went to Madame Tussaud's.*

Notice that we don't repeat the subject we a second time.

**11** Improve this short story about a perfect day by adding linkers where appropriate.

	Last weekend I went out with my friends to celebrate my birthday. It was sunny.
and we	We went to the park. We played softball.
	We rested. We walked in the park. I met my uncle and aunt and my cousin. We went to the cinema to see an action film. We had a pizza in an Italian restaurant. We had an ice cream. We ate and laughed a lot. My friends paid the bill because it was my birthday. It was a really perfect day.

**12** Write a short letter to a friend about a holiday or a trip, or a perfect day you had. Think of something unusual or lucky that happened. Follow the steps below.

- Begin with *Hi* or *Dear* and your friend's name.
- Say where you are writing from.
- Say when you arrived.
- Talk about the weather and how you feel.
- Say what you did on the first day.
- Describe a full day of your visit.
- Describe a coincidence or something unusual that happened.
- End with *Lots of love* or *Best wishes* and your name.
- Add a *P.S.* with a plan.



# 2D Columbus and the New World

## Reading

- 1 Read the text 'Columbus and the New World' on page 27 and check your answers.
- Where was Columbus born?
  - Which continent did Columbus discover?
  - Which country supported his voyage?
  - Which country was Columbus trying to go to when he made his discovery?
    - Spain
    - America
    - India
    - Italy

## Matura practice

- 2 Read the text again. Match the headings A-F with the paragraphs 1-5. There is one extra heading.
- The reason for Columbus's voyage
  - An unachieved aim
  - A new colony
  - Beliefs and support
  - Who was Columbus?
  - The voyage

## Matura practice

- 3 Read the text again. Use the information from the text and decide which sentences are true and which are false. Put a cross (X) in the correct box.
- Columbus was in his early thirties when he made the voyage. True  False
  - Food without spices often had a bad taste. True  False
  - Columbus decided to sail west because he wanted to reach Asia. True  False
  - The King of Portugal gave Columbus money for the voyage. True  False
  - Columbus took four ships on his voyage. True  False
  - Columbus and his crew knew what land they could see. True  False
  - Columbus eventually found a way to India. True  False
  - Da Gama succeeded where Columbus failed. True  False

## Listening

- 4  CD1/11 Listen and complete the text below.

### Did you know ...?

#### 1 The price of pepper in the late 1400s

In India a kilo of pepper cost one gram of silver. In Alexandria its price was (1) \_\_\_\_\_ grams, and in Venice (2) \_\_\_\_\_ grams. Final customers in Europe paid (3) \_\_\_\_\_ grams of silver per kilo!

#### 2 Really the first?

Yes and no. Leif Ericsson was the first to go across the Atlantic to North America in (4) \_\_\_\_\_ AD. He called the land he discovered Vinland.



An early map of America



Amerigo Vespucci

#### 3 What's in a name?

America is named after the (5) \_\_\_\_\_ explorer Amerigo Vespucci. The man who drew the map of America called the continent after his master.

#### 4 Two languages

In nearly all Latin America people speak Spanish. The exception is in (6) \_\_\_\_\_, where they speak (7) \_\_\_\_\_. This is because Spain and Portugal wanted to avoid (8) \_\_\_\_\_. The two countries agreed that Portugal could explore (9) \_\_\_\_\_ and Africa, and Spain everywhere else!

## Project

Work in groups. Think of another explorer or inventor. Perhaps there is someone with connections to your town or region. Research and prepare a short description about them. You can include maps and diagrams as necessary, plus some *Did you know ...?* facts. Say how people nowadays remember his/her life and achievements.



Watch a video about Columbus. Turn to page 173.



## Columbus and the New World

(1) — Different countries claim Columbus as their own. In fact, he was born in Italy in 1451. However, he made his discoveries while serving the King and Queen of Spain.

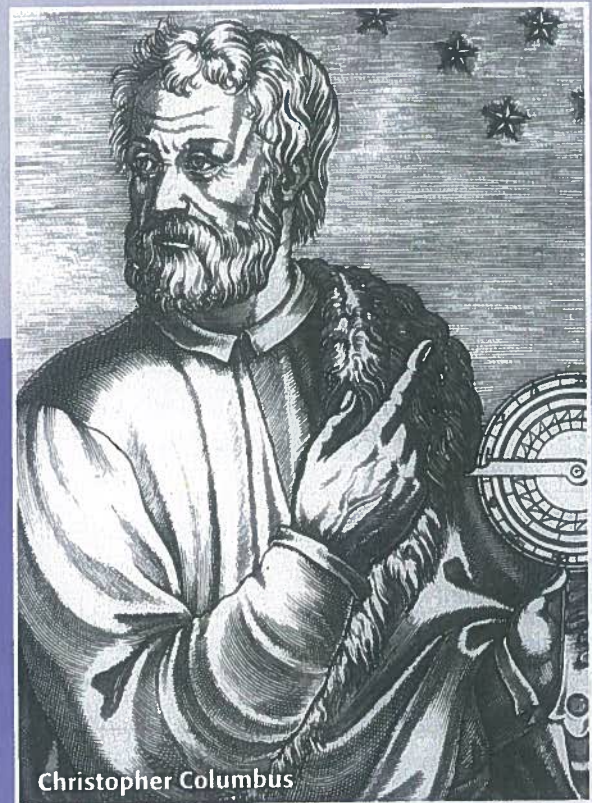
(2) — At that time, food often tasted bad, so people used spices from India and China to improve the taste. However, it cost too much money to carry the spices from the East using the traditional land and sea routes, so Columbus wanted to find a new sea route from Europe to Asia.

(3) — In common with other educated people, Columbus knew the Earth was round. Because of this, he thought he could reach India and the East by sailing west. However, he needed a lot of money for his voyage. He asked people to help, but his idea seemed unrealistic to many people at that time. He asked the King of Portugal to help him, but he refused. Eventually he persuaded King Ferdinand and Queen Isabella of Spain to give him the money for the voyage and to buy three ships – the *Santa Maria*, the *Pinta* and the *Santa Clara*.



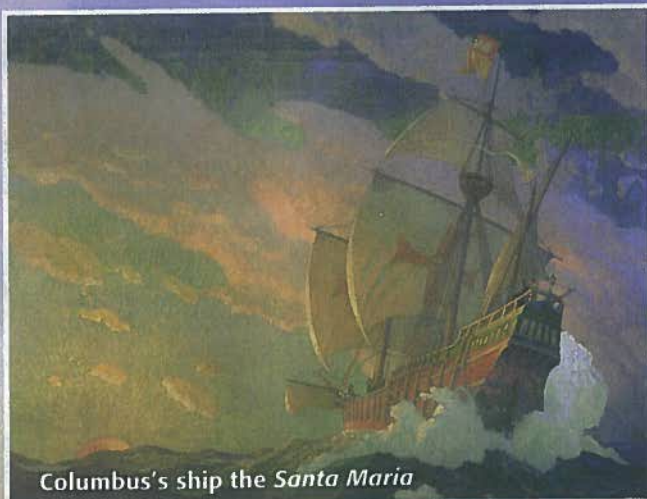
(4) — The boats set off on the 3 August 1492 and sailed west. The voyage was very long and, as they continued west, his crew became more and more frightened. After two months, Columbus agreed to return to Europe if they didn't find land soon. Fortunately on 12 October 1492 a sailor saw land, but they didn't know where they were. Columbus thought they were near the coast of the East Indies, but in fact it was a small island in the Bahamas. Columbus later returned to Spain with gifts from the 'New World' for the King and Queen.

(5) — Columbus made three more voyages to the New World but he never found the route to bring spices from Asia to Europe. In the same decade that Columbus discovered America, in 1498 the Portuguese navigator Vasco da Gama sailed round the Cape of Good Hope, opening a direct sea route to India and beyond. Through his explorations, Columbus changed our knowledge of the world. But on a personal level he died a disappointed man.



Christopher Columbus

‘Through his explorations, Columbus changed our knowledge of the world.’



Columbus's ship the *Santa Maria*



A recent recreation of Columbus's voyage



# 2E At a gift shop



## Listening and speaking

1 Describe the pictures and answer the questions.

- 1 In what kind of museum would you find these gifts?
- 2 Do you often go to a museums? Why?

2 **CD1/12** Tricia is looking for a present for her niece. Listen to her conversation with a shop assistant and answer the questions.

- 1 How old is her niece, and what are her interests?
- 2 What is the problem with the shop assistant's first suggestion?
- 3 What is the shop assistant's second suggestion?
- 4 What book does the shop assistant suggests?
- 5 What does Tricia decide to buy?
- 6 How does she pay?

## Useful expressions

### Asking for help and saying what you want

*I wonder if you can help me ... I'm looking for a present / gift for ...*

### Sympathising and commenting

*Oh dear! What a pity!*  
*What an excellent idea!*

### Suggesting

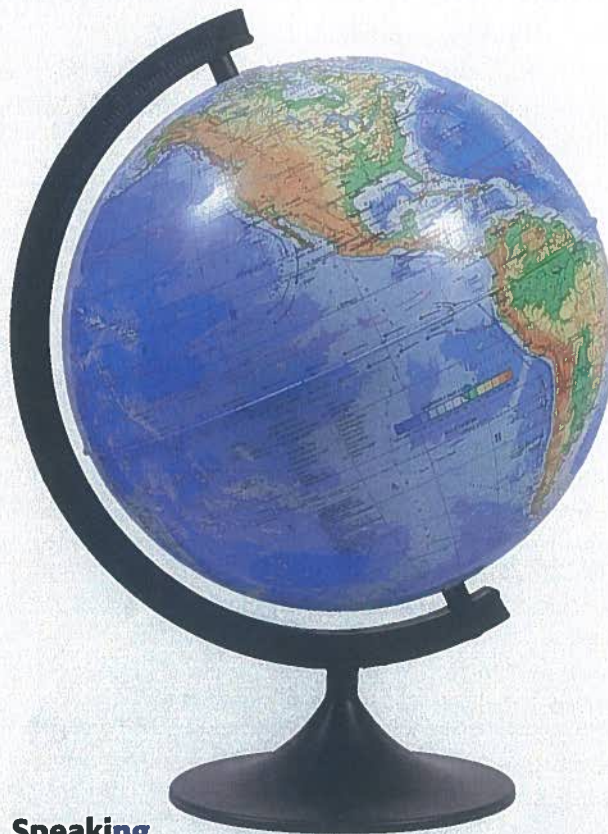
*How about this kit / buying this kit?*  
*Why don't you have a look at these science sets?*

### Expressions with will

*I'll try my best. (for a promise)*  
*I'll take ... (for a decision)*  
*I'm sure she'll be ... (for a prediction)*

### Thanking and responding to thanks

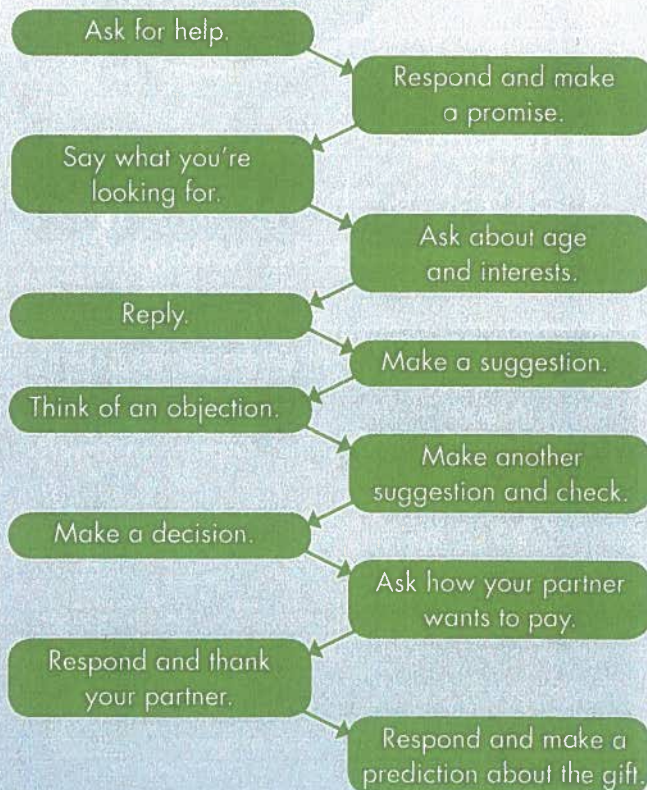
*Thanks for all your help. You're welcome.*



## Speaking

3 Work in pairs and have similar conversations.

Follow the flow chart, and try to use as many of the expressions from the Useful expression box as you can.



4 Work in pairs. Student A turn to page 191. Student B turn to 193.



For the script of this dialogue, go to the Workbook listening script section.



# Review

## Vocabulary

### 1 Change the verbs in brackets into the simple past.

A couple of years ago, when Jessica Evans was twelve, she (1) \_\_\_\_\_ (be) at a party. As part of the fun she (2) \_\_\_\_\_ (tie) a label with her name and address to a helium-filled balloon and (3) \_\_\_\_\_ (release) it into the air. She (4) \_\_\_\_\_ (watch) as it (5) \_\_\_\_\_ (float) into the sky and (6) \_\_\_\_\_ (disappear) from view. Some days later, and two hundred kilometres away, the balloon finally (7) \_\_\_\_\_ (land) in another twelve-year old girl's garden. Believe it or not the second girl's name (8) \_\_\_\_\_ (be) Jessica Evans too. The second Jessica (9) \_\_\_\_\_ (contact) the first and they (10) \_\_\_\_\_ (decide) to meet. They (11) \_\_\_\_\_ (discover) they (12) \_\_\_\_\_ (have) other things in common, they (13) \_\_\_\_\_ (be) both red-haired and (14) \_\_\_\_\_ (own) a golden retriever, a goldfish and a rabbit!



## Grammar

### 2 Complete the questions and answers based on the story.

- Where \_\_\_\_\_ the first Jessica?  
Answer: At a party.
- \_\_\_\_\_ Jessica lose the balloon?  
Answer: No she \_\_\_\_\_. She released it.
- What \_\_\_\_\_ the balloon do when she released it?  
Answer: It \_\_\_\_\_ away and \_\_\_\_\_ from view.
- How far \_\_\_\_\_ the balloon go?  
Answer: Two hundred kilometres?
- Who \_\_\_\_\_ the balloon?  
Answer: Another Jessica Evans!
- Who \_\_\_\_\_ a dog?  
Answer: They both \_\_\_\_\_ one.

### 3 Complete the story by changing the verbs in brackets into the past simple or the past continuous.

## A lucky discovery

A few years ago Jen Cullen, an American novelist from Park Avenue, New York and her husband (1) \_\_\_\_\_ (travel) around Europe. As part of their trip they (2) \_\_\_\_\_ (go) to Italy. One day they (3) \_\_\_\_\_ (walk) through Rome when they (4) \_\_\_\_\_ (see) a second-hand bookshop. They (5) \_\_\_\_\_ (decide) to go inside for a look. While Jen (6) \_\_\_\_\_ (look) at the books she (7) \_\_\_\_\_ (find) a title that (8) \_\_\_\_\_ (remind) her of her childhood: *The Hungry Caterpillar*. She (9) \_\_\_\_\_ (show) the book to her husband and he (10) \_\_\_\_\_ (open) it. Inside, to his surprise, he (11) \_\_\_\_\_ (find) the words 'Jen Cullen, Park Avenue, New York'.

## Functions

### 4 Put the different ways of giving and receiving opinions into the right order.

- my / in / research / money / opinion / on / space / waste / travel / is / a / of  
In \_\_\_\_\_,
- my / of / from / the / exist / point / view / life / must / in / somewhere / universe  
From \_\_\_\_\_
- according / years / the / about / to / earth / is / five billion / old / scientists  
According \_\_\_\_\_,
- exist / as / far / I'm / don't / concerned / as / aliens  
As \_\_\_\_\_,
- proof / hear / what / saying / but / I / enough / we / you're / don't / have  
I hear \_\_\_\_\_,
- your / UFOs / view / what's / on  
What's \_\_\_\_\_?

### Now I can ...

- agree and disagree.
- talk about science.
- write an informal letter.
- use the past simple and past continuous.
- ask subject and object questions.







## RELACJONOWANIE WYDARZEŃ

Relacjonowanie wydarzeń, to nic innego jak krótkie opowiadanie o tym, co nas spotkało lub czego byliśmy świadkami. Najczęściej sytuacje, emocje i wrażenia, które opisujemy, miały miejsce w przeszłości. Dlatego mówiąc o nich, posługujemy się czasami przeszłymi. Potrafisz posługiwać się czasami **past simple** i **past continuous**, więc bez większych przeszkód możesz relacjonować różne wydarzenia.

Kiedy ma zastosowanie każdy z tych czasów?

Wydarzenie to najczęściej jednorazowa czynność, która się rozpoczęła i zakończyła w przeszłości i jest skończona, np. „Poszedłem do Muzeum Nauki i Techniki.„ „Poczułam dziwny zapach.„ „Spotkałem grupę z Polski.„ „Źle się poczułam.„ W takiej sytuacji najlepiej użyć czasu **past simple**.

Często wydarzenia odbywają się w różnych okolicznościach, które stają się ich tłem. O tych okolicznościach informuje zdanie składowe w zdaniu złożonym np. „Kiedy naukowiec przeprowadzał doświadczenie...„ „Kiedy rozmawiałam z przewodnikiem ...“. W takim zdaniu należy użyć czasu **past continuous**, np. *When I was talking to the guide, ...*

Niekiedy takim tłem bywa informacja określająca czas zdarzenia, wyrażona w zdaniu składowym za pomocą czasownika **to be**, np. „Kiedy byłem w Londynie, ...“, „Kiedy byłem na drugim piętrze, ...“ W takim zdaniu należy zastosować czas **past simple**, np. *When I was in London, ...*

Poza wydarzeniami relacjonujemy również emocje i do tego służą czasowniki wyrażające uczucia. Gdy chcesz powiedzieć, że coś Ci się bardzo podobało, użyj czasowników *like, enjoy, love* w czasie **past simple**, np. *I really enjoyed the 3D film about dinosaurs*. Swoje złe wrażenia opisz natomiast za pomocą czasowników *dislike, feel disappointed with*, np. *I disliked the queues in the museums most*.

**1** Przetłumacz podane zdania na język angielski. Mogą Ci się przydać następujące wyrażenia i zwroty: *first / second floor, guide, smell something strange, feel ill*.

a Kiedy byłem w Londynie, poszedłem do Muzeum Nauki i Techniki.

b Kiedy byłem na drugim piętrze, spotkałem grupę z Polski.

c Gdy naukowiec przeprowadzał doświadczenie, nagle poczułam dziwny zapach i źle się poczułam.

**2** Dokończ zdania, używając odpowiednio czasu **past simple** lub **past continuous**.

a Something great happened to me when \_\_\_\_\_.

b \_\_\_\_\_ when suddenly the lights went out.

c I was walking my dog when \_\_\_\_\_.

d One day, when I was visiting Los Angeles, \_\_\_\_\_.

**3** W czasie matury ustnej będziesz prowadzić z egzaminującym rozmowy sterowane według podanego scenariusza. W wypadku relacjonowania wydarzeń mamy często do czynienia z monologiem z Twojej strony, czyli realizowaniem polecenia bez oczekiwania na pytania egzaminującego. Zapoznaj się z poniższym scenariuszem rozmowy i zastanów się, jakie wydarzenia i na jakim tle możesz tu zaprezentować.

W czasie wakacyjnego kursu w Londynie chciałeś/aś zwiedzić jak najwięcej muzeów. Tego dnia wydarzyło się coś, co sprawiło, że nie zwiedziłeś/aś zaplanowanego muzeum. Opowiadasz o tym swoim angielskim gospodarzom.

- Powiedz, w jakich okolicznościach zrezygnowałeś/aś ze zwiedzania muzeum.
- Opowiedz, jaki przebieg miał ten dzień.
- Wspomnij o konsekwencjach wydarzeń tego dnia.

**4** Poniżej znajduje się krótkie opowiadanie, które zostało napisane według scenariusza rozmowy z zadania 3. Uzupełnij jego tekst podanymi pod spodem fragmentami zdań. Zwróć uwagę na interpunkcję, która podpowie Ci, gdzie wstawić brakujące fragmenty zdań.

A nice thing happened to me today. When I was going to the Natural History Museum, (1) ... He was roller-skating down the road (2) ... I was very happy to see him, because we last saw each other three years ago. (3) ... I decided to go with him. (4) ..., I invited him to go to the Natural History Museum with me tomorrow. He liked the idea very much because (5) ... We were still discussing the book (6) ... so we said goodbye. I look forward to seeing him tomorrow.

- a While we were eating ice cream in the park
- b when it got too cold to talk
- c when he saw me.
- d I met my old schoolmate Adam.
- e When he told me he wanted to go to the park
- f he was just reading a book about dinosaurs.

**5** Przeczytaj jeszcze raz opowiadanie z zadania 4 i podkreśl te fragmenty zdań, które informują o tle lub okolicznościach wydarzeń. Następnie wskaż części opowiadania, które realizują kolejne punkty scenariusza z zadania 3.



**ZADANIE 1. ROZMOWY STEROWANE**

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

**A. Uzyskiwanie, udzielanie informacji**

Po wykładzie w szkole językowej w Anglii prowadzisz krótką rozmowę z młodym naukowcem.

- Dowiedz się, co jest przedmiotem jego badań.
- Zapytaj, co ostatnio odkrył lub wynalazł.
- Poproś o radę w sprawie projektu naukowego, który przygotowujesz.

(rozmowę rozpoczyna zdający)

**B. Relacjonowanie wydarzeń**

Po powrocie z Londynu dzielisz się ze znajomym Amerykaninem wrażeniami z wyjazdu.

- Powiedz, jakie muzea zwiedziłeś/aś.
- Wspomnij, co ci się najbardziej lub najmniej w nich podobało.
- Opowiedz o jakimś ciekawym zdarzeniu, które miało miejsce w jednym z muzeów.

(rozmowę rozpoczyna zdający)

**C. Negocjowanie**

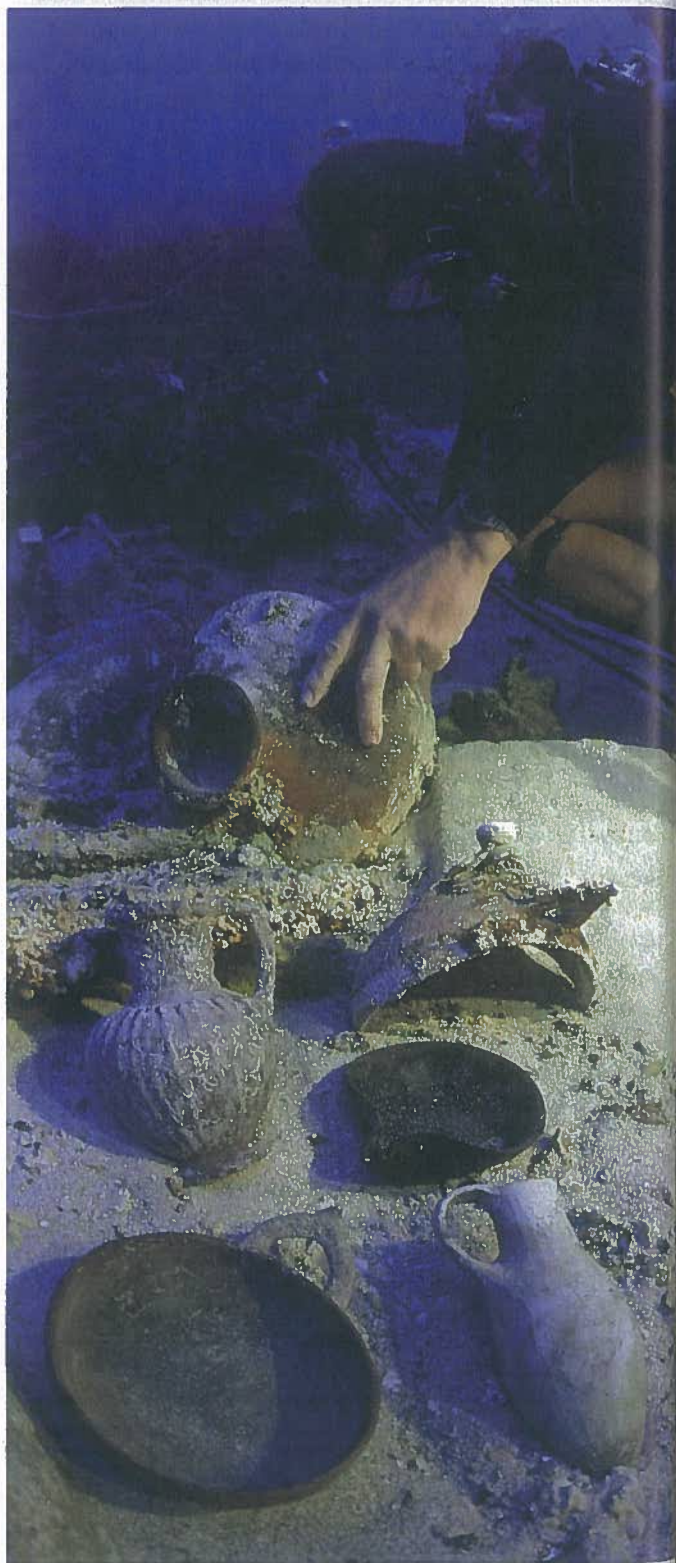
W gronie brytyjskich przyjaciół prowadzisz ożywioną dyskusję na temat najważniejszego wynalazku XX w. Jeden z rozmówców twierdzi, że jest to penicylina.

- Nie zgódź się z wypowiedzią rozmówcy i wyjaśnij, dlaczego się nie zgadzasz.
- Przytocz opinię osoby, która ma podobne jak Ty zdanie na ten temat.
- Wyraż żal, że nie możecie się porozumieć.

(rozmowę rozpoczyna egzaminujący)

**ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI**

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.



**Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):**

- 1 Is the man a professional or amateur researcher? Why do you think so?
- 2 Why are old objects so important for us nowadays?



# Law and order

## In this module you will learn

- **Communication:** making and accepting an apology
- **Vocabulary:** crime and punishment
- **Reading and Listening:** Sherlock Holmes
- **Writing:** a letter of apology
- **Grammar:** past perfect, *used to / would*

## Let's get started

### 1 Describe the picture and answer the questions.

- 1 Robin Hood is a famous legendary character from the Middle Ages. What do you know about him? What did he do?
- 2 Is Robin Hood a criminal or a hero? Why do you think so?
- 3 Who is Janosik? Is he similar to Robin Hood? Why?

## Vocabulary

### 2 Study the sentence, then complete sentences 1 and 2 with *rob* or *steal*.

Robin Hood wasn't an ordinary thief. He only robbed the rich. He stole their money to give to the poor.

- 1 A thief \_\_\_\_\_s something (from a person or a place).
- 2 A thief \_\_\_\_\_s a person or place.

### 3 Thieves steal in different ways. Match the types of thief in the box to the definitions 1–6.

hacker   mugger   burglar  
pickpocket   robber   shoplifter

A thief who ...

- 1 comes into your home while you are out or asleep is a \_\_\_\_\_.
- 2 steals from a bank or jeweller's shop is a \_\_\_\_\_.
- 3 takes your wallet in a public place without you knowing is a \_\_\_\_\_.
- 4 takes things from a shop is a \_\_\_\_\_.
- 5 attacks and robs their victims in the street is a \_\_\_\_\_.
- 6 gains access to your computer and takes information without permission is a \_\_\_\_\_.

### 4 Do you know anyone who has been robbed? What happened?



# 3A Catching a thief

## Reading

1 Read the two stories. Which criminal was clever, and which one was not so clever?

### Stolen heart



A robber returned to the scene of the crime to express his love for the woman he had robbed. During the hold-up Bruno Perez had forced post office worker Lucia Marcelo (21) to hand over the money at gunpoint. After the robbery he couldn't stop thinking about her. The following

day he bought a bunch of flowers with the money he had stolen. He then went back to the post office to speak to Lucia. While he was apologising for his actions and asking her out for a date, the girl pressed a secret alarm. The police arrived and he was arrested a few minutes later.

### A clean getaway



A prisoner escaped from jail in Germany in a box of laundry. The man hid in the laundry room when the other prisoners had finished work. He climbed into a large box and wrapped himself up in bed sheets. The box was then loaded onto a van and driven through the gates of the prison. While

the driver was picking up another delivery, the prisoner got out of the box and escaped into nearby woods. The driver understood what had happened when he saw the empty box. He also noticed that someone had opened the lock from the inside.

## Grammar: past perfect

2 Study this sentence from the first story and answer the questions underneath by ticking (✓) the correct box.

*The following day he bought a bunch of flowers with the money he had stolen.*

- 1 What did the robber do first?
  - a He bought some flowers.
  - b He stole the money.
- 2 Which part of the sentence uses ...
  - a the past simple? 1st  2nd
  - b the past perfect? 1st  2nd

3 Complete the rule about when we use the past perfect with examples from the sentence in 2.

### The past perfect

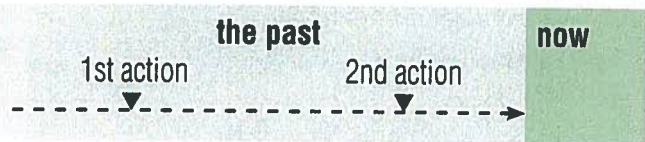
We use the past perfect (for example (1) \_\_\_\_\_) to make it clear that something happened before something else in the past.

We use the past perfect for the thing that happened first, and the past simple (for example (2) \_\_\_\_\_) for the thing that happened next.

The past perfect is 'two steps back' into the past.

4 Study the diagram for sentence 1. Then write the actions for sentence 2 under the correct part of the diagram.

- 1 He bought a bunch of flowers with the money he had stolen.
- 2 The man hid in the laundry room when the other prisoners had finished work.



- 1 He stole the money. He bought some flowers.
- 2 \_\_\_\_\_

➔ See Grammar Reference, page 196.



5 CD1/13 When we speak, we often contract *had* to 'd or we use its weak pronunciation /həd/. Listen to the sentences. Which one uses the weak form of *had*? Which one uses a contraction?

- a He bought a bunch of flowers with the money he had stolen.
- b The driver understood what had happened when he saw the empty box.

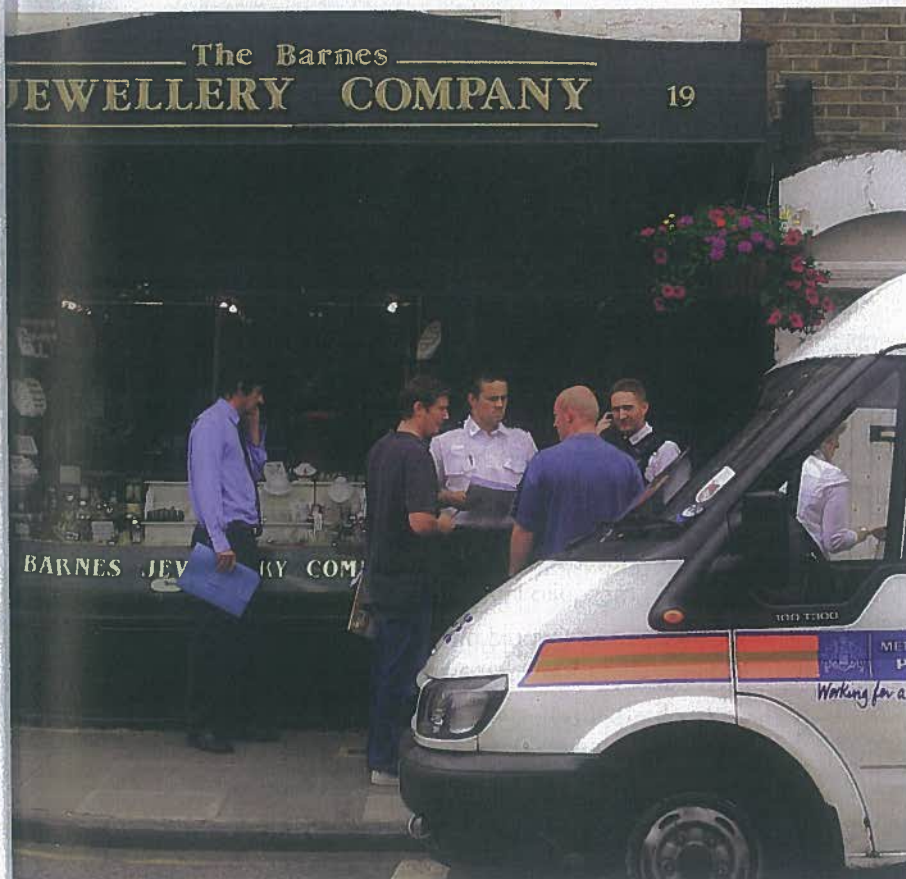
6 CD1/13 Listen and repeat the sentences.

7 Complete the sentences by putting the verbs in brackets into the past perfect.

- 1 They caught the burglar because he \_\_\_\_\_ (not wear) gloves.
- 2 They noticed that the thief \_\_\_\_\_ (break into) the flat through the bathroom window.
- 3 He was upset because someone \_\_\_\_\_ (steal) his sunglasses.
- 4 She \_\_\_\_\_ (never go shoplifting) before and a store detective caught her.
- 5 When she went to the cash machine, she discovered someone \_\_\_\_\_ (empty) her bank account.
- 6 By the time he was thirty he \_\_\_\_\_ (spend) eight years in prison.

8 Match the sentences 1–3 with the pictures A–C.

- 1  When the duchess arrived, they stole her jewels.
- 2  When the duchess arrived, they were stealing her jewels.
- 3  When the duchess arrived, they had stolen her jewels.



**Speaking**

9 The police are at the scene of a robbery at a jeweller's shop. They have four suspects from near the scene of the crime. Work in groups of six. Two of you are police officers. Go to page 191. The other four are the following suspects:

- a lady with a necklace in her handbag  
Go to page 191.
- a man wearing a Santa Claus costume  
Go to page 193.
- a woman with a toy gun in her handbag  
Go to page 191.
- a young man with a Donald Duck mask and a water pistol  
Go to page 193.



# 3B Where's the proof?

## Reading

1 Look at the pictures that deal with some old ways of deciding if someone was innocent or guilty. How did they work? Read the first paragraph of the text and check your answers.

## A question of guilt

If there are witnesses or clear evidence, it is easy to decide if someone is innocent or guilty of a crime. But what do you do when it is the word of one person against another, or there isn't enough proof? In the Middle Ages they used different methods. One way was trial by fire. The suspect had to pick up a red-hot piece of metal, or walk over coals. (1)  If not, they were guilty! Another way was trial by combat, where the accused fought against the person who had accused him. The winner was assumed to be right. In the Middle Ages people used to believe there were witches. (2)  Villagers threw the 'witch' into the water – if she floated it showed she was a witch and could be punished, but if she sank she was innocent. The only way out was to almost drown before being rescued.

There were of course, even then, ordinary trials where lawyers spoke for the prosecution and someone else in favour of the accused. (3)  A jury decided if the accused was innocent or guilty and a judge passed sentence. The English legal system in criminal matters always assumes the innocence of the defendant. Trials did not just concern people – they used to put animals on trial too! (4)  Rats were taken to court for eating corn. If they were guilty they would receive the same sentence as a human being!

Overall, a fair trial is probably the best way of judging a person. (5)  In the past hundred years there have



been big advances in the kind of evidence provided by forensic science. Fingerprints and, more recently, the results of DNA testing, can break the strongest alibi. (6)  The problem of course with any system is that there can be mistakes. Innocent people are found guilty of crimes they didn't commit, or even confess to something they did not do.

### Spotlight on reading skills: matching missing sentences

- Always begin by reading the text all the way through for a general understanding.
- Never try to fill the gaps as you go along.
- Study the words directly before and after the gaps.
- Look carefully at pronouns (*he, her, its, they, etc.*) to help you make your choice.
- Make sure your choice follows the logic of the text.
- Be systematic. Try each sentence in each gap to make sure.
- Deal with the easier questions first. Leave the more difficult ones to later.

### Matura practice

2 Read the article. Match sentences A–G to gaps 1–6. There is one extra sentence.

- A Then, as now, witnesses made statements under oath.
- B The last time the death penalty was used in Britain was in 1964.
- C In Finland a person was successfully prosecuted because the police found traces of his DNA in a mosquito in a car he had stolen!
- D Courts would often put pigs on trial for attacking people or damaging property.
- E That way each side has the opportunity to present witnesses and evidence.
- F If after three days later the burns looked better, the person was innocent.
- G Life was hard for a woman accused of being one.



**Grammar: used to / would**

- 3** Study the sentences from the text and answer the questions.

*In the Middle Ages people used to believe there were witches.*

*They used to put animals on trial too.*

- Do they describe something that happened once, or on a regular basis?
  - Do people still do this?
- 4** Read the rule, then rephrase sentences 1–4 using *used to* + base form.

**used to**

We use *used to* + base form to talk about past states or actions that happened regularly in the past but which no longer happen.

- The Tower of London was a famous prison, but it isn't a prison any more.
- They hanged people where Marble Arch is, but they don't any more.
- They arrested people for debt in the old days, but they don't any more.
- They sent criminals to Australia, but they don't any more.



The village 'stocks'

- 5** Study the note and find similar examples of *would* in the reading passage.

**would / used to**

We can use *would* + base form instead of *used to* to talk about repeated actions and events:

*Courts would (= used to) put pigs on trial for attacking people or damaging property.*

However, we cannot use *would* to talk about states:

*In the Middle Ages people used to believe there were witches.*

➔ See Grammar Reference, page 196.

- 6** Study these sentences. In which sentence are both *would* and *used to* correct?
- He *would / used to* tell a lot of lies when he was young.
  - He *would / used to* be a liar when he was young.

**Pronunciation**

- 7** **CD1/14** Listen to the sentences. In which one is *used* pronounced /ju:zd/ and in which one /ju:st/?
- In the Middle Ages they used different methods.*
  - In the Middle Ages people used to believe there were witches.*

- 8** **CD1/14** Listen again and repeat the sentences.

**Vocabulary**

- 9** Group the words in the box into verbs, adjectives and nouns. Some words can appear in two columns. Use a dictionary to help you.

innocent jury confess law witness  
forensic alibi trial oath guilty judge  
lawyer sentence evidence proof

- 10** Make sentences that contain two or more words from the box.

Example:

*There wasn't enough evidence to find him guilty.*

**Listening**

- 11** What kind of thing do forensic scientists do?
- 12** Read about *CSI: Crime Scene Investigation*.

The TV series *CSI: Crime Scene Investigation* began in 2000 in Las Vegas and has been expanded to include Miami and New York. You can see it in over 200 countries in the world and there is an estimated global audience of two billion people.

- 13** Do you watch *CSI: Crime Scene Investigation* or a similar programme? Are you a fan? Why?

- 14** **CD1/15** Dr Mortimer is a forensic scientist. Listen to the interview with her and answer the questions.
- When did forensic science start to be used in a serious way?
  - When did the police begin using fingerprints?
  - What were the next major developments?
  - When was DNA testing first used successfully?
  - What two things did the DNA test achieve?
  - How reliable is DNA evidence?
  - What do investigators need to establish about the DNA at the crime scene?
  - What does Dr Mortimer think about the techniques shown on *CSI: Crime Scene Investigation*?
  - What do American juries now expect?
  - How can TV series like this help criminals?



# 3C Lost and found

## Listening and speaking

1 **CD1/16** Simon has lost his suitcase.

Listen to his conversation with a police officer in part A and answer the questions.

1 Choose the picture that describes his case. Circle A, B or C.



- 2 What was in the case?
- 3 What does the police officer tell Simon to do?

2 **CD1/16** Listen again and complete the sentences.

- 1 What \_\_\_\_\_ the problem?
- 2 Oh dear! What \_\_\_\_\_?
- 3 What \_\_\_\_\_ when you saw it last?
- 4 I see. \_\_\_\_\_ anyone suspicious?
- 5 \_\_\_\_\_ pity.
- 6 Oh no! What \_\_\_\_\_!

3 Read Simon's conversation with a girl. Put the missing words from the box into the conversation.

you'll forgive me   so sorry   an accident  
on purpose   thank goodness   a relief  
by mistake   mean to

G = Girl, S = Simon

- G Excuse me, are you looking for this?  
S Oh, \_\_\_\_\_ – it's my case. Where did you find it?  
G I took it \_\_\_\_\_. I'm \_\_\_\_\_! I've got one that's exactly the same. Mine's over there. I hope \_\_\_\_\_ – I didn't \_\_\_\_\_ take it.  
S Please, don't worry about it. It was just \_\_\_\_\_. You didn't do it \_\_\_\_\_. What \_\_\_\_\_!  
G Can I buy you a coffee to say sorry?

4 **CD1/17** Listen to part B and check your answers.

### Useful expressions: making or accepting an apology

#### Expressing surprise / disappointment

*Oh dear!*                      *What a disaster!*  
*Oh no!*                        *What a pity!*

#### Apologising

*I'm so sorry.*                      *I didn't mean to take it.*

#### Forgiving

*Please, don't worry about it.*  
*It was just an accident.*  
*You didn't do it on purpose.*

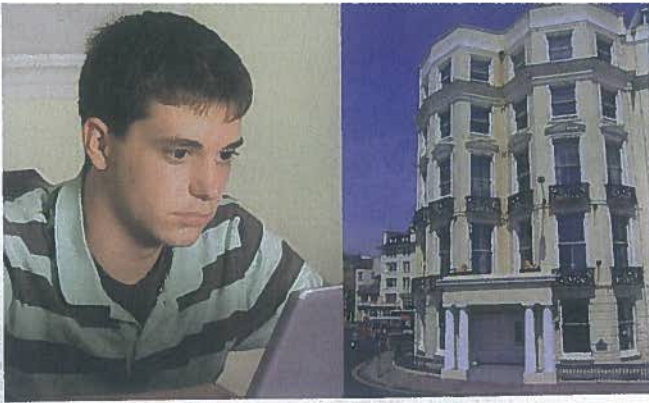
### Pronunciation: stress on key words

5 **CD1/17** We show we are very sorry by using strong stress on key words and a wide voice range. Listen to Simon's conversation with the girl again and copy what the girl says as closely as you can.

6 Work in pairs. Decide what to say in these situations and respond. Be sympathetic and forgiving!

- 1 **Student A:** You borrowed Student B's dictionary and you spilt coffee on it.
- 2 **Student B:** Student A lent you his/her homework but you forgot to bring it back.
- 3 **Student A:** Student B let you borrow his/her tennis racquet but someone stole it.
- 4 **Student B:** Student A gave you a calculator but you accidentally broke it.





## Writing: a letter of apology

**7** Ben Haynes is writing to a hotel where he stayed. Read his letter and answer the questions.

- 1 Why is Ben writing to the hotel?
- 2 What mistake did he make?

### Opening and closing more formal letters

When we don't know the other person's name:

*Dear Sir or Madam ... Yours faithfully* + your name

When we know the other person's name:

*Dear Mr Haynes ... Yours sincerely* + your name

### Titles

In British English we do not usually put a full stop after titles.

*Mr Jones, Mrs Green, Dr Brown*

In American English, titles are followed by a full stop.

### Dates

In British English, the order is **day / month / year**.

In American English, the order is **month / day / year**.

Example: 28 / 12 / 71 (UK), 12 / 28 / 71 (US)

**8** Study the layout of Ben's letter and answer the questions.

- 1 Where does he put the hotel's address? / his address? / the date?
- 2 What punctuation mark comes after *Madam* and *Yours faithfully*?
- 3 Does he use small or capital letters for titles?

Nettles Hotel  
Park Road  
Cardiff  
CF12 &GH

23 Carpenter's Lane  
Rickwood  
WD3 7HG

19<sup>th</sup> February 2\_\_\_\_

Dear Sir or Madam,

I am writing to you to return the enclosed hotel room key. I would also like to apologise for any inconvenience that I have caused. I found the key in my coat pocket as I was going through the security check at the airport. I meant to leave it at reception, but I am afraid I forgot to hand it in when I left the hotel.

Once again, please accept my apologies for what has happened and any trouble caused.

Yours faithfully,

*Ben Haynes*

- 9 Read the reply from the Nettles Hotel. How does the manager feel about Ben's mistake?
- 10 What differences do you notice in the layout of the two letters?
- 11 Underline the expressions that are used to apologise in the first letter and those that are used to forgive the customer in the reply.

The Nettles Hotel | Park Road | Cardiff

www.nettleshot.com

23 Carpenter's Lane  
Rickwood  
WD3 7HG  
23 / 02 / 2\_\_\_\_

Dear Mr Haynes,

Thank you very much for your kind letter and for returning your hotel key. Do not worry, it can happen to anyone. I appreciate that you have taken the trouble to return it.

I am glad that you enjoyed your stay and hope to welcome you again in the future.

Yours sincerely,

*Trudi Marks*

Trudi Marks, Manager

## Matura practice

**12** Read the situation, and write a letter on behalf of the students to the newspaper apologising for what you did.

As part of Carnival a group of students kidnapped all the garden gnomes in their town. Then they sent a picture of each gnome and a ransom note to the owners. A lot of people were very upset by this and complained to the police.

In your letter:

- Explain exactly what you did and when you decided to do it.
- Give at least two reasons why you did it.
- Say when you realised that it wasn't a good idea, and say what you think of your actions now.
- Apologise for upsetting people and promise to return all the garden gnomes to their owners.





# 3D The detectives

## Listening

**1** Sherlock Holmes is the world's most famous fictional detective. Have you ever read one of his adventures, or seen a film or TV programme with Holmes? Do you remember anything about the story?



**2** Before you listen about Holmes, work in pairs or groups and discuss what you already know about him. Make notes about ...

- his creator.
- his physical appearance.
- his clothes.
- objects associated with Holmes.
- where he lives.
- his closest friend and associate.
- his greatest enemy.
- his favourite expression.

**3** **CD1/18** Sally Whistler is a keen Sherlock Holmes fan, and has written a book about him and his creator. Listen to part A of the interview and answer the questions.

- 1 Why did Conan Doyle start writing the Holmes stories?
- 2 In what year was the first Holmes story published?
- 3 Where did the stories appear?
- 4 How many short stories and novels feature Holmes?
- 5 What is Holmes's address and who is his flatmate?
- 6 What three reasons does Sally give for the popularity of the Holmes stories?
- 7 Who was the inspiration for Conan Doyle's hero?

**4** **CD1/19** Listen to part B of the interview and answer the questions.

- 1 What does the picture at the top of this show?
- 2 What happened after it?
- 3 How is the picture of Holmes on page 41 different from Holmes in the stories?
- 4 Where is the headquarters of the Sherlock Holmes Society? How does it celebrate its hero's life?

## Reading

**5** Read the introduction to one of the Sherlock Holmes mysteries. Can you think of an explanation for *The Red-headed League*?

### Introduction.

One of Sherlock Holmes's most mystifying cases is *The Red-headed League*. Jabez Wilson, a shopkeeper with bright red hair, answers a job advertisement his new assistant, Vincent Spaulding, has shown him. The advertisement is for a job for someone with red hair! Wilson gets a job in an office where he is well-paid simply to copy the pages of the *Encyclopedia Britannica*. His employer is an unknown rich American who wants to help people with red hair. Every day for two months Wilson goes to an office where he carries out his duties. Then one day later, when he arrives at work, Wilson discovers that the office is closed and the Red-headed League no longer exists. He goes to Holmes to see if he can find out more about the League and who is behind it.

**6** In the extract from the novel, Holmes and Watson meet Mr Wilson for the first time. Holmes demonstrates his powers of observation and deduction. Read the extract and answer the questions.

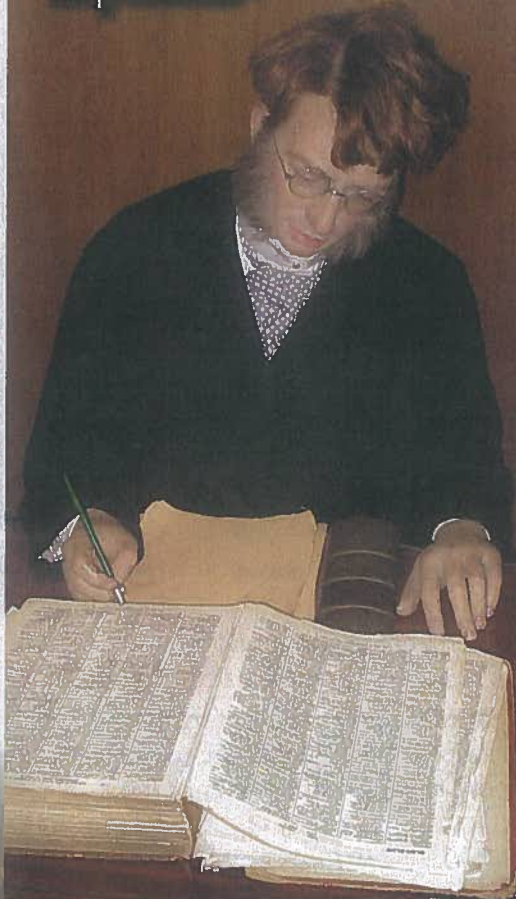
- 1 What evidence shows that Mr Wilson ...
  - a has worked with his hands?
  - b is a member of a secret society?
  - c has been to China?
  - d has done a lot of writing?
- 2 How does Mr Wilson react when Holmes first tells him about himself?
- 3 How does this change after Holmes's explanation?

**7** Are you a good detective? Here is some more information that Holmes discovers during the story. Can you guess the solution to the story and explain *The Red-headed League*?

- Holmes hit the pavement outside Wilson's shop and noticed that it made an empty sound.
- Vincent Spaulding, Wilson's assistant, had only worked for Mr Wilson a few months.
- Holmes noticed that the knees of Spaulding's trousers were dirty.
- Holmes knew that there was a lot of gold in a nearby bank.



‘I tried to guess something about him from his dress or appearance. I did not learn much from my inspection.’



## The Red-headed League

Our client, Jabez Wilson, took a dirty newspaper from his coat pocket. As he looked down the advertisement column I tried to guess something about him from his dress or appearance. I did not learn much from my inspection. Our visitor looked like an ordinary British tradesman. There was nothing special about the man apart from his bright red hair, and the look of sadness on his face.

Sherlock Holmes noticed what I was doing and smiled. ‘Beyond the obvious facts that he has at some time done manual labour, that he takes snuff\*, that he is a freemason\*, that he has been in China, and that he has done a considerable amount of writing lately, I can deduce nothing else.’ Mr Jabez Wilson sat up suddenly in his chair, and looked at my companion.

‘How did you know all that, Mr Holmes?’ he asked. ‘How did you know, for example, that I did manual labour? It’s the honest truth, for I began as a ship’s carpenter.’

‘Your hands, my dear sir. Your right hand is much larger than your left. You have worked with it, and the muscles are more developed.’

‘Well, the snuff, then, and the freemasonry?’

‘I won’t insult your intelligence by telling you how I read that, especially as, rather against the strict rules of your order, you use an arc-and-compass breastpin\*.’

‘Ah, of course, I forgot that. But the writing?’

‘What else can be indicated by that right cuff\* so very shiny for five inches, and the left one with the smooth patch near the elbow where you rest it upon the desk?’

‘Well, but China?’

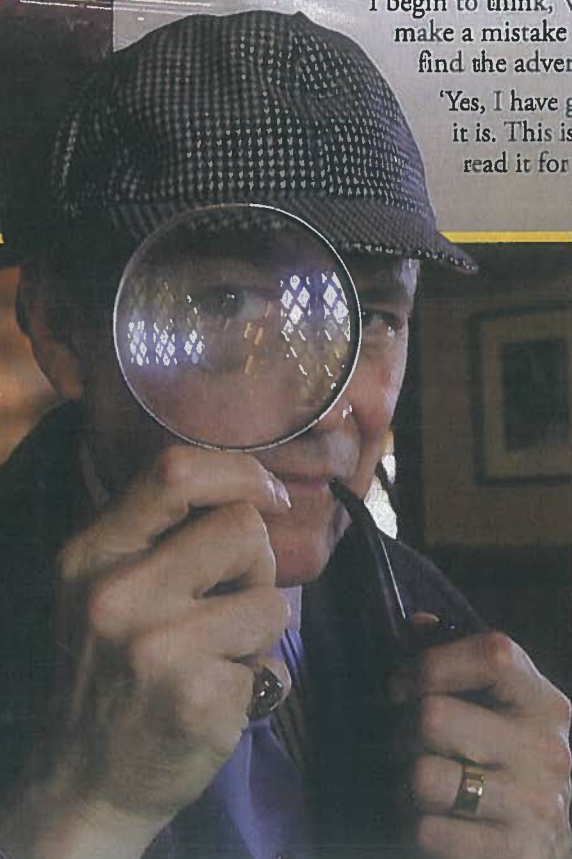
‘The fish that you have tattooed immediately above your right wrist could only have been done in China. When, in addition, I see a Chinese coin hanging from your watch chain, the matter becomes even more simple.’

Mr Jabez Wilson laughed heavily. ‘I thought at first that you had done something clever, but I see that there was nothing in it after all.’

‘I begin to think, Watson,’ said Holmes, ‘that I make a mistake in explaining. Can you not find the advertisement, Mr Wilson?’

‘Yes, I have got it now,’ he answered. ‘Here it is. This is what began it all. You just read it for yourself, sir.’

snuff a form of tobacco that users put in their nose  
 freemason a man who belongs to a secret society in which members communicate with each other using special signs  
 an arc-and-compass breastpin a badge showing the symbol of the freemasons  
 cuff the end part of the sleeve of a shirt or coat





# 3E At the police station



3 CD1/20 Study the Useful expressions box, then listen again. Tick (✓) the expressions you hear.

### Useful expressions: describing a person's appearance

- 1 a *So, what exactly happened?*
- b *Can you tell me what happened?*
- 2 a *What did he look like?*
- b *Can you describe him?*
- 3 a *He was about twenty.*
- b *He was around twenty years old.*
- 4 a *He was tall and skinny.*
- b *He was tall with a slim build.*
- 5 a *He had jeans on.*
- b *He was wearing jeans.*
- 6 a *There was a small scar under his right eye.*
- b *He had a small scar under his right eye.*
- 7 a *He had a pierced lip.*
- b *He had a piercing in his lip.*
- 8 a *He had short dark hair.*
- b *His hair was short and dark.*

### Listening and speaking

1 Look at the picture of a police control room. Describe the picture and answer the questions.

- 1 Lots of public places in England now have CCTV (closed-circuit television). Do you think these cameras reduce crime?
- 2 Would you like to see these cameras introduced in the public places where you live? Are there dangers for ordinary citizens? Why?

2 CD1/20 A teenager has been robbed. He is making a report at the police station. Listen to his conversation with a police officer and complete the report.

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Description of suspect: \_\_\_\_\_

---

Age: \_\_\_\_\_

Height and build: \_\_\_\_\_

Dress: \_\_\_\_\_

Distinguishing features: \_\_\_\_\_

Item(s) stolen: \_\_\_\_\_

Violence: yes  no

Contents.

cash	<input type="checkbox"/>	keys	<input type="checkbox"/>
credit cards	<input type="checkbox"/>	documents	<input type="checkbox"/>
mobile phone	<input type="checkbox"/>	ID card	<input type="checkbox"/>
computer	<input type="checkbox"/>	passport	<input type="checkbox"/>

Other: \_\_\_\_\_

For the script of this dialogue, go to the Workbook listening script section.

4 Work in pairs. Take it in turns to be the victim / witness or the police officer. Describe the incident to your partner.

#### Student A

You are the manager of a clothes shop. You are reporting a shoplifter, who came into your shop and took three expensive items. It happened at about five o'clock in the afternoon. Invent your own description.

#### Student B

You were a witness to a bank robbery at 11 o'clock this morning. Two men armed with shotguns came into the bank and fired shots into the ceiling. A third robber drove the getaway car. Here are notes on their descriptions:

- 1 short, fat, tattoo left arm (heart + 'Mum'), Mickey Mouse mask
- 2 tall, thin, gorilla mask
- 3 (driver – black Audi) about 30, long hair tied in a pony tail



# Review

## Grammar

- 1 Complete the story of Robin Hood by underlining all the correct choices.

Robin Hood is one of England's most famous legendary characters. Robin Hood was an outlaw. According to the legend he (1) would live / used to live in Sherwood Forest with his band of outlaws known as his 'Merry Men'. The most famous of these (2) used to be / were the giant Little John and Friar Tuck. He (3) would have / used to have a girlfriend called Maid Marion. His big enemy (4) was / used to be / would be the Sheriff of Nottingham. Stories and songs about him (5) would appear / used to appear / first appeared in the 1300s. He (6) didn't use to rob / wasn't robbing the poor – instead he (7) was helping / used to help them by giving them food and money which he stole from the rich.



- 2 Complete the sentences by underlining the correct form of the verbs from the alternatives you are given.

- I was travelling / travelled to work when someone stole / was stealing my wallet from my pocket.
- They managed / were managing to get into the house because I had forgotten / forgot to close an upstairs window.
- The gang were trying / had tried to escape when they suddenly realised / were realising that the manager had locked / locked them in the strong room.
- The police caught / were catching the attacker because he had not worn / didn't wear gloves and had left / was leaving his fingerprints on the bag.
- When I turned on / had turned on my computer I noticed / was noticing that someone had accessed / accessed my private data.
- Matilda walked / was walking home from school when two people made / were making her get into the back of their car. Fortunately a passer-by took / was taking the car's number-plate as it was driving / had driven away.

## Vocabulary

- 3 Match the kind of criminal to the situations in 1–6 of exercise 1.

pickpocket shoplifter  
bank robber burglar mugger  
hacker kidnapper

- 4 Word partnerships. Create sentences by matching the beginning with the end.

1 The jury found	a dropping litter.
2 The man apologised	b for stealing the money.
3 She made a	c her of theft.
4 Her neighbour accused	d him guilty.
5 The judge passed	e proved him guilty.
6 The forensic evidence	f sentence on the criminal.
7 He was prosecuted for	g statement to the police.

## Functions

- 5 Complete the conversation in a police station by writing questions for the answers. You have some 'clues' to help you.

P = police officer, M = man

- P Good evening. \_\_\_\_\_? (help)  
M Yes, I'd like to report a robbery.
- P \_\_\_\_\_? (happen)  
M Well, I was crossing Silver Street Bridge when I saw a young man breaking into a car. He smashed the window and took a briefcase from the back seat.
- P \_\_\_\_\_? (look)  
M Well, it happened so quickly, but he was tall and skinny with short dark hair.
- P I see and \_\_\_\_\_ (wear)  
M He had on a pair of dark green shorts and was wearing a red T-shirt.
- P \_\_\_\_\_ (old)  
M About twenty I would say.

## Now I can ...

- make and accept an apology.
- talk about crime and punishment.
- write a letter of apology.
- use the past perfect.
- use *used to* and *would* to talk about past habits.



**DZIAŁANIA PRZESTĘPCÓW  
(CRIMINAL ACTIVITIES)**

- armed** uzbrojony
- arson** podpalenie, an **arsonist** podpalacz/ka
- beat up** pobić
- blackmail** szantażować, a **blackmailer** szantażyst/k/a
- break into (a house, a car)** włamać się do (domu, samochodu)
- burgle** włamać się, a **burglar** włamywacz, (a) **burglary** włamanie
- commit (a crime, offence)** popełnić (przestępstwo, wykroczenie)
- the crime rate** wskaźnik przestępczości
- drug dealing / trafficking** handel narkotykami
- drink-driving** jazda po pijanemu
- empty one's bank account** opróżnić czyjeś konto bankowe
- football hooliganism** chuligaństwo kibiców piłkarskich, a **hooligan** chuligan
- a **hacker** haker
- hijack** 1 porwać 2 porwanie (np. samolotu, pociągu, itp.)
- a **hostage** zakładnik
- (an) **identity theft** kradzież tożsamości
- kidnap** porwać człowieka, a **kidnapper** porywacz, (a) **kidnapping** porwanie
- mug** napaść w miejscu publicznym, a **mugger** napastnik, (a) **mugging** napad
- pay a ransom** zapłacić okup
- phishing** wyludzanie danych
- a **pickpocket** kieszonkowiec (CD, software) **piracy** piractwo (płyta, oprogramowań), a **pirate** pirat
- point a gun at** wycelować w
- rape** 1 zgwałcić 2 gwałt a **rapist** gwałticiel
- rob** obrabować, a **robber** złodziej, (a) **robbery** rabunek
- shoplifting** kradzież w sklepie, a **shoplifter** złodziej/ka sklepowy/a
- speeding** przekroczenie prędkości
- suspicious behaviour** podejrzane zachowanie
- terrorism** terroryzm

- a **thief (pl. thieves)** złodziej/ka, (a) **theft** kradzież
- threaten** zastraszać
- a **toy / fake gun** broń – zabawka / atrapa
- vandalism** wandalizm
- violence** przemoc

**OCHRONA (PROTECTION)**

- (a) **bulletproof (vest)** (kamizelka) kuloodporna
- carry a gun / tear gas** nosić broń / gaz łzawiący
- do a self-defence course** ukończyć kurs samoobrony
- a **guard dog** pies-stróż
- have a bodyguard** mieć osobistą ochronę
- hire a security agency** wynająć agencję ochrony
- install a burglar alarm** założyć alarm przeciwwłamaniowy
- a **security guard** strażnik, pracownik ochrony

**DZIAŁANIA POLICJI (WHAT THE POLICE DO)**

- accuse somebody of** oskarżyć kogoś o, **accused** oskarżony
- admit** przyznać się
- analyse (blood, DNA) samples** analizować próbki (krwi, DNA)
- arrest** aresztować
- at gunpoint** na celowniku
- a **barrister / lawyer** adwokat
- confess** wyznać
- a **crime scene** miejsce przestępstwa
- evidence** dowód, materiał dowodowy
- explain / solve a mystery** rozwikłać tajemnicę
- fingerprints** odciski palców
- forensic medicine / scientist** medycyna sądowa / specjalista medycyny sądowej
- handcuffs** kajdanki
- inspect** badać, an **inspector** inspektor, an **inspection** inspekcja
- interrogate / question somebody** przesłuchiwać kogoś

- investigate** prowadzić dochodzenie, an **investigator** śledczy, an **investigation** śledztwo
- match bullets to guns** dopasowywać naboje do broni
- sniffer dog** pies policyjny
- S.W.A.T. (Special Weapons and Tactics)** jednostka policji do zadań specjalnych
- a **ticket** mandat (np. za złe parkowanie)
- traces** ślady

**W SĄDZIE  
(AT THE COURT)**

- capital punishment / the death penalty** kara śmierci
- community service** prace społeczne zasądzone przez sąd
- a **convict** skazany, a **conviction** wyrok skazujący
- convict** skazywać
- the defence** obrona, **the defendant** oskarżony/a, pozwany/a
- a **fine** grzywna
- guilty** winny
- imprisonment** kara więzienia
- innocent / not guilty** niewinny
- the judge** sędzia
- the jury** ława przysięgłych
- a **life sentence** dożywocie
- pass sentence** wydać wyrok
- prison** więzienie, a **prisoner** więzień
- prosecute** ścigać sędownie, **the prosecution** oskarżenie
- prove** udowodnić, **proof** dowód
- punish** ukarać, (a) **punishment** kara
- put somebody on trial** sądzić kogoś
- serve one's sentence** odbyć karę więzienia
- sue** pozwać
- a / **the suspect** podejrzany
- suspect** podejrzewać
- a **suspended / 5-year sentence** wyrok w zawieszaniu / pięcioletni
- testify under oath** zeznawać pod przysięgą
- witness** 1 być świadkiem 2 świadek an **eyewitness** naoczny świadek

**1 Znajdź w słowniczku wyrazy i wyrażenia, które najlepiej uzupełnią następujące kategorie:**

- Law-breakers** (Ci, którzy łamią prawo):
- Law enforcement people** (Ci, którzy strzegą prawa):
- Investigation** (Śledztwo / Dochodzenie):
- Punishment** (Kara / Wyrok):

**2 Uzupełnij tekst podanymi poniżej czasownikami w odpowiedniej formie:**

question accuse confess admit pass arrest

Brenda's neighbour seemed a very law-abiding citizen but one day it all changed. Everybody was shocked when the police (1) \_\_\_\_\_ him and then he was (2) \_\_\_\_\_ of software piracy. When the inspectors (3) \_\_\_\_\_ him, he didn't

(4) \_\_\_\_\_ it but when they found some evidence at his home he finally (5) \_\_\_\_\_ the truth. When the judge (6) \_\_\_\_\_ the sentence some time later, he was devastated.

**3 Połącz przestępstwa i wykroczenia z odpowiednimi dla nich karami.**

- |                         |                     |
|-------------------------|---------------------|
| 1 vandalism             | a life sentence     |
| 2 burglary              | b fine              |
| 3 illegal parking       | c ticket            |
| 4 disturbing neighbours | d imprisonment      |
| 5 murder                | e community service |

**4 Opisz jakiegoś wykroczenie i jego skutki. Skorzystaj z przykładowego opisu z ćwiczenia 2. i wyrażen z ćwiczenia 3.**



## UZYSKIWANIE, UDZIELANIE INFORMACJI

W czasie rozmowy często zadajemy pytania, by uzyskać informację na temat innych ludzi - ich wyglądu, charakteru czy upodobań. Do takich pytań należą poniższe przykłady.

### 1 Najpierw uporządkuj rozsypane pytania, a potem dopasuj do nich polskie tłumaczenia.

1 she / does / what / like / look / ?

---

2 is / what / she / like / ?

---

3 does / like / what / she / ?

---

4 like / she / who / does / to / talking / ?

---

5 are / what / her / likes and dislikes / ?

---

- a Jaka jest?
- b Jak wygląda?
- c Co lubi?
- d Co lubi, a czego nie lubi?
- e Z kim lubi rozmawiać?

Czy zauważyłeś/aś, że wyraz *like(s)* pojawia się w powyższych zdaniach w kilku różnych znaczeniach? Jakich?

Gdyby Tobie zadano takie pytania na temat Twojego najlepszego przyjaciela / najlepszej przyjaciółki, jak byś na nie odpowiedział/a? Do których pytań pasują poniższe odpowiedzi?

- a He/She is very determined and outgoing.
- b He/She is tall and slim with short blond hair.
- c He/She likes talking to people with similar interests.
- d He/She likes thrillers and film music.
- e He/She likes fast cars but doesn't like motorbikes.

### 2 Wykorzystaj te przykładowe odpowiedzi i, zmieniając odpowiednio dane, przygotuj się do rozmowy o swoim koleźce / swojej koleżance.

**Pamiętaj!** Przymiotniki, które opisują rzeczownik mają w języku angielskim swój stały porządek:

**opinia** (*nice*), **rozmiar** (*long*), **kształt** (*straight*), **kolor** (*blond*) *hair*

Oczywiście z tej listy wybierzesz tylko niektóre cechy, ale pamiętaj o zachowaniu dobrej kolejności.

Uzyskiwanie i udzielanie informacji może również odnosić się do **rzeczy**. Przeczytaj pytania, które zadamy, żeby dowiedzieć się czegoś więcej o przedmiocie rozmowy:

- 1 What's this?
- 2 What is it like?
- 3 What size / shape / colour is it?
- 4 What do you use it for?
- 5 Where did you buy it?

### 3 Ułóż zdania w takiej kolejności w jakiej podane są pytania.



- It looks heavy.
- It's a padlock.
- I want to use it in my workshop for locking the door.
- It's a small square black object.
- I bought it in a DIY shop.

**Dla przypomnienia** - wyrazy i wyrażenia przydatne do opisu przedmiotów:

**opinion:** *nice / heavy / comfortable / handy / useful*

**size:** *small / average / large / short / long / narrow / wide / shallow / deep*

**shape:** *round / square / rectangular / triangular / oblong / spiral*

**colour:** *metallic / cream / golden / silver / bright*

**used for:** *locking the door, carrying documents and money on you (on your chest), keeping money and valuable things, carrying clothes while travelling, making films*

### 4 Wykorzystując powyższy opis przedmiotu i wyrażenia z ćwiczenia 3., opisz przedstawione na zdjęciach przedmioty





## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Spotykasz angielską koleżankę na dworcu kolejowym w Leeds. Prosi Cię, abys pomógł / pomogła jej szukać małej dziewczynki, którą ma pod opieką a która gdzieś się zgubiła.

- Zapytaj, jak dziewczynka wygląda.
  - Dowiedz się, czy ma jakieś cechy charakterystyczne.
  - Poproś o wskazówki, gdzie zacząć poszukiwania.
- (rozmowę rozpoczyna egzaminujący)

### B. Relacjonowanie wydarzeń

Byłeś/aś świadkiem kradzieży w sklepie. Znajomy Anglik jest zainteresowany szczegółami tego zdarzenia.

- Powiedz, co robiłeś/aś, gdy to się wydarzyło.
  - Opowiedz o zatrzymaniu sprawcy przez ochronę.
  - Wspomnij o tym, jak zareagowali obecni w sklepie ludzie.
- (rozmowę rozpoczyna egzaminujący)

### C. Negocjowanie

Przez pomyłkę zabrałeś/aś parasol koleżanki, którą odwiedziłeś/aś w czasie pobytu w Oksfordzie.

- Przeprós za zaistniałą sytuację.
  - Podziękuj za to, że kolega / koleżanka pozwolił/a Ci zatrzymać parasol tak długo, jak to będzie potrzebne.
  - Umów się na termin oddania parasola.
- (rozmowę rozpoczyna zdający)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Why are the police interested in the man?
- 2 What can dogs do to help policemen in their work?





# Travel and adventure

## In this module you will learn

- **Communication:** making arrangements, at a travel agent's
- **Vocabulary:** travel
- **Reading and Listening:** the Edinburgh Festival
- **Writing:** a formal letter or email
- **Grammar:** past simple, present perfect with *ever*

## Let's get started

### 1 Describe the picture and answer the questions.

- 1 This woman spent millions of dollars on her trip into space. Do you think it was money well spent?
- 2 For you, what is the ultimate travel adventure or dream?

## Vocabulary

### 2 Complete the sentences with a word from the box.

historic scenery statue birthplace souvenir  
sightseeing guidebook tourism museum  
Gallery festival monument

- 1 There is some beautiful \_\_\_\_\_ in the Tatras – mountains and forests reflected in clear lakes.
- 2 Rebecca bought a model of the Eiffel Tower as a \_\_\_\_\_ of her visit to Paris.
- 3 Don't forget to buy a good \_\_\_\_\_ – it will tell you which places in Poland to visit and how to get around.
- 4 When my uncle went to Kraków on business, he took the opportunity to go \_\_\_\_\_.
- 5 I think that \_\_\_\_\_ has spoilt Venice – far too many people go there nowadays.
- 6 It's a really strange \_\_\_\_\_ – each year in this Spanish town they have a huge fight with tomatoes.

7 The Uffizi \_\_\_\_\_ in Florence has probably the most important collection of Renaissance paintings in the world.

8 The shipyards in Gdańsk witnessed some \_\_\_\_\_ events in the march to democracy.

9 Wadowice is famous as the \_\_\_\_\_ of Pope John Paul II.

10 The \_\_\_\_\_ has an amazing collection of dinosaur fossils.

11 The \_\_\_\_\_ of the Bronze Horseman is the symbol of St Petersburg.

12 This strange tower is a \_\_\_\_\_ to the Great Fire of London.

### 3 Work in pairs. Think of the following in your region of Poland:

- the birthplace of a famous person, for example an artist or scientist
- a famous statue or monument
- an important museum or gallery
- a typical souvenir
- the three most important historic events
- a strange tradition or festival
- a place of natural beauty with fantastic scenery
- five places you expect to see in a guide book

### 4 Tell another pair what you have chosen, and why.

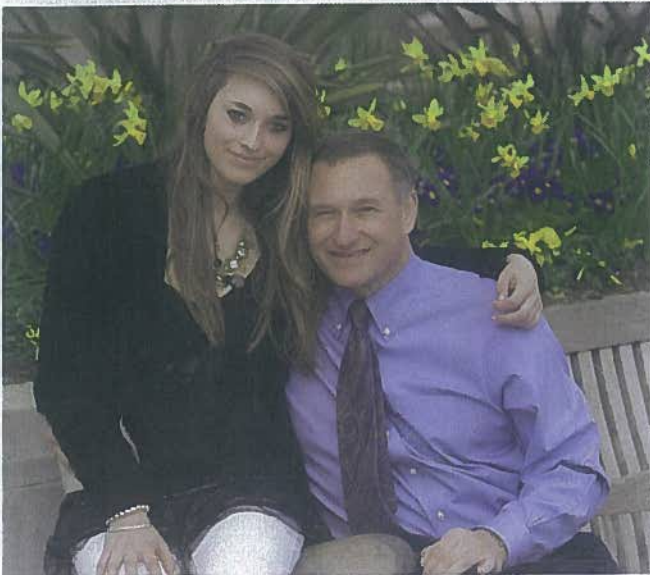


# 4A Adventurers

## Reading

1 Read the text 'A family affair' about explorers David and Camilla Hempleman-Adams, then discuss the questions.

- 1 What different adventures has David had?
- 2 What do you think motivates him?
- 3 What do David and Camilla have in common?
- 4 What is special about Camilla?
- 5 What risks did Camilla face on the trip?
- 6 What did she think was the worst thing about it?



### A family affair

David Hempleman-Adams is one of Britain's most famous explorers and adventurers. He has taken many risks in his long career. He has climbed the highest mountains on each continent and has been to both Poles. In 1984 he completed a solo expedition to the North Pole.

His adventures also include hot-air ballooning. He has flown over the North Pole, and in 2003 he flew across the Atlantic in an open basket. David is not alone in his love of danger. He and his friends have eaten dinner around a table suspended from a balloon! It was an extremely memorable event.

This love of excitement and adventure runs in the family. David and his daughter Camilla have been on an expedition together. At the age of fifteen she became the youngest British woman to ski to the North Pole. She spent a week in temperatures as low as minus 60 degrees Celsius. During the trip she risked death and attacks from polar bears. For her the worst thing was putting up with the snoring in the tent!



## Grammar: present perfect or past simple

2 Study the sentences and complete the rule about how we form the present perfect.

*He has taken many risks in his long career.*

*They have eaten dinner around a table suspended from a balloon!*

### The present perfect

We form the present perfect with the auxiliary verb (1) \_\_\_\_\_ followed by the **past participle** of the main verb. Remember, the **past participle** is the third form of the verb:

base form	past simple	past participle
<i>eat</i>	(2) _____	(3) _____

3 Study the table, and answer questions 1–4 underneath.

<b>Affirmative</b>	He has taken many risks.	They have eaten dinner.
<b>Negative</b>	He hasn't taken many risks.	They haven't eaten dinner.
<b>Questions</b>	Has he taken many risks?	Have they eaten dinner?
<b>Short answers</b>	Yes, he has. / No, he hasn't.	Yes, they have. / No, they haven't.
<b>Wh-questions</b>	Why has he taken many risks?	Where have they eaten dinner?

- 1 How do we make *yes / no* questions with the present perfect?
- 2 How do we make the short *yes / no* answer?
- 3 How do we make negative statements?
- 4 What is the difference between the *I/we/you/they* form and the *he/she/it* form?

➔ See Grammar Reference, page 196.

4 Study the sentence and choose the best answer to the questions.

*He has flown over the North Pole, and in 2003 he flew across the Atlantic in an open basket.*

- 1 Do we know when he flew over the North Pole?  
yes  no
- 2 Which tense is used to refer to his North Pole flight?  
present perfect  past simple
- 3 Do we know when he flew across the Atlantic?  
yes  no
- 4 Which tense is used to refer to his Atlantic flight?  
present perfect  past simple




**5** Complete the rules in the box about when we use the past simple and the present perfect by underlining the correct alternative.

**Past simple or present perfect?**

- 1 When we place an event at a specific time in the past we use the past simple / present perfect.
- 2 When we talk about a past event or experience in a general way with no specific time we use the past simple / present perfect.

**6** With a partner, go through the reading passage and find ...

- other examples of general experiences using the present perfect.
- specific events in the past using the past simple.

**7**  **CD1/21** Listen and repeat. What happens to the pronunciation of *have* / *has* in the present perfect?

- a He's (= He has) flown over the North Pole.
- b They've (= They have) been on an expedition together.

Practise reading other sentences from the text, pronouncing the contractions.

**Learning irregular verbs**

With regular verbs, the past simple and past participle are the same:

base form	past simple	past participle
<i>climb</i>	<i>climbed</i>	<i>climbed</i>

With irregular verbs, this is not necessarily true. Study some different types of irregular verb. Can you add any verbs to these categories?

A A A	<i>cut</i>	<i>cut</i>	<i>cut</i>
A B B	<i>spend</i>	<i>spent</i>	<i>spent</i>
A B C	<i>fly</i>	<i>flew</i>	<i>flown</i>

➔ See Irregular Verbs list, page 208

**8** Work in pairs. Look at Marina's pictures. Talk about her experiences.



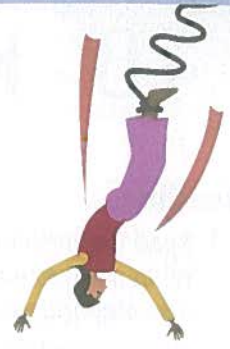
1 ride / a camel



2 swim / in the Indian Ocean



3 be / a girl guide



4 go / bungee jumping



5 speak to / someone famous



6 see / the Taj Mahal



7 fly / in a hot-air balloon



8 write / a job application

**9** Now rewrite the sentences using the extra information. What does this mean for the tense we use?

- 1 ride a camel / when she visited Tunisia
- 2 swim in the Indian Ocean / she went to India on holiday
- 3 be / a girl guide between the ages of 14 and 17
- 4 be terrified / when she went bungee jumping
- 5 speak to the Prime Minister / when he came to her school
- 6 see the Taj Mahal / for the first time in 1998
- 7 fly round the world / two years ago
- 8 write a job application / last summer



Watch a video about the future of a fishing village in Morocco. Turn to page 174.



# 4B Keep moving!

## Reading

- 1 Read the introduction to the article 'Blog Trotter'. What are the two main reasons for Rebecca's non-stop journey?

### Matura practice

- 2 Read the article. Match questions A–F to paragraphs 1–5. There is one extra question.
- A How many forms of transport have you used altogether?
- B Why do you communicate with other bloggers?
- C Have you ever written a blog?
- D Hi, Rebecca. Why do you want to visit fifteen countries in thirty-three days?
- E So how do you keep moving even while you're asleep?
- F Have you done much sightseeing?

### Spotlight on reading skills: matching

- Read the text through quickly.
- Read the statements or questions and highlight key words which will help you match them with the paragraphs.
- Match the questions with the correct paragraph.

## Grammar: present perfect with ever

### 3 Study the example conversations.

- How can you ask if someone has had a particular experience?
- What tense do you use?
- What short answers can you give?
- What tense do you use when you want to ask for or give more detail?

#### A

L = Lena, R = Rob

- L Have you ever spoken to a famous person?  
 R Yes I have, I've spoken to the Prime Minister.  
 L Wow, when was that?  
 R When she visited our school. She asked me about my plans for the future.

#### B

- R Have you ever been to Ireland?  
 L No I haven't.

## Blog Trotter

Australian Rebecca Campbell, 26, has taken on a non-stop round-the-world tour that includes fifteen countries. Why? To raise money for charity and to publicise a new kind of mobile phone. As part of the challenge, Rebecca has to eat and sleep on the move. The one place where she can sit and have a normal meal is in a revolving restaurant in Singapore! We catch up with her and her progress.

1

Well, I have always wanted to discover the world. As I love writing, I am keeping a blog so everyone can follow my progress. That way I can combine my two great loves – writing and travel.

2

I have prepared my itinerary very carefully so that I travel mostly at night. I sleep in whatever means of transport I'm taking, like the train or boat, so I can move and rest at the same time.

3

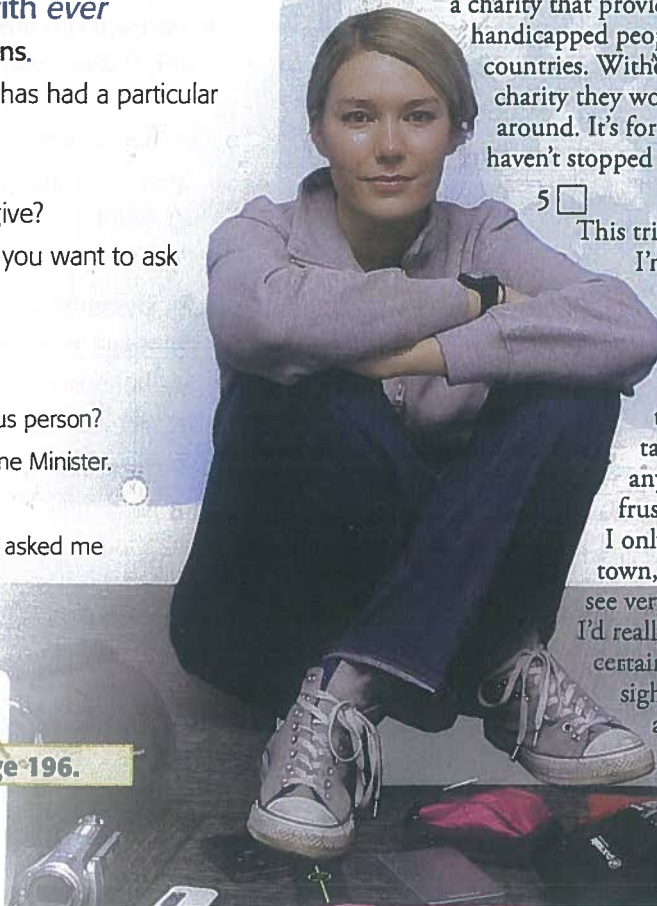
Goodness! A lot! I've travelled by plane, train and car but I've also used more unusual forms of transport like a rickshaw, helicopter, gondola, camel and hot-air balloon.

4

As I travel alone and travel through countries at high speed, meeting other bloggers gives me a quick introduction to the life of a country. They give me advice and act as guides, and through their blogs I can pass on the appeal for donations to Motivation, a charity that provides wheelchairs for handicapped people in developing countries. Without the help of this charity they wouldn't be able to get around. It's for this reason that I haven't stopped moving.

5

This trip is so incredible as I'm seeing lots of towns and countries in a short space of time. The downside is that I don't have the time to stop and take advantage of anything. That's really frustrating. Sometimes I only stay two hours in a town, which means I don't see very much. That's why I'd really like to go back to certain cities and do some sightseeing. But that's another story and another trip!



➔ See Grammar Reference, page 196.



**Pronunciation**

4 **CD1/22** Listen to the recording and copy the intonation as closely as possible.

- a Have you ever spoken to a famous person?
- b Have you ever been to Ireland?

5 Make *Have you ever ...?* questions. In pairs, ask and answer your questions. If your partner answers yes, ask about the details.

- 1 speak to someone from an English-speaking country?
- 2 go abroad?
- 3 fall off a bicycle?
- 4 miss a train or bus?
- 5 visit Gdańsk?
- 6 eat foreign food?

**Listening**

**Matura practice**

6 **CD1/23** Listen to six short situations that have a connection with travel and travelling, and answer the questions. Write A–G in the correct box. There is one extra question.

In which situation ...

- A has someone lost an important document?
- B do two friends argue?
- C does someone get information about a day trip?
- D does someone have a very big disappointment?
- E does someone receive advice on getting around a city?
- F do two travellers receive a warning?
- G does someone need a visa?

- |           |                          |           |                          |
|-----------|--------------------------|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> | Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> | Speaker 4 | <input type="checkbox"/> |
| Speaker 5 | <input type="checkbox"/> | Speaker 6 | <input type="checkbox"/> |

**Vocabulary**

7 Complete the sentences with a word from the box.

travel flight itinerary journey excursion  
voyage trip cruise

- 1 The train \_\_\_\_\_ through Siberia to Vladivostok seemed endless.
- 2 How was your \_\_\_\_\_ to Lublin? Was it successful?
- 3 Does your father often \_\_\_\_\_ abroad for his job?
- 4 The sea \_\_\_\_\_ to India used to take a month.
- 5 While I was staying in Kraków, I went on an \_\_\_\_\_ to the famous salt mines in Wieliczka.
- 6 The \_\_\_\_\_ to Sydney took eighteen hours – I couldn't wait to get off the plane.
- 7 They are going on a ten-day \_\_\_\_\_ around the Mediterranean. Their \_\_\_\_\_ includes visits to Naples, Malta and Athens.

8 Decide which verbs in box A can go together with the nouns in box B. Some verbs can combine with different nouns.

**A** catch hire take lose miss

**B** a taxi a bus a train a connection a bicycle  
a passport / an ID card

9 Work in pairs. Create and answer questions based around the collocations in exercise 7. Ask and answer questions beginning with *Have you ever ...?* / *When was the last time you ...?*

Examples:

*Have you ever hired a bicycle?*


*When was the last time you took a taxi?*






# 4C Travel arrangements

## Listening and speaking

1  **CD1/24** Abbie, Becky and Caroline are on holiday in London. They want to go to Edinburgh for a long weekend. They are discussing the best way to get there. Listen to the conversation and answer the questions.

- 1 How long does it take to fly?
- 2 Why don't they want to go by train?
- 3 How long does the coach take?
- 4 How far is Edinburgh?
- 5 Why does it take so long?
- 6 How do they finally decide to travel? Why?

2  **CD1/24** Try to complete the conversation with two words in each space, then listen again and check.

A = Abbie, B = Becky, C = Caroline

A So how \_\_\_\_\_ get there? Does \_\_\_\_\_ any suggestions?

B Why \_\_\_\_\_ fly? It only takes an hour.

C Yeah, but flying is incredibly expensive.

A That's true. We \_\_\_\_\_ by train, but that's expensive too.

B I know. How \_\_\_\_\_ the coach? That's really cheap.

C That's not a bad idea. How \_\_\_\_\_ it take?

B About eight hours I think.

A Eight hours! How \_\_\_\_\_ it?

C Only five hundred kilometres, but there's a lot of traffic.

A I see. What \_\_\_\_\_ take the overnight coach?

C Yes, that way we can sleep a few hours.

B ... and have an extra day for sightseeing.

A OK. The coach it is! \_\_\_\_\_ have a look at prices on the Internet.

3 Work in groups of three. Practise the conversation. Take it in turn to change roles.

4 Imagine that you are the three friends. Study the information about accommodation, and continue their conversation.



5 Work in small groups. A group of students of your age is coming to your town for three nights and three days. They arrive on Friday evening and leave on Monday morning. Discuss a three-day programme that includes the following:

- some sightseeing in town
- an excursion to a place of historical interest or natural beauty
- a sporting event or festival
- a meal with typical food from your region

6 When you have finished, present your programme and itinerary to the rest of the class.



### Castle Lodge

#### Guesthouse and Bed & Breakfast

Double room £80 a night, single £60

Breakfast included

Five minutes from the castle on foot

Comfortable family hotel

### Youth Hostel

£20 per person

Bring a sleeping bag

Help with housework

Doors close 10 p.m.

Three kilometres from the city centre



### Heron Hotel

Large room for three people  
£60 a night

Breakfast extra (£6 per person)

30 minutes by bus  
from the city centre

Part of the City Traveller hotel group

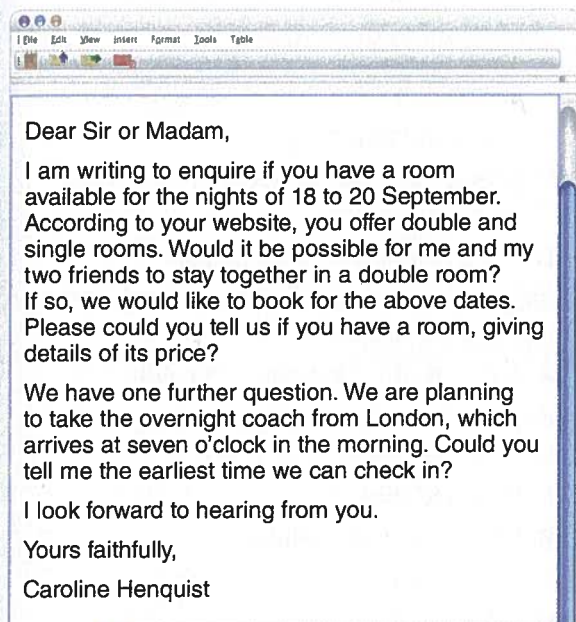




**Writing: a formal letter or email**

**7** Abbie, Becky and Caroline are trying to organise their accommodation in Edinburgh. Read Caroline's email and the reply.

- 1 How many nights does Caroline want to stay?
- 2 What time are they arriving in Edinburgh?
- 3 What time can they check in?



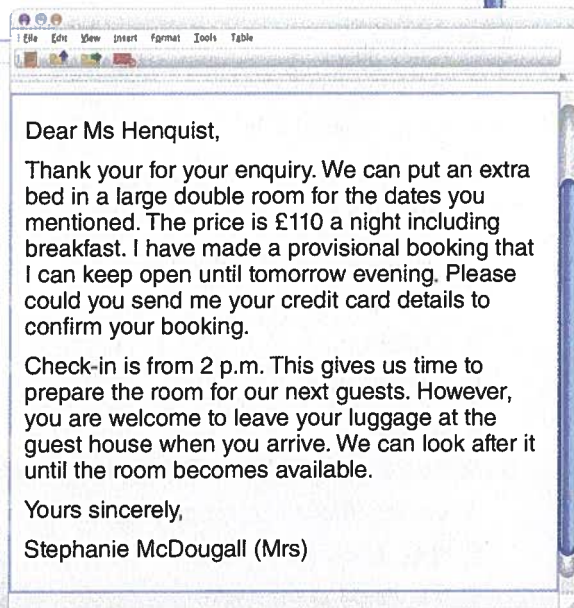
Dear Sir or Madam,

I am writing to enquire if you have a room available for the nights of 18 to 20 September. According to your website, you offer double and single rooms. Would it be possible for me and my two friends to stay together in a double room? If so, we would like to book for the above dates. Please could you tell us if you have a room, giving details of its price?

We have one further question. We are planning to take the overnight coach from London, which arrives at seven o'clock in the morning. Could you tell me the earliest time we can check in?

I look forward to hearing from you.

Yours faithfully,  
Caroline Henquist



Dear Ms Henquist,

Thank you for your enquiry. We can put an extra bed in a large double room for the dates you mentioned. The price is £110 a night including breakfast. I have made a provisional booking that I can keep open until tomorrow evening. Please could you send me your credit card details to confirm your booking.

Check-in is from 2 p.m. This gives us time to prepare the room for our next guests. However, you are welcome to leave your luggage at the guest house when you arrive. We can look after it until the room becomes available.

Yours sincerely,  
Stephanie McDougall (Mrs)

**8** Study the formal expressions used in the emails. How are they different from formal expressions in Polish?

**Useful expressions****Stating the purpose of the letter / email**

*I am writing to ...*

*We would like to ...*

**Asking for information / Requesting**

*What is the earliest time we can check in?*

*Could you tell me the earliest time we can check in?*

*Would it be possible to check in in the morning?*

**Referring to previous correspondence**

*Thank you for your enquiry ...*

*Further to your question ...*

*Many thanks for agreeing to ...*

**Spotlight on writing: opening and closing more formal letters and emails**

- When you don't know the name of the person you are writing to, use *Dear Sir or Madam* to open the letter, and *Yours faithfully* to close.
- When you know the person's name, use *Dear Mr Jones, Dear Steven*, etc. (but not *Dear Steven Jones*) to open, and *Yours sincerely* to close. Note that in British English *Mr, Mrs* and *Ms* have no full stop after them.

**Matura practice**

**9** You are organising a visit to the Lake District from 15 to 22 July next year. Write a letter to Kendal Youth Hostel.

- You want to book places for ten people.
- You have seen that accommodation is available in dormitories.
- You want to know if there is a safe place to park your hired minibus.
- Ask if there is a special rate for large groups.

**10** Create a suitable reply from the Youth Hostel. Use the information below.

July - a popular period

Separate dormitories for female and male guests

Car park at your risk

Special rate only available for groups of 15 and more



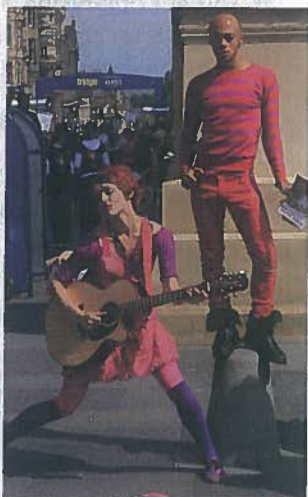
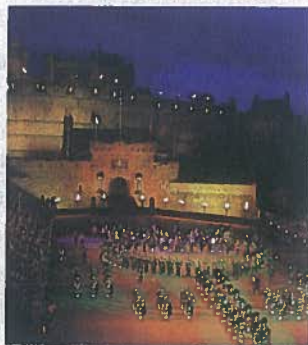
# 4D The Edinburgh Festival

## Reading

- 1 Quickly read the information about the Edinburgh Festival on page 55 and decide which part of the festival you would most like to visit.

### Spotlight on reading skills: multiple-choice questions

- Always read the text all the way through to get a general idea of what it is about.
- Read the questions carefully.
- Do not jump to conclusions – sometimes an answer that seems obvious is a trap.
- Mark the parts of the text that refer specifically to the question.
- Eliminate obviously wrong answers.
- Find supporting evidence for your answer in the passage.



## Matura practice

- 2 Read the reading tip box and then answer questions 1–7. Circle A, B, C or D.

- Which of the statements is true?
  - There is only one event called the Edinburgh Festival.
  - It lasts less than a month.
  - It happens at exactly the same time every year.
  - It begins with a firework display.
- Altogether the article mentions ... festivals that take place in August.
  - five
  - six
  - seven
  - eight
- If you want to perform at the Edinburgh International Festival, you have to ...
  - know the director.
  - be from another country.
  - have an international reputation.
  - be invited.
- At the Fringe, ...
  - anything can happen.
  - performers have to pass a tough audition.
  - you don't need to book tickets.
  - everything is perfectly organised in advance.
- The Fringe is best known for ...
  - poor-quality acts.
  - TV stars.
  - comedy acts.
  - its size.
- At the Edinburgh Military Tattoo you can see ...
  - soldiers marching and playing music.
  - over 2,000 performers.
  - the inside of the castle.
  - demonstrations of body art.
- The Tattoo is popular ...
  - with Americans who are living in Scotland.
  - with Americans who have Scottish ancestors.
  - with American regiments who are serving in Scotland.
  - with American soldiers.

- 3 Is there a similar arts festival in Poland? If so ...

- Where and when is it held?
- What kind of events can you see?



Each summer in Scotland's capital Edinburgh there is an explosion of events that is known collectively as the Edinburgh Festival. However, there is no single event called the Edinburgh Festival. For about three weeks from August to early September the city hosts several different festivals. Before making travel arrangements and booking accommodation visitors should check exact dates, as these do vary. The Edinburgh Festival phenomenon started life in 1947 and continues to grow.

### The Edinburgh International Festival

This lasts three weeks and has some of the world's top international artists participating in this prestigious\* season. It is a carefully-organised event where performers are individually invited by the director. The International Festival focuses on classical music, opera, dance and theatre. It stages some marvellous productions each season.

### The Edinburgh Fringe Festival

This is an alternative to the International Festival. It is now the biggest arts festival in the world. Performers on the Fringe don't get an invitation from the director,

and aren't checked in any way. This means it is an exciting, sometimes anarchic event which is full of unexpected pleasures, and the occasional disappointment. Among the general public it is famous for its eomics. The stars of many of today's TV comedy shows were first noticed at the Fringe.

### The Edinburgh Military Tattoo

This is the highlight of the festival for many visitors and is held in the marvellous grounds of Edinburgh Castle itself. Spectators can watch and listen to the best military bands from Britain and the Commonwealth countries\*. This amazing spectacle of performers in traditional regimental\*

dress marching and playing music delights over two hundred thousand spectators every summer. If you want tickets for this you'd better book well in advance, as it sells out\* very quickly. It is particularly popular with visitors from the USA, Canada, New Zealand and Australia who are keen to re-establish contact with their Scottish roots\*.

### Other festivals

If the three festivals we have described aren't enough, there is also the International Book Festival where famous writers and poets read and talk about their work. The novelist JK Rowling, creator of the Harry Potter books, has appeared here. There is also the Edinburgh Annual Art Festival and the People's Festival, and the International Film Festival, which takes place in June. The latest arrival on the Edinburgh festival scene is the New Comedy Festival which made its first appearance in 2008.

“The Edinburgh Festival phenomenon started life in 1947 and continues to grow.”

Commonwealth countries a group of fifty-three nations, which used to be part of the British Empire  
 prestigious (*adjective*) (used about an institution, a job, an activity, etc.) respected and admired by people  
 regimental (*adjective*) of a regiment (= a large group of soldiers that is commanded by a colonel)  
 sell out (*verb*) if a performance, sports event or other entertainment sells out, all the tickets for it are sold.  
 roots the place or culture that a person or their family came from originally



# 4E At a travel agent's



## Listening and speaking

1 Describe the picture and answer the questions.

- Why do you think the man travelled to this place?
- Do you prefer to travel independently or in an organised group? Why?

2 Cheryl has inherited three thousand euros from a relative. She would like to use some of the money to go travelling. She is talking to a travel agent about a trip to Egypt. Look at the map. What are the different places tourists can visit?



3 CD1/25 Listen to their conversation and tick (✓) each statement true or false.

- The trip lasts ten nights. True  False
- It includes a week in Cairo and three days on the Nile. True  False
- Passengers take a boat to Luxor. True  False
- All sightseeing is done at the end of the stay. True  False
- Flights aren't included in the price. True  False
- All meals are included in the price. True  False
- You have to share a cabin. True  False
- Visitors pay for the guided tour of the Museum of Cairo. True  False
- Visitors to Egypt need a visa. True  False
- You have to use a visa within six months. True  False

4 CD1/25 Study the Useful expressions box then listen again. Tick (✓) the expressions you hear.

### Useful expressions

- a *It looks interesting.*

b *I'm interested.*
- a *First of all you fly to ...*

b *First you fly to ...*
- a *Next you spend a week ...*

b *Then you spend a week ...*
- a *Afterwards you fly to ...*

b *You then fly to ...*
- a *Finally, you fly home.*

b *After that, you fly home.*
- a *It sounds ideal.*

b *It sounds like the ideal trip.*
- a *What does the price include?*

b *What's included in the price?*
- a *How long does it take ...?*

b *How many days does it take ...?*
- a *How long does the visa last?*

b *How long is the visa valid?*

For the script of this dialogue, go to the Workbook listening script section.

5 Work in groups. Create a week-long coach tour holiday to Poland or your region that includes: a river trip, a rail journey, and extra excursions.

	morning	afternoon	evening
day one		arrive / welcome party	
day two			
day three			
day four			
day five			
day six			
day seven		depart	
optional excursions:			

6 With a partner from another group, roleplay the situation where one of you is the travel agent and the other an English-speaking tourist who wants to arrange a visit to Poland.



# Review

## Vocabulary

1 Complete the passage about extreme swimmer Lewis Pugh by changing the verbs into the simple past or the present perfect simple.

### Swimming with icebergs

Extreme swimmer Lewis Pugh (1) \_\_\_\_\_ (travel) all over the world and (2) \_\_\_\_\_ (swim) in some of the most dangerous seas in his search for challenge and adventure. He specialises in swimming in very cold water. He (3) \_\_\_\_\_ (do) all his swims wearing goggles and a swimming costume. He (4) \_\_\_\_\_ (train) himself to raise his body temperature to 38 degrees Celsius just by thinking about it. In December 2005 he (5) \_\_\_\_\_ (swim) for 35 minutes in water of two degrees Celsius in Antarctica. There are dangers in addition to the cold, such as sharks and leopard seals. So far nothing serious (6) \_\_\_\_\_ (attack) him, but the last time his team (7) \_\_\_\_\_ (see) penguins they (8) \_\_\_\_\_ (pull) him out of the water because they (9) \_\_\_\_\_ (know) that penguins are the leopard seal's favourite food, so one is never far away! Pugh tries to forget about the dangers by doing mental arithmetic. He said, 'That (10) \_\_\_\_\_ (work) for me so far!'

2 Complete the sentences with the words from the box.

balloon trip voyage transport excursion  
souvenirs connection gondola cruise  
sightseeing missed flight itinerary

- When Grandad went on an \_\_\_\_\_ to Cardiff, he got lost and \_\_\_\_\_ the coach to come back home.
- They took a \_\_\_\_\_ in a hot-air \_\_\_\_\_ to watch the animal migrations.
- The \_\_\_\_\_ is the most romantic form of boat that has ever been invented.
- What is the \_\_\_\_\_ of the school \_\_\_\_\_ to Italy. How many nights do we spend in Rome?
- Your train needs to arrive at Reading on time if you want to make the \_\_\_\_\_.
- When they retired they went on a \_\_\_\_\_ round the Mediterranean. It was an interesting \_\_\_\_\_ and they did a lot of \_\_\_\_\_. They bought lots of \_\_\_\_\_ to remind themselves of their big adventure.

## Grammar

3 Expand the prompts to make 'have you ever' questions.

- you ever / fly / in a plane \_\_\_\_\_?

- you ever / forget / an address \_\_\_\_\_?
- you ever / lose / an important document \_\_\_\_\_?
- see / a shooting star \_\_\_\_\_?
- swim / the Baltic \_\_\_\_\_?
- wear / a traditional costume \_\_\_\_\_?
- win / a prize \_\_\_\_\_?
- write / a foreign pen-friend \_\_\_\_\_?

## Functions

4 The Lake District is one of the most beautiful areas of Britain. Steve, Jeff and Melinda are discussing a holiday there. Put their conversation in the right order. The first and last lines are done for you.

S = Steve, M = Melinda, J = Jeff

- S So where shall we stay? Does anyone have any suggestions?
- a  M I don't like the sound of that. How about taking our tents? That way we can stop when we want.
- b  S No, they're about half the price. But how far is it between them?
- c  J Yes, that's not a bad idea. What if we spend a couple of nights camping and the rest of the time in hostels?
- d  J Yes, but we can't afford that, it costs at least forty pounds a person a night.
- e  M Why don't we stay in bed and breakfast accommodation? That's the most comfortable.
- f  J About forty miles, I think. How long does that take by bike?
- g  S Yes, that's true B&B is out. We could stay in youth hostels. That's not as dear, is it?
- h  S All day if there are a lot of hills in between.
- M OK that sounds like a good solution; let's have a look at where the camp-sites and hostels are, shall we?

### Now I can ...

- make arrangements.
- talk about travel.
- write a formal letter or email.
- use the present perfect with *ever*.



**PODRÓŻOWANIE (TRAVELLING)**

- abroad za granicą, za granicę
- arrive (at + a place) / (in+ a city / country / continent) przyjechać, przybyć do
- catch a bus / plane zdążyć na autobus / samolot
- a cruise rejs wycieczkowy
- an excursion wycieczka
- a flight (in business / economy class) lot (w klasie biznes / turystycznej)
- fly (in a hot-air balloon) latać (balonem)
- get lost zgubić się
- go / travel by boat / car / coach / plane / train podróżować łodzią / samochodem / autokarem / samolotem / pociągiem
- hitchhike podróżować autostopem
- an ID card dowód tożsamości (osobisty)
- an individual tour wyjazd indywidualny
- an itinerary plan podróży
- a journey podróż
- leave (for) wyjechać (do)
- meet somebody at the airport / station wychodzić po kogoś na lotnisko / dworzec
- miss a bus / plane spóźnić się na autobus / samolot
- a motorway autostrada
- a package holiday / tour wczasy / wyjazd zorganizowany
- pick up somebody from odebrać kogoś z
- reach one's destination dotrzeć do celu podróży
- a round-the-world tour podróż dokoła świata
- see somebody off odprowadzić kogoś
- a sleeping car wagon sypialny
- a tour guide pilot wycieczki
- tourist turystyczny
- a travel agency / agent biuro podróży
- a trip wycieczka, podróż
- a business trip podróż służbowa
- vaccinations szczepienia

- a valid / an invalid passport ważny / nieważny paszport
- a visa wiza
- a voyage wyprawa / podróż morska / kosmiczna

**ZAKWATEROWANIE (ACCOMMODATION)**

- a B&B (bed and breakfast) pensjonat (ze śniadaniem)
- book a room zarezerwować pokój
- a cabin 1 kajuta 2 domek
- a camp obóz, biwak
- a campsite pole namiotowe
- check in / out zameldować się (w hotelu) / wymeldować się
- confirm one's booking potwierdzić rezerwację
- full board (FB) / half board (HB) pełne / niepełne wyżywienie
- a five-star hotel hotel pięciogwiazdkowy
- a guest house pensjonat / pokoje gościnne
- including breakfast ze śniadaniem
- a single / double room pokój jednoosobowy / dwuosobowy z jednym łóżkiem,
- a special rate for large groups specjalna stawka dla dużych grup
- a twin room pokój dwuosobowy z dwoma łózkami
- a youth hostel schronisko młodzieżowe

**EKWIPUNEK NA WAKACJE (HOLIDAY EQUIPMENT)**

- a backpack plecak
- binoculars lornetka
- a first-aid kit apteczka
- a guidebook przewodnik (książka)
- a helmet kask
- a map mapa
- a sleeping bag śpiwór
- a sleeping mat / pad materac turystyczny
- a suitcase walizka
- sunglasses okulary słoneczne

- sunblock balsam ochronny do opalania
- a tent namiot

**NAD MORZEM (AT THE SEASIDE)**

- build a sandcastle budować zamek z piasku
- do water sports uprawiać sporty wodne
- get sunburnt doznać poparzenia słonecznego
- a parasol / a sun umbrella parasol słoneczny
- play beach volleyball grać w siatkówkę plażową
- sail żeglować
- a seaside resort kurort nadmorski
- sit at a bonfire siedzieć przy ognisku
- sunbathe opalać się
- a sunbed leżak
- a sun hat nakrycie głowy chroniące przed słońcem
- a suntan opalenizna
- a swimsuit kostium kąpielowy
- trunks kąpielówki
- watch the sunset / sunrise oglądać zachód / wschód słońca
- waves fale

**W GÓRACH (IN THE MOUNTAINS)**

- admire the view podziwiać widok
- climb wspinać się
- get a (daily) ski-pass wykupić (jednodniowy) karnet na wyciąg
- hiking boots buty trekingowe (do wędrowki)
- a mountain hut / shelter schronisko w górach
- reach the summit dotrzeć na szczyt
- ride a ski lift jechać na wyciągu
- ski down the hill / slope zjeżdżać po stoku
- ski boots / gear narciarskie buty / sprzęt
- three-layer-system clothing ubranie „na cebulkę”
- a trail tu: szlak, trasa zjazdowa
- a waterproof jacket kurtka nieprzemakalna

**1 Połącz odpowiednie zdania z kolumny A ze słowami z kolumny B.**

- A**
  - 1 Tom is going camping.
  - 2 Mrs Smith is going to Paris.
  - 3 Mark is going to the Tatra Mountains in July.
  - 4 Betty is going to the Alps in January.
  - 5 Mr Brown is going to the French Riviera.
  - 6 Jane is going to India.
- B** She/He needs:
  - a a visa, a valid passport and vaccinations.
  - b a tent, a sleeping bag and a sleeping mat.
  - c a single room, a city guidebook and a camera.
  - d hiking boots, a backpack and a map.
  - e a ski-pass, a trail guide and skiing equipment.
  - f sunblock, a sun hat and trunks.

**2 Wybierz właściwe uzupełnienie każdego zdania.**

My friends have arrived **at / in** Heathrow Airport to **tell / see** me off. They **missed / caught** the bus to the airport and had to wait for the next one but my **plane / train** is delayed so we are discussing my **itinerary / voyage** once again. Because of my limited budget I have booked a room in a **five-star hotel / B&B**. I have also planned all my **trips / journeys** in detail so they don't have to worry about my safety. I am still thinking about a(n) **flight / excursion** in a hot-air balloon but it is so expensive when you arrange it on your own. I have always organised my holidays myself and don't like the idea of a(n) **package / individual** tour. My friends don't agree with me and they are leaving **off / for** Cyprus with a travel **agency / office** next week. As I arrive **at / in** England three days before them, this time I can **meet / see** them at the airport.



## NEGOCJOWANIE

Gdy nasza rozmowa z kimś przybiera nieoczekiwany obrót lub gdy jesteśmy zmuszeni do obrony swojego stanowiska, mamy do czynienia z negocjowaniem. Często związane są z tym emocje, tj. radość, rozczarowanie, zdziwienie, żal czy zaskoczenie.

### 1 Dopasuj odpowiednie reakcje do wypowiedzi. Do niektórych zdań można dopasować kilka reakcji.

- 1 I've booked a room in your favourite hotel.
  - 2 They've already sold all the tickets for the Nile cruise.
  - 3 I've never travelled by plane.
  - 4 I've just missed the last train to Edinburgh.
  - 5 She's skied to the North Pole.
- a Great!
  - b Really?
  - c What a shame!
  - d Incredible!
  - e I'm so sorry.

Negocjowanie to również próba ustalenia wspólnego stanowiska lub osiągnięcia kompromisu. Tutaj niezbędna jest umiejętność pytania o sugestie, przyjmowania ich lub odrzucania oraz sugerowania kolejnych propozycji.

### 2 Przyporządkuj odpowiednie wyrażenia do każdej rubryki tabeli:

Pytanie o sugestie: _____ _____ _____	Przyjmowanie sugestii: _____ _____ _____ _____ _____
Odrzucanie sugestii: _____ _____ _____ _____	Sugerowanie kolejnych propozycji: _____ _____ _____ _____ _____

- 1 How about going on foot?
- 2 Where shall we stay?
- 3 Absolutely!
- 4 Why don't we go by coach?
- 5 I'm afraid you're wrong.
- 6 I think it's a brilliant idea.
- 7 What do you suggest?
- 8 No way!
- 9 Let's ask in a youth hostel.
- 10 That's right.
- 11 Are you kidding?
- 12 That's a good idea, but ...
- 13 I couldn't agree more!
- 14 I'm not so sure.
- 15 I'm up for it!
- 16 I suggest confirming the booking.
- 17 How much luggage shall we take?
- 18 I think you're right.
- 19 What if we check in later?

### 3 Spróbuj zareagować na sugestie z poprzedniego ćwiczenia. Możesz do tego wykorzystać niektóre z pozostałych zwrotów.

Najczęściej celem negocjacji jest osiągnięcie kompromisu, czyli stanu, w którym rozwiązanie sporu satysfakcjonuje każdą ze stron, pomimo zmiany ich pierwotnych planów. Przyjrzyjmy się przykładowym negocjacjom:

Jim wants to go on foot and enjoy the scenery but Adam would prefer to take the bus and reach the town sooner.

**Jim** I'd like to go to the town on foot. We could enjoy the scenery.

**Adam** Are you kidding? It's too far to walk. Let's take the bus and have more time in the town.

**Jim** I hate travelling by bus, so what shall we do?

**Adam** Why don't we go by bike?

**Jim** Great idea!

**The compromise:** Why don't we go by bike?

### 4 Rozwiąż następną sytuację tak, jak w przykładzie z ćwiczenia 3.

Sandra would like to stay in a guest house near the sea because she loves swimming, but Monica prefers a hostel near the tourist attractions.

**Possible compromise:** What if we look for a hotel with a big swimming pool in the city centre?

### 5 Jaki kompromis zaproponujesz w następujących sytuacjach? Wykorzystaj w tym celu różne formy sugerowania.

a Kim doesn't like flying. Dorothy is car-sick. How can they get to Paris?

**The compromise:**

b Rose and Ben both want to visit Egypt but Rose is more interested in the pyramids in Giza than diving in the Red Sea.

What trip should they choose?

**The compromise:**

c Tom and Angela are planning to go to the mountains but he wants to reach some summits whilst she prefers hiking and taking photos.

What should they do?

**The compromise:**

### 6 Wykorzystując zwroty przedstawione w ćwiczeniu 2, odegraj rolę w poniższych sytuacjach:

1 Zaproponuj wjazd wyciągiem na szczyt góry.

2 Poproś o sugestie w sprawie rezerwacji miejsc w schronisku młodzieżowym.

3 Przyjmij z entuzjazmem propozycję rejsu statkiem wokół wyspy i wyjaśnij swoją reakcję.

4 Odrzuć pomysł wykupienia pełnego wyżywienia w hotelu, podaj powód.



**ZADANIE 1. ROZMOWY STEROWANE**

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

**A. Uzyskiwanie, udzielanie informacji**

Planujesz wraz z trójką przyjaciół tygodniowy wyjazd do Anglii pod koniec sierpnia. Rozmawiasz przez telefon z recepcjonistą hotelu w Oksfordzie.

- Dowiedz się, czy w interesującym Cię czasie mają wolne pokoje dwuosobowe.
- Zapytaj o odległość hotelu od dworca kolejowego.
- Upewnij się, od której godziny można się zameldować w hotelu.

(rozmowę rozpoczyna egzaminujący)

**B. Relacjonowanie wydarzeń**

Gościłeś/aś u siebie uczniów z wymiany międzynarodowej. Rozmawiasz o tym ze swoim nauczycielem angielskiego.

- Powiedz, jakie miejsca w swoim regionie im pokazałeś/aś.
- Opowiedz, jakie były ich wrażenia w czasie zwiedzania.
- Wspomnij, jakie pamiątki kupili.

(rozmowę rozpoczyna zdający)

**C. Negocjowanie**

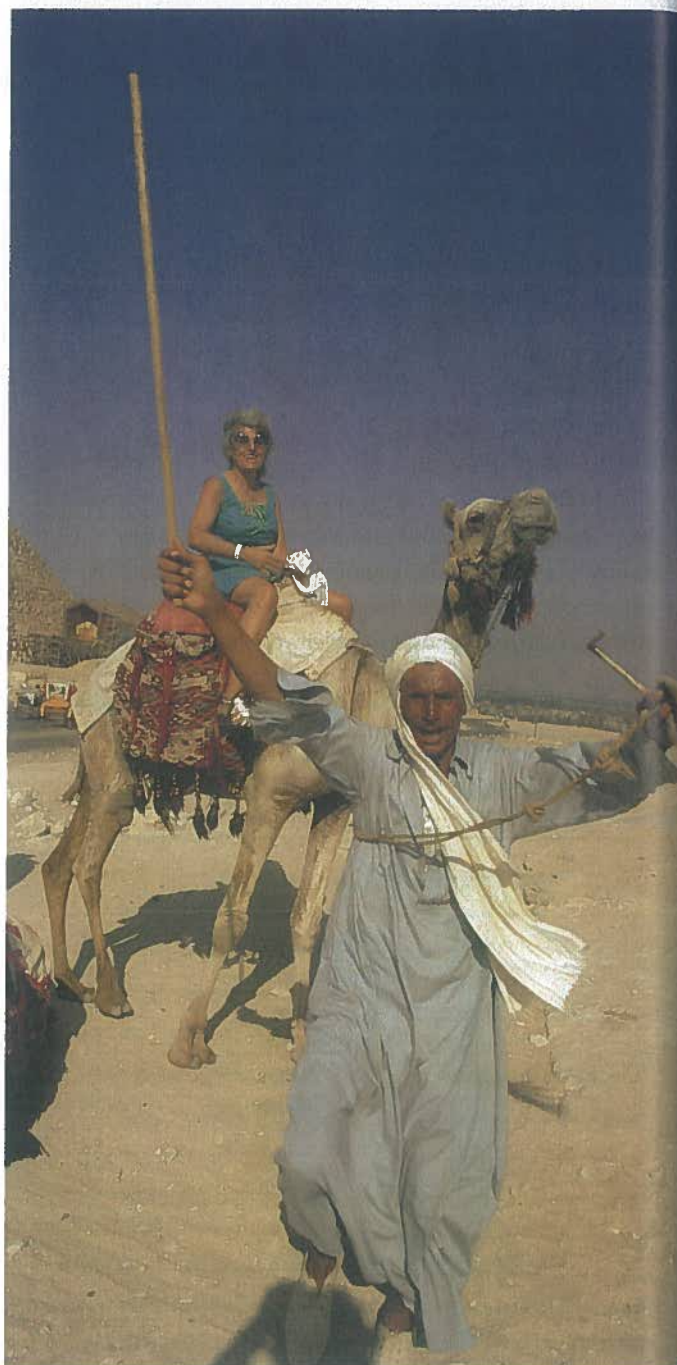
Twój współlokator/ka proponuje Ci spędzenie wspólnego weekendu w Dublinie.

- Wyraź radość i dowiedz się, jak się tam dostaniecie.
- Odrzuć jego/jej propozycję, podając powód.
- Zasugeruj inny środek transportu, pokazując jego zalety.

(rozmowę rozpoczyna egzaminujący)

**ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI**

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego

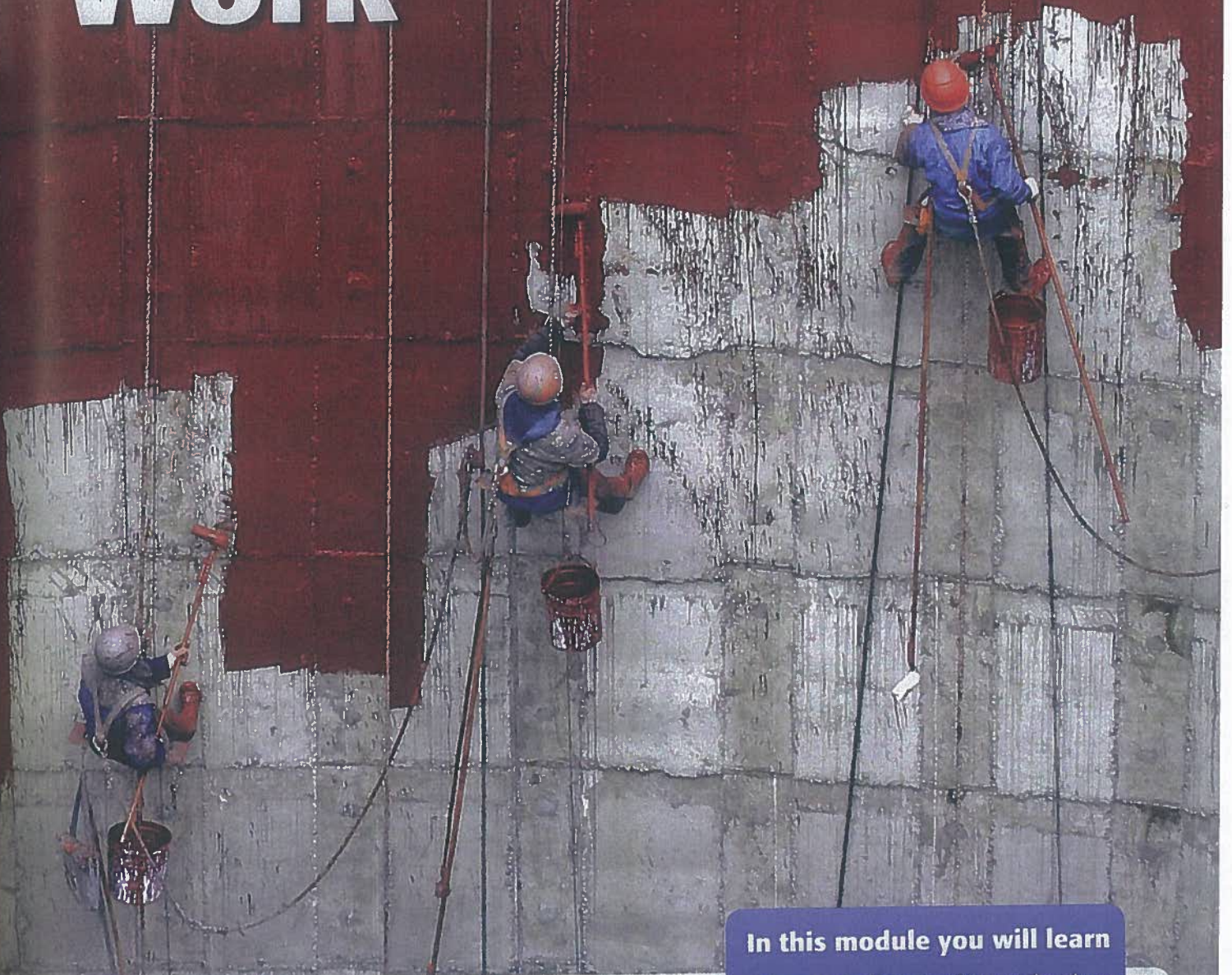


Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Why do you think the tourist has come to Egypt?
- 2 What are the advantages and the disadvantages of travelling individually?



# Work



## Let's get started

1 Describe the picture and answer the questions.

- 1 What do you think these men like about their job?  
What do you think they don't like?
- 2 What is your dream job? Why?

## Vocabulary

2 Join the beginnings of sentences 1–6 to the endings a–f.

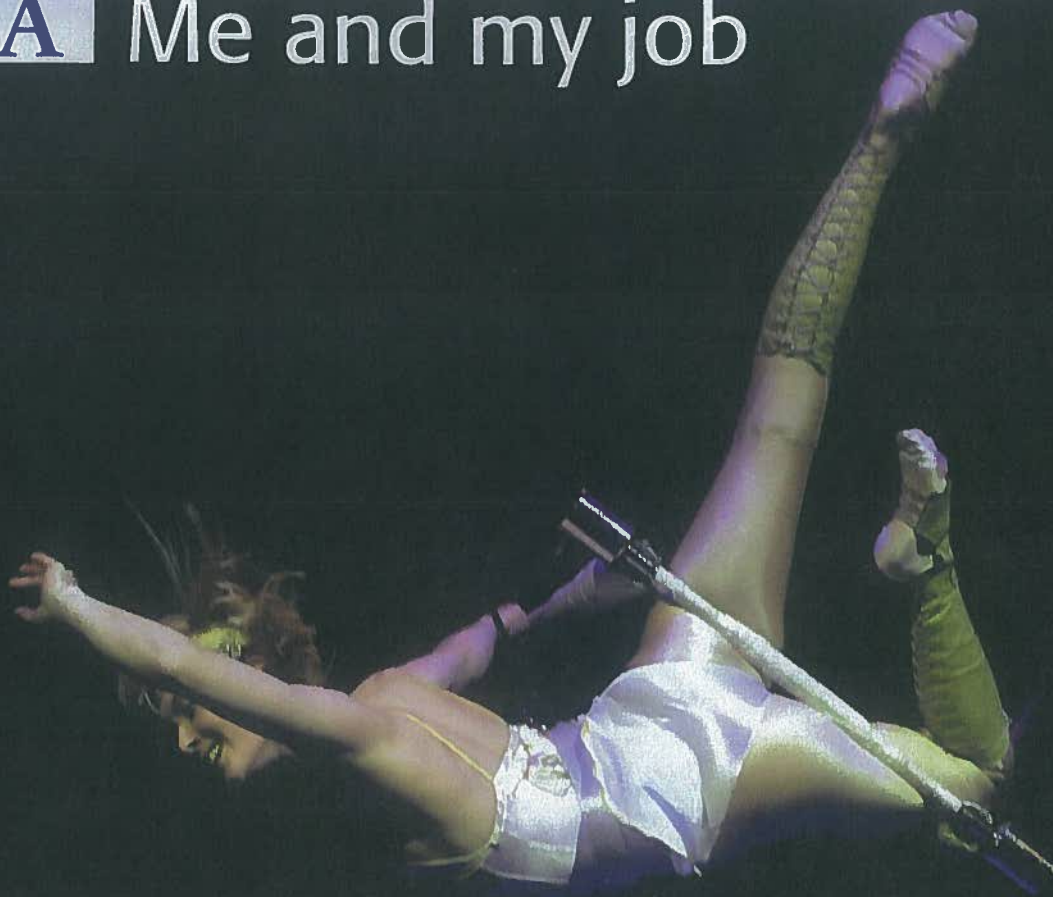
- |  |  |
|--|--|
| 1 <input type="checkbox"/> I'm not very ambitious – I just want ...    | a ... <b>prospects</b> – one day you could be a chief inspector. |
| 2 <input type="checkbox"/> Nursing isn't that well paid, but it ...    | b ... gives me a lot of <b>job satisfaction</b> .                |
| 3 <input type="checkbox"/> Money isn't everything, but I'd still ...   | c ... she got a good <b>pension</b> .                            |
| 4 <input type="checkbox"/> Once upon a time, being a pilot ...         | d ... a <b>secure</b> job that pays the bills.                   |
| 5 <input type="checkbox"/> The police is a career with good ...        | e ... like to earn a good <b>wage</b> or <b>salary</b> .         |
| 6 <input type="checkbox"/> She had a good job, so when she retired ... | f ... was a high <b>status</b> profession that people admired.   |

3 How ambitious are you?

## In this module you will learn

- **Communication:** speaking on the phone
- **Vocabulary:** jobs
- **Reading and Listening:** gap year
- **Writing:** a covering letter and CV
- **Grammar:** expressing obligation and prohibition, *have to, make, let*





## Reading

- 1 Look at the picture of Pauliina Rasanen. What does she do for a living?
- 2 Read the introduction to an article about Pauliina Rasanen. How did she become a trapeze artist?

Pauliina Rasanen is a trapeze artist from Finland. She did gymnastics and ballet as a child before joining a youth circus at the age of 14. She performs with the French circus *Cirque du Soleil*.

- 3 Read the article quickly. How important are talent (= natural ability), and skill (= ability that is the result of training and experience) in her profession?

## Matura practice

- 4 Read the interview and match headings A–F with paragraphs 1–5. There is one extra heading.
  - A What's the salary and career path like?
  - B How dangerous is it?
  - C What is hard about it?
  - D What skills do you need to be a trapeze artist?
  - E Why do you love your job?
  - F What's a day at work like?

1

I perform at night, but luckily I don't have to get up early. So in the mornings I sleep in, then practise on stage for 45 minutes. I perform my act nine or ten times a week. Before each show I put on my make-up and costume and warm up for half an hour. I have to do a lot of strength and flexibility exercises.

2

It's like a dream of flying. When you do a great performance on the trapeze it's an incredible feeling.

3

Working at such a high level every day. Sometimes you wake up with a stomach ache but you have to perform.

4

You have to be talented and also need to be strong to deal with the intense physical training. You mustn't be heavy. If you are, your partner can't catch you easily. You can't be at all nervous when there are 5,000 people watching you.

5

We get paid per show and the amount depends on how you have negotiated your contract. I've only met two trapeze artists in their late thirties or early forties.



**Grammar:** expressing obligation and prohibition

5 **CD1/26** Listen carefully to these sentences and answer the questions.

- a You *have to* perform. Do we say *have to* with a /v/ or a /f/?
- b You *need to be* strong. Which sound almost 'disappears'? Is it the /d/ or /t/?
- c You *mustn't be* heavy. Which letter **don't** we pronounce in *mustn't*?

6 Read the ways Pauliina describes the duties and requirements of her job and find them in the text.

**Obligation and prohibition**

Things it is necessary to be or do

You *have to* perform ... (= a duty / an obligation)

You *have to be* talented. / You *need to be* strong. (= a requirement)

Things it is necessary NOT to be or do

You *mustn't be* heavy. / You *can't be* nervous. (= a prohibition)

Things that aren't necessary

She *doesn't have to* / *doesn't need to* get up early. (= lack of necessity)

➔ See Grammar Reference, page 197.

7 Read the note about *must* and *mustn't*. Then answer questions 1–8 by choosing between the alternatives.

**must / mustn't**

Only use *must* for ...

- strong recommendations:  
*You must see her new show – it's amazing!*
- orders to yourself:  
*I must revise for my exam before it's too late!*
- prohibitions:  
*You mustn't touch that switch.*

Note: The past of *must* is *had to*, and the future is *will have to*.

- 1 At the beginning of the lesson I **have to** / **must** check the register and find out who is absent.
- 2 I'm a receptionist – I **have to** / **must** answer the phone and welcome visitors.
- 3 You **don't have to** / **mustn't** play with matches, kids – it's dangerous!
- 4 You **don't need to** / **mustn't** buy a uniform – the restaurant provides one.

- 5 I absolutely **need to** / **must** finish my homework this evening!
- 6 We **have to** / **must** serve the customers, then when there's time we **must** / **have to** clear the tables and empty the bins.
- 7 You **need to** / **must** read her latest book – I think it's fascinating.
- 8 You **have to** / **must** be good at dealing with people, and you **don't need to** / **mustn't** have a criminal record.

8 Work in pairs. Student A study the information on page 191, Student B go to page 193. Ask and answer questions about ...

- a the salary and career path.
- b the skills and talents that the job requires.
- c a typical day at work.
- d the good and bad things about it.



**Vocabulary**

9 Work in pairs or groups and check that you know the meanings of the professions in box A and the adjectives and expressions in box B.

**A**  
actor lawyer salesperson teacher  
professional footballer doctor or nurse soldier  
waiter hotel receptionist

**B**  
skilful brave fit honest self-confident  
hardworking efficient a good listener fair  
kind enthusiastic well-organised  
good with people persuasive polite patient

10 Choose five of the professions from box A. For each one, choose three or four qualities from B that they need in order to be successful.

11 Use the framework below to give some careers' advice.

If you want to be a(n) \_\_\_\_\_  
then you need to be \_\_\_\_\_  
You have to know \_\_\_\_\_  
Someone who wants to be a \_\_\_\_\_  
has to be good at \_\_\_\_\_ and be \_\_\_\_\_  
You **mustn't** \_\_\_\_\_ or \_\_\_\_\_  
You don't have to \_\_\_\_\_



# 5B Fashion victims

## Reading

1 'Cheap fashions' are low-cost clothes. Before you read the text, discuss the questions.

- 1 How popular are cheap fashions in Poland?
- 2 Where are the best shops to find them?
- 3 Where do these cheap fashions come from?
- 4 What do you know about the lives of the people who produce them?

## The Real Price of Fashion

A group of young English women have taken part in an interesting social experiment for the BBC. All of them were fans of the cheap clothes that you can buy in any shopping mall. The young women went to India for four weeks to work in the factories that produced the fashions they liked to wear. Mark Rubens, the programme's producer, said that as clothes have become cheaper people buy more and more items and throw them away without thinking. 'We wanted to see how these young people would react if they could not only see how their clothes were made, but actually experience what it was like to make them.'



Georgina Briers, aged 20, went to work in a New Delhi workshop where employees work up to eighteen hours a day, six days a week, for a tiny wage. Their supervisors didn't let them get up and leave their machines without permission, even to go to the toilet.

Everything was timed and controlled. The pace of work came as an enormous shock to the youngsters. After their training, they were expected to sew on collars or sleeves at a rate of two a minute. They earned less than £2 a day – the same pay as their Indian colleagues. Georgina was too slow at all her tasks so they gave her more and more basic and less demanding jobs. Sewing was too difficult so she was sent to do ironing. She wasn't able to iron fifty shirts

## Matura practice

2 Read the text 'The Real Price of Fashion'. Use the information from the text and decide which sentences are true and which are false. Put a cross (X) in the correct box.

- 1 The English girls only liked expensive fashions. True  False
- 2 Mark Rubens wanted to question the 'throw-away' culture. True  False
- 3 The English girls were treated the same as their Indian colleagues. True  False
- 4 The manager gave Georgina more difficult tasks. True  False
- 5 The girls participated in all stages of the manufacturing process. True  False
- 6 Georgina seems ashamed at the way she used to behave. True  False
- 7 Georgina went back to her love of cheap fashions. True  False
- 8 Stacey and Georgina are helping the people they left behind. True  False

an hour and so was given the lowest position in the factory – putting buttons on shirts.

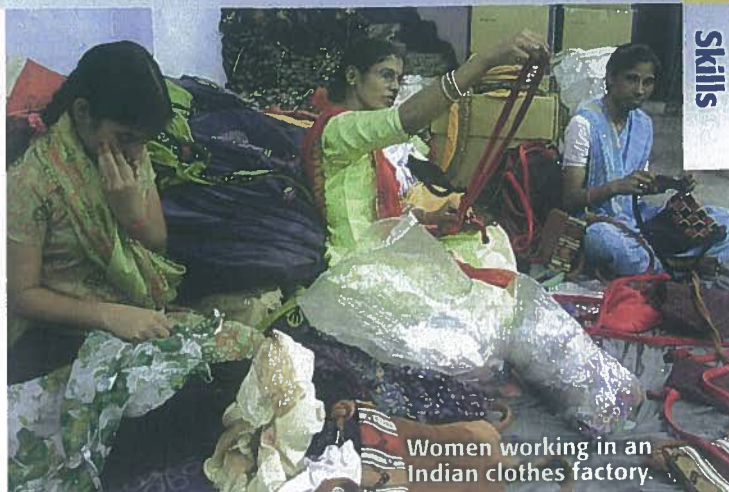
As part of the experiment they had to sleep on the factory floor, and even went to pick the cotton used to make the clothes under the hot sun. Stacey Dooley (21, a shop assistant) went to a sweatshop in Mumbai, whose low-paid workers included many children.

For Georgina, the turning point was when she met a worker who described how hard he had to work to support his family on the salary he made. She realised how selfish her behaviour back home in Britain was. Georgina claims that she had a life-changing experience in India. 'Before, I was worried about how I looked all the time. The people I talked to had so many dreams and they were willing to work hard, while I have thrown away so many opportunities. Now I owe it to them to work hard and make something of myself.' Now she also writes to high-street stores to find out where and how the clothes they sell are made. These days she is more interested in fair trade than in finding a bargain. Since their return to Britain, the young women have raised money for a refuge in Mumbai.



## Vocabulary

- 3** Go through the text again and find words associated with ...
- making clothes.
  - money.
- 4** In groups or as a class, discuss the questions.
- 1 What do you think of the experiment?
  - 2 Was it a life-changing experience for the girls? Why?
  - 3 Do you know who makes your clothes?



Women working in an Indian clothes factory.

## Grammar: *have to, make and let*

- 5** Look at sentences a and b. Which sentence describes ...
- 1 an obligation in the past? \_\_\_\_\_ a She *had* a life-changing experience.
  - 2 a past fact / event? \_\_\_\_\_ b They *had to* sleep on the factory floor.
- 6** Study sentences a and b. In which sentence does *made* mean ...
- 1 forced / obliged? \_\_\_\_\_ a They *made* clothes in a factory.
  - 2 created? \_\_\_\_\_ b They *made* them work 18 hours a day.
- 7** Study sentences a and b. Which one ...
- 1 is a suggestion? \_\_\_\_\_ a *Let's* watch TV.
  - 2 talks about permission? \_\_\_\_\_ b They didn't *let* them leave their machines.

➔ See Grammar Reference, page 197.

- 8** Imagine that you are Georgina or one of the other teenagers who took part in the experiment. Answer these questions using *had to, make and let*, and the prompts at the end of the answers.

I = Interviewer, Y = you

- 1 I How many hours a day did you have to work?  
Y It was hard. We \_\_\_\_\_ 18 hours / day.
- 2 I Did you get lots of tea breaks?  
Y The supervisor was really strict. She didn't even \_\_\_\_\_ go / toilet.
- 3 I Did you stay in a nice hotel?  
Y A nice hotel! They \_\_\_\_\_ sleep / floor by our machines.
- 4 I Did the jobs you did become more interesting?  
Y Quite the opposite. They didn't \_\_\_\_\_ do anything difficult.
- 5 I Did you enjoy going to pick the cotton?  
Y You must be joking! They \_\_\_\_\_ work in the hot sun!

- 9** Work in pairs and tell each other about your upbringing. What were the things your parents / grandparents / teachers *made* you do and *let* you do. What were the things you *had to* do?

Discuss ...

- clothes and fashion
- hairstyles and make-up
- bedtime
- going out with friends
- sleeping late
- homework
- family meals and occasions



British children in the 19th century



Watch a video about weavers in Peru.  
Turn to page 175.



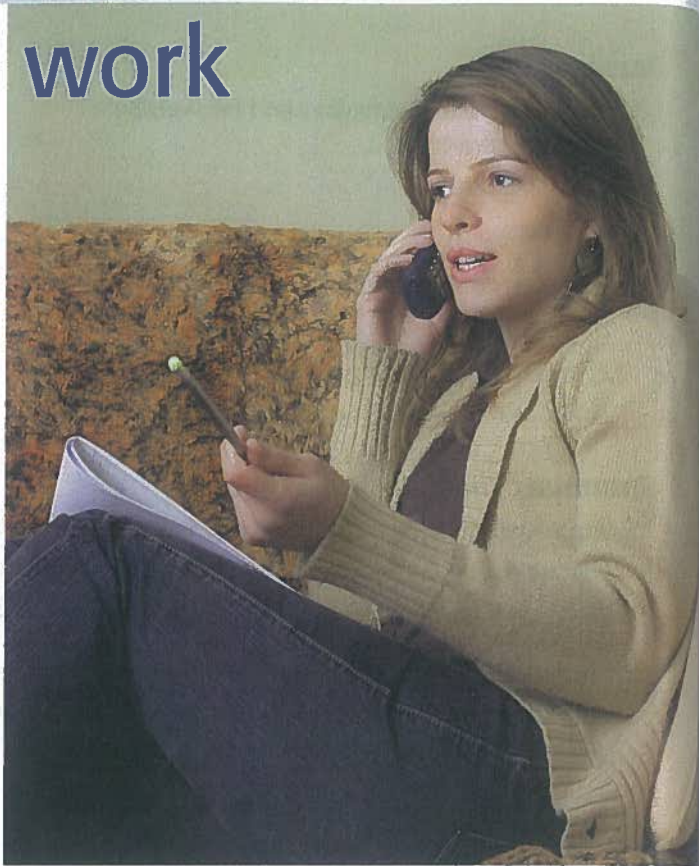
# 5C Looking for work

## Vocabulary

1 Complete the sentences with the words in the box. Use your dictionary to help you.

covering letter candidate interviews  
 qualifications apply for recruit references  
 CV application form vacancy

- 1 She went for three \_\_\_\_\_ before she got the job.
- 2 We have a \_\_\_\_\_ for a student this summer.
- 3 You don't need lots of \_\_\_\_\_ for this job – personality is more important.
- 4 You can't even \_\_\_\_\_ this job without lots of experience.
- 5 Have you got a recent \_\_\_\_\_ you could send us?
- 6 Some businesses like the \_\_\_\_\_ to be written by hand.
- 7 Please fill in the \_\_\_\_\_ on our website.
- 8 We generally \_\_\_\_\_ and train fifty school-leavers each autumn.
- 9 We always check \_\_\_\_\_ before we make a job offer to a \_\_\_\_\_.



## Speaking

2 Look at the advertisement. Would this kind of opportunity interest you?

**Blunt's department store**  
 is recruiting shop staff for the January sales.  
 We also have vacancies for storeroom assistants.  
 Candidates do not need previous experience.  
 Please call us for further information  
 and an application form on  
**01207 876998.**

## Listening: making a phone call

3 CD1/27 Bernadette Miller is calling Blunt's for more information. Listen to her first call in part A. Why can't Bernadette speak to anyone? What does the receptionist give her?

4 CD1/28 Bernadette is speaking to Mark Dean from Human Resources. Listen to part B and answer the questions.

- 1 What does Bernadette hope to do next year?
- 2 Where would she prefer to work?
- 3 What experience does she have?
- 4 What does she need to do now?

5 CD1/27-28 Study the expressions in the Useful expressions box, then listen to the two phone calls again. Tick (✓) the expressions you hear.

### Useful expressions: phoning about a job

- |   |  |                          |
|---|--|--------------------------|
| 1 | a I'm phoning about ...                        | <input type="checkbox"/> |
|   | b I'm calling about ...                        | <input type="checkbox"/> |
| 2 | a I'll put you through to Human Resources.     | <input type="checkbox"/> |
|   | b That'll be Human Resources.                  | <input type="checkbox"/> |
| 3 | a Could you hold the line, please?             | <input type="checkbox"/> |
|   | b Please hold.                                 | <input type="checkbox"/> |
| 4 | a I'm afraid there's no one to take your call. | <input type="checkbox"/> |
|   | b I'm sorry – there's no answer.               | <input type="checkbox"/> |
| 5 | a Would you like to leave a message?           | <input type="checkbox"/> |
|   | b Can I take a message?                        | <input type="checkbox"/> |
| 6 | a I'll call back later.                        | <input type="checkbox"/> |
|   | b I'll try again later.                        | <input type="checkbox"/> |
| 7 | a Hello. Mark Dean.                            | <input type="checkbox"/> |
|   | b Mark Dean speaking.                          | <input type="checkbox"/> |



**Pronunciation:** *Could you and Would you*

**6** **CD1/29** Listen and repeat the pronunciation of *Could you* and *Would you*. Then repeat the sentences, paying attention to their intonation.

*Could you ... /'kʊdʒu:/    Would you ... /'wʊdʒu:/*  
*Could you hold the line, please?*  
*Would you like to leave a message?*

**7** **CD1/30** Listen to the sentences and practise saying them.

- 1 Would you like to call back later?
- 2 Could you put me through to Paola Harper?
- 3 Would you tell her that Mel called?
- 4 Could you spell that for me, please?

**Writing:** a covering letter and CV

**8** Julia is looking for work in a hotel in Brighton over the summer. Read her letter to the manager of the Pavilion Hotel. Which paragraph (1, 2 or 3) ...

- a describes her experience?
- b talks about her personal qualities?
- c introduces her and talks about her ambitions?
- d asks about a job?
- e says what she can offer an employer?

Dear Sir or Madam,

- 1** Please allow me to introduce myself. My name is Julia Wojtyńska. I am an eighteen-year-old high-school student from Warsaw. I am writing to enquire if you have any vacancies for summer staff. I would like to gain further experience of hotel work, and improve my English. My ambition is to train in hotel management, where English will be essential.
- 2** I already have some experience of the hotel business. For two winters I worked as a waitress and a chambermaid in my aunt's guest house and restaurant in the ski resort of Zakopane.
- 3** I am a friendly and honest person who understands the meaning of hard work. I get on well with the public and co-workers. I also hold a certificate in first aid which could be useful in a busy tourist season. Please find enclosed an up-to-date CV for your consideration.

I look forward to hearing from you.

Yours faithfully,

Julia Wojtyńska

Julia Wojtyńska

**9** Julia begins her letter with *Dear Sir or Madam*, and ends it with *Yours faithfully*. How would she have to finish her letter if she began it with *Dear Mrs Jones*?

**10** Read Julia's CV and write the headings in the correct section.

- Hobbies and interests    Education  
 Skills and qualifications    References    Languages  
 Personal details    Work experience

**Curriculum vitae**

**Julia Wojtyńska**

_____	Date of birth	23 / 12 / 1992
_____	Address	Ul. Słowackiego 20 / 2 01-592 Warszawa
_____	Telephone number	+48 22 833 96 16
_____	Mobile	0 602 15 45 00
_____	Email	juliawoj@wizserve.pl
_____		Jan Sobieski High School, Warsaw. I am currently in my final year of high school.
_____		Basic computer skills Microsoft Word I hold a certificate in first aid.
_____		Polish: mother tongue English: pre-intermediate A2 German: elementary A1
_____	Winter seasons 2007, 2008	Summit Guesthouse, Zakopane: chambermaid and waitress
_____		flute, volleyball, snowboarding
_____		Mr Karolak, Mrs Górecka

**11** Create your own CV using Julia's as a model.





# 5D Gap year

## Reading

1 In Poland, how common is it for people to do something different between school and university, or before doing some other kind of training?

### Matura practice

2 Charlotte Hindle is a travel writer and photographer. She has written *The Gap Year Book*. Read the interview on page 69 and match questions A–J to answers 1–9. There is one extra question.

- A Of all the gap year ideas you list in the book, which is the most unusual?
- B Tell us a bit about your own travel experiences.
- C What advice would you have for someone taking a gap year?
- D What are your three favourite travel memories?
- E Tell us a little about your book, Lonely Planet's *The Gap Year Book*.
- F And which one would you most like to do yourself?
- G Of the people you spoke to, did anyone have a particularly unusual gap year?
- H Do you regret not taking a gap year?
- I What's 'new' in gap years?

3 Read the interview again, and answer the questions.

- 1 Which part of Charlotte's book has information on studying in your gap year?
- 2 Are people these days taking a gap year earlier or later than before?
- 3 How many companies in the UK can you learn to sail with?
- 4 In what country does Lonely Planet have its main office?
- 5 Which of Charlotte's best experiences took place on a boat?
- 6 Why did Charlotte admire gapper Jon Williams?


4 Choose the two activities mentioned in the interview that you would most like to do, and the two that you would least like to do.

5 Compare your choices with a partner's. Explain why you made your choices.

6 Do you think the idea of the gap year is a good one? What advantages or disadvantages does it have?

## Listening

### Matura practice

7  CD1/31 You will hear Cindy and Felix talking about their gap year. Answer questions 1–5 on the basis of the information you hear and put a cross (X) in the correct box in the table.

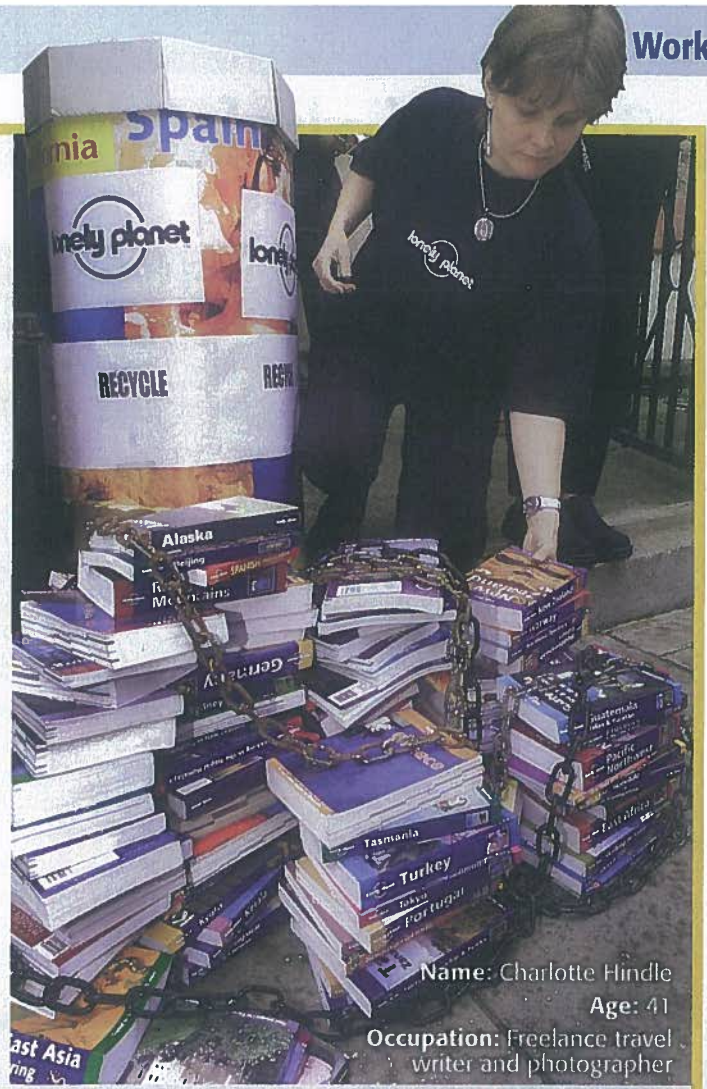
Who ...	Cindy	Felix
1 knew what they wanted to study before their gap year?		
2 spent their gap year in Europe?		
3 built something?		
4 did not make any money?		
5 learnt a language during the gap year?		



8 Work in groups. Tell each other about your ideal gap year.



- 1  There are three sections to the book – Part I is all about planning your gap year, Part II looks at the regions of the world that the gapper\* might travel to and Part III investigates all the activities that gappers can do.
- 2  I was surprised at the increase in gappers taking their gap year between school and university. When I researched the last edition there seemed to be many more going after higher education. As for new gap year options, this edition of *The Gap Year Book* features a paragliding school in the French Alps, travel photography courses in Greece and Zanzibar, an option to teach drama in Ghana, and a number of placements to teach soccer, rugby, tennis, basketball or boxing to under-privileged children\* in Costa Rica, Ghana or South Africa.
- 3  Probably working for a yacht deliverer. This is a fantastic deal. You sign up with one of two UK companies and work your passage to wherever the yachts need delivering. If you want to crew around the world then this is a good way of starting off.
- 4  I'd probably most like to train to become a cruise ship photographer. You don't need any experience, all your expenses are paid, you get to travel the world, and you learn everything about taking photos on board.
- 5  I spent my gap year travelling overland to Australia, where I stayed for four years. I now have children and much of my travelling is within Europe, but we rarely go to your run-of-the-mill\* destinations. This year we've visited Iceland, Finland and the Faroe Islands, to name but a few places.
- 6 
  - 1) Buying a sari in Mysore, India.
  - 2) Walking around Ayers Rock and then watching it change colour in the sunset.
  - 3) Seeing the Northern Lights on



Name: Charlotte Hindle  
Age: 41  
Occupation: Freelance travel writer and photographer

a steamer off the coast of Norway. It was the middle of the night, we were in the Arctic Circle and I was out on deck in my nightie without any shoes on.

- 7  One of the gappers travelled abroad for half of his gap year and then spent the other half in the UK doing work experience in the Houses of Parliament. He intended to study politics at university and thought he'd get a good insight into its workings first. Smart thing to do, I thought.
- 8  I'd advise anyone taking a gap year to do a safety course in the UK before going away.

gapper a person who stops studying for a year between school and university to do a particular activity  
 under-privileged children children from very poor families  
 run-of-the-mill usual, ordinary

Ayers Rock / Uluru



# 5E A job for the summer



## Listening and speaking

### 1 Describe the picture and answer the questions.

- 1 Why are the children wearing identical T-shirts?
- 2 What kind of personal qualities and skills do people need to work with children? Why?

### 2 Read the advertisement from the activity holiday company English Realm. Would you find this opportunity attractive?

English Realm is looking for camp counsellors to work with kids at summer camps throughout Europe. Candidates are expected to be able to speak basic English and to have a skill to offer such as being able to play a musical instrument or teach a sport. Candidates with medical or first-aid experience preferred.

**3** **CD1/32** Pete Velios from English Realm is following up an application from a young woman called Margie Greenaway. Listen and decide if she is a good candidate for the advertised job. Why? / Why not?

**4** **CD1/32** Listen again and complete the sentences.

- 1 Can you spare me a \_\_\_\_\_ of minutes?
- 2 Have you got any experience of \_\_\_\_\_ with older kids?

- 3 I see from your \_\_\_\_\_ that you are keen on sport.
- 4 Do you have any other \_\_\_\_\_ we could use?
- 5 Is there \_\_\_\_\_ you'd like to ask?
- 6 How many children would I be in \_\_\_\_\_ of?
- 7 Are you \_\_\_\_\_ then?
- 8 And what are the \_\_\_\_\_?
- 9 And can you tell me something about the \_\_\_\_\_ hours?
- 10 And how much do you \_\_\_\_\_?

For the script of this dialogue, go to the Workbook listening script section.

**5** Imagine that you are a candidate for a job with Kidcamp activity centre.

- 1 Write down three or four special skills you have – or invent them!
- 2 Write a list of three or four questions that you would like answers to.
- 3 When you are ready, take it in turns to interview your partner.

**6** Work in pairs. Student A go to page 191. Student B go to page 193.



# Review

## Grammar

extremely important / strict rule – *must*  
 strong prohibition – *mustn't*  
 a duty / something that is necessary – *have to / need to*  
 something that isn't necessary – *don't have to / don't need to*  
 something is not permitted – *you can't / you're not allowed to*  
 permit – *allow / let / don't let*  
 force / oblige someone to do something – *make*

**1** Maria is telling her friend Julia about the rules and regulations of where she works. Use the ways of talking about obligation and necessity, and rewrite the dialogue.

J = Julia, M = Maria

J What's security like?

M Extremely strict, we (1) VERY IMPORTANT RULE wear a badge at all times. They (2) NOT PERMITTED anyone in without one.. You (3) STRONG PROHIBITION lose your badge either. I work in a special laboratory so we (4) A DUTY change before we can go in.

J What! You mean you (5) DUTY take off your clothes!

M Not exactly! But we (6) DUTY put a special suit on top. You (7) NOT PERMITTED wear wool or cotton underneath – everything (8) IMPORTANT RULE be synthetic. They (9) NOT PERMITTED us to wear jewellery either.

J And do they (10) FORCE / OBLIGE you buy the suit?

M No, they give us a fresh one every time we enter the clean room.

## Vocabulary

**2** Katarzyna managed to find a job in a travel agent's. Solve the anagrams to complete the story of what happened.

- Katarzyna saw an \_\_\_\_\_ in a local newspaper. NADEVRTIEMEST
- There was a \_\_\_\_\_ in a travel agent's for a Polish speaker. AYACNV
- She rang up the company and asked for an \_\_\_\_\_ form she could fill in. PAPIALCOTNI
- They asked about her \_\_\_\_\_ and \_\_\_\_\_ and sounded interested. AULICFIAQTINOS / KLISLS
- It didn't matter that she had no previous \_\_\_\_\_. EEXEPIRENC
- They told her to send her CV and a \_\_\_\_\_ letter. OCVEGINR
- A week later they called her for an \_\_\_\_\_. ITRVWNEIE

## Functions

**3** Terry is ringing up about a hotel receptionist job. Complete the conversation by putting the words in the right order.

R = Rebecca, T = Terry

R: Good morning. The Croft Hotel. Rebecca speaking. How may I help?

T: Hello. (1) the / calling / receptionist / I'm / about / hotel / job.

Is / vacancy / the / is / available / still?

R: (2) Yes, / still / someone / looking / we're / for.

(3) Let / put / the / you / to / through / manager / me. That's Karen Marsh.

(4) Hold / a / find / moment / while / on / I try / to / her.

(5) I'm / that / there's / afraid / answer / no.

(6) Would / to / you / message / like / leave / a?

T: (7) I / so, / think / I'll / later / call / don't / back.

(8) When / to / be / ring / a / time / good / would / for / me?

R: (9) Try / in / again / hour / half / an / about.

(10) I'll / Ms Marsh / tell / call / to / your / expect.

T: OK. / (11) I'll / half / back / in / ring / hour / an

**4** Think of a job that you would like to do in an English-speaking country. Complete this covering letter with words and expressions that are true for you.

Dear Sir or Madam,

Please allow me to introduce myself. My name is \_\_\_\_\_ I am an (/) \_\_\_\_\_ year-old \_\_\_\_\_ from \_\_\_\_\_ in Poland. I am writing to find out if you have any vacancies for \_\_\_\_\_.

I am a \_\_\_\_\_ and \_\_\_\_\_ person and I get on well with everyone. I am good at \_\_\_\_\_ and have a certificate in / experience of \_\_\_\_\_.

Pleased find enclosed an up-to-date CV for your consideration.

Yours sincerely,

## I can ...

- speak on the phone.
- talk about jobs.
- write a covering letter and CV.
- express obligation and prohibition.



**RODZAJE PRACY (TYPES OF WORK)**

- a **career** kariera, życie zawodowe  
 a **job / profession** praca / zawód  
 an **occupation** praca, zajęcie  
**physical / mental work** praca fizyczna / umysłowa  
 a **secure job** pewna / stabilna praca  
**shift / flexitime / nine-to-five work** praca zmianowa / w nienormowanym czasie / w stałych godzinach  
**temporary / permanent / holiday / part-time / full-time work** praca dorywcza / stała / wakacyjna / na część etatu / na cały etat  
**well / badly-paid work** dobrze / źle płatna praca

**UBIEGANIE SIĘ O PRACĘ (APPLYING FOR A JOB)**

- an **advertisement / advert / ad** ogłoszenie  
 an **application form** formularz zgłoszeniowy  
**available for an interview** gotowy/a na rozmowę kwalifikacyjną  
**be aware of different cultures** mieć świadomość różnic kulturowych  
 a **cover(ing) letter** list motywacyjny  
**check one's references** sprawdzić czyjeś referencje  
 a **CV (curriculum vitae)** życiorys  
**employ** zatrudnić  
**enclose (with a letter)** dołączyć (do listu)  
**have a degree in** mieć stopień (zawodowy / naukowy) z  
**have no criminal record** być niekaranym  
**hold a certificate / diploma in** posiadać certyfikat / dyplom z  
**Human Resources (HR)** dział kadr, kadry

- a **job interview** rozmowa kwalifikacyjna  
 a **job offer** oferta pracy  
**people / social skills** umiejętności społeczne  
**personal qualities** cechy / przymioty osobiste  
**provide full training** zapewnić pełne szkolenie  
**qualifications** kwalifikacje  
**recruit** rekrutować  
**train** szkolić  
 a **vacancy** tu: wolny etat

**WARUNKI PRACY (WORKING CONDITIONS)**

- be in charge of** być odpowiedzialnym za  
 a **company car / laptop / phone** służbowy samochód / laptop / telefon  
**cover travel expenses** pokryć koszty dojazdu  
**dismiss/fire (inf)** zwolnić/wylać z pracy  
**do something for a living** zarabiać na życie  
**duties** obowiązki  
**earn / make money** zarabiać pieniądze  
**get a promotion** dostać awans  
**have / gain experience** posiadać / zdobyć doświadczenie  
 the **job centre** biuro pośrednictwa pracy  
**job satisfaction** satysfakcja zawodowa  
**medical insurance** ubezpieczenie zdrowotne  
 a **pension** emerytura / renta, a **pensioner** emeryt/ka, rencist(k)a  
 the **position / post of** stanowisko, posada  
**prospects** perspektywy  
**requirements** wymagania  
**retire** przejść na emeryturę  
 a **salary** wynagrodzenie (często roczne)  
**take a day off** wziąć dzień wolny

- take (maternity/paternity/parental) leave** wziąć urlop (macierzyński/ojcowski/wychowawczy)  
**take up a course in** być na kursie (szkoleniu) z  
**unemployed** bezrobotny, **unemployment** bezrobocie  
 a **wage** płaca (często tygodniowa)  
**working hours** godziny pracy

**LUdzie W PRACY (PEOPLE AT WORK)**

- an **actor** aktor, an **actress** aktorka  
 an **applicant / a candidate** kandydat  
 a **babysitter** opiekun/ka do dzieci  
 the **boss** szef/owa  
 a **camp counsellor** wychowawca / wychowawczyni kolonijny/a  
 a **chambermaid** pokojówka  
 a **colleague** kolega / koleżanka z pracy  
 a **co-worker** współpracownik / współpracowniczka  
 a **doctor** lekarz  
 an **employee** pracownik, an **employer** pracodawca  
 a **fruit picker** zbieracz owoców  
 a **manager** kierownik / kierowniczka  
 a **nanny** niania  
 a **salesperson** przedstawiciel handlowy  
 a **school nurse** pielęgniarka szkolna  
 a **skilled / unskilled worker** pracownik wykwalifikowany / niewykwalifikowany  
 a **soldier** żołnierz  
 a **sports / swimming instructor** instruktor sportowy / pływacki  
 a **storeroom assistant** magazynier  
 a **supervisor** przełożony/a  
 a **waiter** kelner, a **waitress** kelnerka

**1** Wybierz ze słowniczka wyrażenia, które będą odpowiadać następującym kategoriom: *money, people in charge, out of work.*

**2** Korzystając ze słowniczka odszukaj nazwy zawodów, które wykonują rozmówcy.

1

**A** What's your job and what do you exactly do Josh?

**J** I have to serve customers, recommend the dishes and then take orders. When my service is good, I get a tip.  
I'm a \_\_\_\_\_.

2

**A** What do you do for a living, Simon?

**S** I look after babies. I feed them, change their nappies and take for a walk. When they are older I also play with them.  
I simply work as a \_\_\_\_\_.

3

**A** What do you do Nancy and what do you like most in your job?

**N** All I do is satisfying, even giving an injection or changing a dressing. However, the most important is the feeling that someone needs my help, especially a child. I'm a \_\_\_\_\_.

**3** Uzupełnij tekst, wykorzystując wyrażenia ze słowniczka. Dla ułatwienia zostały podane pierwsze litery.

Barbara wanted to e\_\_\_ some money during holidays. She found a good job a\_\_\_ in a youth magazine. She liked the working c\_\_\_ at once because they provided full t\_\_\_ and medical i\_\_\_. The j\_\_\_ she wanted to apply f\_\_\_ was fruit p\_\_\_ in Norway and it was obviously p\_\_\_ work. She didn't mind working hard on a farm because the weekly w\_\_\_ seemed high enough to save up some money. The next step was to write a C\_\_\_ and a c\_\_\_ letter. In the a\_\_\_ they wrote that they were looking for u\_\_\_ workers so she didn't need any q\_\_\_. The only problem was the previous e\_\_\_, which she didn't have either. Finally, Barbara wrote about her personal q\_\_\_ and strong motivation to g\_\_\_ some experience and of course save some money. She e\_\_\_ her CV with the letter and waited just like other a\_\_\_ for a reply.



## DŁUŻSZA FORMA UŻYTKOWA: LIST FORMALNY

Napisanie listu formalnego wymaga zapoznania się z jego budową i użytecznymi zwrotami. W tym celu zajrzyj do *Writing Bank* na str. 206 i przeczytaj podany tam model listu motywacyjnego. Zanim sam/a zaczniesz pisać taki list, przeanalizuj poniższe rady i wskazówki.

Pisząc **list formalny** pamiętaj o tym, że ważny jest właściwy dobór słownictwa i dlatego :

- odpowiednio rozpocznij i zakończ list,
- używaj pełnych i oficjalnych zwrotów,
- nie stosuj języka potocznego i tzw. *phrasal verbs*,
- nie pisz wielką literą *you, your, yours*
- unikaj pytań bezpośrednich i zdań wykrzyknikowych.

### 1 Stosując się do poznanych zasad, uzupełnij list tak, by stał się pismem w pełni formalnym. Wybierz właściwe odpowiedzi a lub b.

(1) \_\_\_\_\_,  
I am writing in response to (2) \_\_\_\_\_ interesting advertisement which (3) \_\_\_\_\_ in *the Teenagers* of May 5<sup>th</sup> and (4) \_\_\_\_\_ to apply for the position of shop assistant in your famous department store.  
A holiday job seems ideal for me as I am currently studying at a secondary school.  
Last summer I worked for a month and gained very valuable experience. I was responsible for a clothes department so I believe the job will be (5) \_\_\_\_\_ for me. (6) \_\_\_\_\_  
I think I have the necessary personal qualities for the job. Firstly, I have good social skills and can organise my work (7) \_\_\_\_\_. Secondly, I speak French and am (8) \_\_\_\_\_ fashion, which can be really helpful.  
Please find enclosed my CV. I am available for an interview after June 10<sup>th</sup>.

(9) \_\_\_\_\_  
Yours faithfully,

XYZ

Curriculum Vitae

- |   |                          |
|---|--------------------------|
| 1 a Dear Mr Smith                       | b Dear Sir or Madam      |
| 2 a Your                                | b your                   |
| 3 a appeared                            | b came out               |
| 4 a I'd like                            | b I would like-          |
| 5 a fine                                | b suitable               |
| 6 a I wonder if I could start in July.  | b Could I start in July? |
| 7 a fantastically!                      | b very well.             |
| 8 a interested in                       | b crazy about            |
| 9 a I look forward to hearing from you. | b See you soon.          |

Zajmijmy się teraz budową listu. Czy pamiętasz, jakie elementy są wymagane w każdym liście? Jeśli nie, to przeczytaj jeszcze raz schemat listu na str. 204. Następnie w liście z ćwiczenia 1 zaznacz i nazwij każdy wymagany element.

Pamiętaj, że na egzaminie zostaną uznane tylko te elementy listu, w których wystąpią zwroty właściwe dla danego typu listu. Jeśli na przykład zaczniesz list formalny nieformalnym zwrotem 'Hello there', to tak jakbyś nie napisał/a zwrotu rozpoczynającego w ogóle.

**Ważne!** Jeśli list zawiera mniej niż 3 z 5 obligatoryjnych elementów, to jego forma jest oceniana na 0 punktów.

Jeśli wiesz, jakiego języka i jakiej formy użyć, aby napisany przez Ciebie tekst stał się listem, możesz skupić się na przekazie treści.

### 2 Wykonaj poniższe zadanie. Następnie przeczytaj swój list i sprawdź, czy wszystkie informacje zostały wyczerpująco przekazane.

#### Rada praktyczna

Pamiętaj, że każdy podpunkt to dwie informacje do przekazania. Zatem dokładnie czytaj i realizuj treść zadania, często sprawdzając, czy o wszystkim już napisałeś/aś.

### Odpowiadasz na ofertę pracy wakacyjnej. Napisz list motywacyjny. W liście:

- poinformuj, skąd dowiedziałeś/aś się o tej ofercie i jaką pracą jesteś zainteresowany/a;
- napisz kilka słów o sobie i podaj powód ubiegania się o tę posadę;
- poinformuj o swoim poprzednim doświadczeniu zawodowym i gdzie je zdobyłeś/aś;
- napisz, na jak długo chcesz podjąć pracę i kiedy można się z Tobą skontaktować.

Często pisząc list, tak bardzo skupiasz się na treści, że zapominasz o innych wymogach, takich np. jak limit wyrazów. Co zrobić, gdy po przeliczeniu okaże się, że przekroczyłeś/aś limit o 20-30 wyrazów? Musisz znaleźć takie słowa, których usunięcie nie zmieni treści, a jedynie uprości tekst. Najłatwiej znaleźć je wśród przymiotników i przysłówków.

### 3 List z ćwiczenia 1 jest trochę za długi, znajdują się w nim 3 zbędne słowa. Znajdź je, ale pamiętaj, że nie możesz zmienić przekazywanych treści.



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Znalazłeś/aś w Internecie ciekawe ogłoszenie dotyczące pracy wakacyjnej w Szkocji. Dzwonisz pod podany numer, żeby się dowiedzieć więcej.

- Powiedz, dlaczego Cię ta oferta zainteresowała.
- Zapytaj, czy potrzebne Ci będzie jakieś doświadczenie.
- Dowiedz się, kto pokrywa koszty dojazdu.

(rozmowę rozpoczyna zdający)

### B. Relacjonowanie wydarzeń

Podczas wakacji pracowałeś/aś dorywczo (np. w restauracji) w Londynie. Twój nauczyciel angielskiego jest ciekaw, jak wyglądała ta praca.

- Powiedz, co musiałeś/aś robić w ramach swoich obowiązków.
- Opowiedz, jak wyglądał Twój pierwszy dzień w pracy.
- Wspomnij, co sprawiało Ci najwięcej satysfakcji w czasie pracy.

(rozmowę rozpoczyna egzaminujący)

### C. Negocjowanie

Dzieliś się swoimi planami zawodowymi z zaprzyjaźnionym Anglikiem, który jest doradcą zawodowym.

- Powiedz, jaki zawód i dlaczego chcesz wykonywać w przyszłości.
- Słyszac jego krytykę, dowiedz się, jaki zawód powinieneś / powinnaś wybrać.
- Przyznaj mu rację i podziękuj za pomoc.

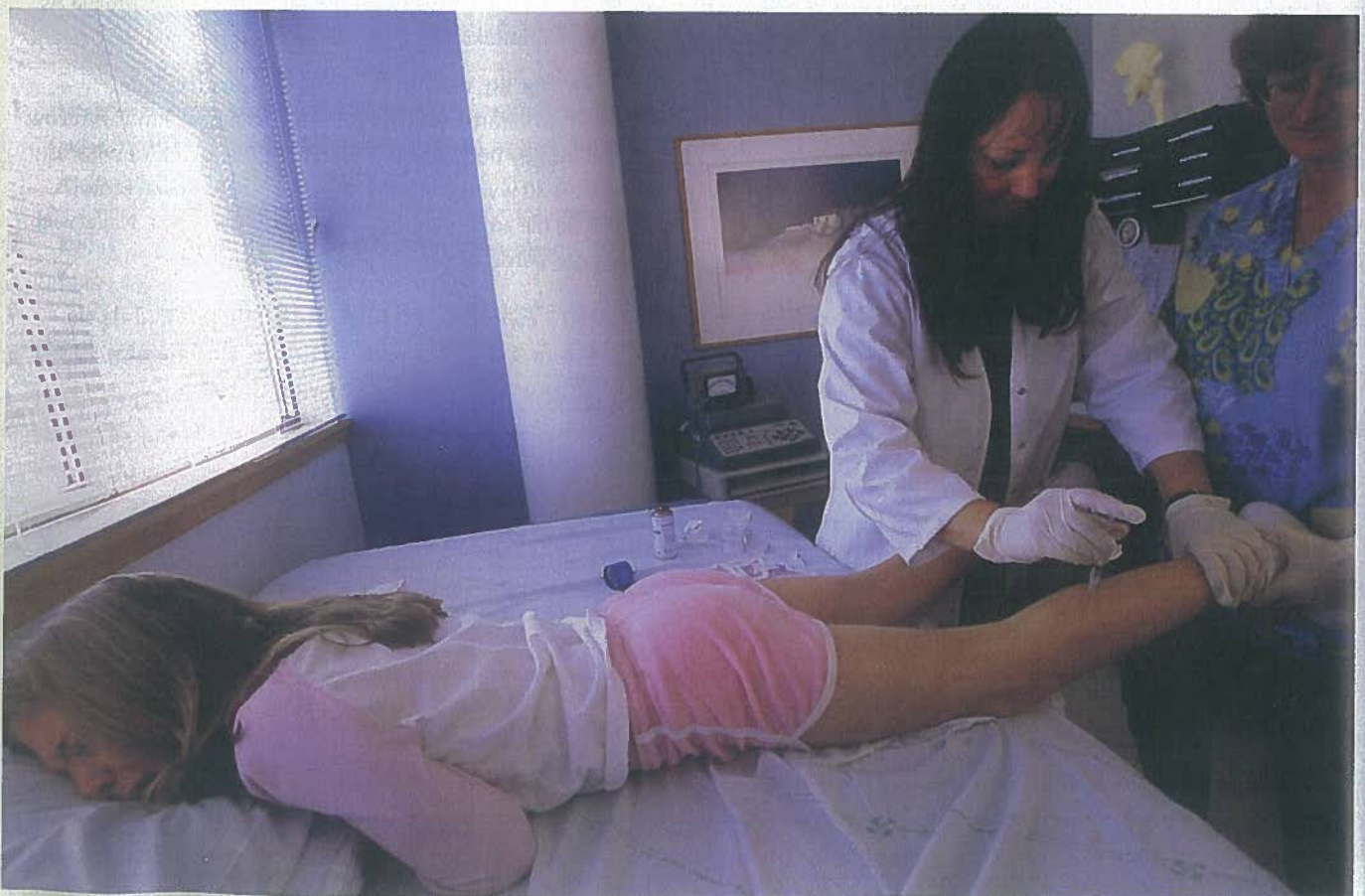
(rozmowę rozpoczyna zdający)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Why do you think the nurse is working with children?
- 2 What is more important for people who choose to be nurses: working conditions or job satisfaction and respect? Why?





# Nature and the environment

MODULE

6

## In this module you will learn

- **Communication:** presenting information, in an emergency
- **Vocabulary:** disasters
- **Reading and Listening:** story of a young lion
- **Writing:** a letter to the editor
- **Grammar:** *will* and *going to*, the definite article

## Let's get started

1 Describe the picture and answer the questions.

- 1 What is going to happen in a minute?
- 2 What kind of help do people need after a disaster like this?

## Vocabulary

2 Match the words in the box to the disasters described in the sentences.

flood  tornado  volcanic eruption   
drought  pollution

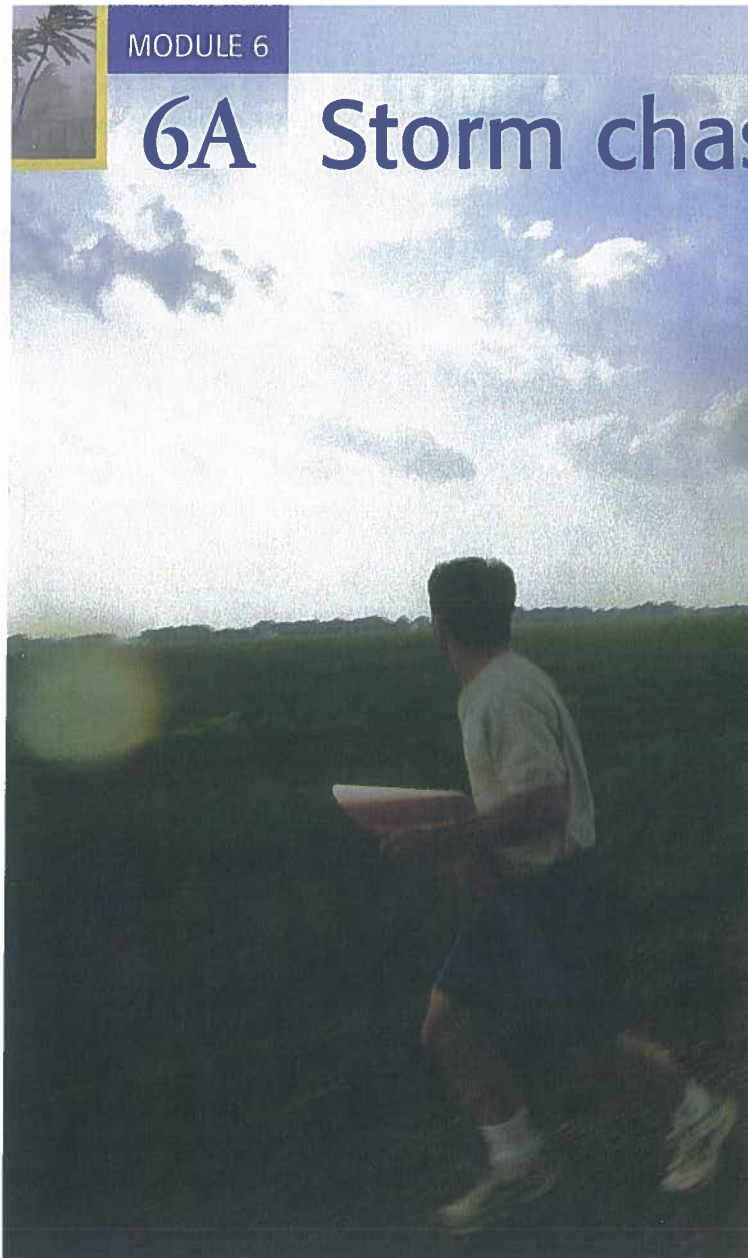
- 1 Oh no – it's coming towards us! We'd better go now before it catches us!
- 2 It hasn't rained here for years. We can't grow anything – not even grass.
- 3 I couldn't believe my eyes – there were people in canoes going down the street!
- 4 All the dirt the factory pumps out is destroying the atmosphere.
- 5 It was like fireworks lighting up the sky. All the same, we were taking a big risk by standing there.

3 Which of the disasters in exercise 2 are natural? Which are man-made?

4 Which of these events happen in Poland?



# 6A Storm chasers



## Reading

1 Jeff O'Leary is a journalist who hunts tornadoes – commonly called 'twisters'. Read his story 'Twister Hunters' and complete his notes.

Sunday

10 p.m. I get a call from

(1) \_\_\_\_\_, who invites me to go

(2) \_\_\_\_\_.

I promise to be at the centre at

(3) \_\_\_\_\_ the following morning.

The weather forecast warns that it will be

(4) \_\_\_\_\_. I feel

(5) \_\_\_\_\_.

Monday

8.00 I meet Hannah and a

(6) \_\_\_\_\_ of hers, called Lester.

Hannah says she'll (7) \_\_\_\_\_ while Lester

(8) \_\_\_\_\_.

We drive towards the tornado. We see it destroy

(9) \_\_\_\_\_. Lester

(10) \_\_\_\_\_ and we leave. Then

the twister comes after us! I think we are going to

(11) \_\_\_\_\_. Just before it reaches us it

(12) \_\_\_\_\_.

## Twister Hunters

Sunday evening and I am half asleep when the phone rings. 'Jeff? Hi, Hannah Klein here. I'm going to hunt twisters tomorrow. Are you still interested?' she asks.

I'm immediately fully awake. 'Sure,' I say, trying to sound calm and confident, 'That's wonderful news'.

'Be at the centre at seven tomorrow,' she answers.

'I'll be there,' I promise as she puts down the phone.

In ten hours I am going to be part of the team in one of the most dangerous activities in the world – twister-hunting. I am going to join Professor Hannah Klein – a legend in her profession. I watch the news on the TV and listen carefully to the weatherman: 'Tomorrow will be an orange alert day for people living in the following towns and ...'. The weatherman lists the places where they think the twisters will strike. This is where I'll be tomorrow, I think to myself. I set the alarm for six, but find it hard to sleep. I hope I won't be too frightened tomorrow.

It's eight in the morning, and Hannah and Lester – one of her research students – are studying aerial maps and reports.

'I think one will form over there,' Hannah says. Lester nods his agreement. 'I'll drive – you put down the probes\*,' Hannah says. So Lester is going to put probes directly in the path of the tornado to record its speed and other details. They believe that at least one will work.

We drive across the vast open space towards the tornado. It's heading straight for a farm. It's going to destroy it. The farm looks tiny compared with the enormous twister. We watch as buildings and machinery fly into the air. There is nothing left. How terrible – a lifetime's work gone in a couple of seconds. We take another road that puts us directly in its path. Hannah stops the car and Lester jumps out and puts the last probe down. Over my shoulder I can see its huge angry shape – I feel terrified. Hannah accelerates – 60, 70 miles per hour, but the twister keeps getting closer. I shut my eyes, and have an awful feeling inside me. It's going to catch us and we're all going to die. I say a prayer. At the last moment it moves away and we are safe. 'That was close,' I say. 'That was nothing,' Hannah replies.

probe a scientific instrument for recording measurements



**Grammar: will and going to****2 Match the beginnings and ends of the sentences to form definitions of the words in *italics*.**

- 1 When we make a *prediction*, we ...
- 2 An *intention* is something we ...
- 3 If we make a *spontaneous decision*, we ...
- a plan to do or have decided to do.
- b make it at the moment of speaking.
- c say what we think can happen in the future.

**3 Match the examples of *will* and *going to* a–d to their uses 1–4.**

- a I'm *going to hunt* twisters tomorrow.
- b I *think one will form* over there.
- c I'll *drive* – you put down the probes.
- d It's heading straight for a farm. It's *going to* destroy it.
- 1  a future prediction – something in the future you can see happening
- 2  a future prediction – something in the future you guess or imagine (often after verbs like *hope, think* and *believe*)
- 3  a spontaneous decision made at the moment of speaking
- 4  an intention – something already planned or decided

**4 Remember: we also use *will* for promises. Go through the text and find an example of this use.**


→ See Grammar Reference, page 198.

**5 Study these other examples of *will* and *be going to* from the text and say why they are used.**

- 1 Lester is going to put probes directly in path of the tornado.
- 2 'I'll be there,' I promise as she puts down the phone.
- 3 I am going to be part of the team in one of the most dangerous activities in the world.
- 4 The weatherman lists the places where they think the twisters will strike.
- 5 This is where I'll be tomorrow, I think to myself.
- 6 I hope I won't be too frightened tomorrow.
- 7 The twister keeps getting closer. It's going to catch us and we're all going to die.

**6 Match each sentence 1–8 with a reply a–h.**

- 1 The sky looks really black.
- 2 What are you going to do this evening?
- 3 What do you want to do when you finish school?
- 4 I haven't done my homework.
- 5 Do you know the times of buses to the station?
- 6 Hurry up and get dressed.
- 7 Oh dear – she's forgotten her coat.
- 8 It's getting late.
- a You're going to be late.
- b Don't worry about that. I'll take you there.
- c Yes, I hope she'll be here soon.
- d Oh dear – we're going to have a storm.
- e I'm going to join the army.
- f Silly girl – she's going to catch a cold.
- g I think I'll stay at home.
- h Your teacher isn't going to be happy with you!

**7  CD1/33 Work in pairs. Listen to the recording of nine sounds. Take turns to say what you think is going to / will happen next.****8 Work in pairs or groups and exchange ideas based on situations 1 and 2.****Situation 1**

Look out of the window and make a prediction about the weather. Decide what to wear based on your prediction. Now tell someone else about your decision.

**Situation 2**

Make a prediction about the climate of your region in twenty and fifty years' time. Say what you think and hope, and what you're worried about.



# 6B The blue planet

## Reading

1 Work in pairs and try to answer the questionnaire.

- How much of the Earth's surface is covered by water?  
a 50 per cent    b 60 per cent    c 70 per cent
- How much of the human body is water?  
a 20 per cent    b 40 per cent    c 60 per cent
- How much water does a person need to survive in an average climate each day?  
a 1 litre    b 5 litres    c 15 litres
- How much of the planet's water is fresh (= not salty)?  
a 3 per cent    b 13 per cent    c 33 per cent
- How many people haven't got enough water to grow food?  
a 1 billion\*    b 2 billion    c 3 billion

billion a thousand million (1,000,000,000)



2 Read the text 'H<sub>2</sub>O – This Precious Liquid' quickly and check your answers.

### Matura practice

3 Read the text again and complete it with sentences A–G. There is one extra sentence.

- A Such extreme weather, and rising sea levels from the melting ice cap and glaciers, threaten some cities and countries.
- B The last century was about oil, and this century will be about water – water is the new oil.
- C So far the charity has provided 22,500 people with access to fresh water.
- D This is why it is more important than food for our short-term survival.
- E It was launched in 2004 to raise money to drill wells in Africa, and in particular in Sudan.
- F This is equal to ten times the annual flow of the Nile.
- G By contrast, people in rich countries refuse to drink the water from their taps, choosing bottled water that is two hundred times more expensive.

4 What can countries and individual people do in their everyday lives to save water? Look at the pictures.

## H<sub>2</sub>O – This Precious Liquid

Water is everywhere. It covers 70 per cent of the world's surface and makes up 60 per cent of the human body. (1)  According to the United Nations, we need five litres of water a day just to survive, and another 50 litres for cooking, washing and sanitation. Yet only three per cent of the planet's water is fresh – and most of this is frozen in the Antarctic and Greenland. Even so, there is still enough water for the earth's 6.5 billion people. In fact, there are ten million cubic kilometers of water available each year. (2)  Now, that's a lot of H<sub>2</sub>O!

Global warming is causing some strange effects on weather and rainfall, and an increase in the number of hurricanes. (3)  What's more, rain is falling in the wrong places, with serious consequences – Australia now has a permanent drought, and in parts of Africa people have to dig deeper wells, as the underground lakes that supply them are running dry. As usual, it is the poorest people in the world who suffer the most. One billion people worldwide are hungry because they don't have enough water to grow food. Polluted drinking water is the main cause of infant mortality.

(4)  Fortunately, there are people who believe that access to clean water is a basic human right. The other day a friend gave me a key ring. The key ring was from the Polish Humanitarian Organisation 'I collect water'. (5)  'I collect water' organises workshops for students, provides teachers with educational materials, sells 'Water for Africa' key rings and T-shirts, and collects donations from people and businesses. (6)  Before, the idea of this precious liquid being easily available was just a dream, but the campaign 'I collect water' has given many people access to clean water for the first time.





**Grammar: the definite article**

**5** Match the uses of the definite article (= *the*) to examples a–f taken from the text.

- a ... there is still enough water for **the** Earth's 6.5 billion people.  
 b ... for **the** first time.  
 c ... a friend gave me a key ring. **The** key ring ...  
 d ... it is **the** poorest people in the world who suffer the most.  
 e According to **the** United Nations ...  
 f ... most of this is frozen in **the** Antarctic ...

**We use the definite article ...**

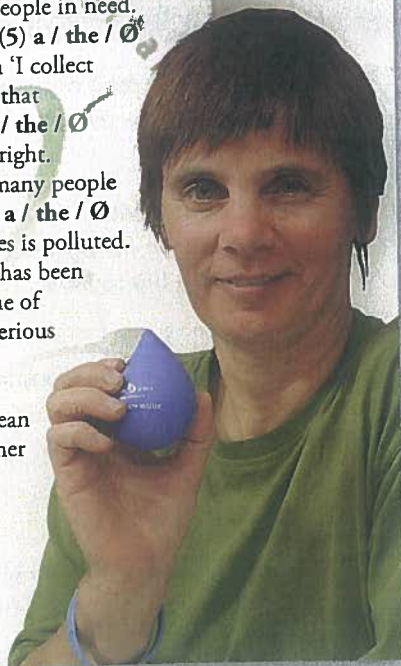
- 1  when we mention something or someone for the second time.  
 2  when we are talking about something that there is only one of.  
 3  for organisations.  
 4  for plural place names, names with *Republic* and *Kingdom*, and names of some of the geographical regions.  
 5  with a superlative.  
 6  before ordinal numbers.

➔ See Grammar Reference, page 198.

**6** Read the text again and explain why the definite article is used.

**7** Complete the passage about Janina Ochojska by choosing *a*, *the* or  $\emptyset$  (= no article).

Janina Ochojska-Okońska is probably (1) **a / the /  $\emptyset$**  best-known social activist in Poland. In 1989 she opened (2) **a / the /  $\emptyset$**  first branch of the Equi-Libre foundation, (3) **a / the /  $\emptyset$**  foundation that provides humanitarian aid for (4) **a / the /  $\emptyset$**  people in need. She is also President of (5) **a / the /  $\emptyset$**  humanitarian campaign 'I collect water'. She understood that the right to drink (6) **a / the /  $\emptyset$**  water is a basic human right. (7) **A / The /  $\emptyset$**  water many people have to consume in (8) **a / the /  $\emptyset$**  world's poorest countries is polluted. (9) **A / The /  $\emptyset$**  Sudan has been terribly affected by some of (10) **a / the /  $\emptyset$**  most serious water shortages in the world. In 1993 (11) **a / the /  $\emptyset$**  European Commission awarded her the title of European Woman of the Year.

**Pronunciation: the**

**8** **CD1/34** Listen to the way *the* is pronounced in these words and phrases.

- 1 the Earth                      3 the poorest people  
 2 the main cause              4 the Antarctic

What difference do you notice? How do we say *the* ...

- before consonants?
- before vowels?

**Vocabulary**

**9** Match the words in the box to their definitions.

glacier     global warming   
 atmosphere     fossil fuel   
 greenhouse     polar ice caps

- 1 the layer of air and gas that lies around the Earth  
 2 an increase in the world's temperature  
 3 coal, oil and natural gas  
 4 a glass building where you can grow tomatoes  
 5 the areas at the top and bottom of the Earth  
 6 a mass of ice in a mountain valley

**Listening**

**10** An expert on the environment is talking about global warming. Before you listen, tell each other what you think the causes are.

**11** **CD1/35** Listen to part A of the talk and answer the questions.

- 1 Why is some global warming good for us?  
 2 How does the Earth's atmosphere help us?  
 3 What is meant by 'global warming' these days?  
 4 According to the speaker, what is the main cause of global warming?  
 5 What is 'the greenhouse effect'?


**12** **CD1/36** Listen to part B and complete the summary.

We can blame global warming for the (1) \_\_\_\_\_ weather of recent years. (2) \_\_\_\_\_ and the polar (3) \_\_\_\_\_ are melting. Countries like the (4) \_\_\_\_\_ and the Maldives are threatened by rising sea levels. In Western Europe global warming could make the (5) \_\_\_\_\_ Stream stop. This is a (6) \_\_\_\_\_ current that flows across the (7) \_\_\_\_\_. Without it, Britain could be as cold as (8) \_\_\_\_\_!



# 6C Viewpoints

## Listening and speaking

- 1  CD1/37 Charlene, Henry and Melanie are giving a poster presentation to their class about practical ways of saving the environment. Listen to Charlene and complete her poster.

### Tips for making memorable presentations

Use questions to help your talk along

*So what can we do?*

Use contrasts

*Many people believe that they can do nothing, but we strongly believe each one of us can make a difference.*

Use groups of three

*Our message is recycle, save water, and turn off appliances.*

Use memorable examples

*It can take one thousand years for a plastic bag to disappear.*

Say you're sincere

*I strongly believe ...  
I sincerely think ...*

### SAVING THE PLANET

Our message is

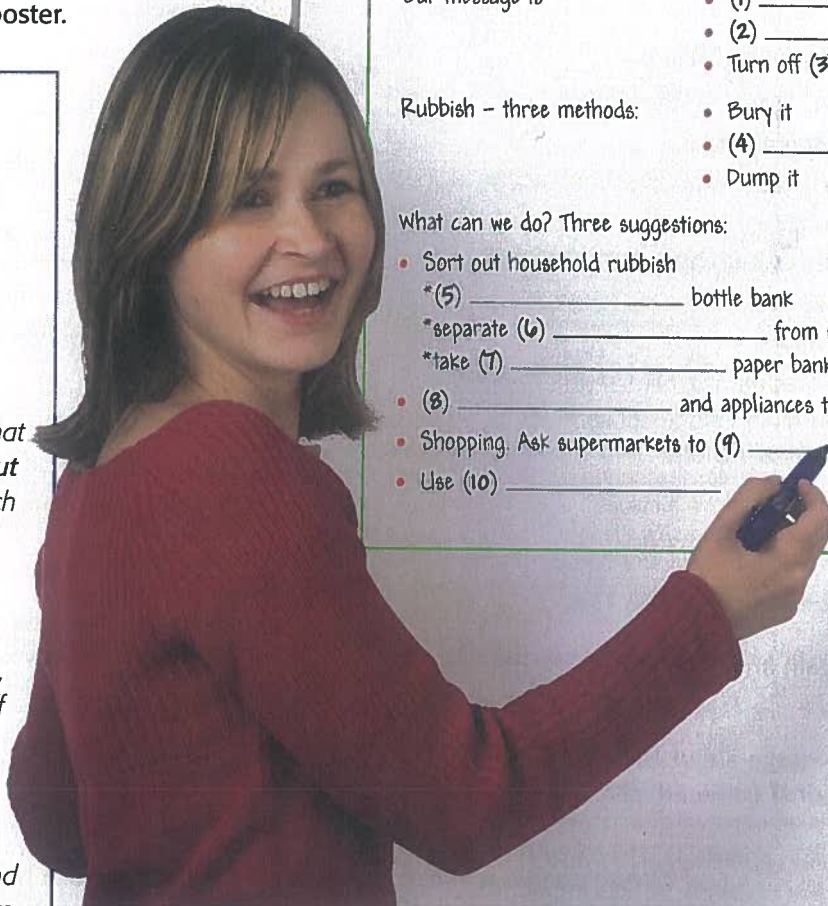
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_ water
- Turn off (3) \_\_\_\_\_

Rubbish - three methods:

- Bury it
- (4) \_\_\_\_\_ it
- Dump it

What can we do? Three suggestions:

- Sort out household rubbish
- \* (5) \_\_\_\_\_ bottle bank
- \* separate (6) \_\_\_\_\_ from plastic
- \* take (7) \_\_\_\_\_ paper bank
- (8) \_\_\_\_\_ and appliances to collection points
- Shopping. Ask supermarkets to (9) \_\_\_\_\_
- Use (10) \_\_\_\_\_



### Useful expressions: making presentations

#### Stating the purpose and organisation of the talk

*Today we are going to talk about ... / make three suggestions ...*

#### Referring to visual aids

*As you can see from my poster, ...*

*As you can see on the screen, ...*

#### Listing points

*First of all ... Next ... Last but not least / Finally ...*

#### Talking about consequences

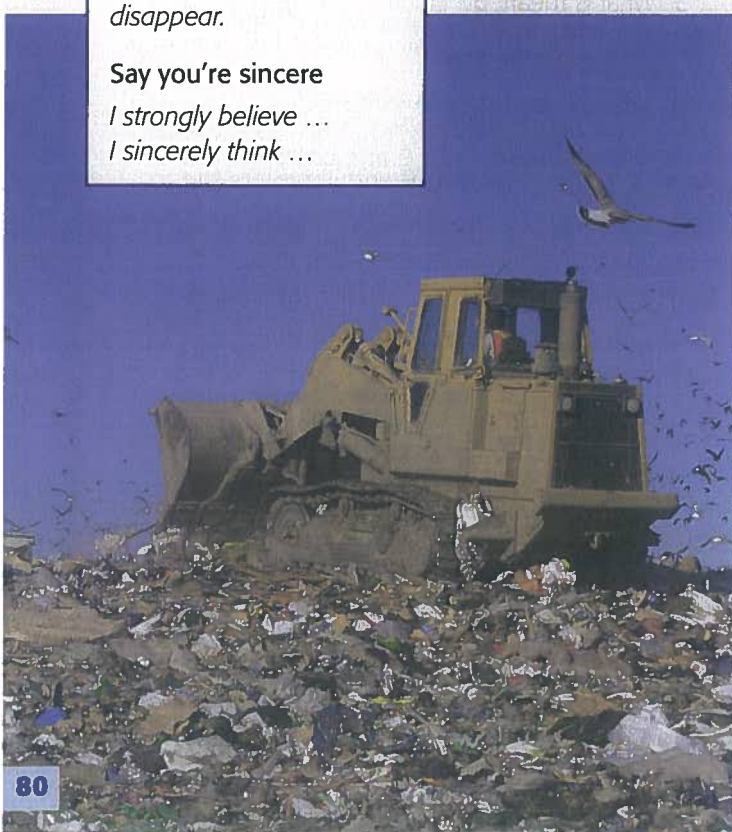
*This means that ...*

#### Summarising

*To sum up ... I have given you some advice ...*

#### Introducing another speaker

*I'm now going to hand you over to ..., who is going to ...*





2 Work in pairs or groups. Group A go to page 191 for ideas for Henry's presentation. Group B, go to page 193 for ideas for Melanie's presentation.

3 When you are ready, give your talk.

Remember to ...

- introduce your objectives.
- list your points.
- have at least one list of three.
- use concrete examples, not just dry statistics.
- use questions to help your talk along.

### Writing: a letter to the editor

4 Have you ever written a letter to a newspaper or magazine? What was it about?

5 Read Brenda McVitty's letter to the editor of her local newspaper and find out why she wrote it. Do you agree with what she says?

Dear Sir or Madam,

Last week the council sent every home a brochure about the importance of recycling. Everybody is talking about what we can do to reduce waste and help the environment, **so** I was very happy to read it.

It was a very interesting brochure and contained a lot of useful advice. **However**, my nearest bottle bank is two kilometres away, so I have to drive there – this is not very 'green'. I am sure that many people who want to recycle throw everything away because it is easier.

I also did some research and found out that the average British family throws away 330 glass bottles each year, and 40 kilos of newspapers. This is a huge amount of waste, **but** there are simply not enough bins to deal with this sort of volume if everyone follows the advice in the brochure.

**Although** the council is sincere about recycling, I am sure, it should think of ways of making this a practical reality. It should increase the number of bottle banks and paper collection points and place them within walking distance of most people's homes.

Yours faithfully,

Brenda McVitty

Brenda McVitty

6 Study these sentences from the text. What is the Polish equivalent of *however* and *although*?

- It was a very interesting brochure and contained a lot of useful advice. However, my nearest bottle bank is two kilometres away.*
- Although the council is sincere about recycling, I'm sure, it should think of ways of making this a practical reality.*

7 Rewrite a using *although*, and b using *however*.

8 Contrast these ideas using *although* and *however*.

- The documentary was interesting. It made me worried.
- Nuclear power doesn't produce CO<sub>2</sub>. It is dangerous for the environment.
- It was winter. People were walking around without coats.
- We have insulated our home. Our gas bill is still high.

9 Underline other linkers in the letter you have read.

### Spotlight on writing: a letter to the editor

- Open your letter with *Dear Sir* or *Madam* or *Dear Editor* and close it *Yours faithfully*.

- Organise your letter in paragraphs, for example:  
**paragraph 1:** the event or article that you are writing about, and how you feel about it

**paragraph 2:** the reason why you feel that way

**paragraph 3:** points about the general topic

**paragraph 4:** your conclusions; what you think should happen

10 Write a letter to the editor of a magazine or newspaper based on the following situation or on another topic that interests you. Include sentences with *however* and *although*.

### Situation

A glass bottle recycling centre in your town is going to close because the company that owns it says the land is needed for another activity. Even though you know it belongs to a private company, you believe that the town council should find a way of helping it to stay.





# 6D Born to be wild

## Vocabulary

- 1 Work in pairs. Try to identify the six animals and name the regions where they are found. Then go to page 192 to find if you were right.



- 2 Complete the sentences using the words in the box. Use your dictionary to help you.

breed conservation endangered  
extinct wildlife

- Bison were hunted until they became \_\_\_\_\_, so now there are none left.
  - The giant turtle is an \_\_\_\_\_ species – only a few now remain.
  - There's a lot of \_\_\_\_\_ around here, such as foxes, deer, eagles and owls.
  - Experts try to \_\_\_\_\_ pandas in zoos, but very few young are born.
  - Wildlife \_\_\_\_\_ aims to protect species that are in danger of disappearing.
- 3 All animals in 1 are *endangered*. What is the reason for this?

## Reading

- 4 Look at the pictures about the extraordinary story of a lion cub called Christian. Can you predict what the story will be about?
- 5 Read the story and put paragraphs A–E in the correct order.  
1  2  3  4  5
- 6 In groups or as a class, discuss the questions.
- Do you think pet shops should be allowed to sell wild animals?
  - What do you think of John and Ace's decision to buy the cub?
  - How was George Adamson important to Christian?
  - How successful was the friends' attempt to treat a wild animal as a pet?

## Speaking

- 7 You are going to hold a debate. Make two teams of two people. One team will speak in favour of the motion. The second team will speak against it. The motion: 'This house believes that zoos have no place in a civilised society'.

- 8 Brainstorm ideas for and against the motion.

The chairperson introduces the debate and the speakers → first speaker for the motion → first speaker against the motion → second speaker for the motion → second speaker against the motion → The chairperson invites the audience to say something → The chairperson takes the vote, and declares the winner.

## Useful expressions: holding a debate

### Chairperson

*We're here today to debate the motion 'This house believes that zoos have no place in a civilised society'.*

*I now call on Marek, who is going to speak in favour of the motion.*

*You have two minutes left. / Your time is up.*

*I'd now like to call on Kasia, who is going to speak against the motion.*

*I am now going to open the debate to the floor.*

### Speaker

*Thank you very much Mr / Madam chairperson ...*

*I am going to speak in favour of / against the motion.*

*I have three main points to make ...*

*First of all ... Secondly / Furthermore ...*

*Last but not least ... / To sum up ... / In conclusion ...*

### The floor (= the audience)

*I'd like to say ...*

*We shouldn't forget that ...*

*The point I'd like to make is ...*

### Chairperson

*I would now like everyone to vote.*

*All those in favour of the motion, please raise your hand.*

*All those against the motion, please raise your hand.*

*All those who wish to abstain, please raise your hand.*

*I declare the motion carried / defeated by ... votes to ...*



Watch a video about butterflies in Kenya.  
Turn to page 176.



## A Cub called Christian

A John, Ace and Bill went with Christian on a flight to Nairobi, in Kenya. From there they went to the remote Kora Reserve, where George Adamson took care of Christian and gradually prepared him for his return to the wild. Eventually it was time for Christian to leave, and George let him go to live the life he was meant to lead.

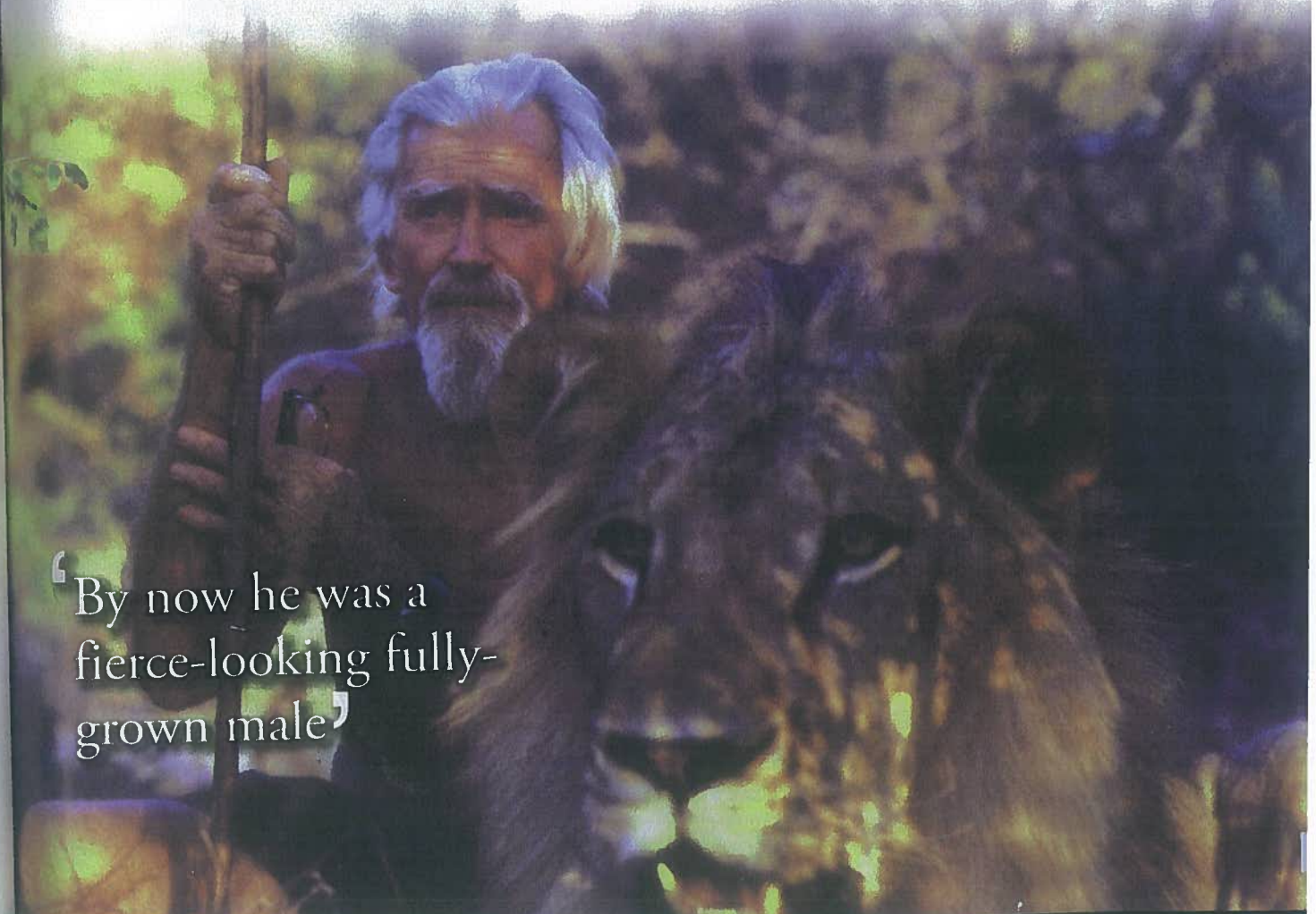
B A year went by. The cuddly sixteen-kilo cub was now an eighty-four-kilo lion that cost them £30 a week in food – an enormous amount of money at that time! John and Ace did not know what to do. They knew that they did not want Christian to go to a zoo. Then they had a stroke of luck! They met Bill Travers and Virginia McKenna, the famous actors from the classic wildlife film *Born Free*. Bill knew the legendary lion expert George Adamson and contacted him to see whether there was a chance that Christian could follow in the footsteps of Elsa and be returned to his natural habitat. George said yes! Now Christian had the chance of a real future – as a wild and free lion.

C In 1969, John Rendall and Anthony 'Ace' Bourke were looking for a special attraction for their furniture shop in Chelsea's King's Road – one of the most fashionable streets in London. They went along to Harrods, the famous department store, for inspiration. Harrods' motto is *omnia omnibus ubique* – 'all things for all people everywhere'. At that time people said that you could buy anything from a pin to an elephant at Harrods. Yes, Harrods really *did* sell wild animals – it was legal then.

D The story doesn't end here – almost a year later the friends returned to Kenya to find out about Christian's new life. George Adamson helped them look for Christian. It's not an easy task, finding a wild lion in an area of over 500 square kilometres,

but they were in luck! By now he was a fierce-looking fully-grown male lion. At first Christian was suspicious. Did he recognize John and Ace? He watched them from a distance – uncertain...Then the most extraordinary thing happened – Christian started to walk towards them, then he started to run and then he leapt into their arms just as he used to when he was a tiny cub.

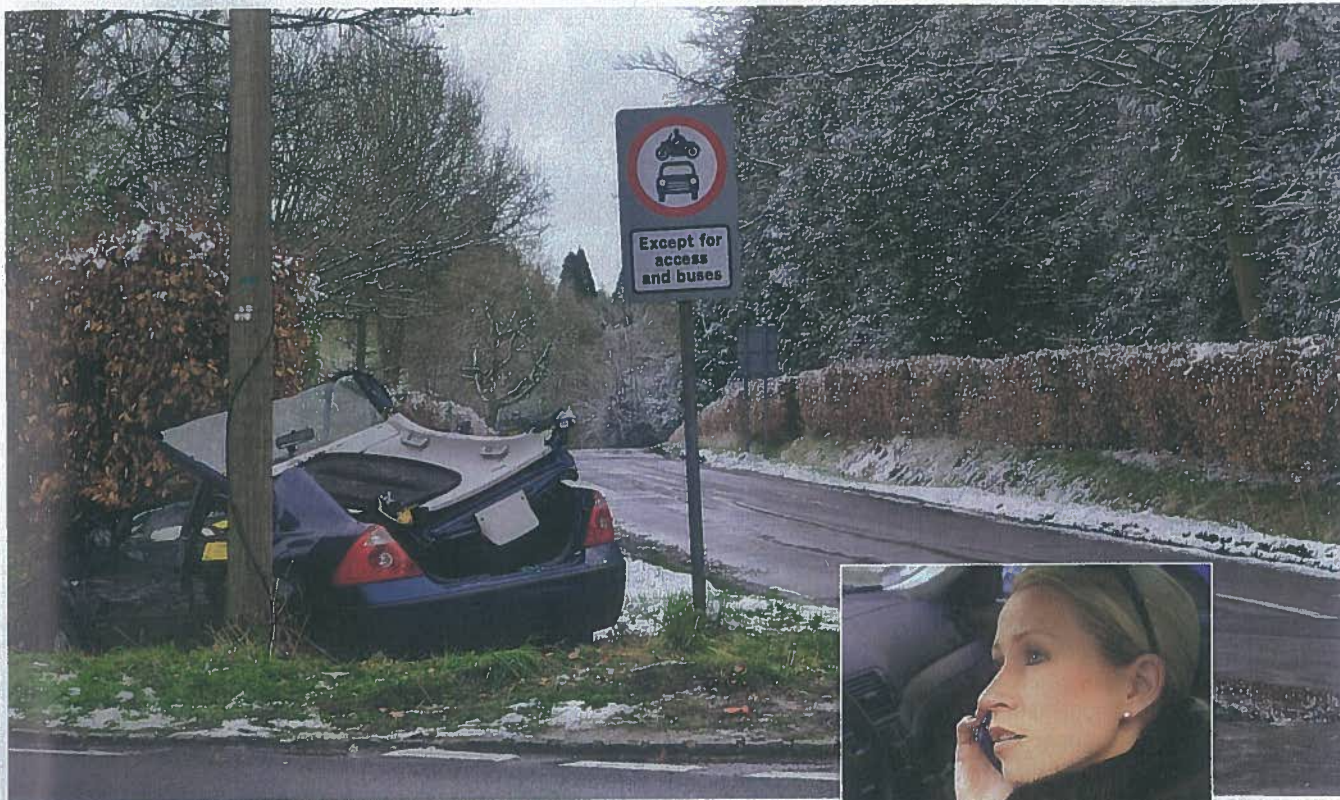
E They went to the pet section. Soon, John and Ace's attention was drawn to a cute lion cub in a cage that was for sale. They immediately fell in love with him and bought him for £210. They named the cub Christian. He became a star attraction at their shop and even lived in their flat.



‘By now he was a fierce-looking fully-grown male’



# 6E Emergency



## Listening and speaking

1 Describe the picture and answer the questions.

- 1 What do you think happened to the driver?
- 2 What kind of emergencies does the weather cause in Poland?

2 CD1/38 Listen and read the conversation between a woman and the emergency services, then answer the questions.

- 1 Which service does the woman want?
- 2 What has happened to the young man?
- 3 How badly injured is he?
- 4 Does the caller know first aid?
- 5 What action has the woman taken?
- 6 How long will the ambulance take to arrive?

3 CD1/38 Listen again and complete the conversation with two words in each space.

Ⓞ = Ⓞperator, E = Ellie

- Ⓞ Emergency services. (1) \_\_\_\_\_ do you require?
- E There's been an accident. You need (2) \_\_\_\_\_ an ambulance right away.
- Ⓞ Tell me (3) \_\_\_\_\_ are and what has happened.
- E I'm calling from the road between Alton and Binley. I'm with a young man who's gone off the road and crashed. He's unconscious and looks (4) \_\_\_\_\_

- Ⓞ Right, do you (5) \_\_\_\_\_ first aid?
- E Yes, a little bit. I checked his mouth and his airway is free. His breathing seems OK
- Ⓞ That's good – and have you checked his pulse?
- E Yes, his pulse is strong. But one of his legs looks broken. Shall I (6) \_\_\_\_\_ of the car?
- Ⓞ No, don't move him (7) \_\_\_\_\_ there's a spinal injury.
- E And what about his leg? Shall I (8) \_\_\_\_\_ straighten it?
- Ⓞ No, (9) \_\_\_\_\_ the ambulance crew to arrive. They'll be there in five to ten minutes.
- E OK.
- Ⓞ And could I have your name, please?
- E Yes, it's Dixon, Ellie Dixon, but please (10) \_\_\_\_\_ to hurry up!

For the script of this dialogue, go to the Workbook listening script section.

4 Work in pairs. Student A go to page 192. Student B go to page 194.



# Review



## Vocabulary

- 1 Complete the sentences with one of the words from the box.

pollution hurricane volcanic eruption  
global-warming drought tornado flood

- 1 So much \_\_\_\_\_ comes from that chemical plant, that it makes your eyes water.
- 2 In 1902, the \_\_\_\_\_ of Mount Pelée on Martinique killed 28,000 people. Just two people survived the explosion.
- 3 People are trying to beat the \_\_\_\_\_ by turning sea water into drinking water.
- 4 Noah built an ark to escape the \_\_\_\_\_ that covered the Earth.
- 5 A \_\_\_\_\_ picked up Dorothy Gale and carried her away to the land of Oz.
- 6 \_\_\_\_\_ is making the ice-cap melt.
- 7 The Caribbean and Florida are \_\_\_\_\_ zones because of their geography and climate.

## Grammar

- 2 Choose *will* or *going to* to complete the sentences.

- 1 A I have to give Beata this book back.  
B I \_\_\_\_\_ (see) her this afternoon.  
\_\_\_\_\_ (give) it to her then if you like.
- 2 A Who \_\_\_\_\_ (you invite) to your party?  
B I \_\_\_\_\_ (ask) all my friends.
- 3 A Agata phoned while you were out.  
B Oh, did she? I \_\_\_\_\_ (call her back) after lunch.
- 4 A What \_\_\_\_\_ (do) this weekend?  
B We \_\_\_\_\_ (see) *Romeo and Juliet*.  
There's an extra ticket, do you want to come?

- 3 Write *a / the* or  $\emptyset$  to complete the text about the mini ice age.

Did you know that three hundred years ago there was (1) \_\_\_\_\_ mini ice age. (2) \_\_\_\_\_ river Thames in London was completely frozen – in fact (3) \_\_\_\_\_ ice was so thick that (4) \_\_\_\_\_ people walked across (5) \_\_\_\_\_ river and cooked (6) \_\_\_\_\_ whole cows on it. This mini ice age didn't completely finish until (7) \_\_\_\_\_ middle of the 1800s when (8) \_\_\_\_\_ Earth started to warm up again. So what was (9) \_\_\_\_\_ cause of this? It seems that (10) \_\_\_\_\_ increase in (11) *a / the /  $\emptyset$*  volcanic eruptions prevented more of (12) \_\_\_\_\_ sun's rays reaching us. Nowadays we are all worried about (13) \_\_\_\_\_ global warming. Perhaps (14) \_\_\_\_\_ answer is to create (15) \_\_\_\_\_ few more volcanic eruptions!

## Functions

- 4 Fill the gaps with words and expressions for making presentations.

I'm now going to pass you on ...  
Thank you for coming along ... next ...  
last but not least ... First of all ... To sum up ...  
As you can see ... I am going to give you ...  
That's enough to fill a swimming pool ...

'Good afternoon everyone. (1) \_\_\_\_\_ This afternoon (2) \_\_\_\_\_ some tips about saving water. (3) \_\_\_\_\_ from this diagram we use up to half of our water for flushing the toilet, washing up and watering the garden. We can take three immediate steps: (4) \_\_\_\_\_, you can change the head of your shower, (5) \_\_\_\_\_ you can put a brick in the toilet cistern so you use less water, (6) \_\_\_\_\_ we can collect rain water to water plants and flowers. These three simple things can save the average 80 cubic metres of water a year. (7) \_\_\_\_\_ Incredible, isn't it! (8) \_\_\_\_\_ I have given you a few tips about how to save water in the home. (9) \_\_\_\_\_ to Tom who is going to tell you about cutting your electricity bill.'

## Now I can ...

- present information.
- talk about natural disasters.
- write a letter to the editor.
- use *will* and *going to* to talk about the future.



**ŚRODOWISO NATURALNE (THE ENVIRONMENT)**

**air / soil / water pollution** zanieczyszczenie powietrza / gleby / wody  
**be green** być „zielonym”, proekologicznym  
**a bottle / paper / plastic bank** pojemnik na szkło / papier / plastik  
**clean / alternative sources of energy** czyste / alternatywne źródła energii  
**climate change** zmiany klimatyczne  
**cut down trees** wycinać drzewa  
**drop litter in the street** rzucać śmieci na ulicę  
**dump** 1 wyrzucać 2 śmietnik  
**the Earth's surface** powierzchnia Ziemi  
**eco-friendly** przyjazny dla środowiska  
**ecology** ekologia, **ecological** ekologiczny  
**emit / produce exhaust fumes** emitować spaliny  
**energy-saving (light bulbs, appliances)** energooszczędne (żarówki, urządzenia)  
**fresh / tap water** słodka woda / woda z kranu  
**glaciers** lodowce  
**global warming** globalne ocieplenie  
**the greenhouse effect** efekt cieplarniany  
**grow food** wytwarzać żywność  
**a habitat** środowisko (danego gatunku)  
**a hole in the ozone layer** dziura ozonowa  
**the melting ice cap** topniejąca pokrywa lodowa  
**a nature reserve** rezerwat przyrody  
**an oil spill / slick** wyciek ropy  
**paper wrapping** opakowania papierowe  
**plant** 1 sadzić 2 roślina  
**pollute** zanieczyszczać, **polluted** zanieczyszczony/a  
**produce oxygen** produkować tlen  
**protect** chronić, **protection** ochrona  
**recycle** przetwarzać wtórnie, **recycling** przetwarzanie wtórne  
**rainforest logging** wyręb lasów tropikalnych  
**rising sea levels** podnoszący się poziom mórz  
**run out of** wyczerpywać się  
**save (water)** oszczędzać (wodę)  
**sort out rubbish** segregować śmieci

**throw something away** wyrzucić coś  
**unleaded petrol** benzyna bezołowiowa  
**water / wind power** energia wodna / wiatrowa  
**wildlife conservation** ochrona przyrody

**ŚWIAT ZWIERZĄT (ANIMAL WORLD)**

**ban on** zakaz  
**become extinct / die out** wyginąć  
**bison** bizon, żubr  
**breed** 1 hodować 2 rasa (zwierzęcia)  
**a cage** klatka  
**disappear** zniknąć  
**endangered / rare species** zagrożone / rzadkie gatunki  
**a giant turtle** żółw olbrzymi  
**a gorilla** goryl  
**hunt for** polować na  
**in safety** bezpiecznie, bezpieczny  
**live in captivity / the wild** żyć w niewoli / na wolności  
**poach** kłusować, a **poacher** kłusownik  
**a polar bear** niedźwiedź polarny  
**tame** 1 oswoić 2 oswojony  
**a vet** weterynarz

**KŁĘSKI ŻYWIOŁOWE (NATURAL DISASTERS)**

**approach** zbliżać się  
**an avalanche** lawina  
**bend trees** zginać drzewa  
**a blizzard** śnieżycza  
**collapse / fall down** zawalić się  
**damage** 1 zniszczyć 2 zniszczenie  
**debris / rubble** gruzy  
**(a) drought** susza  
**an earthquake** trzęsienie ziemi  
**an epidemic** epidemia  
**(a) famine** głód  
**(a) flood** powódź  
**fly into the air** unieść się w powietrze  
**a forest fire** pożar lasu  
**high water / waves** wysoka fala  
**hit / strike** uderzyć (o huraganie)  
**a hurricane** huragan  
**occur / happen** pojawić się / występować / wydarzyć się

**a tornado / twister** tornado  
**a volcanic eruption** wybuch wulkanu

**POMOC (AID)**

**call an ambulance / the fire brigade / the police** wezwać karetkę / straż pożarną / policję  
**(a) charity** organizacja dobroczynna  
**collect donations / medicines** zbierać dary / leki  
**drill wells** wiercić studnie  
**establish / set up a foundation** założyć fundację  
**evacuate** ewakuować, **evacuation** ewakuacja  
**go to the aid of** przyjść z pomocą  
**humanitarian aid** pomoc humanitarna  
**a humanitarian movement** organizacja humanitarna  
**know some first aid** umieć udzielić pierwszej pomocy  
**local authorities** władze lokalne  
**provide people (with)** zapewnić / dostarczyć (coś) ludziom  
**put out the fire** ugasić pożar  
**raise money** zbierać pieniądze  
**rescue** 1 ratować 2 akcja ratunkowa, a **rescuer** ratownik/uzka  
**a social activist** działacz/ka społeczny/a  
**survive** przeżyć / ocaleć, a **survivor** ocalały/a  
**a temporary shelter** tymczasowe schronienie  
**vaccination programmes** programy szczepień  
**a victim** poszkodowany/a, ofiara

**ORGANIZACJE MIĘDZYNARODOWE (INTERNATIONAL ORGANISATIONS)**  
**Doctors Without Borders** Lekarze bez Granic  
**Greenpeace** organizacja zajmująca się ochroną środowiska  
**the Red Cross** Czerwony Krzyż  
**the Red Crescent** Czerwony Półksiężyc  
**the UN (United Nations)** ONZ  
**WWF (World Wide Fund for Nature)** organizacja zajmująca się m.in. ochroną zagrożonych gatunków zwierząt

**1 Połącz skutki (1–10) z przyczynami (a–j).**

- |                             |                          |
|-----------------------------|--------------------------|
| 1 drought                   | a less oxygen            |
| 2 hurricane                 | b bending trees, debris, |
| 3 cutting down trees        | power cuts               |
| 4 earthquake                | c less air pollution     |
| 5 melting ice cap           | d rising sea levels      |
| 6 oil spill                 | e forest fires           |
| 7 humanitarian aid          | f more survivors         |
| 8 unleaded petrol           | g sea pollution          |
| 9 recycled paper wrappings  | h greenhouse effect      |
| 10 too much CO <sub>2</sub> | i more trees saved       |
|                             | j tsunami                |

**2 W poniższych zdaniach podkreśl prawidłowo użyte wyrazy i wyrażenia.**

- Polar bears are an **extinct / endangered** species.
- Hunting / Poaching** is illegal in every country.
- The **environment / habitat** of bison is forest.
- In a zoo animals live in **captivity / the wild**.
- Green organisations act to **protect / reduce** pollution.
- When all people start **sorting out / dumping** rubbish, they will help save our planet.
- Humanitarian organisations **provided / protected** the victims with food and medicines.



## DŁUŻSZA FORMA UŻYTKOWA: LIST FORMALNY

Celem listu do redakcji jest wyrażenie swojej opinii na temat tego, co przeczytaliśmy na łamach danego pisma lub zainteresowanie opinii publicznej jakimś problemem. Zapoznaj się ze schematem i przykładem takiego listu na str. 207 w *Writing Bank*.

- 1 Znając już schemat listu do redakcji, ułóż w odpowiedniej kolejności fragmenty innego listu do redakcji.

A

**Firstly**, the author of the article writes that young people destroy nature in the local park. **On the contrary**, my friends and I have planted many trees there so I think this opinion is unfair.

B

Dear Editor,

C

Your article in the latest issue of your magazine on the young generation's attitude to the environment contained unfair and inaccurate generalisations about young people and I am writing to express my opinion.

D

Yours sincerely,  
XYZ

E

**Although** my friends and I do not match the author's description of young people, I am aware of the problem and hope that thanks to my letter more of them will want to prove they are green.

F

**Next**, the author's statement that teenagers do not care about global issues is untrue. **What is more**, it is offensive to my friends from the Green Club who have raised money to save rare animals and help victims of natural disasters.

Ponieważ list do redakcji stanowi rodzaj polemiki, do napisania go potrzebna jest znajomość wyrażzeń, które pomagają porządkować tekst.

- 2 W liście z zadania 1 zostały wyróżnione zwroty, które pełnią rolę porządkującą.

a Dopasuj je do polskich odpowiedników :

Przed wszystkim	
Co więcej / Ponadto	
Chociaż / Pomimo tego, że	
Wręcz przeciwnie	

b Uzupełnij ostatnią kolumnę tabeli, wpisując tam kolejne synonimy spośród podanych poniżej.

Moreover, Additionally, Secondly, Besides,  
First of all, Nevertheless, Just the opposite,  
Furthermore, Despite the fact that

Czy zauważyłeś/aś, że prawie po każdym z tych wyrażzeń stawiamy przecinek? Brak tego znaku jest błędem interpunkcyjnym. Po którym zwrocie nie ma przecinka?

Zajmijmy się teraz językiem używanym w liście formalnym. Czy wiesz, jak pisać list, żeby bogactwo językowe w Twoim liście zostało ocenione wysoko?

- Przed wszystkim powinieneś / powinnaś poznać zwroty charakterystyczne dla danego typu listu i posługiwać się nimi, jak **gotowymi szablonami**, w czym z pewnością pomoże Ci materiał w *Writing Bank*.
- „Bogactwo” jest odwrotnością „ubóstwa” językowego, a z nim mamy do czynienia, gdy w tekście znajduje się dużo powtórzeń. Unikniesz ich, jeśli będziesz stosować **synonimy**.

- 3 Zapoznaj się teraz z fragmentem listu, którego tekst nie jest idealny pod względem bogactwa językowego. Spróbuj go trochę udoskonalić, zwracając szczególną uwagę na podkreślone wyrazy i wyrażenia. Niekiedy chęć uniknięcia powtórzenia spowoduje całkowitą przebudowę zdania.

showed topic express cannot  
am interested take care of

Dear Sir or Madam,

I would like to present my opinion on the subject presented in 'Aid Helps No one' published last Friday. The subject of the article is first aid.

Firstly, I am really disappointed with the data which the author presented in his article. I do not believe that so many people do not know any first aid and in emergencies do not know how to help an accident victim.

Secondly, I would like to know why the first-aid courses, which many of us take and, as the author writes, cost a lot of money, do not help save people. / ... /



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Usłyszawszy o huraganie nadciągającym w rejon USA, w którym mieszka Twój znajomy, telefonujesz do niego.

- Powiedz, dlaczego się o niego martwisz.
- Zapytaj, co planuje w związku z tym huraganem.
- Wyraź przypuszczenie, jak się rozwinie sytuacja.  
(rozmowę rozpoczyna egzaminujący)

### B. Relacjonowanie wydarzeń

Byłeś/aś ostatnio w ogrodzie zoologicznym i opowiadasz o tym swoim gościom z Anglii.

- Powiedz, w jakich okolicznościach znalazłeś/aś się w zoo.
- Opowiedz przebieg wycieczki.
- Wspomnij o warunkach, w jakich przebywają zwierzęta w niewoli.

(rozmowę rozpoczyna zdający)

### C. Negocjowanie

Należysz do ludzi, którym leży na sercu los naszej planety, czego nie można powiedzieć o Twoim współlokatorze / współlokatorce w Londynie.

- Skrytykuj jego / jej brak troski o środowisko, podając konkretny przykład.
- Słyszając jego / jej argumenty, zaproponuj pomoc w zmianie złych nawyków.
- Nie zgódź się na przełożenie tych starań na później i powiedz, dlaczego się nie zgadzasz.

(rozmowę rozpoczyna zdający)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 What do you think is going to happen to the old lady and her rescuer? Justify your opinion.
- 2 What natural disasters do you know? Which do you think is the most dangerous and why?





# Art

## In this module you will learn

- **Communication:** expressing likes and preferences
- **Vocabulary:** art
- **Reading and Listening:** Leonardo da Vinci, the Lascaux cave paintings
- **Writing:** a thank-you letter
- **Grammar:** comparative and superlative, ability in the past

## Let's get started

### 1 Describe the picture and answer the questions.

- 1 Why is the man spraying graffiti?
- 2 Do you think graffiti is art? Why? / Why not?

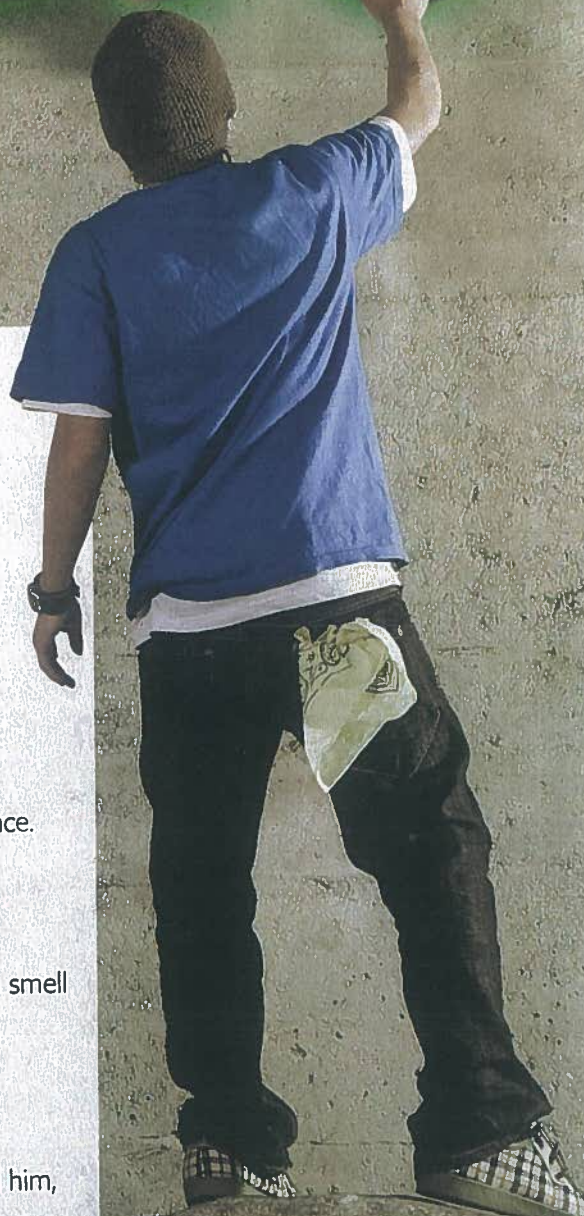
## Vocabulary

### 2 Complete the sentences with the words in the box. Use your dictionary to help you.

background   exhibition   foreground  
frame   gallery   landscape   masterpiece  
portrait   sculptor   Statue   still life

- 1 The Queen asked the artist to produce a \_\_\_\_\_ of the prince.
- 2 This \_\_\_\_\_ shows the hills and mountains of the north of Scotland.
- 3 The original painting is in a \_\_\_\_\_ in London.
- 4 This is an incredibly realistic \_\_\_\_\_ – it makes you want to smell the flowers and eat the fruit.
- 5 As well as being a painter, Michelangelo was also a wonderful \_\_\_\_\_.
- 6 Are you going to the Andy Warhol \_\_\_\_\_?
- 7 In the \_\_\_\_\_, there is a farmer working in his field. Behind him, in the \_\_\_\_\_, we can see boats on the river.
- 8 The \_\_\_\_\_ of Liberty is the symbol of New York.
- 9 *The Last Supper* is considered to be Leonardo da Vinci's greatest \_\_\_\_\_.
- 10 The \_\_\_\_\_ doesn't go well with the painting – it's far too heavy.

### 3 What is your favourite work of art? Describe it and explain why you like it.





# 7A Statues

## Reading

1 Most towns and cities have at least one famous monument or statue. What about your town or city, or a place you know well?

### Matura practice

2 Read about four statues and answer questions 1–12 by writing A, B, C or D. Each letter can be used more than once.

Which statue ...

- 1  took 17 years to complete?
- 2  can we see from the sea?
- 3  is the most recent?
- 4  has a copy on the other side of the world?
- 5  was inspired by a poem?
- 6  is a venue for musical events?
- 7  welcomes immigrants?
- 8  remembers a faithful animal?
- 9  was a present?
- 10  has an existing older version?
- 11  can we see from trains and cars?
- 12  was recreated after its destruction?

3 List the different materials the artists used.

**A** **The Angel of the North** stands on a hill above an old coal mine near Newcastle in the UK, and reminds us of the people who worked underground for two hundred years. At 20 metres high it isn't as tall as the Statue of Liberty, but it is wider because of its wings. It was completed in 1998 and used 200 tons of steel and 600 tons of concrete for its foundations, so it is heavier than many other statues. It is less famous than Lady Liberty, but 100,000 road and rail users see it every day.

**B** **The Dog on the Tuckerbox\*** is the smallest of our selection of statues. It is probably the least recognised outside Australia. It has an interesting history: in the 1850s, an explorer wrote a poem about a faithful dog that guarded its master's tuckerbox. The town of Gundagai decided to remember it with a small statue. A local stonemason carved the statue, and the Prime Minister of Australia introduced it to the public in 1932. It may be less impressive than many statues, but few are more important to their local economy than the dog, which has transformed the little town into a popular tourist destination.

tuckerbox in Australia, a box for carrying food in

## Grammar: making comparisons

4 Complete these comparative sentences from the text, and answer the questions.

a It is \_\_\_\_\_ the one in New York.

b Few are \_\_\_\_\_ to their local economy \_\_\_\_\_ the dog.

1 How do we form the comparative ...

- with short adjectives?
- with longer adjectives?

2 What word links the two things that we compare?

5 Look back at the texts. Find the comparative forms of these adjectives.

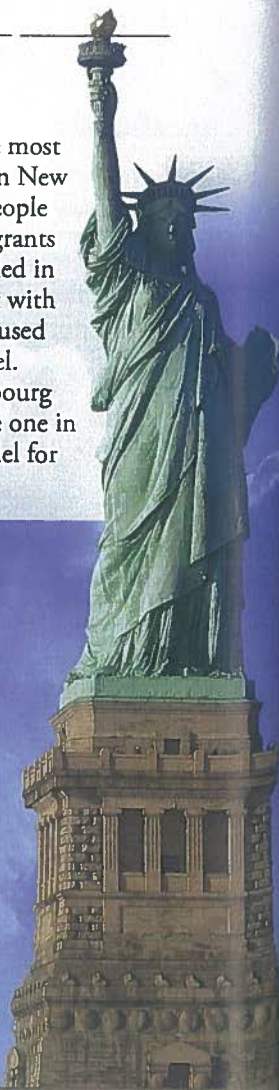
wide famous small old important  
big impressive heavy

6 Complete these sentences from the text, which make comparisons in other ways.

a It isn't \_\_\_\_\_ the Statue of Liberty.

b It is \_\_\_\_\_ Lady Liberty.

**C** **The Statue of Liberty** is probably the most famous statue in the world. Situated in New York harbour, it was a gift from the people of France, and it has welcomed immigrants to the United States since it was finished in 1886. The statue is 46 metres tall, but with its foundation measures 93 metres. It used 31 tons of copper and 125 tons of steel. Another version stands in the Luxembourg Gardens in Paris. It is smaller than the one in New York but older, as it was the model for its much bigger sister.





7 Complete these superlative sentences from the text, and answer the questions.

- The Dog on the Tuckerbox is \_\_\_\_\_ of our selection of statues.
- The Statue of Liberty is probably \_\_\_\_\_ statue in the world.
- It is probably \_\_\_\_\_ outside Australia.

- How do we form the superlative ...
  - with short adjectives?
  - with longer adjectives?
- What word always comes before the superlative?

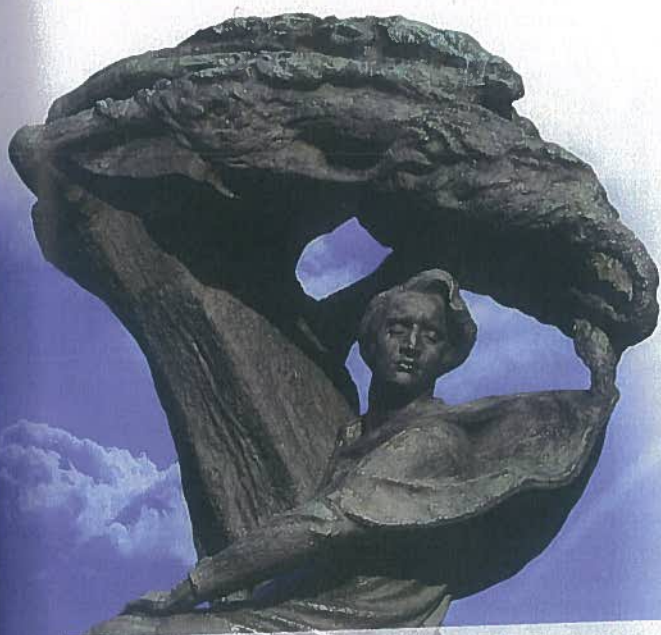
8 Find more examples of superlative adjectives in the texts.

9 Study the spelling patterns. Find an adjective in the texts for each pattern.

#### Comparative and superlative adjectives

adjective	large	hot	funny
comparative	larger	hotter	funnier
superlative	the largest	the hottest	the funniest

➔ See Grammar Reference, page 198.



**D** Chopin's statue is one of the most famous monuments in Warsaw. The project was chosen in 1909, but because of the First World War the monument was only unveiled in 1926. The cast from which it was produced was made in France. The worst thing that happened to the statue was in 1940 during the Second World War, when the statue was blown up. Because of its importance, it was reconstructed and unveiled again in 1958. The cast consists of 116 pieces and weighs 16 tons. It is 6.4 metres high. Nowadays, in the summer there are live piano concerts by the monument. There is even a copy of it further away in Hamamatsu in Japan, where the composer has some of his biggest fans.

10 CD2/02 Listen and repeat the sentences. Notice how the words in **bold** are stressed, and how *than* /ðən/ and *as* /əz/ are weak.

- It is smaller **than** the one in New York.
- It isn't as tall **as** the Statue of Liberty.

11 Complete the table with the comparative and superlative forms of the words given. Three examples have been done.

	comparative	superlative
good		<i>the best</i>
bad		
far		
little	<i>less</i>	
many		<i>the most</i>

12 Complete the sentences using the comparative, the superlative, or *as ... as*.

- The Dog on the Tuckerbox was certainly \_\_\_\_\_ (**expensive**) and \_\_\_\_\_ (**easy**) to make of all four statues.
- I think the Angel of the North is \_\_\_\_\_ (**strange**) of the statues.
- Chopin's statue is not \_\_\_\_\_ (**tall**) the Statue of Liberty.
- I'm not sure which is \_\_\_\_\_ (**heavy**) – the Angel or the statue of Chopin.
- The statue of the dog is \_\_\_\_\_ (**charming**) of them all.
- At the moment The Angel isn't \_\_\_\_\_ (**famous**) the Statue of Liberty, but that is only because it is a lot \_\_\_\_\_ (**young**).
- Chopin's statue was \_\_\_\_\_ (**difficult**) to make than the one of the dog.
- The version in the Luxembourg Gardens isn't \_\_\_\_\_ (**tall**) its American sister.
- Some people say that the Angel is \_\_\_\_\_ (**big**) waste of money ever.
- I think the one of Chopin has \_\_\_\_\_ (**interesting**) history of all.

13 Work in pairs or groups. Tell each other what you personally think of the four statues you have read about, for example which is the most / the least interesting, the oldest, the most / the least beautiful, the ugliest, etc.

14 Compare three or four places or cities in Poland. Make sentences comparing them. Use both the comparative and the superlative. Use some or all of the words in the box.

beautiful ugly historic  
exciting important





# 7B A genius called Leonardo

## Reading

1 Leonardo da Vinci is one of the most famous artists in the world. Match these titles to the works of art A-D. Which do you like best?

- 1  Lady with an Ermine
- 2  The Last Supper
- 3  Vitruvian Man
- 4  The Mona Lisa

2 Read the text about the artist Leonardo and answer the questions.

- 1 Why did he become Verrocchio's apprentice?
- 2 According to one story, why did Verrocchio stop painting?
- 3 What kind of relationship did Leonardo have with ...
  - the Duke of Milan?
  - Michelangelo?
  - the King of France?
- 4 What strange talents did he have?
- 5 What did he produce in addition to his paintings?

### Spotlight on reading skills: understanding references

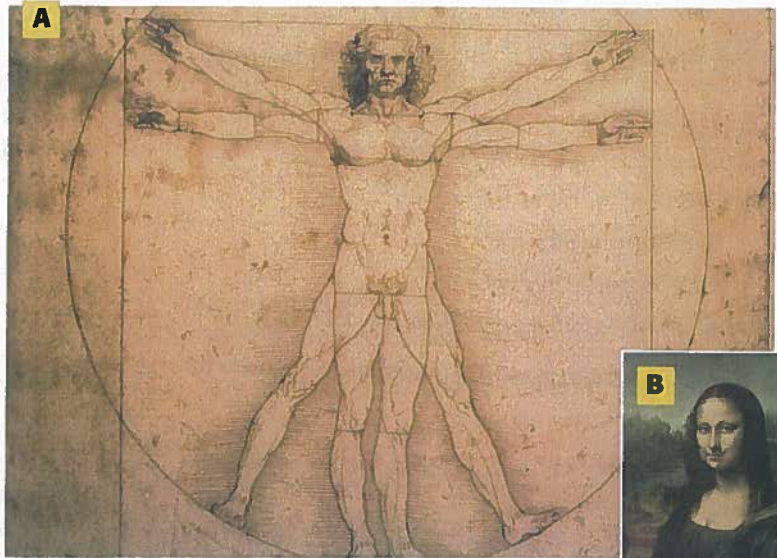
When we write texts, we often vary the way we talk about people and things.

1 Read this extract. How many ways does it use to talk about the king?

He spent the last few years of his life in France at the court of Francis I. The young king loved and respected Leonardo. According to legend, the artist died in the monarch's arms.

2 Read through the text and underline all the different words that are used to refer to ...

- Verrocchio
- Leonardo



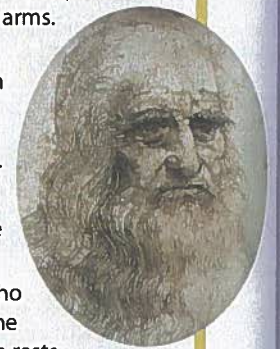
Leonardo was born in 1452 in the small village of Vinci in Italy. His grandparents brought him up, but then he went to live with his father. From an early age he showed an extraordinary talent for music and mathematics. The boy's father recognised his son's remarkable artistic abilities, and arranged for him to become an apprentice in the studio of Verrocchio, a famous artist. One story says that after the master and apprentice worked together on a painting the older man, recognising the youth's superior abilities, never picked up a paintbrush again.

In those days, Italy was a collection of independent city states, and artists depended on finding a rich and powerful patron. Leonardo travelled a lot during his lifetime. The Duke of Milan was a good master and appreciated his talents, but after his fall Leonardo wasn't able to stay in Milan because it was too dangerous. He returned to Florence, where he met his great rival Michelangelo. Even though they shared much in common, they couldn't stand each other. Later on he worked for the Pope in Rome. He spent the last few years of his life in France at the court of Francis I. The young king loved and respected Leonardo. According to legend, the artist died in the monarch's arms.



As well as being an artist, Leonardo was a mathematician, an engineer, an architect and an inventor. He was also interested in human anatomy and botany, and fascinated by flight. He loved birds so much that he often bought them just so he could set them free. He also had other peculiar talents – he could write or paint equally well with either hand, and he was able to write in mirror-writing as naturally as ordinary writing. Unusually for the age, he was also a vegetarian.

Nowadays, we remember him as one of the greatest painters who ever lived. Yet compared with other artists, he did not produce a lot of work. His reputation rests on masterpieces such as his *Last Supper* and the *Mona Lisa*, as well as lesser-known works such as *Lady with an Ermine* and *Vitruvian Man*. In addition, he produced many thousands of other sketches, including designs for a tank and various flying machines. Many of them were ahead of their time. The technology to turn the genius's dreams into reality simply did not exist. One of his designs, for a long bridge, was successfully used hundreds of years later.





**3** All of these statements are wrong. Correct them, beginning with the words in *italics*.

- 1 When he was a child, Leonardo was rather stupid.  
*I'm not sure that's right ...*
- 2 He lived in Florence all of his life.  
*Really? I've read somewhere that he ...*
- 3 He loved all different kinds of meat.  
*I don't think that's true ...*
- 4 Verrocchio taught Leonardo how to paint.  
*Well actually, ...*
- 5 Michelangelo was Leonardo's best friend.  
*Actually, I think you'll find that ...*
- 6 Michelangelo painted *The Last Supper*.  
*Actually, the artist who ...*
- 7 He made lots of machines, such as a tank and a helicopter.  
*I'm not sure that's right ...*
- 8 Leonardo died in Florence.  
*I don't think so ...*

### Grammar: ability in the past

**4** Complete these sentences to talk about ability in the past.

- 1 Leonardo \_\_\_\_\_ write or paint equally well with either hand.
- 2 He \_\_\_\_\_ write in mirror-writing.
- 3 Leonardo and Michelangelo \_\_\_\_\_ stand each other.
- 4 Leonardo \_\_\_\_\_ stay in Milan.

**5** Now complete the table.

can / be able to

	can + base form	be able to + base form
present	_____	_____
past	_____	_____
past negative	_____	_____

→ See Grammar Reference, page 199.

**6** Based on the topics in the box, tell each other what you could / were able to do when you were ...

- three years old
- seven years old
- thirteen years old

speak   tie your laces   read and write  
 swim   ride a bicycle  
 play an instrument   paint   draw

### Listening



- 7** **CD2/03** Lucia Conti is a tour guide, showing tourists Leonardo da Vinci's *Mona Lisa* at the Louvre Museum in Paris. Read the Spotlight on listening skills box, and read questions 1–9 below. When you are ready, listen to part A of Lucia's talk and answer the questions.

#### Spotlight on listening skills: reading the questions

It can be very tiring to listen to a fairly long passage. Read the questions before you listen so that you know what you have to listen for. Having these clear questions will help to focus your listening, and help you listen out for key words.

- 1 What is the *Mona Lisa*'s other name?
  - 2 Why are many people surprised when they first see it?
  - 3 What is special about the landscape in the background?
  - 4 When did he start and finish it?
  - 5 What did he paint it on?
  - 6 How did Leonardo achieve the painting's 'smoky' appearance?
  - 7 What does Lucia think about the theory that it was a self-portrait?
  - 8 Who was the real Mona Lisa?
  - 9 What two things do people often notice about the picture?
- 8** **CD2/04** In part B, Lucia explains why the *Mona Lisa* is so famous. Listen, and complete the notes that create a summary of her talk.

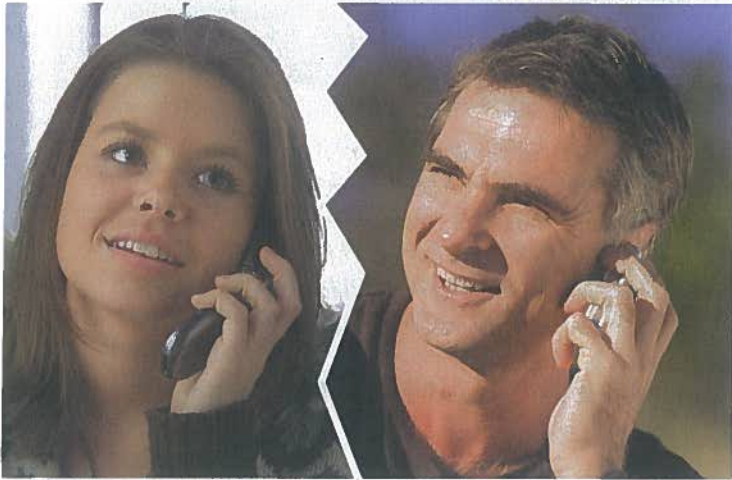
It belonged to King (1) \_\_\_\_\_, and (2) \_\_\_\_\_, had the painting in his bedroom. The event that made it really famous happened in (3) \_\_\_\_\_, when a thief stole the painting. He took it out of its (4) \_\_\_\_\_ and hid it under his (5) \_\_\_\_\_. The police caught the thief when he tried to sell it. The painting returned to the Louvre. People only spend (6) \_\_\_\_\_ in front of it. Lucia believes that the painting is over-exposed. In the last century there were more than (7) \_\_\_\_\_ advertisements that showed it.





# 7C Planning a visit

## Listening and speaking



1 CD2/05 Kathy lives in London. She is telephoning her uncle Jeremy in Liverpool. Listen to their conversation in part A. What is the reason for her call?

2 CD2/05 Listen again and fill the gaps.

K = Kathy, J = Jeremy

K Uncle Jeremy. It's Kathy here.

J Hi, Kathy! So, (1) \_\_\_\_\_ to visit me at the weekend, then?

K Yes – I hope it's still OK.

(2) \_\_\_\_\_ an interview at the university on Monday morning, so it would be a good chance to see you.

J Of course it's still OK! How

(3) \_\_\_\_\_?

K I'm getting the coach. That's why

(4) \_\_\_\_\_, actually – to tell you that (5) \_\_\_\_\_ at 7.15.

J That's great – see you at the coach station then!

3 Which tense do they use in the gaps. When is it used to talk about now, and when is it used to express the future?

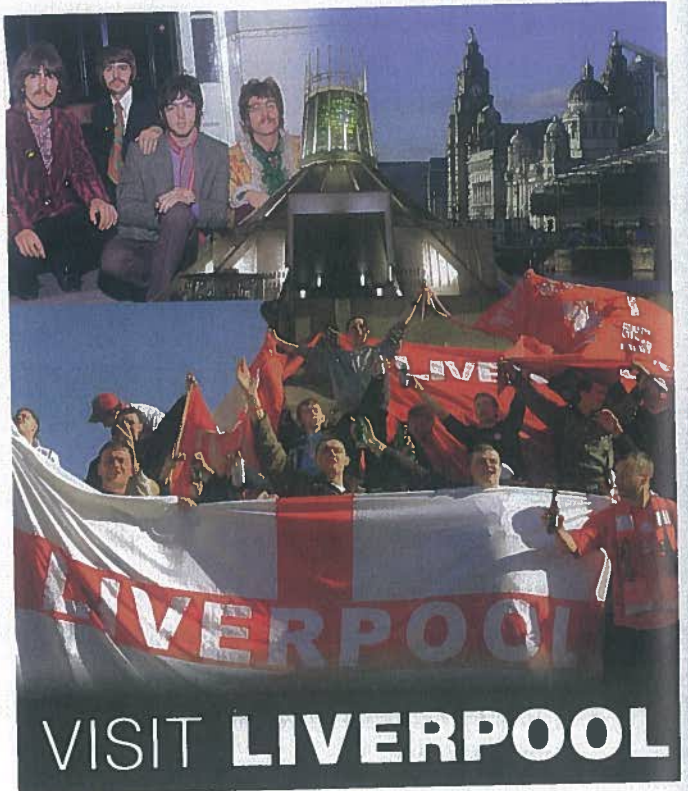
4 Ask each other about your plans for this evening / this weekend / the summer holidays.

Examples:

*What are you doing this summer?*

*I'm working on my cousin's farm.*

5 Look at the picture. What is Liverpool famous for?



6 CD2/06 It is Saturday morning. Kathy and Uncle Jeremy are discussing how to spend the day. Listen to part B and answer the questions.


- 1 Why doesn't Kathy want to go to a gallery?
- 2 What sport doesn't she like?
- 3 What do they decide to do?

7 CD2/06 Try and complete each sentence with two words. Then listen again and check your answers.

- 1 So, what do you \_\_\_\_\_ doing this afternoon?
- 2 I'm not sure. What do \_\_\_\_\_?
- 3 Well, to tell you the truth, I'm not very \_\_\_\_\_ museums.
- 4 \_\_\_\_\_ sightseeing and being outside to being indoors.
- 5 Well, I'm not a big \_\_\_\_\_.
- 6 I think \_\_\_\_\_ take the bus tour.
- 7 \_\_\_\_\_ could stop off and go to the *Beatles' Story* on the way.
- 8 Yes \_\_\_\_\_ fun.
- 9 I'd \_\_\_\_\_ do that.



**Pronunciation: intonation**

- 8  **CD2/07** Listen to the sentences in 7 and repeat them, copying the speakers' intonation.
- 9 Study the expressions in the Useful expressions box below, and expand the sentences to form a conversation.
- A What / you do / this evening?  
 B I / do / anything special. How about you?  
 A Well, I / like / see *Lethal Force* at the cinema. What about you?  
 B Well, to tell / you / truth I / not very keen / action movies. / I / rather / do something else.  
 A OK what / you / rather do?  
 B I think / I / rather / order a pizza and watch TV.  
 A That / sound / fine too. What's on?

**Useful expressions****Talking about preferences**

*I prefer tea to coffee.*

*I prefer playing computer games to watching television.*

*I'd prefer to go out than stay at home.*

*I'd rather drink tea than coffee.*

**Saying what you like and don't like**

*I (don't) like films based on comic books.*

*I'm (not) keen on / fond of abstract art.*

*I don't like / I'm not keen on going around galleries.*

**Expressing strong likes and dislikes**

*I love / adore / really like going to the cinema.*

*I really hate / detest / can't stand watching sport.*

**Being diplomatic**

*I'm not that keen on pizza / going to the theatre.*

- 10 Work in pairs. Look at the pairs of choices in the box and tell each other which one you prefer in each case.

tea / coffee    horror films / comedies  
 cats / dogs    classical music / pop music  
 fast food / traditional Polish food  
 science subjects / arts subjects  
 languages / literature

- 11 Choose two things you would like to do in Liverpool, and two things you wouldn't like to do. With a partner, create a similar conversation to the one between Jeremy and Kathy.

**Writing: a thank-you letter**

- 12 Read Kathy's letter to her uncle Jeremy. Why is she thanking him?

Dear Uncle Jeremy,

It was lovely to see you when I came to Liverpool last week. It was kind of you to meet me at the station.

I just wanted to write a few words to thank you for looking after me and showing me around the city. The bus tour was really interesting - I never knew that Liverpool had so much to offer. I've even become more interested in Liverpool Football Club!

It was thoughtful of you to buy me the Beatles Experience poster. Every time I look at it, it reminds me of the lovely afternoon we spent together.

I hope to see you next time you come down to London.

Lots of love,

Kathy

PS I'm still waiting for the result of the interview. Fingers crossed!

**Useful expressions: thanking someone**

*Thank you for taking such good care of me.*

*It was kind of you to meet me at the station.*

*I just wanted to tell you / write / say ...*

**Matura practice**

- 13 You spent a holiday with some distant relatives in England. Write a thank-you letter of 120–150 words covering the following points.
- Thank them for looking after you and say something nice about their welcome.
  - Write about the food and accommodation.
  - Write about at least two of your best memories of the holiday.
  - Thank them for the goodbye present they gave you and say what it means to you.





# 7D The Lascaux paintings

## Reading

1 Quickly read the text 'The Find of the Century' and complete the notes with dates and numbers.

(1) It is \_\_\_\_\_ years since the discovery of the cave. The cave paintings are from (2) \_\_\_\_\_ years ago. Altogether there are over (3) \_\_\_\_\_ images. The images of (4) \_\_\_\_\_ bulls are probably the most impressive. The biggest is over (5) \_\_\_\_\_ long. After the (6) \_\_\_\_\_ World War, (7) \_\_\_\_\_ people visited the site each day. In (8) \_\_\_\_\_, they had to close the cave to visitors. Fortunately, Lascaux II was opened in (9) \_\_\_\_\_.

2 Imagine you are interviewing an expert about the caves. Read the text again and write answers to the questions. Work in pairs and take it in turns to be the interviewer and the expert.

Y = you, E = Expert

- Y How exactly was the cave discovered?  
 1 E \_\_\_\_\_  
 Y How amazing! What are the paintings of?  
 E \_\_\_\_\_  
 Y Are there any men in the paintings?  
 2 E \_\_\_\_\_  
 Y Do you have any idea of who painted the pictures?  
 3 E \_\_\_\_\_  
 Y So why do you think they painted them?  
 4 E \_\_\_\_\_  
 Y Oh really! That's interesting. And was it really necessary to close the caves?  
 5 E \_\_\_\_\_  
 Y That's a pity. But are they safe from danger now?  
 6 E \_\_\_\_\_  
 Y Oh dear. Let's hope that they can find a solution. Thanks very much for talking to me today.

## Matura practice

3 Read the text again and decide which sentences are true and which are false. Put a cross (X) in the correct box.

- 1 The boys fell through a new hole in the ground. True  False
- 2 At first there wasn't enough light to see properly. True  False
- 3 Some types of animals in the paintings are no longer alive. True  False
- 4 Scientists and historians have identified the main artist. True  False
- 5 A number of the paintings are technically advanced. True  False
- 6 The atmosphere outside the caves caused the first damage to the caves. True  False
- 7 Scientists have completely established the reason for the fungus. True  False
- 8 Very few people now enter Lascaux I. True  False
- 9 Lascaux II reproduces all of the caves. True  False
- 10 Lascaux II cannot reproduce the experience of going to Lascaux I. True  False

4 Work in groups. Choose one of the archaeological sites in Poland below. Research and prepare a short description of it. You can include some maps and diagrams as necessary. Say why the site is important to historians.

- Biskupin
- Chrobry
- Giecz
- Ostrów Lednicki
- Truso
- Trzcínica (Troja Północy)





## The Find of the Century

Near the town of Montignac in Southern France are some of the most extraordinary paintings in the world – the Lascaux cave paintings. In September 1940, four teenage boys and a dog called Robot were playing in the woods when they found a recent hole beneath a tree and decided to explore. They couldn't see very much, so they returned with a light. When they entered the first cave, they couldn't believe their eyes. Its walls were covered with paintings of ancient animals from 16,000 years ago. It was the find of the century. It contains more than 2,000 images painted by prehistoric man.

The most popular subject of the paintings is horses, but there are also prehistoric cats, bison and even a rhinoceros. Many of these creatures are now extinct. Some of the pictures showed men hunting them for food. Undoubtedly, the most striking images are those of four bulls. In the Great Hall of the Bulls there are four black bulls. One of them is over five metres long – the biggest animal ever discovered in cave art so far. It is not clear who painted them, although some people think that a 'shaman' – a sort of priest and magician – did the work. Maybe he painted them to bring them luck with the hunt. Some of the paintings are extremely skilful and use techniques that weren't used again until the Renaissance.

After the Second World War, the cave became an enormous tourist attraction, with a thousand people visiting the cave each day. Unfortunately, the carbon dioxide from visitors' breath damaged the paintings so badly that in 1963 they had to close the cave to the public. Experts have managed to restore the pictures to their original state but they have to check them constantly because of environmental dangers. The most recent threat is from a fungus\*. This may be due to the air-conditioning in the cave. Only individual scientists can enter the cave on rare occasions. However, even if we can't see the real thing, we can visit a replica\* of two of the caves and their paintings just 200 metres away. Lascaux II opened in 1983 and receives many thousands of visitors without risking the precious originals. Obviously it is not the same as visiting the originals, but it gives us a very good idea of what the paintings are like and their setting\*.

‘The most popular subject of the paintings is horses, but there are also prehistoric cats, bison and even a rhinoceros.’

fungus an area of tiny plants that can grow on an old or wet wall  
 replica an exact copy  
 setting the type of place where something is found



A scientist studies the prehistoric cave paintings at Lascaux



# 7E A day in London



## Listening and speaking

1 Describe the picture and answer the questions.

- 1 Why are they taking an open-top bus tour?
- 2 What is your opinion of open-top bus tours?

2 CD2/08 Derek and Helena are in London. They are discussing how to spend their day. They have decided to take a tour on an open-top bus. Listen to their conversation and mark the places they talk about.



3 CD2/08 Listen again and answer the questions.

- 1 Why doesn't Derek want to join Helena and Caroline?
- 2 When and where do they decide to meet in the afternoon?
- 3 What do they agree to do?
- 4 What do they agree to do if there's a problem?
- 5 Why is Helena jealous?

## Useful expressions

- |      |   |                          |
|------|---|--------------------------|
| 1 a  | Shall we have a look at the map?        | <input type="checkbox"/> |
| b    | Let's look at the map.                  | <input type="checkbox"/> |
| 2 a  | Yes, good idea.                         | <input type="checkbox"/> |
| b    | Yes, let's.                             | <input type="checkbox"/> |
| 3 a  | Where would you like to go?             | <input type="checkbox"/> |
| b    | Where do you feel like going?           | <input type="checkbox"/> |
| 4 a  | Why don't we take this route ...?       | <input type="checkbox"/> |
| b    | Perhaps we could take this route ...?   | <input type="checkbox"/> |
| 5 a  | That's a good idea.                     | <input type="checkbox"/> |
| b    | Yes, let's do that.                     | <input type="checkbox"/> |
| 6 a  | What shall we do this afternoon?        | <input type="checkbox"/> |
| b    | What are we going to do this afternoon? | <input type="checkbox"/> |
| 7 a  | I'm going to meet Caroline ...          | <input type="checkbox"/> |
| b    | I'm meeting Caroline ...                | <input type="checkbox"/> |
| 8 a  | Why don't we meet in front of ...?      | <input type="checkbox"/> |
| b    | How about meeting in front of ...?      | <input type="checkbox"/> |
| 9 a  | I fancy going along the river.          | <input type="checkbox"/> |
| b    | I'd like to go along the river.         | <input type="checkbox"/> |
| 10 a | I'll text you if there's a problem.     | <input type="checkbox"/> |
| b    | If I have a problem, I'll text you.     | <input type="checkbox"/> |



For the script of this dialogue, go to the Workbook listening script section.

- 4 CD2/08 Study the Useful expressions box, then listen again. Tick (✓) the expressions you hear.
- 5 Work in pairs. Arrange a time and a place to meet your partner in London today.



## The Find of the Century

Near the town of Montignac in Southern France are some of the most extraordinary paintings in the world – the Lascaux cave paintings. In September 1940, four teenage boys and a dog called Robot were playing in the woods when they found a recent hole beneath a tree and decided to explore. They couldn't see very much, so they returned with a light. When they entered the first cave, they couldn't believe their eyes. Its walls were covered with paintings of ancient animals from 16,000 years ago. It was the find of the century. It contains more than 2,000 images painted by prehistoric man.

The most popular subject of the paintings is horses, but there are also prehistoric cats, bison and even a rhinoceros. Many of these creatures are now extinct. Some of the pictures showed men hunting them for food. Undoubtedly, the most striking images are those of four bulls. In the Great Hall of the Bulls there are four black bulls. One of them is over five metres long – the biggest animal ever discovered in cave art so far. It is not clear who painted them, although some people think that a 'shaman' – a sort of priest and magician – did the work. Maybe he painted them to bring them luck with the hunt. Some of the paintings are extremely skilful and use techniques that weren't used again until the Renaissance.

After the Second World War, the cave became an enormous tourist attraction, with a thousand people visiting the cave each day. Unfortunately, the carbon dioxide from visitors' breath damaged the paintings so badly that in 1963 they had to close the cave to the public. Experts have managed to restore the pictures to their original state but they have to check them constantly because of environmental dangers. The most recent threat is from a fungus\*. This may be due to the air-conditioning in the cave. Only individual scientists can enter the cave on rare occasions. However, even if we can't see the real thing, we can visit a replica\* of two of the caves and their paintings just 200 metres away. Lascaux II opened in 1983 and receives many thousands of visitors without risking the precious originals. Obviously it is not the same as visiting the originals, but it gives us a very good idea of what the paintings are like and their setting\*.

“The most popular subject of the paintings is horses, but there are also prehistoric cats, bison and even a rhinoceros.”

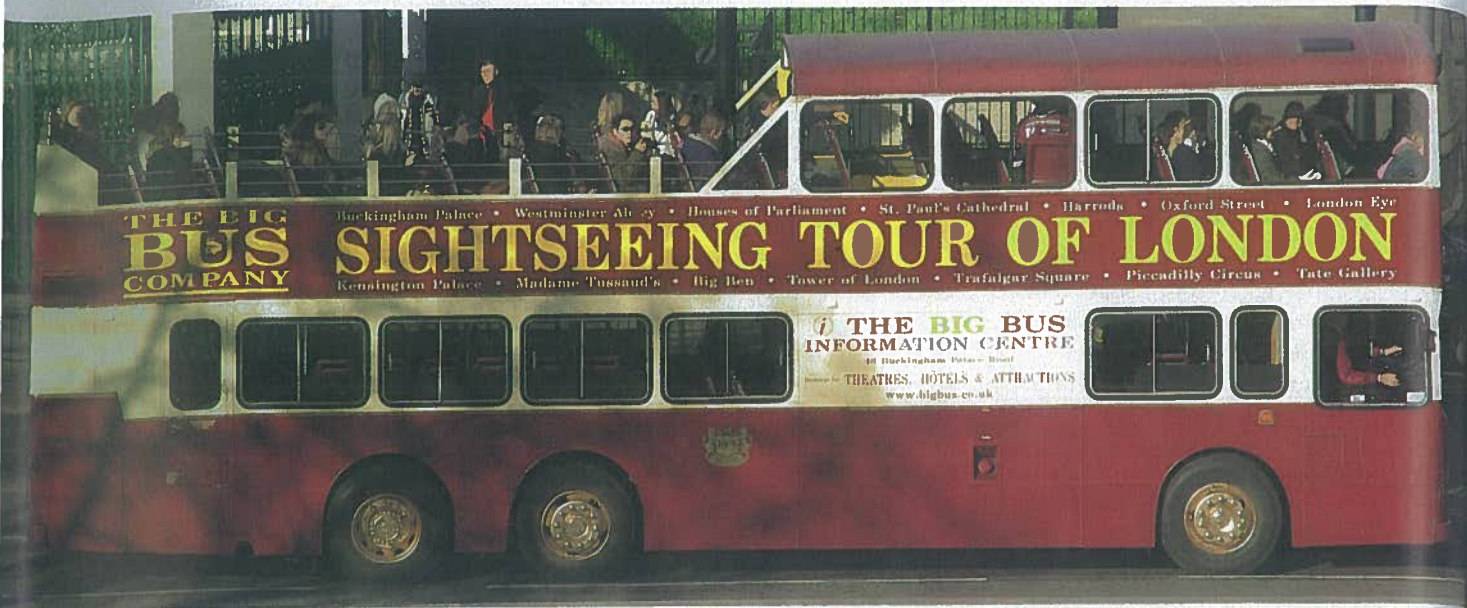
fungus an area of tiny plants that can grow on an old or wet wall  
 replica an exact copy  
 setting the type of place where something is found



A scientist studies the prehistoric cave paintings at Lascaux



# 7E A day in London



## Listening and speaking

1 Describe the picture and answer the questions.

- 1 Why are they taking an open-top bus tour?
- 2 What is your opinion of open-top bus tours?

2 CD2/08 Derek and Helena are in London. They are discussing how to spend their day. They have decided to take a tour on an open-top bus. Listen to their conversation and mark the places they talk about.



3 CD2/08 Listen again and answer the questions.

- 1 Why doesn't Derek want to join Helena and Caroline?
- 2 When and where do they decide to meet in the afternoon?
- 3 What do they agree to do?
- 4 What do they agree to do if there's a problem?
- 5 Why is Helena jealous?

## Useful expressions

- 1 a *Shall we have a look at the map?*
- b *Let's look at the map.*
- 2 a *Yes, good idea.*
- b *Yes, let's.*
- 3 a *Where would you like to go?*
- b *Where do you feel like going?*
- 4 a *Why don't we take this route ...?*
- b *Perhaps we could take this route ...?*
- 5 a *That's a good idea.*
- b *Yes, let's do that.*
- 6 a *What shall we do this afternoon?*
- b *What are we going to do this afternoon?*
- 7 a *I'm going to meet Caroline ...*
- b *I'm meeting Caroline ...*
- 8 a *Why don't we meet in front of ...?*
- b *How about meeting in front of ...?*
- 9 a *I fancy going along the river.*
- b *I'd like to go along the river.*
- 10 a *I'll text you if there's a problem.*
- b *If I have a problem, I'll text you.*



For the script of this dialogue, go to the Workbook listening script section.

4 CD2/08 Study the Useful expressions box, then listen again. Tick (✓) the expressions you hear.

5 Work in pairs. Arrange a time and a place to meet your partner in London today.



# Review

## Vocabulary

1 Write the words that the definitions describe.

- 1 f \_\_\_\_\_ It goes around a picture.
- 2 g \_\_\_\_\_ street art
- 3 s \_\_\_\_\_ a form of a person in stone or metal
- 4 p \_\_\_\_\_ a picture of a person
- 5 g \_\_\_\_\_ a building where you can see paintings
- 6 d \_\_\_\_\_ to create a picture with a pencil
- 7 s \_\_\_\_\_ someone who creates number 3!
- 8 e \_\_\_\_\_ a picture show
- 9 f \_\_\_\_\_ the front part of a picture
- 10 l \_\_\_\_\_ a picture of a country scene

## Grammar

2 Use the word in brackets to make sentences using the comparative or superlative form.

John Constable is *the most famous* (famous) landscape painter England has produced.

- 1 I prefer abstract art to traditional art – I find it \_\_\_\_\_ (interesting).
- 2 She bought \_\_\_\_\_ (heavy and expensive) frame she could find for his portrait.
- 3 Martin's work is \_\_\_\_\_ (good) than Heather's, but Maria's is \_\_\_\_\_ (good).
- 4 The documentary about Vincent van Gogh is one of \_\_\_\_\_ (fascinating) programmes I've ever seen in my life.
- 5 There isn't a \_\_\_\_\_ (new) edition of *The Da Vinci Code* than this one – the others we have are even \_\_\_\_\_ (old).
- 6 As far as I'm concerned, Caravaggio is \_\_\_\_\_ (great) painter who ever lived.



3 Continue the second sentence so that it is similar in meaning to the one above.

- 1 *The Mona Lisa* is much smaller than I imagined.  
*The Mona Lisa* isn't as \_\_\_\_\_ I imagined.
- 2 This is the best book about art for children.  
There isn't a \_\_\_\_\_ about art for children than this one.
- 3 I've never seen such a dramatic painting as Goya's *The third of May*.  
*The third of May* is \_\_\_\_\_ I have ever seen.
- 4 No twentieth century artist was as famous as Picasso.  
Picasso is \_\_\_\_\_ artist of the twentieth century.
- 5 Gauguin worked fast, but Van Gogh worked even faster.  
Gauguin wasn't \_\_\_\_\_ as Van Gogh.

## Functions

4 Magnus and Julia are staying in Liverpool. Expand the prompts to create their conversation.

J = Julia, M = Magnus

- J (1) What / you feel like / do this afternoon?  
M (2) Well I not / have / plans. What / you suggest?  
J (3) Well, you / like / go / the Walker Gallery?  
M (4) To tell you / truth, I / be / not / keen on / stay inside / on such / lovely day.  
(5) I prefer / walk around / to / visit museums.  
J (6) So what / you rather do? you / got / suggestion?  
M (7) I think I / rather explore / city, or / go / Beatle's bus tour.  
J (8) I / not mind / do / that, but let's do something!

## Now I can ...

- express likes and preferences.
- talk about art.
- write a thank-you letter.
- use comparative and superlative adjectives.
- talk about ability in the past.



**SZTUKA (ART)**

**abstract art** sztuka abstrakcyjna  
**art conservation** konserwacja sztuki,  
 a **conservator** konserwator (sztuki)  
**an art historian** historyk sztuki  
**an art studio** pracownia artysty  
**arts and crafts** rzemiosło artystyczne  
**artwork** szata graficzna  
**at the easel** przy sztalugach  
**the background** tło  
**a canvas** 1 płótno 2 obraz  
**draw** tu: rysować, a **drawing** rysunek  
**an exhibition** wystawa, **an exhibit** eksponat  
**an expert on** ekspert w (dziedzinie)  
**fine arts** sztuki piękne  
**a frame** rama  
**graphics** grafika  
**an image** wizerunek, obraz (czegoś)  
**a landscape, a cityscape** krajobraz  
**made of (glass)** zrobiony ze (szkła)  
**a masterpiece** arcydzieło  
**oil paints** farby olejne  
**a paintbrush** pędzel  
**painting** malarstwo  
**palette** paleta (malarza, barw)  
**a pencil / charcoal sketch** tu: szkic  
 ołówkiem / węglem  
**photography** fotografia artystyczna  
**a poster** plakat  
**reconstruct** odbudować, zrekonstruować  
**a replica** kopia, replika  
**a reproduction** reprodukcja  
**sculpt** rzeźbić, a **sculptor** rzeźbiarz,  
 a **sculpture** rzeźba  
**a self-portrait** autoportret  
**spray graffiti** malować graffiti  
**stained glass** witraż  
**a statue** statua, posąg  
**(a) still life** martwa natura  
**unveil (a memorial / monument)** odsłonić  
 (pomnik)

**MATERIAŁ (MATERIAL)**

**amber** 1 bursztyn 2 bursztynowy / z bursztynu  
**clay** 1 glina 2 gliniany  
**concrete** 1 beton 2 betonowy  
**copper** 1 miedź 2 miedziany  
**glass** 1 szkło 2 szklany  
**gold** 1 złoto 2 złoty  
**iron** 1 żelazo 2 żelazny  
**ivory** 1 kość słoniowa 2 z kości słoniowej  
**marble** 1 marmur 2 marmurowy  
**paper** 1 papier 2 papierowy  
**plaster** 1 gips 2 gipsowy  
**porcelain / china** 1 porcelana 2 porcelanowy  
**silver** 1 srebro 2 srebrny  
**steel** 1 stal 2 stalowy  
**stone** 1 kamień 2 kamienny  
**wood** 1 drewno 2 **wooden** drewniany

**OCENA DZIEŁA (OPINION ABOUT WORKS OF ART)**

**amazing** niesamowite  
**breathtaking** zapierające dech  
**charming** urocze  
**exciting** ekscytujące  
**eyesore** brzydactwo  
**historic** historyczne  
**imaginative** pomysłowe, świadczące  
 o bogatej wyobraźni  
**impressive** robiące wrażenie  
**a must-see** coś, co musisz zobaczyć  
**mysterious** tajemnicze  
**original** oryginalne  
**overexposed** oklepane  
**precious** cenne  
**striking** uderzające  
**technically advanced** technologicznie  
 zaawansowane  
**well-known** znane

**ARCHITEKTURA (ARCHITECTURE)**

**ancient** starożytny, antyczny  
**a castle** zamek

a **cathedral** katedra  
 a **chapel** kaplica  
 a **column** kolumna  
**Gothic** gotycki  
 a **historic tenement** zabytkowa kamienica  
**the market square** rynek  
**medieval** średniowieczny  
**modern** nowoczesny, współczesny  
 a **mosque** meczet  
 a **palace** pałac  
**prehistoric** prehistoryczny  
**Renaissance** renesansowy  
 a **temple** świątynia  
 a **tower** wieża

**ZWIEDZANIE (SIGHTSEEING)**

**admire works of art** podziwiać dzieła sztuki  
 an **admission fee** wstęp, opłata  
 an **art gallery** galeria sztuki  
 an **audio guide** przewodnik audio  
**the birthplace** (of ...) miejsce urodzenia  
**close something to the public** zamknąć coś  
 dla zwiedzających  
**do / go sightseeing** zwiedzać / pójść  
 zwiedzać  
 a **guide** przewodnik (człowiek)  
 a **guided tour** zwiedzanie z przewodnikiem  
 a **historic building / event** budowla  
 zabytkowa / wydarzenie historyczne  
 a **historic monument** zabytek  
 a **landmark** punkt orientacyjny (dobrze znany)  
**look at the map / plan** spojrzeć na mapę /  
 plan  
**the Old Town** Stare Miasto  
**opening hours** godziny otwarcia  
 an **open-top bus tour** zwiedzanie odkrytym  
 autobusem  
 a **souvenir** pamiątka, a **souvenir shop** sklep  
 z pamiątkami  
 a **vantage point** punkt widokowy  
**visit** zwiedzać

**1** Odpowiedz na pytania, wykorzystując jak najwięcej wyrazów ze słowniczka.

- 1 What do you need to create a painting?
- 2 What kinds of paintings do you know?
- 3 Where can you look at art?
- 4 What jobs connected with art do you know?
- 5 What materials are statues made of?
- 6 What materials do artists use to make jewellery?
- 7 What is the chronological order of the architectural styles in the word list?

**2** Uzupełnij tekst. W razie trudności możesz zajrzeć do słowniczka.

Sophie was really fond of a \_\_\_\_\_. Her parents liked travelling round the world and doing s\_\_\_\_\_ so she could see a lot of w\_\_\_\_\_ -k\_\_\_\_\_ masterpieces and h\_\_\_\_\_ buildings with her own eyes. The idea of studying at the Academy of F\_\_\_\_\_ A\_\_\_\_\_ came up when her art teacher showed interest in her \_r\_\_\_\_\_ and paintings. Then Sophie believed that her dream to become an art \_\_\_\_\_ could come true. Such a career was ideal for the girl who wanted to look after p\_\_\_\_\_ works of art.



## DŁUŻSZA FORMA UŻYTKOWA: LIST NIEFORMALNY

W *Writing Bank* na str. 204 znajdują się zasady pisania typowego listu nieformalnego. Gdy się z nimi zapoznasz, łatwiej Ci będzie rozpocząć przygotowania do samodzielnego napisania takiego typu listu.

Zanim rozpoczniesz, musisz uważnie przeczytać polecenie i zdecydować, czy odbiorcą listu jest osoba, z którą jesteś na stopie prywatnej, czy oficjalnej. Od tego zależy będzie dobór słownictwa i struktur językowych w Twoim liście. Można powiedzieć, że z wyborem słownictwa jest tak, jak z dostosowaniem stroju do okazji. Innego wyboru dokonasz, idąc na oficjalne przyjęcie niż idąc na imprezę w gronie przyjaciół.

### 1 W ramach rozgrzewki połącz w pary zwroty nieformalne z ich formalnymi odpowiednikami.

- |                    |                             |
|--------------------|-----------------------------|
| 1 look after       | a postpone                  |
| 2 say sorry        | b collect                   |
| 3 say hello to     | c tend to                   |
| 4 you're a star    | d write                     |
| 5 call off         | e give my regards to        |
| 6 can't wait to    | f finished                  |
| 7 is over          | g cancel                    |
| 8 drop a line      | h apologise                 |
| 9 call on somebody | i look forward to           |
| 10 put off         | j I appreciate what you did |
| 11 pick up         | k visit somebody            |

### 2a Zaznacz zdania zawierające zwroty formalne.

The time I had was really fun. / Thanks a lot for the week we spent together. / I am writing to express my gratitude for your warm hospitality. / Hello Jim, / I especially appreciated the tour of the Old Town that you gave us. / Dear Mr Sanders, / I hope I will have the opportunity to entertain you equally well on your vacation in Poland next year. / All the best, / I'd like you to come to Poland next holiday. / Yours sincerely,

### 2b Powyższe zdania rozmieść w tabeli tak, aby powstały odpowiednio: list formalny i list nieformalny (patrz: *Writing Bank*, str. 204).

FORMAL LETTER	INFORMAL LETTER
1	1
2	2
3	3
4	4
5	5

Patrząc na prawidłowo napisany list, widzimy, że jego układ jest zawsze podobny. Kolejne części są od siebie oddzielone graficznie: pustą linią lub wcięciem. Pamiętaj, żeby konsekwentnie stosować jednolity sposób podziału w całym tekście, również przy oddzielaniu każdej nowej myśli w rozwinięciu (część 3). Czy taki układ graficzny listu wystarczy by uznać, że list zawiera 5 wymaganych elementów? Niestety, niekiedy bywa tak, że graficznie oddzielone od siebie części są tak naprawdę tylko jednym elementem - najczęściej rozwinięciem. Wstęp (część 2) i zakończenie listu (część 4) często nie wynikają z treści zadania (nie ma ich w tzw. kropkach) i trzeba je napisać według własnego pomysłu.

### 3a Przetłumacz na język angielski typowe wstępy i zakończenia listu nieformalnego. Nie zapomnij o stosowaniu skróconych form czasowników (I'm, we'd, I'll, I've itd.).

#### Wstęp

Przepraszam, że tak długo nie pisałem/am, ale miałem/am dużo pracy w szkole.

Co u Ciebie słychać? Zapomniałeś/aś, że obiecałeś/aś mi list co tydzień?

#### Zakończenie

Muszę już kończyć, bo Rex bardzo chce wyjść na spacer.

Mam nadzieję, że odpiszesz mi szybko, bo musimy zaplanować najbliższe spotkanie.

#### Rada praktyczna:

często we wstępie autor podaje cel pisania swojego listu.

### 4 Wykorzystując zwroty z ćwiczenia 1, przetłumacz na język angielski poniższe przykłady wstępów:

- 1 Piszę, żeby podziękować Ci za niesamowite wakacje.
- 2 Piszę, by przeprosić za to, że nie zaopiekowałem/am się dobrze Twoim mieszkaniem.
- 3 Piszę, aby odwołać nasz wspólny wyjazd.
- 4 Piszę, aby poinformować, że będziemy musieli przełożyć nasze spotkanie.
- 5 Piszę, żeby poprosić Cię o odebranie mnie z lotniska.

#### i zakończeń:

- 1 Nie mogę się doczekać wiadomości o wynikach Twoich egzaminów.
- 2 Mój wolny czas właśnie się skończył.
- 3 Napiszę do Ciebie z Nowego Jorku.
- 4 Pozdrów rodziców i rodzeństwo.
- 5 Wpadnij do mnie koniecznie na początku sierpnia.



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Rozmawiasz z nowo poznaną Angielką na temat sztuki.

- Poinformuj ją, od jak dawna i jaką dziedziną sztuki się interesujesz.
- Dowiedz się, kto jest jej ulubionym malarzem.
- Zapytaj, gdzie ostatnio podziwiła jakieś dzieła sztuki.  
(rozmowę rozpoczyna zdający)

### B. Relacjonowanie wydarzeń

Po powrocie ze Stanów Zjednoczonych dzielisz się wrażeniami ze znajomym Anglikiem. Rozmawiacie na temat Statuy Wolności.

- Powiedz, dlaczego chciałeś/aś ją zobaczyć.
- Opowiedz, jak wypadło porównanie rzeczywistej statuy z Twoimi wyobrażeniami.
- Wspomnij o rzeczy, którą kupiłeś/aś na pamiątkę.  
(rozmowę rozpoczyna egzaminujący)

### C. Negocjowanie

Wraz z Angielką / Anglikiem, u której / którego mieszkasz, planujecie obejrzeć wystawę.

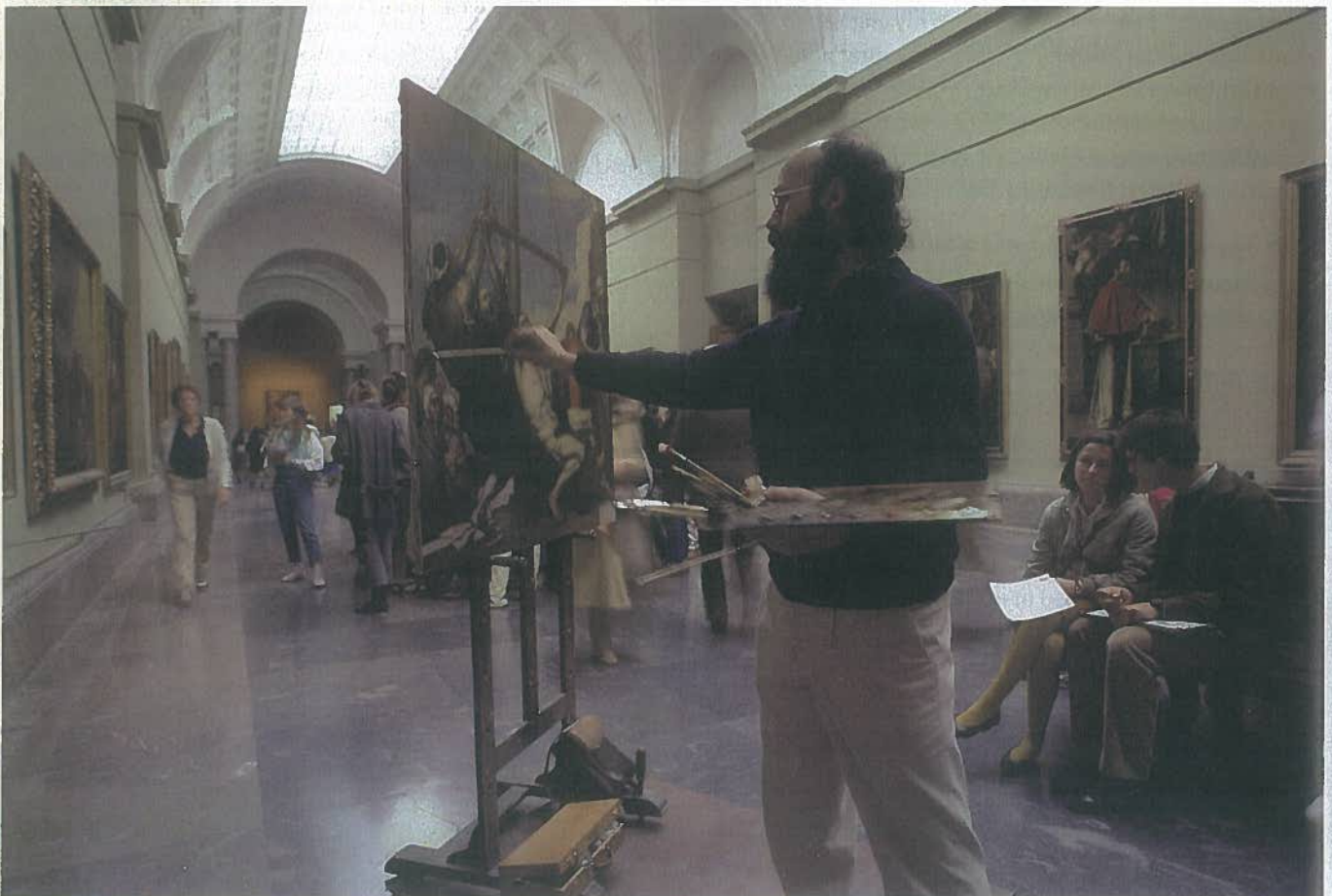
- Zaproponuj pójście na wystawę sztuki współczesnej.
- Wyjaśnij, dlaczego wolisz tę wystawę od wystawy malarstwa renesansowego.
- Widząc, że nie dojdziecie do porozumienia, zaproponuj inny obiekt zwiedzania.  
(rozmowę rozpoczyna zdający)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

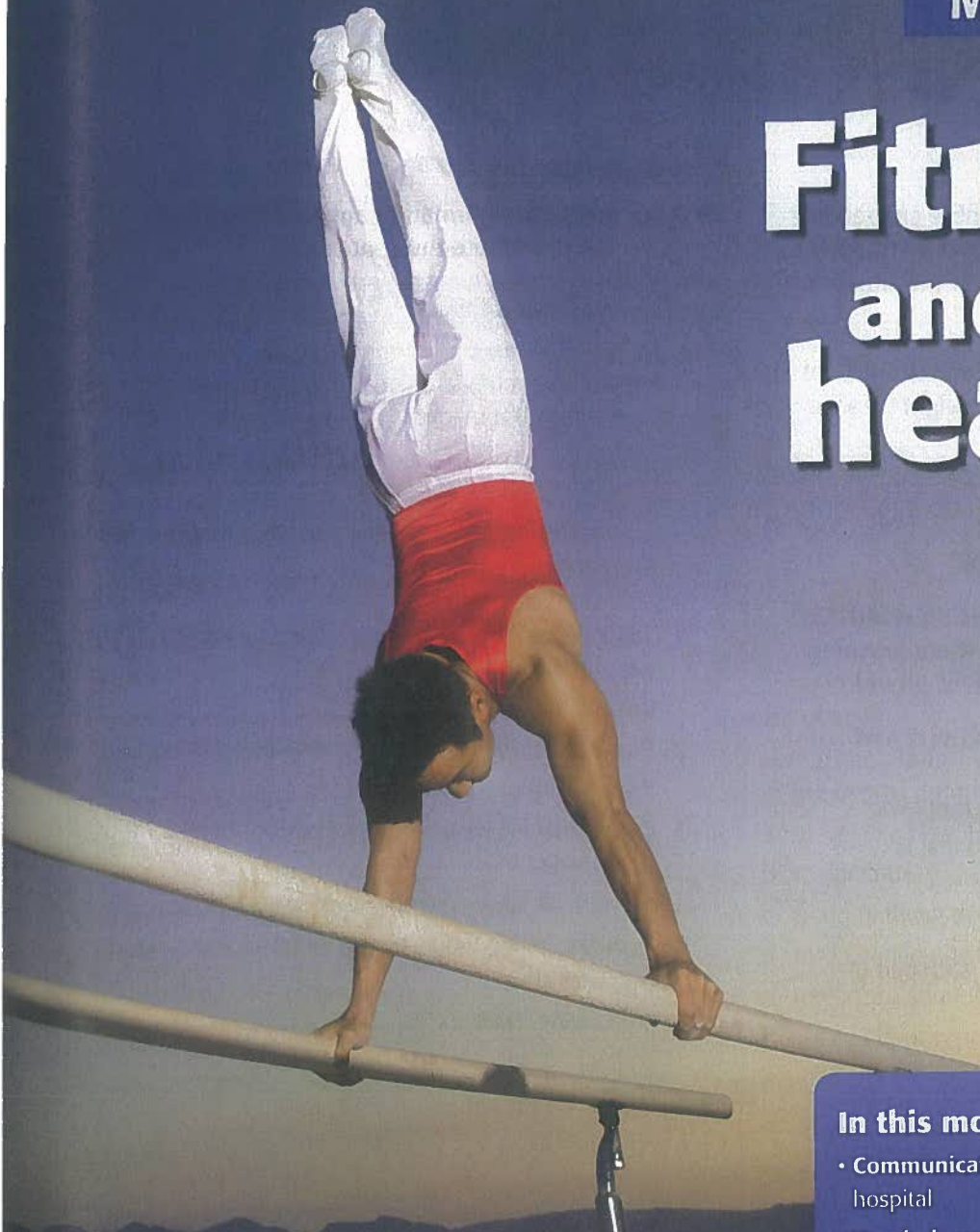
Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Why do you think the artist is working in this place?
- 2 Is the street a good place to create art? Give some examples and justify your opinion.





# Fitness and health



### Let's get started

- Describe the picture and answer the questions.
  - Why do you think the man in the picture is doing this activity?
  - Which sports or activities do you enjoy doing? Why?

### Vocabulary

2 Match the verbs to the sport or activity.

- |  |              |
|--|--------------|
| 1 <input type="checkbox"/> go            | a t'ai chi   |
| 2 <input type="checkbox"/> play          | b jogging    |
| 3 <input type="checkbox"/> do / practise | c volleyball |

3 Put the sports and activities with the right verb.

squash yoga horse riding tennis chess  
swimming handball running

go	do / practise	play

### In this module you will learn

- **Communication:** giving advice, in hospital
- **Vocabulary:** sport, medical problems
- **Reading and Listening:** alternative medicine, sport in Britain
- **Writing:** a note
- **Grammar:** zero and first conditional, *unless*

4 Work in groups. Think of as many sports as you can that use the following.

club racquet bat ball  
board net basket goal

5 Read the description. Which sport is the person talking about?

*'In the summer we go down to the beach and put up a net and have a game, you know just between friends for fun.'*

6 Work in groups. Take it in turns to describe a sport.



# 8A Teenagers and sport

## Reading

- 1 In many developed countries, people are getting fatter, which is increasing health problems such as heart disease and diabetes. What is the situation in Poland?
- 2 BMI stands for Body Mass Index, and is a way of finding out if you are the correct weight for your height. Follow the steps.
  - Take your weight in kilograms.
  - Multiply your height by itself.
  - Divide your weight by your height.
- 3 Read the article 'Healthy body, healthy mind'. Do you think it gives good advice? Is there anything that you think is untrue or difficult to prove?
- 4 Study how the zero conditional is used, and answer the questions.

*If I don't exercise regularly, I feel terrible.*

- 1 Does it describe a situation that is ...
  - always true?
  - only true in the future?
- 2 Which tense does it use in each part of the sentence?

## Grammar

- 5 Read the information and examples in the box, then complete the sentences.

### The zero conditional

We use the zero conditional to make statements about things that are usually true. We often use the impersonal 'you' form to make a general point:

*People who are good at a sport start when they are young.*

*If you want to be good at a sport, you need to start when you are young.*

- 1 Top athletes have to be careful about what they eat and drink.  
If you're a top athlete, \_\_\_\_\_
- 2 Professional footballers risk hurting themselves.  
If you're a professional footballer, \_\_\_\_\_
- 3 Olympic-level swimmers need to train for four hours a day.  
If you're an Olympic-level swimmer, \_\_\_\_\_
- 4 First-class tennis players need excellent hand-eye coordination.  
If you want to be \_\_\_\_\_

## Healthy body, healthy mind

**Sitting around** in front of the TV or computer all day makes you **put on** weight and feel tired. Regular physical activity burns calories and gives you more energy. Personally, if I don't go running two or three times a week, I feel terrible.

When teenagers exercise, they notice that their school work improves because they are prepared mentally. So exercise can improve your grades too!

### Which activity to choose?

The key to success is to **take up** something that challenges you and that you can still imagine yourself doing in the future. If you want to be good at anything, from playing a musical instrument to learning a foreign language, you have to work hard and practise. Sport is no different, so if you **go for** a sport you like, then there's a good chance that

you'll **carry on with** it. Resist pressure from your parents to play their dream sport. In nine cases out of ten you'll **give it up** if you don't enjoy it.

### Team or individual

Most sports build physical ability, strength and coordination, but team sports can teach a sense of fair play and develop leadership and other social skills. But if you can't stand the idea of teams, choose an individual sport like swimming, gymnastics or weightlifting.

### Preventing sports injuries

If you **warm up** properly, you'll be less likely to get hurt or pull a muscle. You won't ever eliminate risk, but if you wear the right protective equipment, you'll **cut down** the chances of an unlucky injury. This means helmets for cycling, goggles for squash, and elbow and knee protection for skateboarding or hockey. And if you hurt yourself, remember to stop until you feel better. If you force yourself, you won't improve – your injury will simply get worse.





**6** Study how the first conditional is used, and answer the questions.

If you **follow** these steps, you'll **feel** more energetic.

- 1 Which half of the sentence expresses a condition?
- 2 Which part expresses the result?
- 3 Which tenses does it use in each half of the sentence?
- 4 Is the sentence talking about now, or the future?

**The first conditional**

We don't use **will** in the 'if clause' of first conditional sentences.

We usually put a comma after the 'if clause'.

**7** Which form talks about a real possibility in the future – the zero or the first conditional? Find more examples of the zero and first conditional in 'Healthy body, healthy mind'.

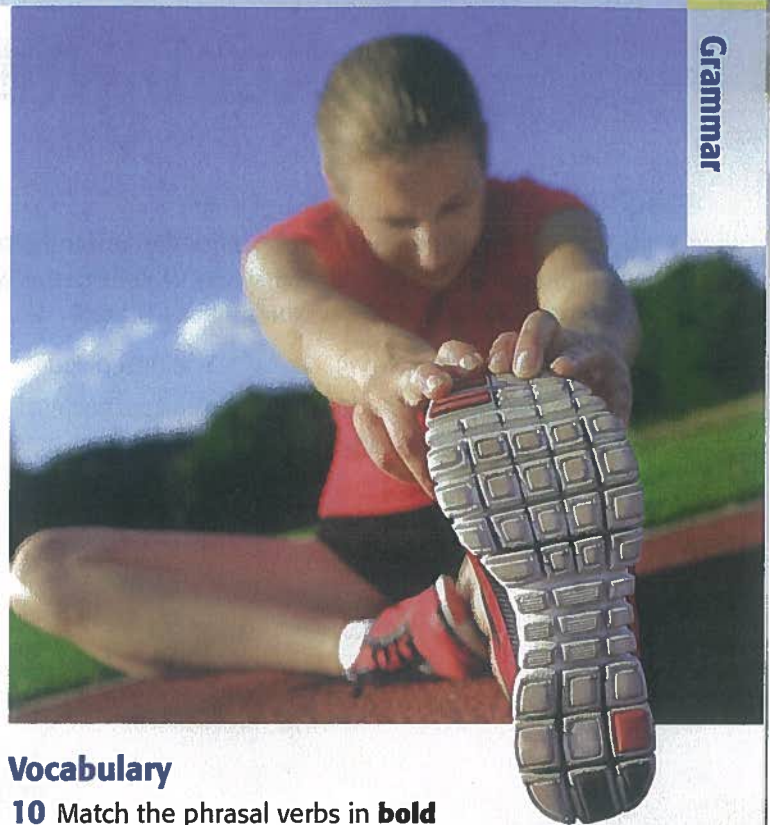
➔ See Grammar Reference, page 199.

**8** Use **if + present simple** and **will / won't + base form** to complete the sentences.

- 1 If you **exercise** (exercise) for 20 minutes a day, you **'ll feel** (feel) fitter and happier.
- 2 If he \_\_\_\_\_ (train) a lot, he \_\_\_\_\_ (get into) the school team.
- 3 She \_\_\_\_\_ (feel) tired for school tomorrow if she \_\_\_\_\_ (stay up) late.
- 4 If we \_\_\_\_\_ (not hurry up), we \_\_\_\_\_ (not see) the beginning of the match.
- 5 You \_\_\_\_\_ (not play) well if you \_\_\_\_\_ (not eat) breakfast.

**9** Give advice to these teenagers based on the article you have just read. Use the zero or first conditional.

- 1 I feel tired all the time – the only thing I want to do is watch TV.
- 2 My tennis isn't improving. I think I'll give it up and try something different.
- 3 My ankle still hurts, but I think if I do some exercise it will soon get better.
- 4 I play football to please my dad, but I'd prefer to play basketball.
- 5 I love the freedom of skateboarding. Helmets and knee-protectors take the fun away.
- 6 Let's start playing straight away – I don't want to waste time warming up.



**Vocabulary**

**10** Match the phrasal verbs in **bold** in the text to definitions a–h.

- a to begin a new hobby or activity
- b to continue
- c to do nothing; to waste time
- d to do gentle practice exercises before doing sport
- e to choose something
- f (used about weight) to add, increase
- g to reduce
- h to stop an activity or habit you did before

**11** Complete the sentences using each phrasal verb from exercise 10.

- 1 You need to \_\_\_\_\_ on the time you spend at the gym – schoolwork is important too.
- 2 It was a difficult choice, but in the end she \_\_\_\_\_ basketball instead of volleyball.
- 3 He had to \_\_\_\_\_ football after he injured his knee.
- 4 A lot of people \_\_\_\_\_ golf when they retire.
- 5 He \_\_\_\_\_ a lot of weight after he stopped training.
- 6 We can't just \_\_\_\_\_ all day – let's have a game of tennis.
- 7 When it stopped raining, they \_\_\_\_\_ with their game.
- 8 We'd better \_\_\_\_\_ before we start playing – we don't want to hurt ourselves.



# 8B Medical alternatives

## Reading

1 Look at the list of traditional 'folk' remedies and match them to the problems. Do you think they work? Are there different remedies in Poland? Can you think of any others?

- |  |                    |
|--|--------------------|
| 1 <input type="checkbox"/> honey and lemon           | a a nosebleed      |
| 2 <input type="checkbox"/> an ice pack / frozen peas | b a sprained ankle |
| 3 <input type="checkbox"/> a cold key on the back    | c sleeplessness    |
| 4 <input type="checkbox"/> camomile tea              | d a sore throat    |
| 5 <input type="checkbox"/> a sudden shock            | e hiccups          |



## Matura practice

2 Read the article about a new treatment called 'cryotherapy'. Match questions A-I to answers 1-8. There is one extra question.

- A How long can people stay inside the chamber?
- B How does cryotherapy work?
- C What do you wear in the room?
- D What are its dangers?
- E So it doesn't actually cure patients?
- F So tell me, how does it actually feel?
- G Goodness! But it must be a terrible shock for your body?
- H Who can it help?
- I What is cryotherapy?

1  Whole-body cryotherapy involves exposing your body to a temperature of minus 120 degrees. To give you an idea of just how cold this is, the lowest recorded natural temperature is minus 90 degrees, in Antarctica.

2  Extreme cold makes the molecules in your body smaller. When you leave the cold, they expand, increasing the flow of blood that helps reduce the pain from **swollen** joints and injuries.

3  Some experts say it can **relieve** the **symptoms** of everything from rheumatism to very serious nervous diseases. It is used a lot with athletes and sportspeople who have injured themselves. It accelerates recovery time and helps with general aches and pains. But it doesn't help with cuts or broken bones.

4  Not really, but it can help with the symptoms of the illness and give long periods of relief between each **treatment**. I **suffer from** painful rheumatism. A course of half a dozen sessions relieves it and keeps the symptoms under control.

5  Almost nothing! You take off all your normal clothes and put on cotton underwear. Unless you wear natural fibres like cotton, your clothes will instantly freeze solid. A face mask protects your nose from freezing.

6  First-timers only do two minutes. Afterwards, sessions can increase to a maximum of four minutes. That way it only cools down the outside of the body. You're OK unless the extreme cold reaches your internal organs. You need to leave before eight minutes, otherwise you can die.

7  Yes it is. That's why you have a **check-up** with a nurse before they accept you for the treatment. There are also two rooms – the first is 'only' minus 90. You stay in there for ten seconds and then they open up the door to the next chamber.

8  Well, it's an unusual sensation. At first it's a bit like needles. Then you notice a kind of burning sensation, and then you can't feel anything – you know, like after an **injection** at the dentist's!



### 3 Complete the sentences using words in **bold** on page 106.

- 1 You should ask the doctor to give you a \_\_\_\_\_ to see that everything is OK.
- 2 Oh dear, your knee looks very \_\_\_\_\_ – is it painful when I touch it?
- 3 During the spring she \_\_\_\_\_ different allergies.
- 4 Can you describe your \_\_\_\_\_? For example, do you have a headache?
- 5 Can you roll up your sleeve? I'm going to give you an \_\_\_\_\_ to help you sleep.
- 6 I'm afraid that we can't \_\_\_\_\_ the illness, but regular \_\_\_\_\_ can control it.
- 7 If you put a bag of frozen peas on your ankle, it will help to \_\_\_\_\_ the pain for a few minutes.

### Grammar: *unless*

#### 4 Study the sentence from the text and underline the correct way to complete the rules.

*Unless you wear natural fibres like cotton, your clothes will instantly freeze solid.*

- 1 *Unless* has the idea of **if / if not**.
- 2 The '**condition**' / '**result**' clause follows *unless*.
- 3 *Unless* is followed by **will / the present simple**.

#### 5 Choose between *if* and *unless* to complete the sentences.

- 1 You'll be ill **if / unless** you stop worrying.
- 2 **If / Unless** she goes out without a coat, she'll catch a cold.
- 3 You won't get better **if / unless** you take your medicine.
- 4 They'll never find a cure **if / unless** they don't spend more on research.
- 5 **If / Unless** you warm up before you go running, you'll hurt yourself
- 6 The infection will spread **if / unless** he doesn't take his antibiotics.

#### 6 Continue the sentences in your own words.

- 1 If you don't buy a pair of good running shoes, ...
- 2 Unless you warm up before playing tennis, ...
- 3 If you don't cut down on cakes, ...
- 4 Unless you give up playing, ...

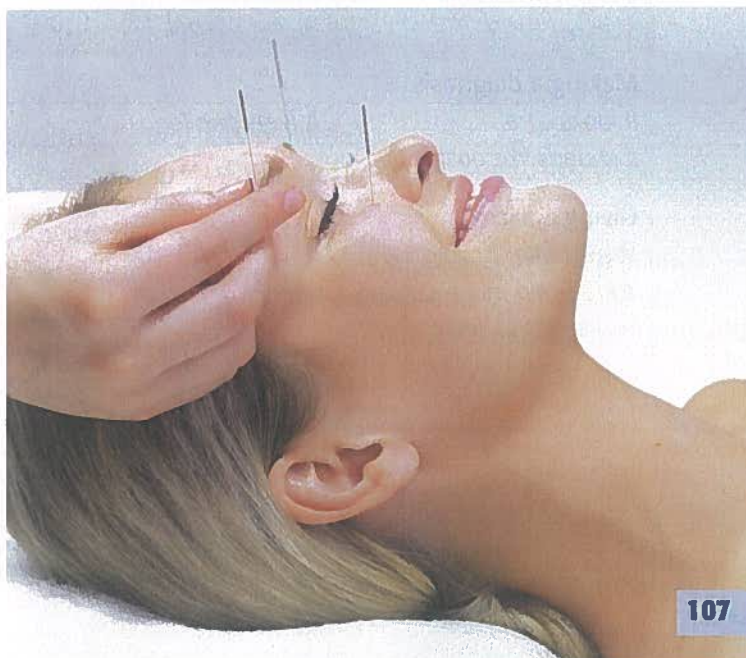
## Listening

### Matura practice

#### 7 CD2/09 Hannah is talking to her friend Daniel about her sore shoulder. Listen to their conversation and circle the correct answer, A, B or C.

- 1 Hannah ...
  - A hasn't been to the doctor yet.
  - B has had different treatments.
  - C thinks her shoulder can get better on its own.
- 2 Hannah doesn't want to try acupuncture because ...
  - A she doesn't know what it is.
  - B she doesn't believe in it.
  - C she's afraid of needles.
- 3 According to Daniel, acupuncture works by ...
  - A making the forces in your body work in harmony.
  - B putting needles in certain nerves.
  - C making you feel relaxed.
- 4 Cupping ...
  - A is totally different from acupuncture.
  - B removes the air from the cups.
  - C is a new treatment.
- 5 The disadvantage of cupping is ...
  - A it can burn you if you aren't careful.
  - B it leaves bruises on your skin.
  - C it's painful.

#### 8 Are 'alternative' therapies such as cryotherapy and acupuncture easily available in Poland? Do you think they work?





# 8C Medical problems

## Listening and speaking

- How often do you visit the doctor? How easy is it to make an appointment in Poland?
- CD2/10** Three patients are visiting the doctor or the chemist. Listen to their conversations and complete the table.

	Patient 1	Patient 2	Patient 3
symptoms			
diagnosis			
treatment / suggestions			

- CD2/10** Listen to Patient 1 again and write the complete sentences.

D = Doctor, B = Benjamin

- D Hello Benjamin. So what / matter today?  
 B Well, I / cold / temperature / throat / really hurts.  
 D Mm, let's / look. Open wide. Say 'aah'. Mm, it / sore.  
 Right – here / prescription for / course / antibiotics.  
 B Can I / school? / important test.  
 D No / better stay / home / next three days. I / write / note / your teacher.

## Useful expressions

### Asking what's wrong

What seems to be the trouble?  
 What's the matter?

### Saying what's wrong

I've got a sore throat.      My throat hurts.  
 I've hurt my ankle.      My foot is painful.

### Making a diagnosis

It looks sore.      It feels swollen.  
 It sounds like gastric flu.

### Giving advice

You'd better have an X-ray.  
 You should make an appointment.  
 You ought to see a doctor.

- CD2/10** Listen to Patients 2 and 3 again and complete the sentences.

- So, what \_\_\_\_\_?
- Well, \_\_\_\_\_ my ankle.
- \_\_\_\_\_ a look at it.
- Mm, yes, it \_\_\_\_\_ very swollen.
- Well, I don't think it's broken but \_\_\_\_\_ have an X-ray.
- \_\_\_\_\_.
- Well, \_\_\_\_\_ stomach ache and I \_\_\_\_\_ sick.
- \_\_\_\_\_ like gastric flu.
- You \_\_\_\_\_ see a doctor.
- \_\_\_\_\_ this three times a day.
- But if you don't feel better in two days, you \_\_\_\_\_ definitely see the doctor.

## Pronunciation: sentence stress

- CD2/11** Look at the first sentence in the Useful expressions box. The underlined words carry the most important meaning, and are stressed. Listen to the other sentences and underline the words that are stressed.

## Vocabulary

- Match the problems 1–6 to the pictures A–F.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> a sore eye      | 4 <input type="checkbox"/> a painful cough    |
| 2 <input type="checkbox"/> a broken arm    | 5 <input type="checkbox"/> an upset stomach   |
| 3 <input type="checkbox"/> a swollen ankle | 6 <input type="checkbox"/> a high temperature |

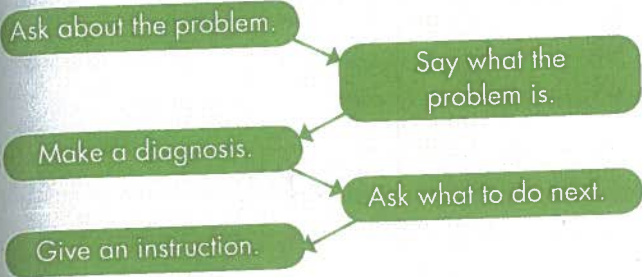




7 Match each of the problems in 5 to one of the following treatments.

a bandage antibiotics eyedrops an X-ray  
 a plaster medicine an ice pack  
 plaster painkiller

8 Work in pairs. Take it in turns to be a doctor or patient. Choose a problem and suggest a treatment. Use the conversations as a model and follow the flow chart.



**Writing: a note**

**Matura practice**

9 Malcolm is in bed with a bad cold. His sister Susie has left him a note. Read the note and answer the questions.

- 1 When we leave a note, we often miss words out. Which words are missing?
- 2 Imagine you are speaking to Malcolm. What would you say to him?

*Malcolm - Didn't want to wake you up. Here's some medicine 2 tablets every six hours after meals. Drink a lot - honey + lemon in hot water best. Keep warm + stay indoors. Call me this evening to tell me how you are. Hope you slept well.  
 Love, Susie xxx*

10 You planned to go with your English flatmate to the theatre tonight. Write a message to ...

- cancel your plans because you are ill.
- tell him/her what the doctor told you to do.
- suggest going to the theatre some other time when you get better.
- say you need to rest and don't want anybody to wake you up.

**Reading and writing**

11 Read the health advice on a website for travellers. Underline the different ways that the writer uses to tell us what to do / what not to do.



**Before you travel:**

- ✈ Make sure that you have all the right vaccinations.
- ✈ Don't forget to check which ones you need.
- ✈ Remember to buy health insurance. You should also take a basic first-aid kit. It's a good idea to include basic medicines, e.g. aspirin, painkillers, etc.

**While you're there:**

**Food and drink**

- ⊗ Avoid eating salads or anything uncooked.
- ⊗ Don't eat street food – it can make you ill.
- ⊗ Be careful of very spicy food.
- ⊗ Never drink tap water or ice cubes – stick to bottled water or soft drinks.
- ⊗ Don't accept drinks unless you know they are made from boiled water.

**Out and about**

- ⊗ Be careful where you swim.
- ⊗ Mind how you cross the road.
- ⊗ Watch out for dogs – don't stroke them.
- ⊗ Be suspicious of strangers who want you to change money, or who ask you to follow them into unfamiliar places.

Have a really great time ...  
 but remember – 'Better safe than sorry'.

12 Using the website advice as a model, create a page for visitors to your country. Use the useful expressions in the box below.

**Useful expressions: giving advice**

**Checking**

*Make sure that + verb phrase*

*Remember to / Don't forget to + verb*

**Advice**

*You should + verb*

*It's a good idea to + verb*

**Prohibition**

*Never + verb*

*Don't + verb*

*Avoid + verb + -ing*

**Warning**

*Mind how you + verb*

*Watch out for + noun*



# 8D Sporting world



## Reading

1 Sport is an important part of British life and culture. Many of the sports that are played around the world today originated in Britain. Read these extracts from a cultural guide to Britain and complete as much of the table as you can.

	place of origin	when it was invented	risks & injuries
1	Tennis		
2	Golf		
3	Rugby		
4	London Marathon		
5	Cricket		
6	Highland Games		
7	Horse racing		
8	Rowing		

2 Works in pairs. Student A go to page 192 and find out about horse-racing. Student B go to page 194 to learn about rowing. When you are ready, exchange information with a partner and complete the rest of the table.

## Project

As a class, list the most important sporting events in Poland. Are there any sports or activities that are special to your country or region?

## Listening

3 CD2/12 Stella is a foreign student staying in London. She is discussing sport with her landlord, Jerry. Listen to the discussion and answer the questions.

- Which is the most popular pastime in Britain overall?
- How do adults participate in football?
- What happened in 1863?
- What was a big problem in the 1970s and 1980s?
- Complete the saying 'Football is a \_\_\_\_\_ played by \_\_\_\_\_; rugby is a \_\_\_\_\_ played by \_\_\_\_\_'
- According to Jerry, why are big English clubs so successful in European football?
- Why isn't he happy with this situation?
- Why does he like the FA cup?

4 Work in groups. Each group should choose a sport or activity and find out about ...

- its history.
- where it's played.
- the names of any famous players or sporting heroes.

5 Produce a paragraph about your sport or activity.

6 Combine the different paragraphs to produce a page about 'Sporting Poland'. Illustrate it with pictures of famous players and places.





## Sporting Britain

The earliest form of **tennis** was the *jeu de paume* – or ‘palm game’ – in France, where players hit a ball over a net with their hands. In 1873 an officer in the British army introduced a version of the game close to the one that is played today. At some point most players suffer from twisted knees and ankles and tennis elbow! Wimbledon in south-west London is home to one of the world’s major tennis tournaments. Matches are played on grass courts. Although tennis is still popular in Britain, British players have won very few major championships.

**Golf** was invented in Scotland around 600 years ago. Golf is an expensive sport – you have to buy a set of golf clubs and pay a lot to join a club. Your body often pays with sprained wrists and painful shoulders! The closest most people get to playing golf is a game of ‘crazy golf’ when they go on holiday to the seaside!

**Rugby** was invented at Rugby School in 1823 when a schoolboy called William Webb Ellis picked up the ball during a soccer game. The big annual tournament between European countries is the Six Nations’ Championship, where teams from England, France, Scotland, Wales, Ireland and Italy play each other. Commonwealth countries like South Africa, New Zealand and Australia also play rugby, and Argentina has a good team. By and large, teams from the southern hemisphere are better than their European rivals.

Every year, thousands of people take part in the **London Marathon**, which starts in Greenwich and finishes in Westminster. Since 1981, world-class able-bodied and disabled athletes have competed alongside ordinary people who train hard

for the event and compete against themselves, often in fancy dress. It took an ex-soldier who had been badly wounded two weeks to finish the 42 km course on crutches. Many people who participate try and raise money for charity. Before the race, doctors’ waiting rooms fill up with patients with sprained ankles and pulled muscles acquired during training.

**Cricket** is the most English game. You can see matches in country villages every Sunday. Professional teams from different counties compete against each other. People started playing it in the 1300s, but its written rules were fixed in 1788. They are so complicated that many people find matches a complete mystery. Critics of cricket think it is slow and boring – international matches can last up to five days! The sport can be dangerous, as the small ball is very hard, and sprained and broken fingers are common. The most famous cricket ground is Lord’s in London. Commonwealth countries play cricket too, and regularly beat the English team.

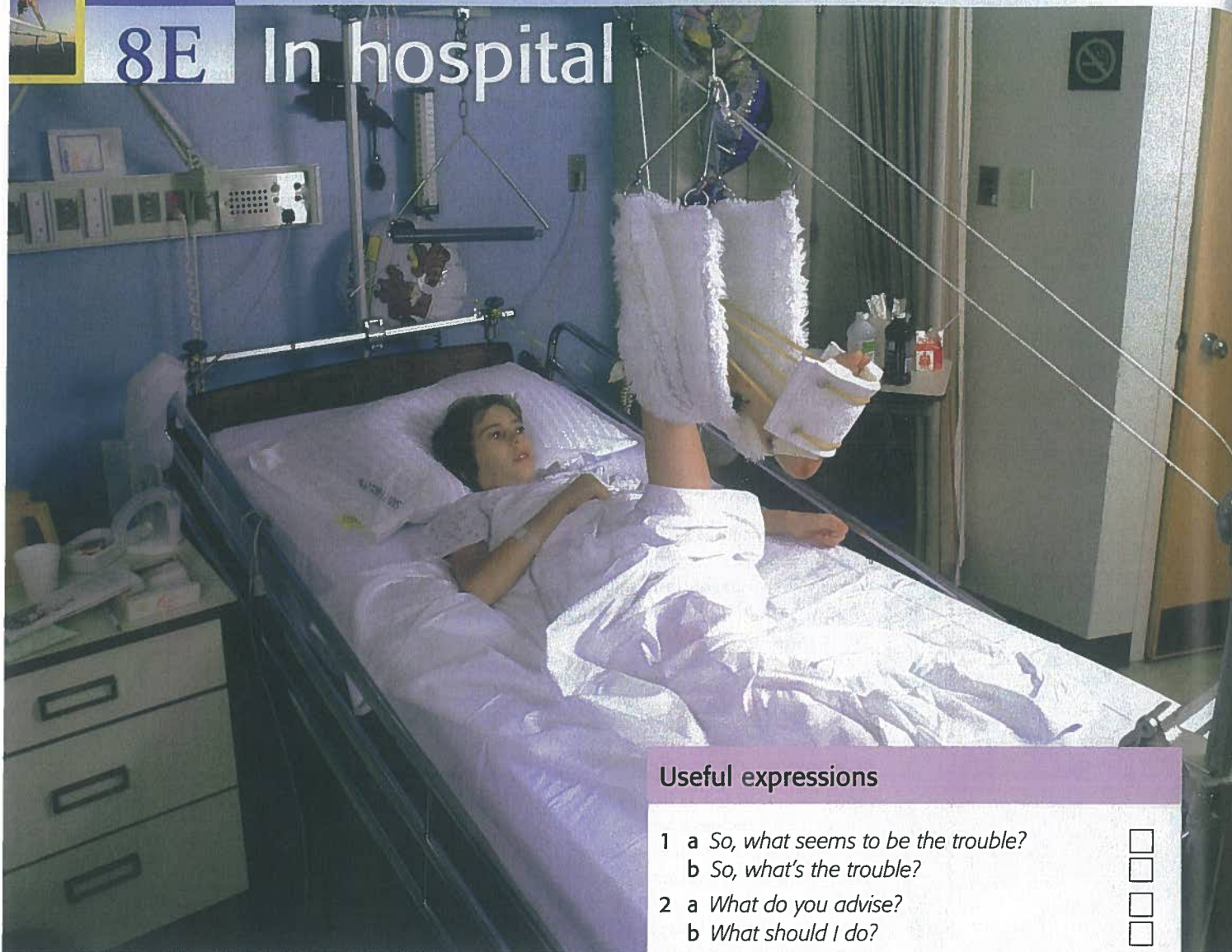
The most famous traditional sporting events in Scotland are the **Highland Games**, where people from different clans compete against each other. These ancient games are held in different places in Scotland, the best-known being the Braemar Gathering. It is an outdoor festival that mixes sport with music and dancing. Participants wear their own special tartans – clothes with traditional patterns that show which clan they belong to. ‘Tossing the caber’ (throwing an 82-kilo wooden log) is a test of skill and strength which causes a lot of bad backs! Sword dancing allows competitors to demonstrate their speed and agility. Watch out for cut feet!

‘Your body often pays with sprained wrists and painful shoulders!’





# 8E In hospital



### Listening and speaking

**1** Describe the picture and answer the questions.

- 1 What do you think the girl might be thinking about?
- 2 How can parents protect their children from injury?

**2** **CD2/13** Listen to two patients visiting the doctor, and answer the questions.

- 1 Where was Victoria when she first felt ill?
- 2 What did she have for breakfast?
- 3 What two things does the doctor advise?
- 4 What is the doctor going to do?
- 5 What has Jordi done?
- 6 How long will he have his leg in plaster?
- 7 How long will he be on crutches after that?
- 8 What other treatment will he have?

**3** **CD2/13** Study the Useful expressions box, then listen again. Tick (✓) the expressions you hear.

### Useful expressions

- |      |   |                          |
|------|---|--------------------------|
| 1 a  | <i>So, what seems to be the trouble?</i>          | <input type="checkbox"/> |
| b    | <i>So, what's the trouble?</i>                    | <input type="checkbox"/> |
| 2 a  | <i>What do you advise?</i>                        | <input type="checkbox"/> |
| b    | <i>What should I do?</i>                          | <input type="checkbox"/> |
| 3 a  | <i>First you need to ...</i>                      | <input type="checkbox"/> |
| b    | <i>First of all you should ...</i>                | <input type="checkbox"/> |
| 4 a  | <i>Make sure that you have three meals a day.</i> | <input type="checkbox"/> |
| b    | <i>Always have three meals a day.</i>             | <input type="checkbox"/> |
| 5 a  | <i>We'd better do some blood tests ...</i>        | <input type="checkbox"/> |
| b    | <i>We're going to do some blood tests ...</i>     | <input type="checkbox"/> |
| 6 a  | <i>Can you tell me how you're feeling?</i>        | <input type="checkbox"/> |
| b    | <i>How are you feeling?</i>                       | <input type="checkbox"/> |
| 7 a  | <i>The X-ray shows ...</i>                        | <input type="checkbox"/> |
| b    | <i>You can see on the X-ray that ...</i>          | <input type="checkbox"/> |
| 8 a  | <i>Will I be able to walk after that?</i>         | <input type="checkbox"/> |
| b    | <i>Then will I be able to walk?</i>               | <input type="checkbox"/> |
| 9 a  | <i>You're going to be on crutches ...</i>         | <input type="checkbox"/> |
| b    | <i>You'll be on crutches ...</i>                  | <input type="checkbox"/> |
| 10 a | <i>You'll have to have physiotherapy.</i>         | <input type="checkbox"/> |
| b    | <i>You'll need physiotherapy.</i>                 | <input type="checkbox"/> |

**4** Work in pairs. Student A go to page 192. Student B go to the page 194.

For the script of this dialogue, go to the Workbook listening script section.



# Review

## Vocabulary

- 1 Join the beginnings of sentences 1–6 with endings a–f.
- |   |  |
|---|--|
| 1 The nurse gave her an <i>injection</i> ...            | a ... but it was only a <i>sprain</i> .                      |
| 2 I'm putting your <i>ankle</i> in <i>plaster</i> , ... | b ... and <i>prescribed</i> a course of <i>antibiotics</i> . |
| 3 They took an <i>X-ray</i> of his <i>wrist</i> ...     | c ... your <i>knee</i> – it looks very <i>painful</i> .      |
| 4 The doctor checked her <i>symptoms</i> ...            | d ... we're going to give you a <i>blood test</i> .          |
| 5 As part of your <i>check-up</i> ...                   | e ... to help her <i>sleep</i> .                             |
| 6 I can see you've <i>twisted</i> ...                   | f ... and you're going to be on <i>crutches</i> for a month. |

2 Match the completed sentences to the pictures.



## Grammar

- 3 Complete the sentences using the first or zero conditional.
- I \_\_\_\_\_ (lend) you my tennis racket if you \_\_\_\_\_ (help) me with my maths.
  - If she \_\_\_\_\_ (go to bed) late she always \_\_\_\_\_ (feel) tired the next morning.
  - People \_\_\_\_\_ (have to) train hard if they \_\_\_\_\_ (want) to get into the team.
  - If you \_\_\_\_\_ (not do) your homework, you \_\_\_\_\_ (not be able to) watch the match.
  - We \_\_\_\_\_ (wait) here until the rest of the team \_\_\_\_\_ (arrive)

4 Rephrase these sentences using *unless*.

- If it doesn't rain we'll play tennis.
- You'll hurt yourself if you don't warm up.
- Magda won't come if Karl isn't there.
- They'll never win if they don't create a better team spirit.

## Functions

5 Number a–l, 1–12 to put the conversation in the correct order.

D = Doctor, P = Patient

- D Yes, make sure you drink a lot of liquids, black or herbal tea is good.
- P Well, I ate a lot of sea food while I was away. I really love it.
- D Please, come in and sit down. So what seems to be the trouble?
- P About four days ago, after I came back from holiday.
- P Thank you, doctor. I hope that won't be necessary.
- D You have probably caught a stomach bug. Did you eat or drink anything unusual?
- P I'll take it to the chemist. Is there anything else I ought to do?
- D If it's not better in three days come and see me again.
- P Well, I've got a terrible stomach ache and I keep being sick.
- D Well, it doesn't like you very much! Anyway, here's a prescription for something that will stop the problem.
- P What should I do if it doesn't get better.
- D Oh dear. When did it begin?

Now I can ...

- give advice.
- talk about medical problems.
- write a note.
- use the zero and first conditionals.
- use *unless*.



**ZAPOBIEGANIE CHOROBY /  
LECZENIE (PREVENTING / TREATING  
ILLNESSES)**

**acupuncture** akupunktura  
**a bandage** bandaż  
**be on crutches** poruszać się o kulach  
**burn calories** spalać kalorie  
**camomile / mint tea** napar z rumianku /  
 mięty  
**check one's BMI (body mass index)**  
 sprawdzać wskaźnik masy ciała  
**a check-up** kontrola (u lekarza)  
**a cold / ice pack** okład z lodu  
**course of antibiotics** leczenie antybiotykami  
**cupping (med.)** bańki  
**cure** wyleczyć  
**cut down on (sweets)** ograniczyć (słodycze)  
**do blood tests** zrobić badania krwi  
**eye drops** krople do oczu  
**'folk' remedies** ludowe sposoby leczenia  
**follow a sensible diet** stosować rozsądną  
 dietę / sensownie się odżywiać  
**give instant relief** przynieść natychmiastową  
 ulgę  
**get enough sleep** spać odpowiednio długo  
**have an X-ray** zrobić prześwietlenie / zdjęcie  
 rentgenowskie  
**have physiotherapy** mieć fizykoterapię  
**have stitches** mieć założone szwy  
**heal** wygoić / wyleczyć się  
**lose weight** stracić na wadze  
**a painkiller** środek przeciwbólowy  
**prescribe (medicines)** przepisać (leki),  
 a **prescription** recepta  
**put one's (leg) in plaster** włożyć (nogę)  
 w gips

**recover** wyzdrowieć, a **recovery** powrót do  
 zdrowia  
**a sick note** zwolnienie lekarskie  
**a sterile dressing** wyjałowiony opatrunek  
**a (sticking) plaster** plaster z opatrunkiem  
**a stretcher** nosze  
**suck a throat lozenge** ssać tabletkę na ból  
 gardła  
**suffer from** cierpieć na / z powodu  
**tablets / pills** tabletki / pigułki  
**take one's blood pressure** zmierzyć komuś  
 ciśnienie krwi  
**take up a sport** zająć się sportem  
**treat** leczyć, a **treatment** leczenie / kuracja  
**warm up** 1 zrobić rozgrzewkę 2 rozgrzewka  
**wear a cast** mieć założony gips  
**wear (helmet, goggles, elbow / knee  
 protectors)** mieć na sobie (kask, gogle,  
 ochraniacze na łokcie / kolana)  
**a wheelchair** wózek inwalidzki

**CHOROBY / URAZY / OBJAWY  
(ILLNESSES / INJURIES / SYMPTOMS)**

**ache** 1 boleć 2 ból  
**an allergy** uczulenie, **allergic to** uczulony na  
**a black eye** podbite oko  
**bleed** krwawić  
**a blister** pęcherz, bąbel  
**a bruise** siniak, **bruised (knee)** posiniaczone  
 (kolano)  
**cut (one's finger)** skaleczyć się (w palec)  
**diabetes** cukrzyca  
 (a) **disability** niepełnosprawność, **disabled**  
 niepełnosprawny  
**dehydrate** odwodnić się, **dehydration**  
 odwodnienie organizmu

**faint** zemdleć  
**feel dizzy** mieć zawroty głowy  
**feel sick** mieć mdłości  
**gastric flu** grypa żołądkowa  
**get better / worse** poczuć się lepiej / gorzej  
**a heart disease / attack** choroba / atak serca  
**hurt** 1 sprawić ból 2 zranić się w  
**injure** ranić, **injury** rana  
**a nosebleed** krwawienie z nosa  
 (a) **pain** ból, **painful** bolesny  
**pneumonia** zapalenie płuc  
**pull a muscle** naciągnąć mięsień  
**put on weight** przybrać na wadze  
**a rash** wysypka  
**relieve the symptoms** złagodzić objawy  
**rheumatism** reumatyzm  
**sleeplessness / insomnia** bezsenność  
**scratch (one's arm)** zadrapać (rękę)  
**sore (eye, throat, shoulder)** ból (oka,  
 gardła, ramienia)  
**spread (the infection)** rozwijać się  
 / rozprzestrzeniać się (o infekcji /  
 zakażeniu)  
**sprain / twist one's (ankle, wrist)** skręcić  
 (nogę w kostce, nadgarstek)  
**stop training** przestać trenować  
**strain oneself** nadwyrężyć siły /  
 przeforsować się  
**a stroke** udar, wylew  
**swollen (joints, hands)** spuchnięte (stawy,  
 dłonie)  
**an upset stomach** rozstrój żołądka  
**wear your arm in a sling** mieć rękę na  
 temblaku  
**wound** 1 ranić 2 rana, **wounded** ranny

**1 Połącz wyrazy z obydwu kolumn tak, aby powstały  
poprawne wyrażenia.**

- |           |                     |
|-----------|---------------------|
| 1 relieve | a protector         |
| 2 suck    | b a throat lozenge  |
| 3 knee    | c attack            |
| 4 heart   | d my foot           |
| 5 'folk'  | e weight            |
| 6 feel    | f remedies          |
| 7 upset   | g stomach           |
| 8 take    | h my blood pressure |
| 9 lose    | i the symptoms      |
| 10 cut    | j dizzy             |

**2 Uzupełnij zdania odpowiednimi wyrazami.**

- If you run down the mountain, you can \_\_\_\_\_ your ankle.
- If you lift a heavy weight, you can \_\_\_\_\_ a muscle.
- If you jog in the forest, you can \_\_\_\_\_ your face.
- If you cycle without a helmet, you can \_\_\_\_\_ your head.
- If you break your arm, the surgeon puts it in \_\_\_\_\_.
- If you wear a cast on your arm, you need a \_\_\_\_\_ to feel more comfortable.

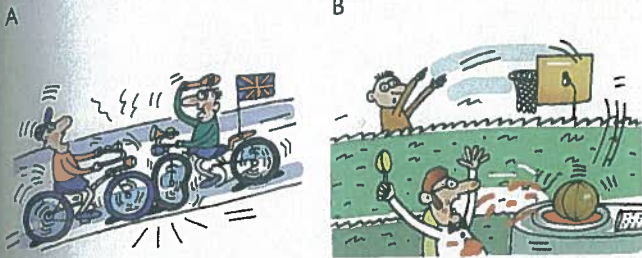
**3 Uzupełnij podane poniżej zwroty za pomocą  
przymków:**

- allergic \_\_\_\_\_ dust  
 put \_\_\_\_\_ weight  
 be \_\_\_\_\_ crutches  
 cut \_\_\_\_\_ on milk chocolate  
 be \_\_\_\_\_ a wheelchair  
 warm \_\_\_\_\_ your muscles



## PRZEPRASZANIE

1 Poniżej znajdują się ilustracje, które ukazują różne sytuacje wymagające przeproszenia i przyjmowania przeprosin. Dopasuj do nich poniższe dialogi. Jeden dialog nie pasuje do żadnej ilustracji.



- 1  
A: Sorry, I was riding on the right-hand side. I can't get used to your traffic.  
B: It's nothing.  
A: It's very kind of you.
- 2  
A: I'm so sorry but I didn't notice the hole in the path.  
B: No problem. I'll be all right if you get some water to clean the wound.  
A: I hope you will be O.K.
- 3  
A: I really apologise for knocking your lunch over.  
B: That's all right, as long as you go and train somewhere else.  
A: O.K. I will.

## RADZENIE

Gdy Twój rozmówca nie może sobie poradzić z jakimś problemem, prosi Cię o radę, na przykład:

What should I do?

What shall I do?

What am I (supposed) to do?

Could you give me some advice on ...?

Możesz tej rady udzielić na wiele sposobów. Oto przykłady:

- 1 You'd better see a doctor.
- 2 You should train more.
- 3 You ought to follow a sensible diet.
- 4 Why don't you take up a sport?
- 6 How about getting more sleep?
- 7 I suggest you warm up before training.

2 Dopasuj powyższe rady do podanych sytuacji.

- a Agnes falls asleep while studying.
- b Simon isn't fit enough to win the race.
- c Ann has had a strong pain in her arm for two days.
- d Jason is looking for an active hobby.
- e Gina's muscles hurt after training.
- f Ted sweats a lot because he's very heavy.

## OSTRZEGANIE

Gdy widzisz, że ktoś znajomy jest bliski popełnienia błędu, próbujesz go ostrzec, a nawet zakazać robienia czegoś. Poniższe przykłady zilustrują takie ostrzeżenia:

- 1 Never cycle without a helmet.
- 2 Avoid swimming in unknown waters.
- 3 Don't strain yourself!
- 4 Make sure you jog in a safe place.
- 5 Mind how you plan your training.
- 6 Watch out for the holes in the road.

3 Wzorując się na powyższych zdaniach, przetłumacz następujące ostrzeżenia:

- a Nigdy się nie forsuj. *Never ...*
- b Unikaj jazdy na rowerze bez kasku. *Avoid ...*
- c Nie pływaj w nieznanach akwenach. *Don't ...*
- d Upewnij się, że dobrze planujesz swoje treningi. *Make sure ...*
- e Uważaj, gdy jedziesz rowerem po drodze pełnej dziur. *Mind ...*
- f Uważaj na samochody, gdy uprawiasz jogging. *Watch ...*

Zobaczmy teraz jak te umiejętności przydają się w przykładowej rozmowie egzaminacyjnej.

Miałeś/aś pomóc Twojemu angielskiemu koledze w dobrym rozplanowaniu treningów na siłowni, ale coś Ci w tym przeszkodziło.

- Przeprós go za niewywiązanie się z obietnicy.
- Poradź mu, jak przygotować plan treningów.
- Słyszając, że zależy mu na szybkich rezultatach, ostrzeż go przed możliwymi kontuzjami.

(rozmowę rozpoczyna zdający)

4 Ułóż zdania w takiej kolejności, aby utworzyły dialog wg scenariusza podanego powyżej.

- A: Don't worry! First of all, you should start with small weights, and you should ask a trainer to help you plan the training.
- B: How terrible! But it's OK. Well, what about my gym schedule?
- A: I can't believe it! Never do this on your own because you can pull a muscle or injure yourself even more seriously.
- B: Why? I've already made my own plan for my needs. I don't have much time to build up my muscles.
- A: I'm really sorry I didn't come to help you but my flatmate had broken his leg and I had to take him to hospital.



**ZADANIE 1. ROZMOWY STEROWANE**

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

**A. Uzyskiwanie, udzielanie informacji**

Osoba, z którą dzieliśz mieszkanie w Londynie, od dłuższego czasu mocno kaszle.

- Dowiedz się, czy był/a u lekarza.
- Zapytaj o przyczyny takiego postępowania.
- Poinformuj, że może poważnie zachorować, jeśli nie zacznie się leczyć.

(rozmowę rozpoczyna zdający)

**B. Relacjonowanie wydarzeń**

Będąc w Anglii, zacząłeś/aś naukę gry w krykieta, podczas której odniosłeś/aś uraz. Rozmawiasz o tym ze znajomym Amerykaninem.

- Powiedz, dlaczego chciałeś/aś nauczyć się grać w krykieta.
- Opowiedz, jak wyglądała Twoja pierwsza lekcja.
- Wspomnij o tym, jak doszło do kontuzji.

(rozmowę rozpoczyna zdający)

**C. Negocjowanie**

Twój gość z Anglii chce zobaczyć mecz piłki nożnej.

- Ostrzeż go / ją przed reakcjami kibiców.
- Skrytykuj go / ją za to, że chce sam/a pójść na mecz.
- Doradź mu/jej inny sposób kontaktu z polską piłką nożną.

(rozmowę rozpoczyna egzaminujący)

**ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI**

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.



Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 How do you think the girl has hurt her knee?
- 2 What do you do when you cut or hurt yourself outdoors?



# Shops and shopping

## In this module you will learn

- **Communication:** making a purchase, making complaints
- **Vocabulary:** shopping, advertising
- **Reading and Listening:** attitudes to shopping, *Charlie and the Chocolate Factory*
- **Writing:** a letter of complaint
- **Grammar:** second conditional, *too* and *enough* with adjectives

## Let's get started

1 Describe the picture and answer the questions.

- 1 What things can you buy at a place like this? Can you buy them at a good price?
- 2 Where do you like to do your shopping? Why?

## Vocabulary

2 Match words in the box to the definitions.

market  supermarket  mail order   
 mall  chain store  boutique   
 corner shop  department store   
 online shopping

- 1 a large shop with separate sections on several floors
- 2 a shop with branches in different parts of the country


- 3 a street or square where traders sell fruit and vegetables and other goods
- 4 a large self-service shop that sells food, drink, goods used in the home, etc.
- 5 a way of buying goods, where you order from a catalogue and they are sent through the post
- 6 a way of buying goods, where you order over the Internet and they are delivered by courier
- 7 a small shop where you can buy exclusive fashions
- 8 a small shop close to home where you can buy food and groceries. It is often family-run and open until late.
- 9 a large covered shopping area

3 What kind of shops do you have near your home?



# 9A Shopping choices

## Listening

- 1 Do you think carefully before you buy something?
- 2 What are your favourite kinds of shops?
- 3 What are your favourite brands for ...
  - clothes?
  - sportswear?
  - perfume?
  - music players?
  - computers / game consoles?
  - mobile phones?
- 4  **CD2/14** Candice Bryant is carrying out some market research among teenagers. Listen to the interviews and complete the table.



	who they go shopping with	types of shop they go to	how they pay	how they would spend €500
Gemma				
Steve				
Sally				
Me				

### Grammar: second conditional

5 Study Candice's question and Steve's answer.

- 1 Identify the tenses in **bold**.
- 2 Are they discussing ...
  - something that happened in the past?
  - an imaginary or unlikely situation in the future or present?

**Candice** If someone **gave** you five hundred euros, how **would** you **spend** it?

**Steve** If I **had** a lot of money, I **would buy** one of the latest game consoles.

3 Complete the rule.

#### The second conditional

If + subject + \_\_\_\_\_ simple,      subject + \_\_\_\_\_ / **could** + base form  
 CONDITION                                      CONSEQUENCE

 See Grammar Reference, page 199.



- 6 Work in pairs. Find out how your partner would spend a surprise €500.
- 7 First or second conditional? The conditional we choose depends on how likely (= possible) we think the result is. Study sentences a and b. Which one is more optimistic? Which is more pessimistic?
- a *If you work hard, you'll pass your exams* (= I think that you are ready to work hard).
- b *If you worked hard, you'd pass your exam* (= but I don't think you want to work hard).
- 8 Complete the sentences using either the first or the second conditional. Study the note first.

**If I were ...**

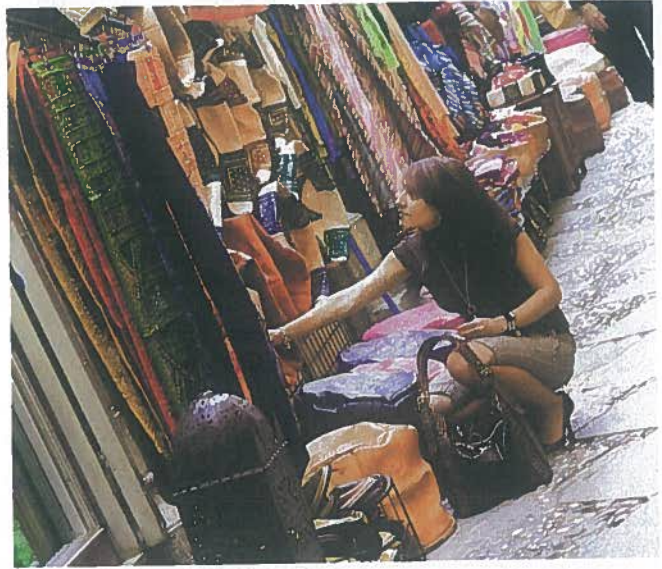
When we use the verb *be* with *I* in the second conditional, it is considered more correct to use *If I were ...* instead of *If I was ...*

Example:

*If I were a rich man, I'd never work again.*

*If I were you, I'd put the money in the bank.*

- If I \_\_\_\_\_ (have) a lot of money, I \_\_\_\_\_ (buy) a car. Unfortunately, I don't have any.
- If we \_\_\_\_\_ (book) our tickets now, we \_\_\_\_\_ (spend) less. So let's book them.
- If we \_\_\_\_\_ (go) to the sales, I'm sure we \_\_\_\_\_ (find) some bargains. But I know you don't want to go.
- What \_\_\_\_\_ (you say) if I \_\_\_\_\_ (ask) to borrow your camera?
- I know you want to go by train, but we \_\_\_\_\_ (save) a lot if we \_\_\_\_\_ (take) the bus.
- If you \_\_\_\_\_ (not spend) so much money on clothes, you \_\_\_\_\_ (can go) on holiday.
- If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (not get) a credit card.
- Slow down! If you \_\_\_\_\_ (drive) more slowly, you \_\_\_\_\_ (use) less petrol!

**Speaking**

- 9 Think about your favourite shop. Think of five ways in which you would improve it if you were the manager. Consider things such as ...

- location
- opening times
- staff
- service
- goods
- prices
- sales and special offers
- advertising

- 10 Work in pairs or groups. Imagine you had the opportunity to open a shop.

- What would you sell?
- What would you call it?
- Where would it be (e.g. in the city centre / in a mall, etc.)?
- What would it look like?
- How would you encourage people to come to your shop?

- 11 Present your decisions to the rest of the class.





# 9B Down with shopping

## Reading

**1** Read about 'Buy Nothing Day' and discuss the questions.

Once a year people in some countries join in 'Buy Nothing Day'. On Buy Nothing Day people decide not to buy anything to protest against the consumer society.

- 1 Do you think Buy Nothing Day is a good idea?
- 2 What would happen if every day became Buy Nothing Day?

### Spotlight on reading skills: titles and first sentences

- Before you read an article, take a moment to think about its title, as this will give you an idea of what the article is about.
- Always read the first sentence of a paragraph carefully, as it often summarises the whole paragraph.

**2** Read the title of the newspaper article. What do you think it will be about?

## Matura practice

**3** Read the text 'To buy or not to buy?'

Match sentences A–F with paragraphs 1–5.

There is one extra sentence.

- A Businesses would rapidly close down.
- B In many parts of the world, people don't have enough food, and are too poor to own basic items such as a refrigerator or a washing machine.
- C Shoppers want value for money.
- D This constant pressure to spend and consume has gone too far.
- E The people who would be most affected would probably be the poor, or those in less rich countries.
- F Is there an alternative to the consumer society?

**4** Discuss the questions.

- 1 How do you think the author feels about Buy Nothing Day?
- 2 How well do you think Buy Nothing Day would work in Poland?



## To buy or not to buy?

1  Yet in the richer countries people throw away appliances that can be repaired, and change cars or computers just to have a more up-to-date model. Everywhere we go, advertisements create the desire for things that we don't really need, and encourage us to consume.

2  So we can understand why some people in the rich world show their disapproval of this consumerism by deciding not to buy anything for a day. But what would happen if we took this idea to its logical conclusion and everyone gave up buying things, not just for a day, but for months, or even a year? At first it may appear an attractive course of action, but if we think more closely, the consequences could be terrible.

3  First of all the shops would close, followed by the factories that supplied them. The people who worked in them would lose their jobs. All the service industries that depend on people having money to spend would disappear too – thousands of restaurant workers and hairdressers would find themselves unemployed. Customers could stop worrying about having the latest fashion or household appliance, because we would end up with nothing to buy.

4  They are the ones who make and supply most of the everyday consumer goods. Soon, their citizens wouldn't be able to longer afford to buy food or other basic necessities. By not buying anything we would make them even poorer.

5  Perhaps the best thing is to shop more wisely – that way we can help the poorest among the global population. But it is essential that we carry on shopping and consuming. In fact, it's the only thing that keeps the world's economy going. So go out and spend. Take up a sport that needs lots of equipment. Buy that dishwasher and throw away anything more than three years old. If we do these things, we'll keep each other in work.



## Vocabulary

5 Join the phrases together to make five sentences.

- |                                |                              |                           |
|--------------------------------|------------------------------|---------------------------|
| 1 If you <b>gave</b>           | <b>up</b> yoga then          | that went into a forest.  |
| 2 We got lost and <b>ended</b> | <b>away</b> that old shirt – | and stop talking.         |
| 3 You should <b>take</b>       | <b>up</b> on a small road    | you'd feel less stressed. |
| 4 <b>Carry</b>                 | <b>up</b> fast food,         | it's my favourite.        |
| 5 Please don't <b>throw</b>    | <b>on</b> with your work     | you'd soon lose weight.   |

6 Which of the phrasal verbs in **bold** means ...

- to continue? \_\_\_\_\_
- to begin a new activity? \_\_\_\_\_
- to finally be in a place or situation that you did not plan to be in? \_\_\_\_\_
- to put something you no longer need in the rubbish? \_\_\_\_\_
- to stop an activity? \_\_\_\_\_

## Pronunciation

7 CD2/15 Notice how these phrasal verbs 'link up'.

Example: take up → /,teɪ'kʌp/

Listen and repeat the list. Then read the sentences from exercise 5, making sure that you link up the phrasal verbs.

## Listening

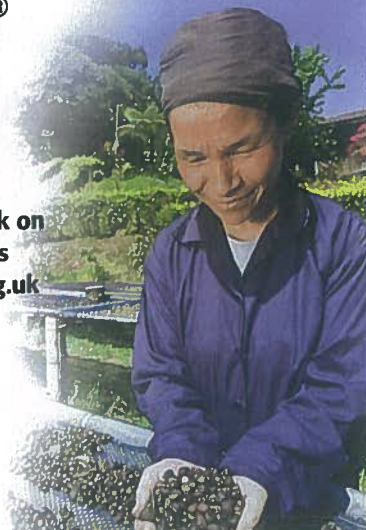
8 Fiona Spicer is talking about Fairtrade, and how to be a better shopper. Before you listen, compare what you know about Fairtrade with a partner.

9 CD2/16 Listen to Fiona's talk and number the topics in the order she talks about them.

- better than charity
- feeding the family
- more profit for growers
- health and education
- farmers and factory workers
- big brands and supermarkets



Look for this mark on Fairtrade products  
[www.fairtrade.org.uk](http://www.fairtrade.org.uk)



## Matura practice

10 CD2/16 Listen to the talk again and put a cross (x) in the correct box.

- Fiona thinks that value for money is the most important thing. True  False
- Workers who make expensive designer jeans are well paid. True  False
- Cotton and coffee growers don't receive a fair price. True  False
- The families of cotton and coffee farmers are often hungry. True  False
- Fairtrade can help farmer organisations process the coffee they grow. True  False
- Fairtrade improves the lives of farming communities. True  False
- Fiona says that we should continue to give aid to farmers. True  False

Grammar: *too, enough*

11 In sentences a–c, which word in *italics* comes

- before a noun?
- before an adjective?
- after an adjective?

What form of verb do we use after the words in **bold**?

- He will often be *too* poor to buy the basic necessities of life.
- He may not earn *enough* money to educate his children.
- Farming communities become *rich enough* to build schools.

➔ See Grammar Reference, page 199.

12 Rearrange the words to form sentences.

- the / was / too / question / answer / to / difficult
- coat / enough / had / I / money / buy / if / I / would / a / new
- he / not / old / was / to / enough / drive
- time / not / have / we / enough / shopping / will / to / go
- not / buy / could / I / it / too / because / it / expensive / was
- a / enough / rich / if / were / they / school / they / build / could / new

13 Use *too* and *enough* to talk about some difficult experiences you have had involving shopping / sport / emotions / travel.




# 9C Shopping around

## Listening and speaking

1 Study sentences 1–6 and make pairs of opposites from the words in *italics*.

- 1 I'm going to *take off* my tie – it feels so uncomfortable.
- 2 You'd better *put on* a coat – it's cold outside.
- 3 My jeans are so *tight* that I can't close the zip.
- 4 If you wash that pullover in hot water, it'll *shrink*.
- 5 These trousers are far too *loose* since I lost weight.
- 6 Don't sit with your knees under your sweater – you'll *stretch* it.

2  **CD2/17** Adriana is looking for some new trousers. Listen to her conversation with a shop assistant.

- 1 What is the first problem with the trousers?
- 2 What does the shop assistant say?
- 3 What is the second problem?
- 4 What does Adriana ask?
- 5 What does the shop assistant offer to do?

3  **CD2/17** Listen again and fill in the missing words.

S = Shop assistant, C = Customer

- S Hi. (1) \_\_\_\_\_ some help?
- C Yes please, I'd like to  
(2) \_\_\_\_\_ these trousers.
- S Certainly. The (3) \_\_\_\_\_ is at the end.  
You (4) \_\_\_\_\_ great.  
They really suit you.
- C Do you think so? They're not  
(5) \_\_\_\_\_ round the middle and they (6) \_\_\_\_\_ look fat. Have you got (7) \_\_\_\_\_ up?
- S (8) \_\_\_\_\_ these are our last pair, but I'm sure that they'll stretch when you wear them.
- C They're also (9) \_\_\_\_\_ in the leg.
- S Well, we can shorten them for a small extra charge.
- C If I (10) \_\_\_\_\_ would you (11) \_\_\_\_\_ for free?
- S (12) \_\_\_\_\_ talk to the manager. (13) \_\_\_\_\_ what I can do.

## Useful expressions

### Welcoming a customer

*Can I help you?*

*Do you need / Would you like some help?*

### Asking about size

*Do you know your size?*

*What size do you take / are you?*

### Asking and commenting on clothes

*How does that feel?*

*You look great. They suit you.*

*It's too large / loose / tight / long.*

*They aren't big / tight / long enough.*

*They make me look fat.*

*They don't fit. / They fit very well.*

### Making a decision

*I'll take them.*

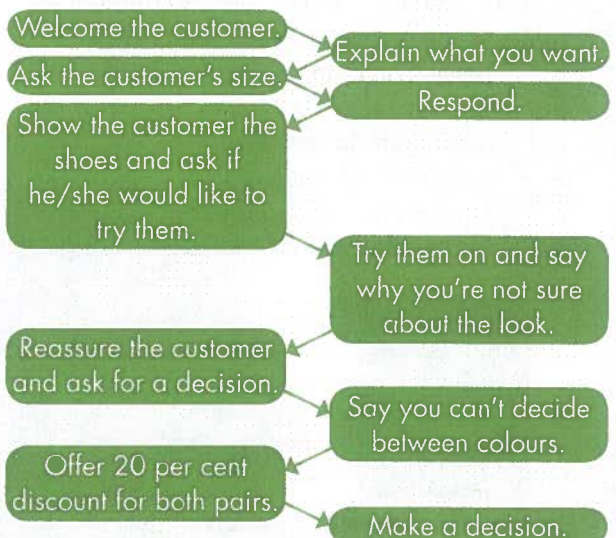
*I'll leave it, thanks.*

*I need to think about it.*

4 Work in pairs. Student A – you are the shop assistant. Student B – you need some smart shoes for work. They can be either black or brown.

### Student A

### Student B





**Writing: a letter of complaint**

**5** Have you ever complained in a shop, or taken anything back to the shop where you bought it? What happened?

**6** Read Adriana's letter to the Head Office of Topmark. What was her reason for writing?

introducing the complaint → Dear Sir or Madam,

background to the complaint → I am writing to complain about the treatment I received in your Rickwood branch two weeks ago. I tried on a pair of trousers I liked but found that they were too tight. Your sales assistant assured me they would stretch, so I purchased them. When I washed them, they shrank and the zip broke.

what happened to the thing you bought → I returned to the shop and asked for a refund. The manager told me you never give refunds on damaged goods. The trousers were expensive, so you will appreciate that I was extremely disappointed with this reply.

what happened when you took it back → Under the circumstances, I think you should refund in full what I paid for the trousers. Furthermore, it is important to train everyone to give your customers honest professional advice. Please find enclosed the trousers and the receipt.

how you feel → I look forward to a positive response to this letter.

the action you would like → Yours faithfully,  
Adriana Williams (Ms)

closing comments →

**8** Read the reply from Topmark. Do you think Adriana is satisfied? Why?

Dear Ms Williams,

Following your letter, I have discussed the matter with the manager of the Rickwood branch. In our view, she acted correctly, as we never give refunds on items that have been altered or damaged. We are therefore unable to agree to your demand for a full refund.

However, we can understand that you are dissatisfied with the advice that you received. I hope you will accept the enclosed twenty-pound voucher. You can spend it in any of our stores. We hope that you find this satisfactory and that you continue to shop at Topmark.

Yours sincerely,  
Cheryl Jackson  
Cheryl Jackson, Customer Services Manager

acknowledgement of letter →

investigation →

recognition of client's point of view →

compromise solution →

closing comments →

**9** Find more examples of more formal vocabulary and expressions in the two letters.

**10** Study the situations. One half of the class write a letter of complaint based on situation A. The other half of the class write a letter of complaint based on situation B. When you are ready, exchange letters with a partner from the other group and write your reply.

**7** Imagine that Adriana is writing an email to a friend telling her about the trousers and what happened in the shop. What would she write?

**Useful expressions****Complaining**

*I am writing about / to complain about ...*

*As you can imagine, ... / You will appreciate that ...*

**Diplomatic language**

*I was angry. → I was not at all happy.*

*I was angry and fed up. → I was extremely displeased and disappointed.*

**Situation A**

During a sale you bought a pair of shoes from a shoe shop. You only tried on one of the shoes. When you got home you tried on the other one. Even though it said it was the same size, it feels much bigger than the shoe you tried on, and you think that the wrong size is marked on the shoe. When you took it back to the shop, the shop assistant said they could not exchange items bought in the sale.


**Situation B**

You bought a hairdryer. The first time you used it, it got very hot and smoke started coming out. When you unplugged it, you got an electric shock. Fortunately you are OK, but you think that the hairdryer was dangerous. You want a full refund.



# 9D Advertising campaigns

## Reading and listening

- 1 Read the short biography of Roald Dahl on page 125 and explain his unusual name. Why is he famous?
- 2  CD2/18 One of Dahl's most famous books is *Charlie and the Chocolate Factory*. Listen to the summary and complete the notes.

Charlie Bucket is the (1) \_\_\_\_\_ of the story. He lives in a small house with his parents and his (2) \_\_\_\_\_ very old (3) \_\_\_\_\_. Their town is famous for its (4) \_\_\_\_\_, which is owned by Mr Willy Wonka. Charlie's family is so (5) \_\_\_\_\_ that they can only eat (6) \_\_\_\_\_ and margarine, and cabbage and (7) \_\_\_\_\_. Each year on his birthday, Charlie has a (8) \_\_\_\_\_ bar of Wonka's (9) \_\_\_\_\_. One day there is an announcement that causes a (10) \_\_\_\_\_. Inside five of the wrappers of Wonka's chocolate there are five (11) \_\_\_\_\_. The lucky winners will have a (12) \_\_\_\_\_ of the factory and chocolate for the (13) \_\_\_\_\_ of their (14) \_\_\_\_\_. The first ticket winner is Augustus Gloop, a very (15) \_\_\_\_\_ and greedy boy. The second winner is Veruca Salt, who is (16) \_\_\_\_\_ and spoilt. The third winner, Violet de Beauregard, (17) \_\_\_\_\_ all the time, and the fourth ticket is won by Mike Teavee, who is obsessed by (18) \_\_\_\_\_.

## Reading

- 3 In this extract, Charlie has some exciting news for his family. Read the extract on page 125 and answer the questions.
  - 1 What was Charlie's family doing when he got home?
  - 2 How did Charlie get the money to buy the chocolate bars?
  - 3 Where was the golden ticket?
  - 4 What was the reaction of the people in the shop?
  - 5 How did Charlie's family first react to his news?
- 4 List the stages that Grandpa Joe went through from hearing Charlie's news to celebrating his good luck.

## Vocabulary

- 5 Placing golden tickets inside chocolate bars is a form of marketing. Read the text below and match the **bold** words to the definitions.

When companies want to promote a new product, they have to organise a **marketing campaign** to go with it. You need to choose a good name for your product and a short, memorable **slogan**. You can even ask a composer to write a **jingle** that will stick in people's minds. Then you can put posters on the underground or on huge **billboards**. You can hire somebody to give out **flyers** on the street.

A TV **commercial** is an effective, but expensive way of reaching a mass audience, or you can **sponsor** a sporting event. A clear **logo** can help to create your **brand image**.

- 1 a symbol that represents your company
- 2 to advertise a product
- 3 to support an event by providing money and help
- 4 a short, memorable saying that describes your product
- 5 an advertisement on television
- 6 all the different activities businesses use to encourage people to buy a product
- 7 a very big noticeboard where you stick posters
- 8 a short song or piece of music that goes with the product or business
- 9 the feelings and picture in people's minds when they think about your company
- 10 a sheet of paper with the information about your business or product

## Speaking



- 6 Do you think these promotions are a good idea
  - for companies?
  - for customers?
 Is it fair to encourage people to consume more than they really need?
- 7 Look again at page 119, exercise 10. Working with the same partner, think about an advertisement, slogan and logo for your shop. Plan your marketing campaign.





## Roald Dahl – biography

(1916–1990) is one of the most popular authors of books for young people. He was born in Wales, but his parents were Norwegian. He was an airman in the Second World War and was badly wounded. Afterwards he became a writer. He is famous for his short stories for adults and his stories for younger readers such as *James and the Giant Peach*, *Charlie and the Chocolate Factory*, *The BFG* (Big Friendly Giant) and *Matilda*. All of these stories have been made into films.



Roald Dahl

## The Golden Ticket

Charlie burst through the front door shouting 'Mother! Mother! Mother!' Mrs Bucket was in the old grandparents' room, serving them their evening soup. 'Mother!' yelled Charlie, rushing in on them like a hurricane. 'Look! I've got it! Look, Mother, look! The last Golden Ticket! It's mine. I found some money in the street and I bought two bars of chocolate and the second one had the Golden Ticket and there were crowds of people all around me wanting to see it and the shopkeeper rescued me and I ran all the way home and here I am! IT'S THE FIFTH GOLDEN TICKET, MOTHER, AND I'VE FOUND IT!'

Mrs Bucket simply stood and stared, while the four old grandparents, who were sitting up in bed balancing large bowls of soup on their laps, all dropped their spoons with a clatter and froze against their pillows.

For about ten seconds there was absolute silence in the room. Nobody dared to speak or move. It was a magic moment.

Then, very softly, Grandpa Joe said, 'You're pulling our legs, Charlie, aren't you? You're having a little joke?' 'I am *not*!' cried Charlie, rushing up to the bed and holding out the large and beautiful Golden Ticket for him to see. Grandpa Joe leaned forward and took a close look, his nose almost touching the ticket. The others watched him, waiting for the verdict.

Then very slowly, with a slow and marvellous grin spreading all over his face, Grandpa Joe lifted his head and looked straight at Charlie. The colour was rushing to his cheeks, and his eyes were wide open, shining with joy, and in the centre, in the black pupil, a little spark of wild excitement was slowly dancing. Then the old man took a deep breath, and suddenly, with no warning whatsoever, an explosion seemed to take place inside him. He threw up his arms and yelled 'Yippeeeeeeee!'

And at the same time, his long bony body rose up out of the bed and his bowl of soup went flying into the face of Grandma Josephine, and in one fantastic leap, this old fellow of ninety-six and a half, who hadn't been out of bed these last twenty years, jumped on to the floor and started doing a dance of victory in his pyjamas.

'He threw up his arms and yelled 'Yippeeeeeeee!'





# 9E Making a purchase



## Listening and speaking

### 1 Describe the picture and answer the questions.

- 1 Why do you think the man in the picture is smiling?
- 2 How good are you at negotiating? Why do you think so?

### 2 CD2/19 Vanessa wants to buy a new laptop computer. Listen and answer the questions.

- 1 Does she get a discount?
- 2 What deal does she make with the salesman?

### 3 CD2/19 Listen again and fill the gaps.

S = Salesman, V = Vanessa

S Hello. Can I help you?

V Yes, I'm interested in this Conrux laptop. But is €499 (1) \_\_\_\_\_?

S Well, it's the latest model so I can't (2) \_\_\_\_\_, but I (3) \_\_\_\_\_ you an extra battery worth €60. How (4) \_\_\_\_\_?

V Mm ... is (5) \_\_\_\_\_ you can do?

S I'm afraid so. But (6) \_\_\_\_\_ cash I (7) \_\_\_\_\_ you an extra year's guarantee.

V OK, that sounds fair enough, (8) \_\_\_\_\_ right away with the cash.

### 4 An elderly person doesn't know how to operate a cash machine. He is asking Dave for help. Put their conversation in the correct order.

D = Dave, E = Elderly man

- D That's right. And you select how much cash you want. Well done. Now take your card out and finally take your money. Don't forget your receipt!
- D You're welcome.
- E Excuse me but I'm not sure how to operate this machine. Could you help me?
- E Like this?
- E Thanks very much!
- D No problem. Well, first of all put your card into the machine. Now you type in your PIN number – I promise I won't look – and press 'Enter'. Good, now choose what you want to do by pushing one of these buttons.

For the script of this dialogue, go to the Workbook listening script section.

### 5 CD2/20 Listen and check your answers. Note down any expressions you think are useful. List the words and expressions that Dave uses to order his instructions.

### 6 Work in pairs. Student A go to page 192. Student B go to page 194.



# Review

## Vocabulary

- 1 Complete the sentences about different types of shop with words from the box.

chain store street market  
department store corner shop  
online shopping shopping mall

- I do a lot of \_\_\_\_\_ . A credit card and a click of the mouse are all you need.
- If you go to the \_\_\_\_\_ towards the end of the morning, you can buy some really cheap fruit and vegetables.
- I'm going to buy some milk from the \_\_\_\_\_ at the end of the street.
- I love going to the \_\_\_\_\_ because all the shops are under one roof.
- There is a branch of this \_\_\_\_\_ in every town.
- It's probably the most famous \_\_\_\_\_ in the world, where you can buy everything you can imagine.

## Grammar

- 2 Continue the 'logic chain' by writing sentences with the second conditional.

- If we stop buying things / factories have to stop making them  
Example: *If we stopped buying things, factories would have to stop making them.*
- If factories stop making goods / shops have nothing to sell
- If shops have nothing to sell / they have to close down
- If shops and factories close down / people lose their jobs
- If people lose jobs / they not able to go to restaurants or have their hair cut
- If nobody work any more / we not able to buy food and necessities

- 3 Decide where *too*, *very* and *enough* belong in these sentences.

- These trousers are much tight.
- You're not old to wear make-up, Jenny.
- We were pleased to see you again.
- Sorry to keep you waiting.
- Have you had to eat?
- This skirt is expensive, but I'm going to buy it anyway.

## Functions

- 4 Beate is in an electrical goods shop. Complete her conversation with the salesman with the words and phrases from the box.

you bought it just for today would be so  
you would be one of isn't it  
you can unlock it if you slide your finger  
how much would this cost me  
how does it download all your favourite  
I'll let you have it could give you  
that's so cool far too expensive

S = Salesman, B = Beate

- S I see you're looking at the brand new Delta phone. It's beautiful, (1) \_\_\_\_\_?
- B Mm, yes, so (2) \_\_\_\_\_ work?
- S Well, (3) \_\_\_\_\_ across the screen (4) \_\_\_\_\_.
- B Wow, (5) \_\_\_\_\_! And there are lots of icons!
- S This one's for email, and this one's for the Internet. It's even a camera and music player. You can (6) \_\_\_\_\_ songs.
- B That's amazing. So (7) \_\_\_\_\_?
- S Well, it's just €300. But just think! (8) \_\_\_\_\_ the first to have one. Your friends (9) \_\_\_\_\_ jealous.
- B But three hundred euros! That's (10) \_\_\_\_\_.
- S But if (11) \_\_\_\_\_ today, I (12) \_\_\_\_\_ a fifty euro discount.
- B That sounds interesting.
- S And if you sign up to our phone operator, (13) \_\_\_\_\_ for just €99! But this is a special offer, (14) \_\_\_\_\_.
- B Wow. Let me ask my dad – he's paying!

## Now I can ...

- buy things and make a complaint in a shop.
- talk about shopping and advertising.
- write a letter of complaint.
- use the second conditional.
- use *too* and *enough* with adjectives.



**ZAKUPY (SHOPPING)**

**afford** pozwolić sobie (np. na zakup)  
**basic necessities** artykuły pierwszej potrzeby  
**biodegradable shopping bags / eco-bags** torby z tworzywa biodegradowalnego / torby ekologiczne  
 a **brand** marka  
**bring / take something back** zwrócić coś do sklepu  
**buy something in the sales** kupić coś na wyprzedży  
 a **changing / fitting room** przymierzalnia  
**complain** złożyć skargę / zareklamować, a **complaint** reklamacja  
**consume** konsumować, a **consumer** konsument/ka, **consumerism** konsumpcjonizm  
 a **customer / a client** klient  
**designer jeans** markowe dżinsy  
 a **dummy** manekin  
 an **escalator** schody ruchome  
**exchange something for something** wymienić coś na coś  
**go / do (the) shopping** pójść na / robić zakupy  
**groceries** produkty spożywcze  
**in / out of stock** na składzie / wyczerpany zapas  
**mail order** sprzedaż wysyłkowa  
 a **manual** instrukcja obsługi  
**manufacture** produkować, a **manufacturer** producent  
**online / e-shopping** zakupy przez Internet  
 the **price tag** metka z ceną  
**purchase** 1 kupić 2 zakup  
**queue** 1 stać w kolejce 2 kolejka  
**second-hand (furniture)** (meble) z „drugiej ręki” / używane  
**self-service** samoobsługa  
 the **service industry** przemysł związany z usługami  
 a **shopper** kupujący  
 the **shop window / a display** wystawa sklepowa, **on display** na wystawie  
 the **size** rozmiar  
**specialised staff** wyspecjalizowany personel  
 a **stall** stoisko, stragan  
**suit, match, fit** pasować do (upodobań, innych ubrań / koloru oczu, figury)

**supply** 1 dostarczyć 2 dostawa  
 a **trolley** wózek (na zakupy)  
**try something on** przymierzyć coś  
 an **up-to-date / the latest model** najnowszy model  
 a **wide range of goods** duży wybór towarów  
**window shopping** oglądanie wystaw sklepowych

**MIJESCA ZAKUPÓW (WHERE YOU DO THE SHOPPING)**

a **boutique** butik  
 a **branch** filia, oddział (sklepu)  
 a **chain store** sklep należący do sieci sklepów  
 a **corner shop** pobliski sklepik  
 a **department store** dom handlowy  
**different sections** różne działy  
 a **family-run shop** sklep prowadzony przez rodzinę  
 a **shopping centre / mall** centrum handlowe  
 a **street / flea market** uliczny / pchli targ

**USŁUGI (SERVICES)**

a **beautician's** salon piękności  
 a **detective agency** agencja detektywistyczna  
 a **dressmaker's** krawiec / krawcowa  
 a **dry cleaner's** pralnia chemiczna  
 a **hairdresser's** fryzjer/ka  
 an **insurance company** firma ubezpieczeniowa  
 a **interior decorator's** firma remontowa (dekoracji wnętrz)  
 a **lawyer's office / agency** biuro adwokackie  
 a **real-estate agency** agencja nieruchomości  
 a **watchmaker's** zegarmistrz

**PŁACENIE (PAYING)**

**accept (credit) cards** akceptować / przyjmować karty (kredytowe)  
**at a good price** w dobrej cenie  
**bargain** 1 targować się 2 okazja (coś po okazyjnej cenie)  
**cash** gotówka  
 the **cash desk / till** kasa (np. w domu towarowym)  
**change** drobne pieniądze, reszta  
 the **checkout** kasa (w supermarkecie)  
 an **extra charge** dodatkowa opłata

**for free** za darmo  
**pay by (debit) card** płacić kartą (debetową)  
**pay for something in (monthly) instalments** płacić za coś w (miesięcznych) ratach  
**pocket money** kieszonkowe  
 a **receipt** paragon  
 a **refund** zwrot pieniędzy  
**spend money (on)** wydawać pieniądze (na)

**MARKETING**

**advertise** reklamować (promować), **advertising** reklama  
 a **brochure** broszura  
 a **campaign** kampania  
 a **discount** rabat  
**encourage** zachęcić  
 a **flyer, a leaflet** ulotka  
 a **(6-month) guarantee** (sześciomiesięczna) gwarancja  
 a **jingle** dżingiel  
 the **label** etykieta, metka  
**promote** promować, lansować (produkt)  
 a **publicity stunt** chwyt reklamowy  
 a **radio spot** reklama radiowa  
 a **regular customer card / loyalty card** karta stałego klienta  
 a **slogan** hasło reklamowe  
 a **special offer** oferta specjalna, promocja  
 a **TV commercial** reklama telewizyjna  
 a **(twenty pound voucher)** talon (20-funtowy)

**OBSŁUGA AUTOMATU (OPERATING A VENDING MACHINE)**

an **ATM, a cash machine, a cashpoint** bankomat  
**choose / select the (operation / amount of money / product)** wybrać (operację / kwotę / produkt)  
**press / push the (valid / enter) button** nacisnąć przycisk (zatwierdzający)  
**put / insert a (card / coin / token) into / in the slot / machine** włożyć (kartę / monetę / żeton) do otworu / maszyny  
**take (your card / money / receipt) out** wyjąć (kartę / pieniądze / potwierdzenie)  
**type in your PIN number (Personal Identification Number)** wprowadzić PIN

**1** Wybierz z każdej grupy wyrazów jeden niepasujący do pozostałych. Znajdź wspólną nazwę dla każdej nowo utworzonej grupy.

- 1 checkout, cash till, cashpoint, pocket money
- 2 change, cash, receipt, coin
- 3 extra charge, sale, bargain, discount
- 4 voucher, brochure, leaflet, flyer
- 5 shopper, manufacturer, customer, client

**2** Wybierz ze słowniczka i ułóż we właściwej kolejności czynności związane z pobraniem pieniędzy z bankomatu. Nadaj swojej pracy formę instrukcji.

**3** Wybierz właściwe uzupełnienie zdań.

- 1 You will have to pay **in cash / by credit card** as the cash machine is out of order.
- 2 You should apply for a **loyalty / debit** card from the supermarket if you do the shopping there every day.
- 3 Sandra doesn't have a receipt because she bought the clock **at the flea market / in a hypermarket**.
- 4 My mum really enjoys the radio **spot / commercial** where the jingle is based on an Elvis song.



## OPIS ILUSTRACJI

Ważne jest, aby Twój opis ilustracji był logiczny i uporządkowany. Sugerowane są dwie metody opisywania ilustracji: od ogółu do szczegółu (najpierw miejsce, później osoba/y i czynności) lub od szczegółu do ogółu (zaczynamy od opisu osoby / osób i wykonywanych czynności, a kończymy na opisie miejsca). Postaraj się nie „przeskakiwać” z jednego opisywanego elementu na drugi, zanim nie wyczerpiesz tematu. Uporządkowany opis jest wyżej oceniany na egzaminie. Pamiętaj, że w prawidłowym opisie ilustracji pojawiają się trzy elementy:

- Opis osoby / osób lub zwierząt.
- Opis miejsca.
- Opis czynności widocznych na obrazku.

**OPIS OSOBY** uwzględnia wygląd zewnętrzny: płeć, wiek, kolor skóry - szczególnie, gdy na zdjęciu występują osoby różnych ras, wzrost, budowę ciała, kolor oczu, oraz włosy (długość, kolor itp.), a także cechy charakterystyczne: brodę, wąsy, okulary, blizny, tatuaże, itd. Nie zapomnij o opisie ubioru.

Jeśli na ilustracji jest zwierzę, podaj jego gatunek, środowisko naturalne w jakim żyje, a jeśli nie umiesz, opisz tylko jego wielkość, kształt i kolor.

**Czy powinieneś / powinnaś uwzględnić w opisie osoby / zwierzęcia wszystkie te szczegóły?**

Limit czasu na to nie pozwala. Wybierz zatem to, co jest najbardziej charakterystyczne i istotne w kontekście całej ilustracji. Możesz jednak trafić na ilustrację, gdzie poza osobą nie będzie za bardzo co opisywać i wtedy przyda Ci się umiejętność dokładnego opisu.

**1 Wykorzystaj podane niżej wyrażenia i dokonaj opisu osoby znajdującej się na pierwszym planie ilustracji na str. 130:**

Asian woman / in her twenties / fairly short / slim / straight black hair / red shirt / black trousers

**i trzymanego przez nią zwierzęcia:**

young / little / dog / soft fur / white / small ears

**OPIS MIEJSCA** to przede wszystkim nazwanie go, a następnie opisanie pierwszego i drugiego planu (tła). Warto też przy użyciu przyimków miejsca (next to, behind, itd.) określić położenie budynków, elementów krajobrazu, mebli czy sprzętów. Poza umiejscowieniem tych elementów, istotne jest też określenie ich charakteru, stylu, kształtu i materiału, z którego są zrobione. Opisuując miejsce w plenerze, nie możesz zapomnieć o określeniu pory roku, dnia czy pogody.

**2 Przy użyciu podanych wyrazów utwórz opis miejsca, przedstawionego na ilustracji w zadaniu 2 na str. 130:**

boutique or clothes shop / modern / light / beige walls / shelves / dummy / cash till / clothes

**OPIS CZYNNOŚCI** jest związany z ruchem, gestami czy mimiką twarzy. Staraj się zauważyć jak najwięcej takich czynności na ilustracji.

**3 Z podanych par wyrażeń utwórz zdania, które będą opisywały czynności wykonywane przez osoby znajdujące się na ilustracji w zadaniu 2 na str. 130. Użyj do tego czasu *present continuous*.**

a woman – smile, hold a dog  
some women – talk to each other  
a shopper – pay for the shopping

Poza opisem elementów widocznych, materialnych, oczekuje się od Ciebie również domyślania się, czyli **spekulacji** na przykład na temat: wieku, osobowości, nastroju, czy odczuć opisywanej osoby. Będziesz musiał/a też domyślać się relacji między osobami na ilustracji czy powodów, dla których coś się dzieje. Możesz również wydać opinię na temat samego obrazka, czyli powiedzieć, że jest ładny, ciekawy, czy też smutny i ponury. Możesz rozpocząć swoją opinię na przykład od zwrotów: I think, Maybe / Perhaps, It seems.

**4 Przyjrzyj się ilustracji na str. 130 i wyraż swoją opinię na jej temat, korzystając z następujących wyrażeń:**

nice place / friendly atmosphere / a lot of space

Zanim rozpoczniesz opisywanie ilustracji, powinieneś / powinnaś dokonać selekcji i zdecydować, którym elementom opisu poświęcić więcej miejsca, a którym mniej. Jest to niekiedy trudny wybór. Na ilustracji w **Oral Matura** znajduje się bardzo dużo szczegółów, które nie wymagają opisu, np. falbanki na bluzce, w którą ubrany jest manekin, obrazki na ścianach sklepu, czy rodzaj oświetlenia. Możesz opisać te elementy, żeby wykazać się bogatym zasobem słów. Pamiętaj jednak, że czas egzaminu jest ograniczony.

**5 Znajdź 9 szczegółów różniących poniższy opis z tym, co widać na ilustracji na str. 130:**

The picture shows some women in a boutique, which is quite modern and full of light. The walls are beige and on the floor at the front there is a red carpet.

In the background on the right-hand side, I can see a dummy dressed in a red blouse and black skirt. Behind, I can see various bags on simple shelves, hangers and dummies.

On the right there is a counter with some clothes, and in front of it a cash till.

Between the two rows of the shelves, in the centre of the picture I can see an Asian woman in her sixties, who has curly black hair. She looks similar to the dummy which is behind her as she is wearing a red shirt and black trousers. The woman is smiling and holding a little white cat in her arms.

In the foreground there are two other women: a shop assistant and a customer, who is probably paying for her shopping now. They are talking to each other.

The atmosphere in the shop seems friendly and I think it would be nice to do your shopping there.



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Twój współlokator / Twoja współlokatorka informuje Cię, że wybiera się na zakupy.

- Dowiedz się, co ma zamiar kupić.
- Wyjaśnij, gdzie ostatnio kupiłeś/aś Wasze ulubione ciasteczka.
- Przypomnij o zabranii dużej torby ekologicznej.  
(rozmowę rozpoczyna egzaminujący)

### B. Relacjonowanie wydarzeń

Spotkało Cię niemiłe zdarzenie, gdy w czasie pobytu w Londynie chciałeś/aś zareklamować w sklepie wadliwy produkt. Opowiadasz o tym znajomej Angielce.

- Powiedz, kiedy zauważyłeś/aś, że produkt jest wadliwy.
- Opowiedz o tym, jak zareagowała na Twoją reklamację ekspedientka.
- Wspomnij o konsekwencjach tego zdarzenia.  
(rozmowę rozpoczyna zdający)

### C. Negocjowanie

Jesteś na wakacjach w USA. Twój gospodarze robią większość zakupów w hipermarketach. Próbujesz wpłynąć na ich poglądy.

- Wyraż swoją opinię na temat robienia zakupów w takich sklepach.
- Odrzuć grzecznie argumenty gospodarzy, uzasadniając swoje zdanie.
- Zauważ, jakie skutki w przyszłości może mieć postępowanie Twoich gospodarzy.  
(rozmowę rozpoczyna zdający)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Is the woman in red working or shopping here? Why do you think so?
- 2 Do you like buying clothes in shops like this? Why? / Why not?





# Food

## In this module you will learn

- **Communication:** talking about food, recipes and menus, at a restaurant
- **Vocabulary:** food
- **Reading and Listening:** regional dishes, Burns' Night
- **Writing:** a recipe
- **Grammar:** present perfect with *for* and *since*, causative *have*

## Let's get started

1 Describe the picture and answer the questions.

- 1 Why do you think the man is eating the insects?
- 2 Do you like trying exotic food? Why?

## Vocabulary

2 Read about the Waldorf Astoria Explorer Club's dinner in New York. Would you like to attend?

Each year the Waldorf Astoria hotel welcomes people to the Explorer Club's dinner. The food is not the kind of thing you would find in a normal restaurant. There are a lot of unusual **dishes** on the menu. They are prepared by the hotel's top **chefs** who usually prepare French or other **cuisine**. For them it is a challenge to work with unusual **ingredients** such as scorpions, tarantulas and cockroaches. Fortunately, guests aren't expected to eat them **raw**, so they are cooked. There are different **courses**, beginning with **starters** such as deep **fried** tarantula and crispy cockroaches, followed by **main dishes** that include alligator! Something that is a **delicacy** in one country or culture can seem disgusting in another. Adventurous guests are often pleasantly surprised as they find how **tasty** the food is. All the same, not many ask for the **recipe**!

3 Match the words in **bold** to the definitions.

- 1 delicious
- 2 not cooked
- 3 the cooking of a country
- 4 the things we cook
- 5 a list of food and set of instructions for cooking
- 6 something special to eat
- 7 the stages of a meal
- 8 the largest stage of a meal
- 9 a separate plate of food that is part of a meal
- 10 a top cook
- 11 what we begin a meal with
- 12 cooked in oil



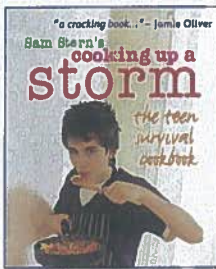
# 10A Teenage chef

## Reading

1 Look at the cover of the book and answer the questions.

- 1 What kind of book is it?
- 2 Who is it by?
- 3 Who is the book for?

2 Is this the kind of book you would like as a present? Why?



3 Before you read about Sam Stern, the teenage chef, discuss what the following are:

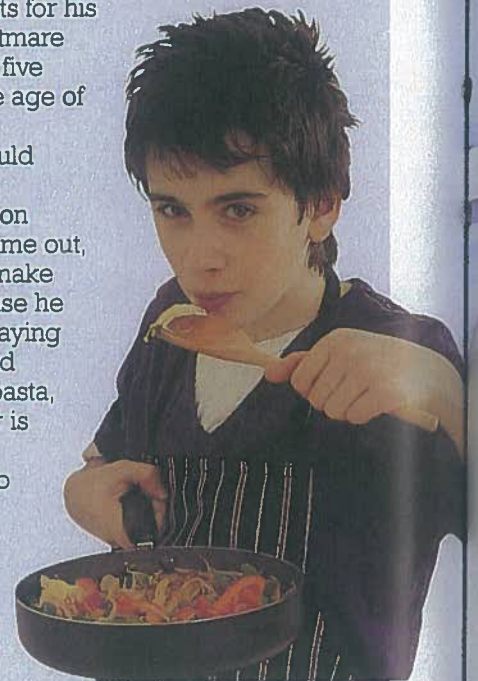
- fast food
- takeaways
- ready meals

4 Read the article and answer the questions.

- 1 When did Sam start cooking?
- 2 Who helped Sam with *Cooking up a Storm*?
- 3 Why was Sam's mum surprised?
- 4 Why hasn't he had his own TV series?
- 5 What other hobbies does Sam have?
- 6 What project is he currently working on?
- 7 What does Sam's mum find shocking?
- 8 What is the aim of Sam's latest book?

## Teenage chef Sam Stern has cooked for more than 14 years and doesn't get scared easily in the kitchen

He has just finished off mixing the ingredients for his sister Polly's wedding cake. 'It will be a nightmare to decorate,' he says. Sam is the youngest of five children. He has been a keen cook since the age of four. His mother helped him write his first book *Cooking up a Storm*. She thought it would sell about ten copies. In fact people all over the world have bought more than half a million copies since it appeared. When the book came out, Sam received offers from TV companies to make his own series. He turned them down because he wanted to concentrate on his schoolwork, playing football and cooking. His latest book is based around his friends' favourite ingredients of pasta, cheese, tomatoes and chocolate. His mother is shocked that so many people appear to live off ready meals and takeaways. Sam wants to improve the eating habits of schoolchildren. He has come up with recipes so that families can eat more healthily. The idea is to encourage families to have a meal they have cooked together at least once a week.



## Speaking

5 In groups or as a class, discuss these questions.

- 1 Was Sam right to turn down offers from TV companies?
- 2 How important do you think it is for teenagers to learn how to cook?
- 3 Who make better cooks – boys or girls?
- 4 Who is responsible for preparing meals in your family?
- 5 How important is it for families to eat together?
- 6 How much do you depend on ready meals and takeaways?

## Grammar: present perfect with *for* and *since*.

6 Study the sentences and answer the questions.

*He has cooked for more than fourteen years.*

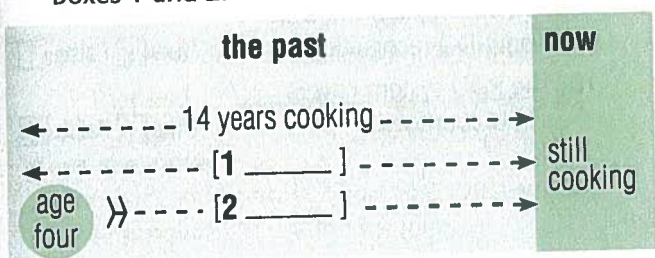
*Sam has been a keen cook since the age of four.*

- 1 When did Sam start to be interested in cooking?
- 2 Does he still cook now?
- 3 Which preposition (*for* or *since*) describes a period of time, and which one a specific date?





7 Complete the 'time line' by writing *for* or *since* in boxes 1 and 2.



8 Study the question and answer forms, then answer questions 1 and 2.

**Present perfect questions**

Has he been a cook for a long time?  
Yes, he has.

How long has he been a cook?  
Since the age of four. / For more than 14 years.

- 1 How do we make the *yes / no* question? What is the short answer?
- 2 Which question words ask about duration?

9 CD2/21 Listen to sentences a and b and answer the questions.

- a *Sam has been a keen cook since the age of four.*
- b *He has cooked for more than fourteen years.*

- 1 Where are the contractions?
- 2 How do the 'weak' forms of *for* and *been* sound?

10 CD2/22 Imagine that you are interviewing Sam. Listen and repeat the question.

*How long have you been a keen cook?*

11 Complete the interview with the present perfect and the past simple.

Y = You, S = Sam

Y How long (1) \_\_\_\_\_ (be) a cook, Sam?

S Well, I (2) \_\_\_\_\_ (cook) for more than fourteen years. I (3) \_\_\_\_\_ (start) when I was four years old.

Y That's great! (4) \_\_\_\_\_ (you write) your book on your own?

S No I didn't. My mum (5) \_\_\_\_\_ (help) me.

Y How many copies (6) \_\_\_\_\_ (sell) since it was published?

S I think sales (7) \_\_\_\_\_ (reach) half a million so far.

Y Wow! What an amazing achievement.

12 Make questions from prompts 1–3. Invent two other questions of your own.

- 1 How long / you live / this town?
- 2 How long / you know your best friend?
- 3 How long / you play your favourite sport?
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

13 Work in pairs and ask and answer the questions in 12. Where you can, create conversations by asking 'follow-up' questions.

Examples:

*How long have you lived in this town?*

*Do you like it here?*

*Would you like to live somewhere else?*

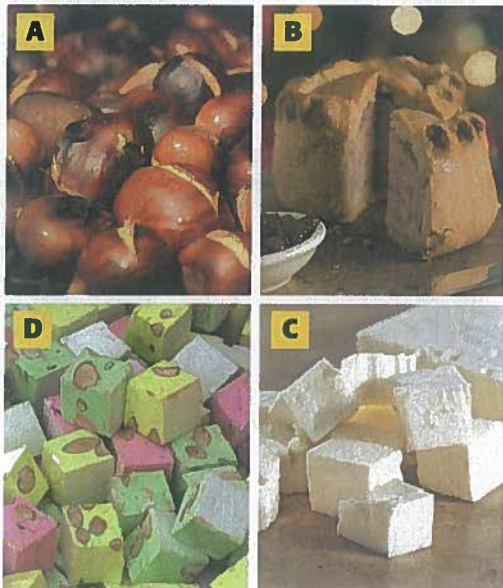


# 10B Slow food

## Reading

1 Read the text 'Protecting the name' and answer the questions.

1 Identify these products and their country of origin.



2 What is PDO recognition?

3 Which two countries have registered the most products?

## Protecting the name

Heritage isn't just about the places, culture and traditions of a country – it's also to do with what we eat and drink. In 1993 the EU set up the PDO system that gives particular places the exclusive right to give their name to a product. PDO stands for Product of Designated Origin. The principle behind the PDO system was borrowed from France's way of classifying wines from different regions. In practice this means that you can only call a cheese 'camembert de Normandie' if it is from there. This restriction does not apply in non-EU countries, so you can find American brie and camembert cheeses.

People who produce imitations often object when original products win recognition. For instance the Greek cheese *feta*, made from sheep's milk, is a central part of Greek

## Matura practice

2 Read the text again and decide which of the sentences given are true and which are false. Put a cross (x) in the correct box.

- 1 Food is an important part of our European heritage. True  False
- 2 The idea behind PDO wasn't very original. True  False
- 3 Americans can still call cheese made in the US 'camembert'. True  False
- 4 Feta is only eaten raw. True  False
- 5 It took years for Greece to win its quarrel with Denmark. True  False
- 6 The Danes used to make a cheese called *apetina*. True  False
- 7 Producers within a country can object to PDO status too. True  False
- 8 Some pie-makers in Melton Mowbray went out of business. True  False
- 9 All Cornish pasty makers want PDO recognition. True  False
- 10 The PDO system covers all EU countries. True  False

salads and an essential ingredient of the delicious spinach and feta pie called *spanakopita*. Yet for many years Denmark had produced its own version of feta made from cow's milk. In 2005, Greece finally won the fight to keep the name for their own cheese. The Danish have since changed the name of theirs to *apetina*.

PDO status can cause problems within countries too. England isn't exactly famous for its food, but in 2008 the Melton Mowbray pork pie won membership of this exclusive club. Producers from the Melton Mowbray area had the pie declared a PDO. The pie is made from fresh pork surrounded by a clear jelly and in a crisp pastry casing. Only pies produced in the area around the town of Melton Mowbray can be called Melton Mowbray pork pies. This upset some other British pork pie producers who were no longer allowed to use the name. Makers of that other English delicacy, the Cornish pasty, have mixed feelings about recognition, depending on where they are based.

It may come as no surprise to learn that Italy and France have more products on the PDO list than any other country – France has registered 42 cheeses. PDO status doesn't just cover dairy products. One of Spain's greatest delicacies is its *turrón* – a sweet made from almonds, honey and egg whites. *Turrón* from the town of Alicante has PDO status. *Castanha de Marvão* – Portuguese chestnuts – and salami from Szeged in Hungary are two further products that have won PDO recognition. This shows that, while a Europe of 27 countries is huge, a unique product from a smaller EU member can protect its identity.

A mixture of meat and vegetables inside a pastry case. Original pasties come from Cornwall, in south-west England.



### Grammar: causative *have* (*have something done*)

#### 3 Study the sentence and answer the questions.

Producers from the Melton Mowbray area had the pie declared a PDO.

- 1 Did the producers declare the pie a PDO?
- 2 Did someone else declare the pie a PDO?
- 3 Who wanted / caused this to happen?

#### 4 Study the structure of the example sentence, then complete the second sentence of 1–3 using 'causative *have*'.

Producers from the Melton Mowbray area **had** the pie declared a PDO.

Someone + form of **have** + something / someone + past participle

- 1 A cook made Pamela's wedding cake.  
Pamela had \_\_\_\_\_.
- 2 A photographer took the author's picture for the book cover.  
The author had \_\_\_\_\_.
- 3 A chef made the Thanksgiving dinner for them.  
They had \_\_\_\_\_.


#### Causative *have*

We do not contract *have* / *had* when we use 'causative *have*'. We use the full form:

*They had the pie declared a PDO.*

➔ See Grammar Reference, page 200.

### Listening

- 5 Sophie is visiting her cousin Jędrrek in Zakopane. He is introducing her to *oscypek* cheese. What do you know about it? Do you like it?
- 6  **CD2/23** Listen to their conversation and complete the details.

Name:

Geographical origin:

Tradition:

Type of milk:

Production method:

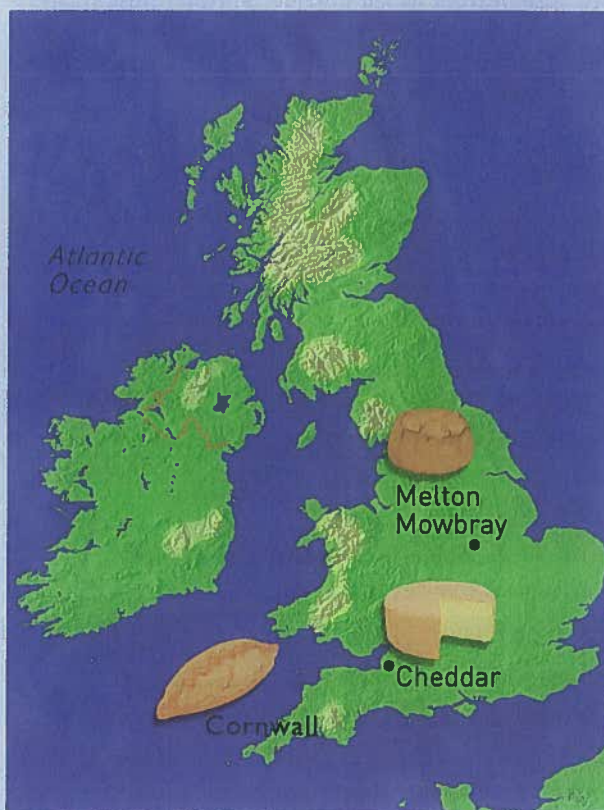
- 7 Work in pairs or groups. Choose another famous product from Poland. Make sure it is different from the product chosen by the other groups. Make notes about ...

- its name / history.
- its ingredients.
- the manufacturing process.



### Project

Look at the map of some English special foods and produce a similar map for Poland.





# 10C Exotic tastes

## Listening and speaking

### 1 How often do you eat ...

- in the school canteen?
- in a fast-food restaurant?
- traditional 'street food'?
- in an expensive restaurant?

### 2 Where do you like to eat on a special occasion?

### 3 CD2/24 Hazel is backpacking in Vietnam. She is going to have some typical Vietnamese 'street food' with her friend My Hanh. Listen to their conversation and answer the questions.

- 1 What kind of meat is in the soup *pho*?
- 2 What can you order *mi xao* noodles with?
- 3 What is the main ingredient of *cha ca*?
- 4 What meat is cooked with lemon leaves and ginger?
- 5 What do My Hanh and Hazel decide to order?

### 4 CD2/24 Listen again and complete the conversation.

M = My Hanh, H = Hazel

M Let's stop here.

H Wow, yes. It all \_\_\_\_\_, and it \_\_\_\_\_.

M Yeah. I often come here. So what \_\_\_\_\_ to eat?

H Well, what \_\_\_\_\_?

M Well, \_\_\_\_\_ There is *pho*. That's a soup with noodles – it's served with beef or chicken.

H Mm, \_\_\_\_\_. How is the beef cooked? I don't like it rare.

M Don't worry, it's well done. And there's *mi xao*. \_\_\_\_\_ crispy noodles \_\_\_\_\_ meat, seafood and vegetables. You \_\_\_\_\_ *cha ca*.

H *Cha ca*. \_\_\_\_\_?

M Well it's made of fish, peanuts, onions and herbs, mixed and fried into a patty shape.

H Mm, you're making \_\_\_\_\_.

M Or if you want to be adventurous, \_\_\_\_\_ snail with lemon leaves and ginger.

H Mm, I'm not \_\_\_\_\_ snails. But there's so much to choose from – I can't \_\_\_\_\_.

M Well, we're both hungry, so \_\_\_\_\_ a selection of dishes and share?

H Yeah, that sounds great!

- ### 5 Think of the different kinds of street food that you can have in Poland. Decide how you can describe them to a foreign visitor. What kind of Polish food would be successful street food? Create a conversation between you and a visitor.

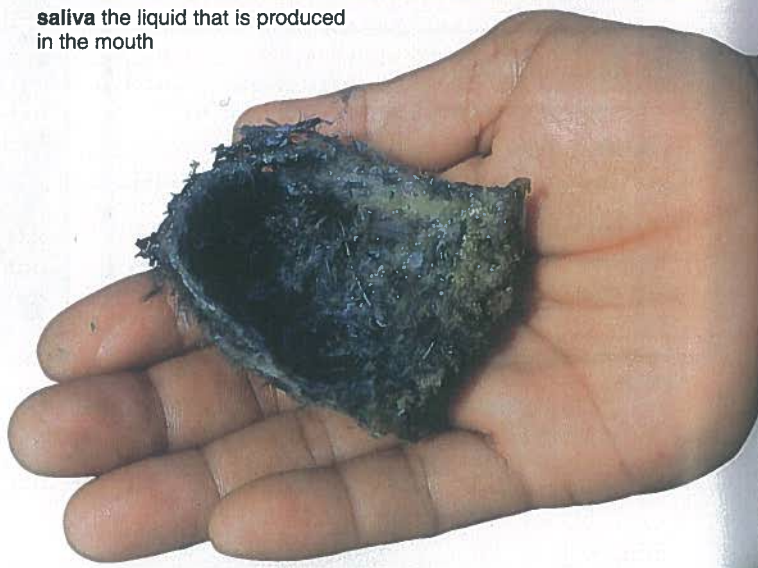
## Writing: a recipe

### 6 Read about bird's nest soup below and answer the questions.

- 1 What are these birds' nests made of?
- 2 Where are they found?
- 3 Would you like to try bird's nest soup?

**B**ird's nest soup, a Chinese delicacy, is actually made from birds' nests, an essential ingredient. The nests are made of saliva\*. They are rubbery, and are most often found on cave walls in the Philippines, as well as in Thailand, Myanmar (Burma), Malaysia and Vietnam. Men have risked their lives collecting the nests for over a thousand years.

**saliva** the liquid that is produced in the mouth





**7** You are going to find out how to make bird's nest soup. Read the list of ingredients. Where could you find them?



Bird's nest soup

**Ingredients**

100 grams of dried birds' nests	ham
6 cups of chicken stock	2 egg whites
corn starch (maize flour)	2 green onions
1 large chicken breast	salt

25

**Vocabulary**

**8** Match the different ways of cooking to the definitions.

- 1  fry      3  boil      5  roast  
 2  grill      4  bake

- a to cook in the oven (for bread, cakes, etc.)  
 b to cook directly under a hot flame  
 c to cook in the oven with a little oil or fat  
 d to cook in water  
 e to cook in oil or butter on top of the oven

**9** **CD2/25** We use a lot of action verbs when we cook. Read and listen to the verbs and mime the actions.



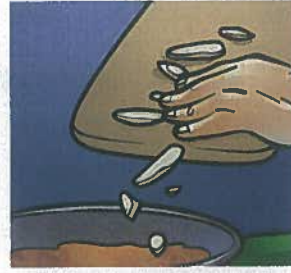
a stir



c slice



e drain



g add



b chop



d mix



f pour



h sprinkle

**10** Work in pairs. Take it in turns to mime the action. Your partner has to say what you're doing.

**11** Create the recipe by putting sentences a-j in the correct order.

- a  While this is cooking, beat the egg whites with a fork and mix with the chicken.
- b  Next, take out feathers, and any pieces of wood.
- c  Pour it into a serving bowl and decorate it with the ham and onion.
- d  The following day, drain and wash them with fresh water.
- e  Afterwards, boil the chicken stock and add the bird's nest, and cook gently for 30 minutes.
- f  Put the soup back on the heat.
- g  First of all, put the bird's nests in cold water overnight.
- h  When the soup has boiled again it is ready to serve.
- i  Then take the chicken and chop it into very small pieces.
- j  At the end of half an hour, slowly add the mixture to the soup. This will cool it down.


**12** Underline the words and expressions that are used to put the recipe in order.

**13** Work in pairs or groups. Select a traditional recipe from your country. Make a list of ingredients, then write the different steps for making the dish.




# 10D The food and the festival

## Listening and reading

1  **CD2/26** *Babelphile*, a magazine for language learners, ran a competition for an essay on the topic of food and culture. The winning entry was by Eliana Romano, an Erasmus student from Bologna, who spent a year at St Andrews University in Scotland. Listen to the introduction to her essay and complete the notes.

**R**obert Burns is considered to be Scotland's \_\_\_\_\_ He was born on \_\_\_\_\_ 25th \_\_\_\_\_. Burns' Night is held on the anniversary of his birthday. He came from a \_\_\_\_\_ family. He didn't have much formal education and \_\_\_\_\_ himself. He collected \_\_\_\_\_ and wrote \_\_\_\_\_ and \_\_\_\_\_. His most famous poem is 'Tam O'Shanter', which is about a man who is chased by \_\_\_\_\_. He supported the \_\_\_\_\_ revolution. He died a poor man when he was just \_\_\_\_\_ years old.



2 Read the article about Burns' Night on page 139 and complete the menu, then answer the questions.

- 1 What do you think of the menu? Would you like to try everything on it?
- 2 Is there anything in Poland similar to haggis?


<i>Starter</i>	_____ _____
<i>Main course</i>	_____ _____ _____
<i>Dessert</i>	_____ _____

3 Put the events of the evening a–k into the correct order.

- |   |   |
|---|---|
| a <input type="checkbox"/> toast to the men | g <input type="checkbox"/> poem about the haggis      |
| b <input type="checkbox"/> speeches         | h <input type="checkbox"/> Bryan cuts into the haggis |
| c <input type="checkbox"/> Auld lang syne   | i <input checked="" type="checkbox"/> dance display   |
| d <input type="checkbox"/> toast to Burns   | j <input type="checkbox"/> arrival of the haggis      |
| e <input type="checkbox"/> bagpiper         | k <input type="checkbox"/> toast to the ladies        |
| f <input type="checkbox"/> say grace        |   |

4 Read the poem 'In Praise of Haggis'. How does the writer feel about haggis?

**In Praise of Haggis**  
**Haggis** is my favourite dish  
 It satisfies my every wish  
 My **grandmother's** recipe can't be beaten  
 Her **haggis** is the best I've eaten  
**Lungs and liver** are the main ingredients  
 For a perfect culinary experience  
**Chop and mix** them – don't be in haste  
 The more care you take the better the taste  
 Add some **spices** to adjust the flavour  
 For later it'll be the better to savour  
**Boiled slowly in a pan** is how it's best prepared  
 Make sure there's enough so it can be shared  
**Neeps and potatoes** are the ideal accompaniment  
 And pay the **haggis** a perfect compliment  
 For me it beats **French** cuisine  
**A more delicious** dish there has never been  
**Bagpipe** music sets the mood  
 To best enjoy this **sublime** food.  
 And **Burns' night** is the ideal time of year  
 So make sure you keep your diary clear  
 Let's drink to **haggis** that we love most.  
 So, raise your glasses, and have a toast



5 Read the poem again and answer the questions.

- 1 When is the best time to eat it?
- 2 What are the main things in it?
- 3 How do you cook it?
- 4 Who makes the best haggis?
- 5 What should you eat with it?

6 Work in pairs. Choose a food and change the words in **bold** to create your own poem!

### Project

You want to produce a magazine article about an event in Poland where food plays a part. Work in groups. Choose one of the following events.

- Easter Breakfast
- Dożynki Harvest Festival
- Baked Potato Festival
- Shrove Tuesday

Describe ...

- the background to the event / its history
- famous people associated with the event
- food / drink / clothes
- the different stages of the event



Watch a video about an unusual food festival in Thailand. Turn to page 177.



# Burns' Night

The Burns' Night celebration I attended was held in the dining room of a farm house near the famous golf course at St Andrews. Our hosts the McDougals and their fifteen guests were smartly dressed – some of the men wore kilts and the ladies wore evening dress. Before the meal, Mr and Mrs McDougal's children and nephews and nieces performed some traditional Scottish dances. Then we sat down to eat at the long, beautifully decorated table. Someone said grace (a prayer at the beginning of the meal) and then we had soup made from chicken, leeks and potato. Everyone was waiting for the main event – the arrival of the haggis.

Before I go any further, I should probably say something about haggis. If you have a delicate stomach then this is the time to stop reading, OK? Haggis is made from the stomach of a sheep which is then filled with its chopped up heart, lungs and liver. Don't say that I didn't warn you! There are herbs and spices and various other things that go into it. It is then boiled slowly for a long time.

A friend of the family came in playing the bagpipes, then our host brought in the haggis on a plate. Bryan McFarlane, a teacher, recited Burns's famous poem about the haggis. He said something about it being the 'great chieftain of the puddin' race'. Then, in the middle of one verse, he took a knife and cut open the haggis. The air was filled with its wonderful smell. It was served with mashed potatoes and a yellow vegetable the Scots call 'neeps'. Everyone drank a toast to Burns and started to eat what was on their plates. The haggis tasted delicious, but it's probably best not to think about its ingredients.



A haggis



'Piping in' the haggis

There was a toast to the ladies, and another to the gentlemen. Afterwards people read and recited more of the poet's work or gave speeches about what Burns meant to them. The meal ended with *cranachan*, an absolutely heavenly dessert made from oatmeal, honey, cream

and raspberries. Finally, at the end of the very long evening everyone stood up, linked arms and sang a song that is known all around the world. Here are just the opening words and the chorus. I am sure that you know how the music goes!

## **Auld lang syne (The good old days)**

*Should old acquaintance be forgot*

*And never brought to mind?*

*Should old acquaintance be forgot*

*And auld lang syne?*

CHORUS:

*For auld lang syne, my dear*

*For auld lang syne*

*We'll take a cup of kindness yet*

*For auld lang syne*

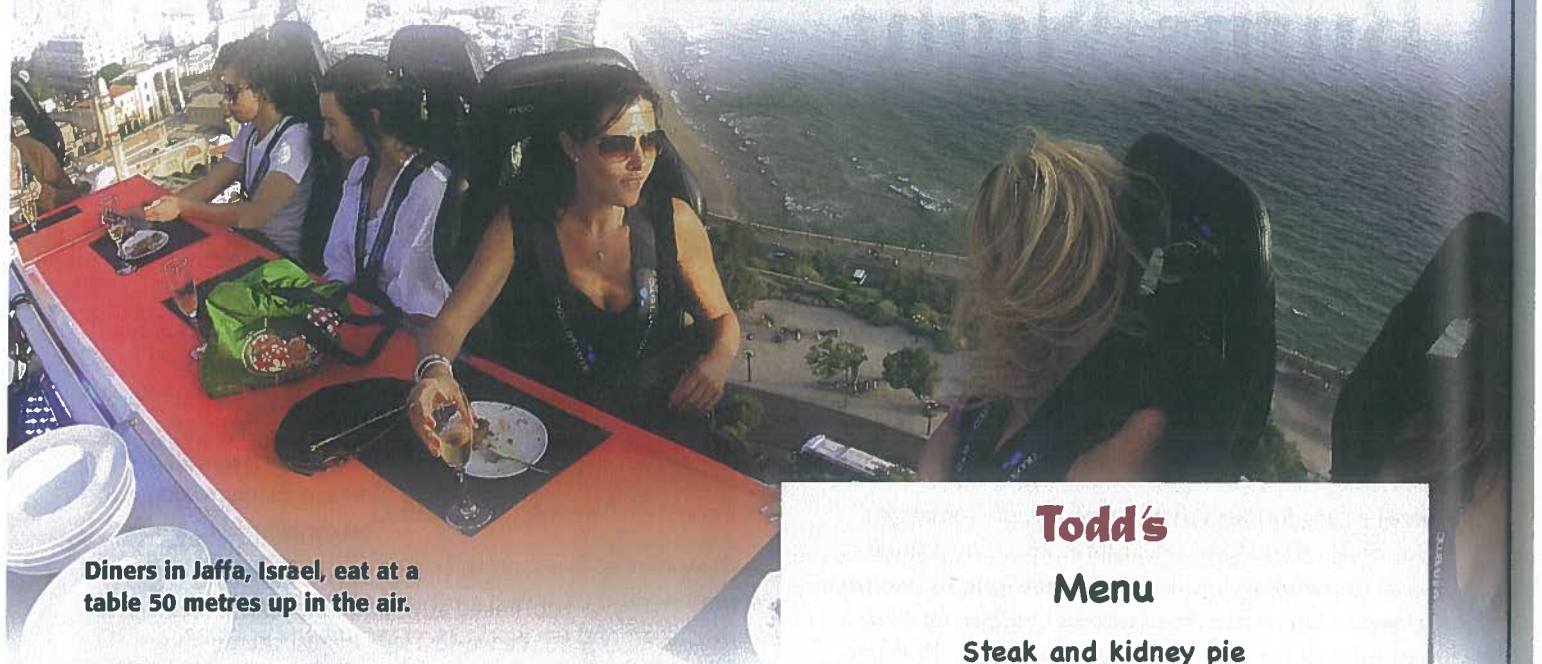
**'Everyone was waiting for the main event – the arrival of the haggis.'**

This is a song about friendship and remembering the past. People all over the English-speaking world hold hands and sing it at midnight on New Year's Eve. It was already a traditional song when Robert Burns wrote the version that most people sing now.





# 10E At a restaurant



Diners in Jaffa, Israel, eat at a table 50 metres up in the air.

## Listening and speaking

- 1 Look at the picture of an unusual restaurant. Describe the photo and answer the questions.
  - 1 Would you like to have a meal in this kind of setting? Why? / Why not?
  - 2 Would you like to be a waiter or a chef there? Why? / Why not?
- 2 CD2/27 Axel and Ingrid have gone to Todd's, a traditional English restaurant. Look at the menu on the right, then listen to their conversation with a waiter and write what he says about the first four dishes on the menu. What do Axel and Ingrid order?
- 3 CD2/27 Study the Useful expressions box then listen again. Tick (✓) the expressions you hear.

For the script of this dialogue, go to the Workbook listening script section.

- 4 Work in pairs or groups of three. One of you is a waiter / waitress in a traditional Polish restaurant. The other two are tourists. Create a roleplay based on the following menu.
  - Bigos (sauerkraut, wild mushroom, meat, sausage, prunes)
  - Kotlet schabowy (pork cutlet)
  - Łazanki (pasta, sauerkraut, wild mushrooms)
  - Pierogi (dumplings with different fillings – meat, or sauerkraut and mushrooms, or curd, or potato and onions)
  - Barszcz (beetroot soup)
  - Żurek (sour, white soup)

## Todd's Menu

- Steak and kidney pie

---

- Roast beef and Yorkshire pudding

---

- Bangers and mash

---

- Toad in the hole

---

- Melton Mowbray pork pie and salad

---

- Cornish pasty

## Useful expressions

- 1 a *Have you booked a table?*
- b *Do you have a booking?*
- 2 a *Would you like to come this way?*
- b *Come this way, please.*
- 3 a *a kind of cake*
- b *a type of cake*
- 4 a *It's similar to a pancake mixture.*
- b *It's like a pancake mixture.*
- 5 a *What do you recommend?*
- b *What would you recommend?*
- 6 a *Do you want to order now?*
- b *Are you ready to order?*
- 7 a *I think I'll go for the ...*
- b *I think I'll have the ...*
- 8 a *I'm going to try the ...*
- b *I think I'd like to try the ...*
- 9 a *And to drink?*
- b *Anything to drink?*



# Review

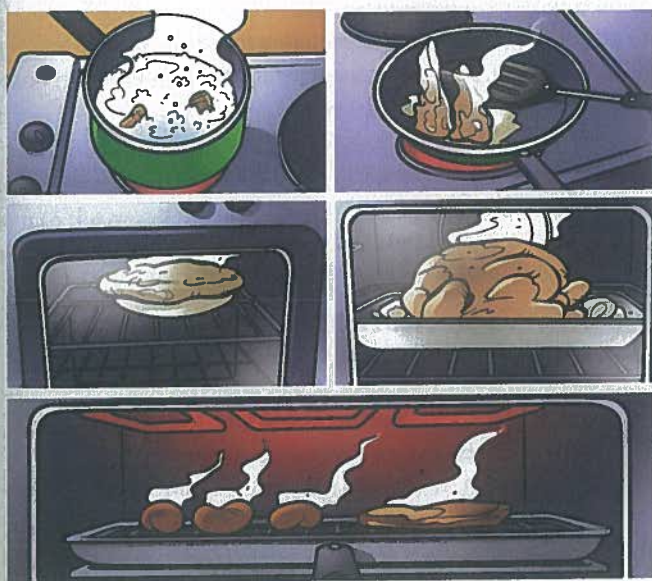
## Vocabulary

### 1 Choose the right word to complete the sentences.

- Every evening they eat a three-course / starter meal.
- This is delicious. Can you give me the receipt / recipe? I'd love to make it myself.
- He's our best chiefs / chef – his cuisine / kitchen is world-famous.
- What's your favourite plate / dish?
- My favourite desert / dessert is raspberries and meringues with fresh cream.
- Is your boyfriend a good cook / cooker?
- That was a delicious meal. Could we have the menu / bill please?

### 2 Match the different ways of cooking to the pictures.

boil roast bake grill fry



- B (5) I / go / more than thirty, but (6) we / be / in Adelaide since 2003, which is when my son Ben was born. (7) We all / go / to Indonesia for a family holiday last year, where (8) we / eat / some delicious and unusual food.
- I (9) How many books / you write?
- B (10) Well, I / write / about six myself, but (11) I / edit another dozen or so.
- I I see. And what are you doing now?
- B Well, recently (12) I / finish / a guide to the cuisine of South-East Asia. (13) It start / just with Thailand, but since then (14) it / grow to include the whole region.
- I So tell me, Belinda, (15) what / worst thing / you ever eat?
- B That's difficult to say, (16) I / eat / all sorts of terrible things in the past ten years. Sometimes it's best not to think too much about the ingredients!

## Functions

### 4 Who says what? Write W for waiter or C for customer.

- Are you ready to order?
- The roast lamb with blackcurrant jelly is very good.
- And for the main course?
- If you'd like to follow me, there's a table by the window.
- Could I have a table for two please?
- I think I'll start with the onion soup.
- What would you like to drink?
- Could I have the bill, please?
- Good evening, sir, madam.
- What would you recommend?
- Would you like to look at the dessert menu?
- Just a bottle of sparkling mineral water, please.

### 5 Put the statements and questions in order as they would happen during the meal.

#### Now I can ...

- talk about food, recipes and menus.
- write a recipe.
- use the present perfect with *since* and *for*.
- use the causative *have*.

## Grammar

### 3 Belinda Ferguson is a travel journalist who writes books about cooking around the world. Complete the interview by changing the verbs into the present perfect simple or the simple past.

I = Interviewer, B = Belinda

- I How (1) long / you be / a food journalist?
- B (2) I / be / one / ten years. (3) I / start at university where I write / articles for a student magazine.
- I (4) How many countries / you visit / since you / start?



**SKŁADNIKI POTRAW (INGREDIENTS)**

**MIĘSO I RYBY (MEAT and FISH)**

- beef wołowina
- carp karp
- chicken breast pierś kurczaka
- cod dorsz
- herring śledź
- pork wieprzowina
- poultry drób
- salmon łosoś
- tuna tuńczyk

**OWOCE I WARZYWA (FRUIT AND VEGETABLES)**

- beetroot burak
- broccoli brokuły
- celery seler
- chives szczypiorek
- dill koperek
- garlic czosnek
- leek por
- lettuce sałata
- parsley pietruszka, natka pietruszki
- prunes suszone śliwki
- sauerkraut kiszona kapusta

**INNE**

- breadcrumbs bułka tarta
- cream śmietana
- egg white / yolk białko / żółtko
- fat tłuszcz
- flour mąka
- herbs zioła
- mayonnaise majonez
- pasta makaron
- spices / seasoning przyprawy
- wild mushrooms grzyby
- yeast drożdże

**PRZYGOTOWANIE POTRAW (PREPARING DISHES)**

- add dodać
- bake (a cake) upiec (ciasto)
- baking powder / soda proszek do pieczenia
- a barbecue grill
- batter ciasto naleśnikowe
- beat ubić
- boil ugotować (w wodzie)
- casserole 1 zapiekać 2 zapiekanka
- chop siekać
- cover przykryć
- crush rozgnieść, utłuc (np. mięso)

- cut kroić
  - drain odcedzić
  - fried smażony, fry smażyć
  - grate utrzeć na tarce, grated (cheese) utarty (ser)
  - heat podgrzać
  - a home-made (dish) (danie) domowej roboty
  - mince mielić, minced (meat) mielone (mięso)
  - mix miksować, a mixture mieszanka
  - peel obierać
  - pour (into) wlać (do)
  - put something in the oven włożyć coś do piekarnika
  - a recipe przepis, receptura
  - roast piec (mięso i warzywa w piekarniku)
  - roast beef stek wołowy
  - season przyprawić
  - serve podawać
  - simmer gotować (się) na wolnym ogniu
  - slice 1 kroić na plasterki 2 plasterek
  - smoke wędzić (np. ryby), smoked wędzone
  - a spoonful (of sugar) łyżeczka (cukru)
  - spread (with butter) smarować (masłem)
  - sprinkle (with powder sugar) 1 posypać (cukrem pudrem) 2 skropić
  - squeeze wycisnąć
  - stew 1 dusić 2 gulasz
  - stir wymieszać
  - stuff nadziewać, stuffed (duck) (kaczka) nadziewana
- |                    |                          |
|--------------------|--------------------------|
| (an) ounce (oz) of | uncja (28,35 g), drobina |
| a pinch of (salt)  | szczypta (soli)          |
| a pint (pt) of     | pół kwarty (0,568 l)     |
| a pound (lb) of    | funt (453,59 g)          |

**POSIŁKI I DANIA (MEALS & DISHES)**

- be hungry / full być głodnym / najedzionym
- (a) cheesecake sernik
- chicken stock bulion z kurczaka
- (first) course (pierwsze) danie
- cuisine kuchnia (np. French cuisine kuchnia francuska)
- (a) dessert deser
- a doughnut pączek
- dumplings (with curd filling) pierogi (z serem)
- gravy sos (pieczeniowy)
- a helping porcja, a second helping dodatkka
- junk food niezdrowe jedzenie

- the main course danie główne
- a packed lunch drugie śniadanie
- pastry ciasto (surowe), ciastko
- poppseed cake makowiec
- pork chops kotlety schabowe
- scrambled eggs jajecznicza
- seafood owoce morza
- a starter przystawka
- stock cubes kostki rosolowe
- tea tu: podwieczorek
- a takeaway danie na wynos
- a working lunch lunch służbowy

**OPIS JEDZENIA (DESCRIBING FOOD)**

- an amazing smell niezwykły zapach
- bitter gorzkie
- bland mdłe
- crunchy chrupiące
- a delicacy przysmak, rarytas
- delicious pyszne
- disgusting obrzydliwe
- hot pikantne, gorące
- juicy soczyste
- low-calorie niskokaloryczne
- mild łagodne
- mouth-watering apetyczne, aż ślinka leci
- rare niewysmażony (np. stek wołowy)
- raw surowe
- salty słone
- sour kwaśne
- spicy pikantne
- tasty smaczne
- well-done (steak) wysmażony (stek)

**JEDZENIE POZA DOMEM (EATING OUT)**

- book / reserve a table (for two) zarezerwować stolik (dla dwojga)
- the canteen stołówka (np. szkolna)
- the chef szef kuchni
- the dish of the day danie dnia
- order 1 zamówić 2 zamówienie
- pay the bill zapłacić rachunek
- recommend polecać
- the salad bar bar sałatkowy
- service included obsługa wliczona
- a side dish dodatek do dania głównego
- sparkling / still water gazowana / niegazowana woda
- tip 1 dawać napiwek 2 napiwek

**1 Wyszukaj w słowniczku wyrazy pasujące do kategorii:**

- 1 English Xmas dinner
- 2 Polish Xmas Eve's supper

**2 Znajdź w słowniczku antonimy do podanych niżej wyrażeń.**

- 1 sweet
- 2 still water
- 3 healthy food
- 4 spicy
- 5 be hungry
- 6 high-calorie diet

**3 Korzystając z wyrazów w słowniczku powiedz jakich składników (ingredients) i jakiego sposobu gotowania (method of cooking) wymagają następujące potrawy: pork chops, tomato soup, cheesecake, fruit milkshake, casserole.**



## RELACJONOWANIE PROCESU (POWSTAWANIA / TWORZENIA)

Często i w życiu, i na egzaminie proszony/a jesteś o zrelacjonowanie przebiegu jakiegoś procesu lub wydarzenia, np. przygotowań do przyjęcia lub jego przebiegu. Gdy jest to proces mający miejsce w przeszłości - przedstawisz go przy pomocy czasów przeszłych.

Dla uporządkowania swojej relacji używaj poznanych wcześniej wyrażen porządkujących, tj.:

First, Next, Then, Later, After that, Eventually,

Zdarza się też, że relacjonujemy przebieg czegoś, co odbyło się według wcześniej przewidzianego planu lub instrukcji. Tak jest w przypadku gotowania według przepisu.

Instrukcje z reguły podawane są w czasie present simple lub w trybie rozkazującym.

### 1 Przeczytaj poniższy przepis kulinarny i ustaw zdania we właściwej kolejności. Kieruj się wyrażeniami porządkującymi.

#### Recipe for a vegetable salad

(1) Next, after draining you peel them together with 2 apples, 6 pickled cucumbers and 5 boiled eggs. (2) You could also season the contents of the bowl with a pinch of salt and pepper. (3) Then, stir in 1 spoonful of mustard and 6 spoonfuls of mayonnaise. (4) After that, chop the ingredients and stir them in the bowl. (5) Later, open a tin of green peas and add them to the rest of the ingredients. (6) First, wash 4 carrots, 2 parsleys, 1 big potato, and boil them for 20 min. (7) Finally, put it into the fridge for a few hours and serve it cold.

### 2 Przedstaw w podobny sposób w języku angielskim relację z przygotowania potrawy, którą potrafisz sam/a przyrządzić. (Pamiętaj, żeby stosować angielskie miary wagi.) Jeśli nie znasz żadnej receptury na pamięć, skorzystaj z podanego przepisu:

#### Przepis na naleśniki:

- 150 g mąki
- 1 łyżeczka cukru pudru
- 2 jajka
- 240 ml mleka
- szczypta soli
- 3 łyżki oleju
- olej roślinny do smażenia
- + serek waniliowy lub dżem

Najpierw wsyp mąkę do miski, dodaj cukier puder, jajka, mleko i sól. Następnie zmiksuj wszystkie składniki, przykryj ściereczką i odstaw na 30 minut. Przed smażeniem dodaj do ciasta olej i mieszaj. Naleśniki smaż na patelni suchej lub z olejem. Usmażone naleśniki posmaruj serkiem lub dżemem. Podawaj na ciepło.

### 3 Wyobraź sobie, że na kilka dni przed wyjazdem do Anglii zrobiłeś/aś tę potrawę dla swoich gości. Opowiedz o tym angielskiej gospodyni, u której mieszkasz. Korzystając z instrukcji z ćwiczenia 1 i wstawiając podmiot 'I', a czasowniki podając w formie przeszłej, zrelacjonuj proces przygotowania tej potrawy.

Pytanie o przepis i tłumaczenie, jak się daną potrawę przyrządza z reguły poprzedzone jest skosztowaniem jej. W jaki sposób po angielsku wyrażamy nasz zachwyt nad czymś, co nam bardzo smakowało? Oto kilka przykładów:

- What a fantastic salad! Have you made it yourself?
- I've never eaten such tasty dumplings! Is it difficult to make them?
- The soup smells delicious! How do you make it?
- Your casserole tastes fabulous! What do you put in it?
- The potato pancakes look so crispy! Can you give me your recipe, please?

### 4 Używając podanych wyżej przykładów, wyraż swój zachwyt wymienionymi potrawami. Dowiedz się, jak się je przyrządza.

- 1 apetycznie wyglądający tort
- 2 delikatny w smaku *haggis*, którego nigdy wcześniej nie jadłeś/aś
- 3 pięknie pachnące ciasteczka
- 4 kolorowo wyglądająca sałatka owocowa
- 5 niespotykany smak pieczeni wołowej

### 5 W poszukiwaniu nowych smaków odwiedza się różne restauracje. Uzupełnij poniższą relację za pomocą wyrażen, które znajdują się w ramce.

fortunately later, first, before

Uncle Jack invited me to exotic dinner. \_\_\_\_\_ he called the Thai restaurant to book a table. When we arrived at the restaurant, all the tables had been taken. So, he went to talk to the manager, who was surprised but gave us a small table. After that, we ordered some starters \_\_\_\_\_ the main course because we were hungry and a bit annoyed. After a while the waiter served the dish of the day, which \_\_\_\_\_ smelled and looked mouth-watering and was really tasty.

#### Oto scenariusz do relacji, którą właśnie uzupełniłeś/aś:

Miałeś/aś niedawno niemiłe zdarzenie w związku z pobytem w restauracji, do której zostałeś/aś zaproszony/a. Opowiadasz o tym angielskiej koleżance.

- Wspomnij o okolicznościach wyjścia do restauracji.
- Opisz przebieg niemiłego zdarzenia w restauracji.
- Powiedz, co było najmiłą częścią obiadu.

### 6 Zakreśl w tekście relacji z ćwiczenia 5 fragmenty odnoszące się do poszczególnych części powyższego scenariusza.



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Jesteś w restauracji za granicą i masz problemy ze złożeniem zamówienia, gdyż nazwy dań nic Ci nie mówią. Rozmawiasz z kelnerem.

- Dowiedz się, z czego zrobione jest danie o nazwie 'haggis'.
- Zrezygnuj z niego i powiedz dlaczego.
- Zapytaj, czy mają coś wegetariańskiego.

(rozmowę rozpoczyna zdający)

### B. Relacjonowanie wydarzeń

Poczęstowałeś/aś gościa ze Szkocji polską potrawą. Gość chwali jedzenie i jest nim zainteresowany.

- Powiedz, dlaczego zdecydowałeś/aś się ugotować to danie.
- Wyjaśnij, jak je przyrządziłeś/aś.
- Wspomnij o pewnej przeszkodzie, która pojawiła się w czasie gotowania.

(rozmowę rozpoczyna egzaminujący)

### C. Negocjowanie

Planujesz z kolegą / koleżanką przyjęcie dla wspólnych znajomych. On / Ona woli zamówić jedzenie na wynos.

Ty jesteś zwolennikiem / zwolenniczką kuchni domowej.

- Powiedz, dlaczego Twoja propozycja jest lepsza.
- Słyszając, że gotowanie jest zbyt męczące, zaproponuj jakieś proste dania.
- Nie mając w dalszym ciągu jego / jej zgody, zasugeruj rozwiązanie kompromisowe.

(rozmowę rozpoczyna egzaminujący)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Would the men prefer to have the meal made by someone else? Why do you think so?
- 2 Who cooks in your family? Why?





# English around the world

## Let's get started

1 Describe the picture and answer the questions.

- 1 Why are there so many people?
- 2 In which country would you like to learn English? Why?

## Vocabulary

2 Complete the text about Joseph Conrad with the words in the box. Use your dictionary to help you.

accent jargon bilingual mother tongue  
native speaker catch picked up

### England's Polish genius

Joseph Conrad, the famous English writer, was actually a Pole, so his

(1) \_\_\_\_\_ was Polish. In fact English was his third language after Polish and French, in which he was (2) \_\_\_\_\_! Sailing on English ships in his youth, he (3) \_\_\_\_\_

\_\_\_\_\_ a lot of English, including the special (4) \_\_\_\_\_ spoken by sailors.

Conrad's Polish (5) \_\_\_\_\_ was so strong that it was sometimes difficult to (6) \_\_\_\_\_ what he was saying.

However, when he wrote, no one could tell that he wasn't a (7) \_\_\_\_\_.



Joseph Conrad (1857-1924)

3 CD2/28 Listen and check your answers.

4 Tick (✓) the things that you hope to use English for. Compare your list with a partner and ask each other for more details.

- travelling in English-speaking countries
- speaking to other non-native speakers
- working in an international company
- teaching English
- reading novels in English
- living in an English-speaking country
- listening to songs in English
- finding information on the Internet

## In this module you will learn

- **Communication:** asking polite questions, describing things
- **Vocabulary:** language
- **Reading and Listening:** the European Union, EU translators
- **Writing:** presenting information
- **Grammar:** reported speech, question tags

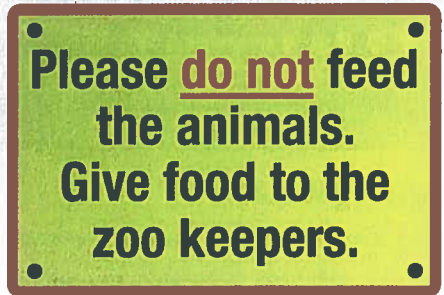


# 11A By word of mouth



• Visitors are expected to complain at the office between the hours of 9 and 11 A.M. daily.

*English well talking.  
Here speaking  
American.*



## Reading

1 Look at the signs and notices, and answer the questions?

- 1 What did each one mean to say?
- 2 Have you ever had to translate for somebody? How easy was it?

2 Tara is an exchange student from Ireland. She is meeting her exchange buddy Magda's family for the first time. Look at the Polish part of the conversation and translate the grandmother's questions into English.

G = Grandmother, M = Magda, T = Tara

G *Witaj, kochanie.*

M My grandmother says she's very pleased to meet you.

T Thank you very much. I'm pleased to meet her too.

G *Czy to twoja pierwsza wizyta w Polsce?*

M She's asking if this is your first visit to Poland.

T Tell her it is, and I'm very pleased to be here.

G *Usiądź, proszę.*

M She's telling you to sit down.

T Thank you very much.

G *Chcesz herbaty czy kawy?*

M She's asking if you want tea or coffee.

T Tea, please.

G *Spróbuj śliwek w czekoladzie.*

M She's asking you to try a chocolate plum.

T They're delicious.

G *Z jakiej części Anglii jesteś?*

M She wants to know which part of England you come from.

T Actually, tell her I don't come from England – I'm from Dublin, in Ireland.

## Grammar

3 Complete the table with information from the conversation.

### Reported speech

#### Reporting statements

*I am very pleased to meet you.* → *She says she*  
(1) \_\_\_\_\_

#### Reporting orders

*Please sit down.* → *She's telling you*  
(2) \_\_\_\_\_

*Have a chocolate plum.* → *She's asking you to*  
(3) \_\_\_\_\_

#### Reporting questions

Note that when we report a question, we do not use the same word order as the question:

*How are you?* → *She's asking / She wants to know how you are.*  
(Not ... ~~how are you~~)

*Where do you live?* → *She's asking / She wants to know where you live.*  
(Not ... ~~where do you live~~)

*Do you want tea or coffee?* → *She's asking*  
(4) \_\_\_\_\_

*What part of England do you come from?* → *She wants to know*  
(5) \_\_\_\_\_

➔ See Grammar Reference, page 201.

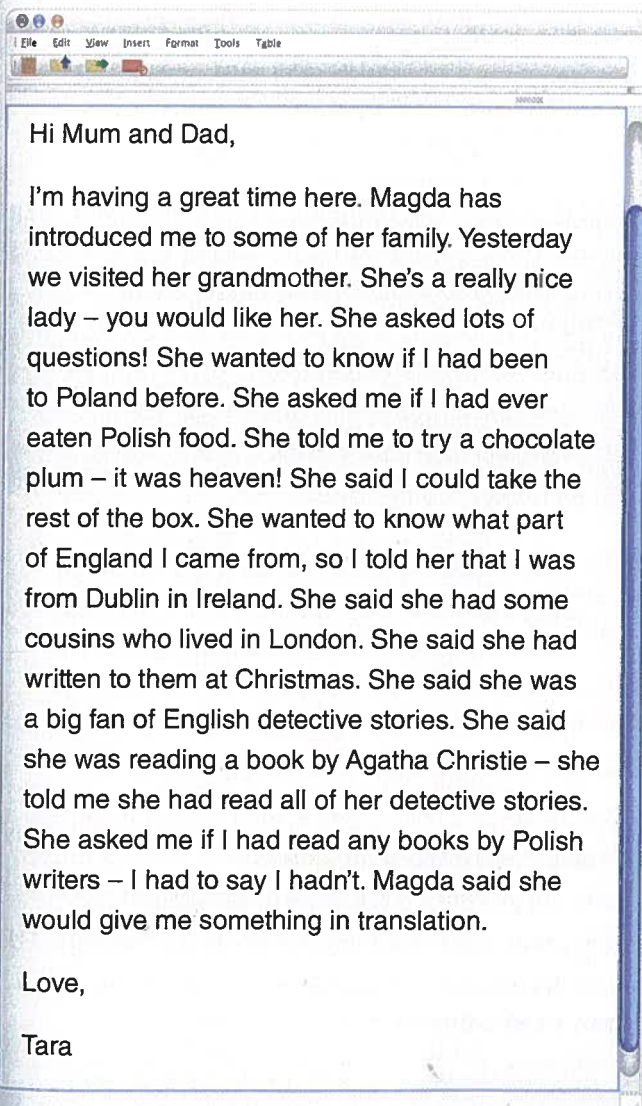


4 Put these sentences using reported speech into the correct order.

- 1 town / she / a / says / beautiful / is / Zamość
- 2 if / asks / you / ever / food / she / eaten / Polish / have
- 3 is / try / chocolate / you / to / telling / she / a / plum
- 4 she / Poland / visit / know / to / wants / your / if / this / is / to / first
- 5 you / is / she / telling / that / London / she / has / in / cousins
- 6 that / she / hair / you / lovely / have / says / red
- 7 she / if / any / asks / you / know / expressions / Polish / words / or
- 8 know / if / wants / she / to / again / you / come / will / week / next

5 Put the sentences from exercise 4 into direct speech.

6 Tara is sending an email to her parents in Dublin. Read what she says. What extra information do you find out?



Hi Mum and Dad,

I'm having a great time here. Magda has introduced me to some of her family. Yesterday we visited her grandmother. She's a really nice lady – you would like her. She asked lots of questions! She wanted to know if I had been to Poland before. She asked me if I had ever eaten Polish food. She told me to try a chocolate plum – it was heaven! She said I could take the rest of the box. She wanted to know what part of England I came from, so I told her that I was from Dublin in Ireland. She said she had some cousins who lived in London. She said she had written to them at Christmas. She said she was a big fan of English detective stories. She said she was reading a book by Agatha Christie – she told me she had read all of her detective stories. She asked me if I had read any books by Polish writers – I had to say I hadn't. Magda said she would give me something in translation.

Love,

Tara

7 Use the information to complete the table. What do you notice about the reporting verbs, and the tenses that follow them?

Direct speech	Reported speech
<i>Zamość is a beautiful town.</i>	<i>She told me</i>
tense = present simple	tense =
<i>Which part of England are you from?</i>	<i>She wanted</i>
tense = present simple	tense =
<i>I'm reading a book by Agatha Christie.</i>	<i>She said</i>
tense = present continuous	tense =
<i>Have you been to Poland before?</i>	<i>She wanted to know</i>
tense = present perfect	tense =
<i>I wrote to them at Christmas.</i>	<i>She said</i>
tense = past simple	tense =
<i>You can take rest of the box.</i>	<i>She said</i>
form = <i>can</i>	form =
<i>I'll give you something in translation.</i>	<i>Magda said</i>
form = <i>will</i>	form =

## Speaking

8 Work in pairs or small groups. Ask and answer the questionnaire.

- 1 Which modern languages do you study?
- 2 How old were you when you started to study English?
- 3 When do you use English?
- 4 Which English-speaking country would you most like to visit? Why?
- 5 When do you hope to travel abroad?

9 Find a partner from another group and report what your original partner said. Use the expressions below.

*I asked what / if ...*

*I wanted to know ...*

*He/She told me (that) ...*

*He/She said (that) ...*



# 11B Lost in translation

## Reading

1 Describe the picture of Kasia and answer the questions.

- 1 What do you think Kasia's job is?
- 2 Would you like to do her job? Why? / Why not?



2 Read the text about languages in the European Union and find out what these numbers refer to.

23 506 €1 billion 2 per cent €2

The European Union is the biggest employer of translators in the world. 23 official languages provide an incredible 506 interpreting combinations! This explains how the EU now spends more than €1 billion a year on translation. However, in practice, French and English are probably the two most widely-used languages.

Despite the cost, there is pressure to include even more languages. Irish Gaelic is the mother tongue of just 2 per cent of Ireland's 4 million population, yet adds €1 million to the translation bill! By contrast, Basque with over half a million speakers, and Catalan with over six million, only have semi-official status, so their translation costs have to be paid by the Spanish government rather than the EU.

Minority EU languages can cause difficulties: with more unusual language combinations there is often no one who can translate from one into the other, for example from Latvian into Maltese. One solution is 'relay' translation, where a third language, common to both parties, acts as a bridge. While there are sometimes misunderstandings, interpreting can bring benefits. Interpreters tend to make something they translate into their language more diplomatic than the original. Politicians are prepared to compromise when messages are expressed in a more neutral way. So, even though critics talk about the hospitals that could be built with €1 billion, translation costs are just €2 per citizen – which is a small price if it helps to preserve democracy.

## Matura practice

3 Read the text again and choose the best answer to questions 1–5. Circle A, B, C or D.

- 1 The EU employs so many translators because ...
  - A it wants to provide jobs.
  - B it wants to promote different languages.
  - C it has so many official languages.
  - D it has contacts with non-European countries.
- 2 What does the writer feel about Irish Gaelic?
  - A It is not logical that the EU pays its translation costs.
  - B It should only be a semi-official EU language.
  - C The Irish government should not pay its translation costs.
  - D It should not be an official language in Ireland.
- 3 'Relay' translation is used ...
  - A for most minority languages.
  - B when there is no common language.
  - C to reduce translation costs.
  - D when direct translation is not possible.
- 4 What is an advantage of using interpreters at the EU?
  - A It can encourage agreement.
  - B It encourages politicians to speak politely.
  - C It gives people time to think.
  - D Meaning becomes clearer.
- 5 The writer appears to think the money spent on translation ...
  - A has been calculated incorrectly.
  - B costs each EU citizen very little.
  - C is a terrible waste of money.
  - D could be spent on better things.

4 As a class, discuss the questions.

- Do you think this is a good use of €1 billion?
- How would you reduce translation costs at the EU?
- Are there any minority languages in Poland? How many people speak them?



Listening

Matura practice

5 CD2/29 Kasia studied linguistics at university and now works as an interpreter at the European Commission. Listen to part A of the interview and decide if the statements are true or false. Put a cross (X) in the correct box.

- 1 Kasia has been in this job for ten years. True  False
- 2 She usually works in Brussels. True  False
- 3 Interpreters have to have a degree. True  False
- 4 Applicants have to take a written examination. True  False
- 5 She works with one other colleague. True  False
- 6 They take it in turns to interpret. True  False
- 7 At the end of the day she is very tired. True  False
- 8 Her job is difficult but satisfying. True  False
- 9 She translates from Polish into English too. True  False
- 10 The translation is instant. True  False



6 CD2/30 Kasia talks about a misunderstanding that happened in one of the meetings she attended. Listen to her story in part B of the interview and complete the notes.

The speaker came from Rottweil in (1) \_\_\_\_\_. He said his town was famous for its (2) \_\_\_\_\_ / \_\_\_\_\_. Kasia thought that he meant it was a kind of (3) \_\_\_\_\_ competition so this is how she translated it. She found it difficult to imagine because Rottweilers are (4) \_\_\_\_\_ and (5) \_\_\_\_\_. In fact the person wanted to talk about a (6) \_\_\_\_\_ of \_\_\_\_\_, which is not the same thing!

7 Does this story remind you of any similar misunderstandings?

Grammar: question tags

8 Study these sentences from the interview and answer questions 1 and 2.

- a *You're based in Luxembourg, aren't you?*
- b *It wasn't easy, was it?*
- c *You enjoy it, don't you?*

- 1 Is the interviewer expecting Kasia to agree or disagree with her?
- 2 Are they real questions?

9 Complete the rules for making a question tag using the words in the box.

statement    auxiliary    opposite    order

- 1 Identify the \_\_\_\_\_ verb and its subject.
- 2 Change their \_\_\_\_\_.
- 3 Change a positive or negative to its \_\_\_\_\_.
- 4 Put the tag at the end of the \_\_\_\_\_.

See Grammar Reference, page 202.

Pronunciation: saying question tags

10 CD2/31 When we expect people to agree with us, or to confirm what we say, our voices fall on the question tag. Listen and repeat sentences a-c from exercise 8.

11 Complete the sentences with the correct tag.

- 1 Her English is excellent, \_\_\_\_\_?
- 2 She works in Luxembourg, \_\_\_\_\_?
- 3 She studied a lot, \_\_\_\_\_?
- 4 She doesn't have any colleagues, \_\_\_\_\_?
- 5 It's a well-paid job, \_\_\_\_\_?
- 6 Misunderstandings sometimes happen, \_\_\_\_\_?
- 7 She doesn't think it's a waste of money, \_\_\_\_\_?
- 8 It isn't very comfortable in the booth, \_\_\_\_\_?

12 Make statements about people you know, or your home town. Add a question tag (expect people to agree with you!).

Example:

*Wrocław is a beautiful city, isn't it?*




## 11C Question and answer



# Malta


summer sun  
holiday brochure

### Listening

1  **CD2/32** Mateusz is at a language fair. He is interested in doing an English course in Malta. He is talking to Carmelita from a language school. Listen and tick (✓) the topics that Mateusz asks about.

- cost
- the advantages of Malta
- accommodation
- length of stay
- transport
- social programme
- specialised English

### Grammar: asking polite questions


2  **CD2/33** Listen and complete sentences 1–5.

- 1 \_\_\_\_\_ English?
- 2 \_\_\_\_\_ one of your brochures?
- 3 \_\_\_\_\_ if people speak good English?
- 4 \_\_\_\_\_ the social programme \_\_\_\_\_?
- 5 \_\_\_\_\_ where students live during their studies.

3 Study your completed answers and answer 1–3.

- 1 How are 1–3 different from 4 and 5?
- 2 Which questions are more direct?
- 3 Which questions are indirect / more polite?

### Pronunciation: polite intonation

4  **CD2/34** Listen to sentences 1–5 again and identify which words are stressed.

5  **CD2/34** Listen and repeat the sentences, copying the intonation pattern.

### Useful expressions

#### Asking for permission

*Is it alright if I ask you some questions?  
Can you spare me a couple of minutes?  
Could I have one of your brochures?  
Excuse me, could I ...?*

#### Examples of direct questions

*Do you speak English?  
What are the advantages of studying in Malta?  
What's the social programme like?*

#### Asking indirect / polite questions

*Can you tell me if people speak good English?  
Can you tell me how old you are?  
I'd like to know where students live during their studies.  
I'd like to know if you use English more with foreigners or native speakers.*



**Speaking**

**6** You are doing some research into why people study English. Imagine that you are using a street questionnaire. Work in pairs and decide how you will ask the questions in a polite way.



- 1 Languages spoken:
- 2 Why are you studying English?
- 3 Do you speak English or another language outside school?  
Yes  No
- 4 Which accent do you find more difficult to understand?  
 standard British English  
 standard American English
- 5 Is it easier to understand English spoken by ...  
 other foreigners?  
 native speakers?

- 7** When you are ready, ask and answer the questions with a partner.
- 8** Collect the results of the questionnaire for the whole class.

**Writing: presenting information**

**9** Match the expressions to the percentages in the box. Some percentages are repeated.

10 per cent    25 per cent    33.3 per cent  
50 per cent    66.6 per cent    75 per cent  
90 per cent

- |                   |                    |
|-------------------|--------------------|
| a a quarter       | f two out of three |
| b a third         | g a tenth          |
| c nine out of ten | h one in ten       |
| d half            | i three quarters   |
| e one in four     |                    |

**10** Mateusz decided to find out more about the different languages that people speak in Malta. Read his report and decide what language each part of the pie chart and the bar chart refers to.

Malta: languages spoken

Language	Percentage
Maltese	100%
English	86%
Italian	12%
French	2%

Preferred first language

I discovered that Malta is a really 'polyglot' society. There are two official languages, Maltese and English. They are used equally in school. Maltese is a fascinating language which reflects the island's history and the peoples that have occupied and ruled it. It uses a kind of Arabic grammar with vocabulary from Italian, French and English. Just over half of the words used are of Latin origin. Everyone speaks Maltese, and English is spoken by nine out of ten people. Nevertheless, Italian is popular too, and two thirds of Maltese use it as a second language. Almost a fifth of the population speaks French as well, so Malta is the EU country where the most European languages are spoken. Even so, according to a questionnaire, 86 per cent of the Maltese population said that they preferred to use Maltese as their first language, with English coming second at 12 per cent and Italian in third position with just 2 per cent.

**11** Use the results of the questionnaire from exercise 7. Write a summary of the results. Use expressions from Exercise 10 and from the Useful expressions box on page 150.



# 11D Varieties of English

## Listening

1 CD2/35 Damian Healy is an expert on American English. Listen and complete the tasks.

1 Complete the table with the examples that Damian gives us.

BrE	_____
AmE	<i>It's a quarter to ten.</i>

BrE	<i>What did you do at the weekend?</i>
AmE	_____

BrE	_____
AmE	<i>Did you eat?</i>

2 Match the British English words 1–5 to their American partner a–e.

- |                                    |             |
|------------------------------------|-------------|
| 1 <input type="checkbox"/> flat    | a cookie    |
| 2 <input type="checkbox"/> biscuit | b hood      |
| 3 <input type="checkbox"/> boot    | c apartment |
| 4 <input type="checkbox"/> lift    | d elevator  |
| 5 <input type="checkbox"/> bonnet  | e trunk     |

2 What other pairs of English and American words do you know?

3 Do you agree with Damian that some people exaggerate the differences between British and American English?

- In South Africa, how many people speak English as their mother tongue?
- How has Afrikaans affected the South African accent?

### Spotlight on reading skills: guessing meanings

Being able to guess the meaning of unknown words is a useful skill that effective readers use all the time. To do this we need to be able to use clues in the passage and have a good overall understanding of the text and the writer's intentions.

Look at the words in **bold** in the text. What do you think they mean?

- tell them apart**
  - understand them
  - know which is which
  - describe them
- settlers**
  - people who came to live there
  - sounds used in a language
  - informal words
- adopted**
  - changed
  - studied
  - started to use

## Reading

4 Read the first section of the text on page 153, 'Southern Hemisphere English', and answer the questions.

- Why do Australians, New Zealanders and South Africans sound so similar?
- How do Australians make the vocabulary they use sound more informal?
- What accent did many of the early settlers in Australia have?
- What is special about Australian intonation?
- What does the 'fish and chips' and 'bacon and eggs' test help us do?

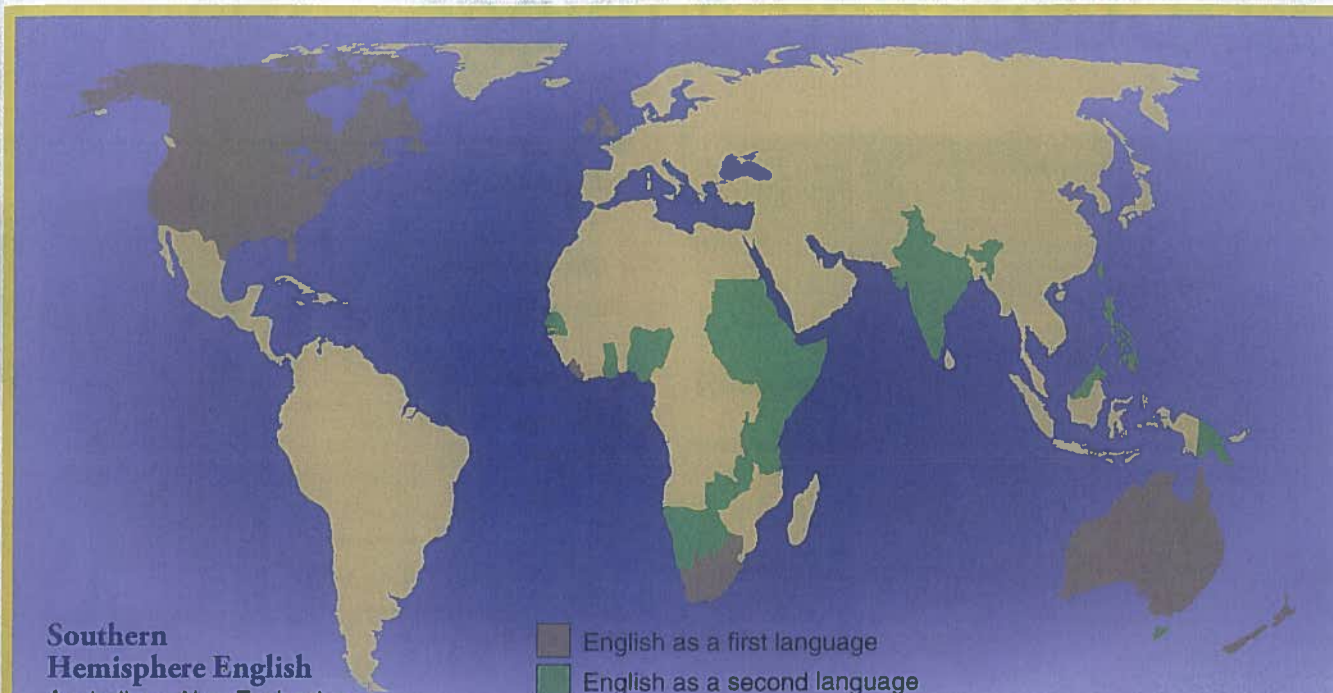
5 Student A, read about Indian English on the opposite page. Student B, read about Caribbean English. For your text find answers to these questions.

- Why do people speak English there?
- How do they feel about English?
- Are there any important differences between standard English and the English that is spoken there?
- What mixture of English and other languages exist?
- Why can they make people upset?

6 When you are ready, exchange your information with a partner who has read the other text.







### Southern Hemisphere English

Australians, New Zealanders and South Africans sound similar. So how can we **tell them apart**?

Australians are known for their informality, which shows itself in their treatment of vocabulary. They shorten words then add *-o* and *-ie* to them, so barbecue becomes *barbie*, sunglasses *sunnies* and afternoon *arvo*.

Australian English also sounds more like Cockney – the London accent – as that is where many of the original **settlers** came from. Another feature of Australian English is rising intonation at the end of statements. This makes them sound like questions. Telling a New Zealand accent from an Australian one is difficult. One way is to use the 'fish and chips' and 'bacon and eggs' test! Someone with a strong New Zealand accent will say 'fush 'n' chups' and 'bacon and iggs.'

South Africa has eleven official languages, and only one person in ten speaks English as their mother tongue.

**'South Africa has eleven official languages.'**

South Africans who are native speakers of English have **adopted** some of the pronunciation from Afrikaans speakers – descendants of the original Dutch settlers. Strangely, the result is very close to the New Zealand accent!

English as a first language  
English as a second language

### Indian English

India is a land of many languages, but Hindi and English are used across the country. Whether people speak English as a first, second or even third language depends on their social class. There are two important differences in grammar: Firstly, Indian speakers use the present continuous instead of the present simple, for example, *I am understanding you*. Secondly, the question tag *isn't it?* is used in all situations, for example *She lives in Delhi, isn't it?* rather than *doesn't she?* Of course, some people don't like using English because it reminds them that India is an ex-British colony. Even so, English words are entering Hindi, which has led to the development of 'Hindish', a mixture of Hindi grammar and English

**'Whether people speak English as a first, second or even third language depends on their social class.'**

words. So *Are you hungry?* in Hindish becomes *Hungry kya?*

This upsets Hindi speakers who don't want to see their language 'polluted' by English, and English speakers who don't like their language treated in this way.

### Caribbean English

People speak English in many parts of the Caribbean because it was colonised by the British, who grew sugar there. Pronunciation is close to standard British English, but American English is having an influence too.

**'Creole is a mixture of two languages which have combined to create a new language'**

This is partly because of movies and music, but also because the Caribbean is popular with American holidaymakers. We should also say a few words about Creole here. Creole is a mixture of two languages which have combined to create a new language. Many Jamaicans have ancestors who were slaves from Africa, so Creoles have developed and are spoken by large parts of the population. In Jamaican patois\*, someone may say *Me did eat* instead of *I ate*, or *Me a go eat* for *I am going to eat*. Some black teenagers in England copy the Jamaican style of speaking even though they grew up in England – this is mockingly\* called Jafaican! ('faic' sounds like *fake* = 'false'). All of this, of course, is guaranteed to make parents and teachers crazy!



# 11E Describing things




### Listening and speaking

1 Describe the photo and answer the questions.

- 1 If a non-Polish speaking student started at your school, what help could the school and other students give him/her?
- 2 What advice would you give a friend travelling to a country where they don't speak the language?



2  CD2/36 Ola is visiting Matt's school on a language exchange. Listen to conversations 1 and 2 and write down the name of the thing Ola wants in each case.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

3  CD2/36 Listen to the conversations again and fill in the missing words.

1

O = Ola, M = Matt

O Have you got one of (1) \_\_\_\_\_ paper together?

M What, one of these – a paper clip?

O No, it's (2) \_\_\_\_\_ machine. What (3) \_\_\_\_\_ in English?

M Oh, you (4) \_\_\_\_\_ a stapler.

O A sta ...? I didn't (5) \_\_\_\_\_ How (6) \_\_\_\_\_ it?

M S-T-A-P-L-E-R.

O Oh, a sta ... (7) \_\_\_\_\_ it?

M Stapler.

2

O Have you got any of (7) \_\_\_\_\_?

M What? Glue?

O No, not glue. (8) \_\_\_\_\_ plastic ribbon. (9) \_\_\_\_\_ 'scotch'.

M Let me think. Oh, you (10) \_\_\_\_\_ sticky tape.

O Sorry, (11) \_\_\_\_\_ that again?

M Sticky tape.

4 Underline the different ways that the speakers use to describe the items they don't know the name for.

5 What expressions do they use to ask for the name and give the name of the objects?

6 Work in pairs. Student A go to page 192. Student B go to page 194.



For the script of this dialogue, go to the Workbook listening script section.



# Review

## Vocabulary

### 1 Join the beginnings of the sentences to their ends.

- 1 I'm sorry I didn't **catch** ...
  - 2 There's is too much **jargon** in this manual –
  - 3 I love her French **accent** when she speaks English –
  - 4 On her CV she said she was **bilingual**, ...
  - 5 **Native speakers** sometimes have a poor understanding ...
  - 6 Italian was her **mother tongue**, ...
- a I could listen to it all day.  
b but she stopped using it when she was five.  
c your name; could you say it again?  
d why can't they use ordinary English?  
e of the grammar of their own language.  
f but in fact her German was basic.

## Grammar

### 2 Susie is telling her sister about a conversation on a train. Report what they said using reported speech.

A = Alice, J = Josh

- 1 J Is this seat free?  
He asked me if the seat next to me \_\_\_\_\_.
- 2 J You're not English. Where are you from?  
He told me I \_\_\_\_\_ and asked me where \_\_\_\_\_.
- 3 A I'm from the United States.  
I told him \_\_\_\_\_.
- 4 J You have a lovely accent, do you come from Boston?  
He said \_\_\_\_\_, he asked me if I \_\_\_\_\_.
- 5 A No, I am from San Diego in California.  
So I said that \_\_\_\_\_.
- 6 J How long have you been here?  
Then he asked \_\_\_\_\_ there.
- 7 A I've been here eight months. I'm going back home next week.  
I told him I \_\_\_\_\_ there eight months and that I \_\_\_\_\_ the following week.
- 8 J That means we don't have much time. Come for dinner tonight.  
He said that meant we \_\_\_\_\_ and he asked me to dinner \_\_\_\_\_.

### 3 Add question tags to the ends of the statements.

- 1 Polish is your mother tongue, \_\_\_\_\_?
- 2 Irregular verbs are difficult, \_\_\_\_\_?
- 3 We can use a dictionary in the exam, \_\_\_\_\_?
- 4 She isn't English, \_\_\_\_\_?
- 5 He doesn't have a very strong accent, \_\_\_\_\_?
- 6 That was a hard English test, \_\_\_\_\_?

## Functions

### 4 Megan is doing a language survey in Cambridge.

Re-order the words to form questions

M = Megan, D = Donatella

- M Excuse me, (1) *minute / can / me / a / questions / you / to / answer / some / spare*.
- D Yes of course. (2) *do / know / what / you / to / want?*
- M Let's begin then. So, first of all, (3) *you / nationality / are / what?*
- D I'm Italian. I'm from Verona.
- M It's a beautiful city. And (4) *you / old / tell / can / are / how / you / me?*
- D I'm seventeen.
- M Now (5) *list / you / could / look / this / at* and put your reasons for using English in order.
- D Mm, the first one is for school, then it's listening to music. Then travel, and the last one is for making friends.
- M (6) *it / studying / alright / if / is / I / ask / you / where / are?*
- D No problem. I'm at the Peal school.
- M Thanks, finally, (7) *like / to / if / I'd / know / you* use English more with foreigners, or with Native Speakers.
- D Definitely more with other foreigners.

### Now I can ...

- ask polite questions.
- describe things.
- talk about language.
- present information in writing.
- use reported speech.
- use question tags.



## INSTYTUCJE (INSTITUTIONS)

**Parlament Europejski**

**European Parliament**, in Brussels or Strasbourg (elected every five years by the peoples of the Member States and divided according to political parties not nationalities)

**Rada Unii Europejskiej**

**Council of the European Union**, in Brussels (representing the governments of the Member States)

**Komisja Europejska**

**European Commission**, in Brussels (driving force and executive body)

**Trybunał Sprawiedliwości**

**Court of Justice**, in Luxembourg (ensuring compliance with the law)

## SYMBOLE (SYMBOLS)

**Flaga Europy**

**The Flag of Europe** There are twelve stars because the number twelve is traditionally the symbol of perfection, completeness and unity.

**Hymn Unii Europejskiej**

**The European Union anthem** *Ode to Joy* comes from the Ninth Symphony by Beethoven, played in the instrumental version.

**Zjednoczona w różnorodności**

**United in diversity** This is the motto of the European Union.

**9 maja, Dzień Europy**

**Europe Day, 9 May** The ideas behind the European Union were first put forward on 9 May 1950 by Robert Schuman. So 9 May is celebrated as the EU's birthday.

## WAŻNE TERMINY (IMPORTANT TERMS)

**Comenius**

**Comenius** This programme focuses on the first phase of education. Through the programme, the EU invests millions of euros each year in projects that promote school exchanges, school development, the education of school staff and more.

**Rozszerzenie**

**Enlargement** In the 1950s, the EU began with just six member states. It now has 27. Growth in EU membership is known as 'enlargement', and it has happened several times. The biggest enlargement was in 2004 when Poland and 9 other countries joined the EU.

**Fundusze unijne**

**EU funds** financial support given through an EU commission or programme on application

**Obrady, posiedzenia Parlamentu Europejskiego**

**EU parliamentary session**

**Euroland**

**Euroland** This is 'the euro area' or 'the euro zone' – the area consisting of the EU member states that have adopted the euro as their currency.

**Cztery swobody**

**Four freedoms** One of the great achievements of the EU has been to create a frontier-free area within which (1) people, (2) goods, (3) services and (4) money can all move around freely.

**Stypendia unijne**

**EU grants** Money given by the EU to students, pupils or teachers taking part in the EU educational programmes

**Europoseł**

**(an) MEP**, plural: MEPs (a Member of the European Parliament)

**Szczyt**

**Summit** A meeting of the European Council bringing together the EU's heads of state or government

## SPRAWDZIAN WIEDZY O UNII EUROPEJSKIEJ:

Odpowiedz na pytania, by sprawdzić, czy potrafisz udzielić po angielsku informacji na temat Unii Europejskiej.

- 1 How many countries does the EU consist of now?
- 2 Which EU institution is responsible for introducing new laws?
- 3 How often is the European Parliament elected?
- 4 Where is the Court of Justice located?
- 5 What does the Flag of Europe look like?
- 6 What happened on May 9 in 1950?
- 7 When did Poland join the EU?
- 8 Who can get the EU funds?
- 9 Does Poland belong to Euroland?
- 10 Who comes to EU summits?

## JĘZYKI OBCE (FOREIGN LANGUAGES)

**be at basic / elementary / pre-intermediate / intermediate / upper-intermediate level** być na poziomie podstawowym / niższym średniozaawansowanym / średniozaawansowanym / wyższym średniozaawansowanym

**be widely spoken** być powszechnie używanym (o języku)

**bilingual** dwujęzyczny

**a direct / an instant translation** tłumaczenie bezpośrednie / „na żywo”

**do (an English) course** robić kurs (angielskiego)

**English Studies** filologia angielska

**a foreigner** obcokrajowiec

**in the original version** w oryginale (np. film)

**interfere with communication** zakłócać komunikację

**an interpreter** tłumacz ustny

**a misunderstanding** nieporozumienie (zła interpretacja)

**mother tongue** język ojczysty

**a native speaker** rodzimy użytkownik języka

**pick up (a few words)** tu: podłapać (kilka słów)

**speak (English) fluently / well** mówić (po angielsku) płynnie / dobrze

**a translator** tłumacz



## ODPOWIEDZI NA PYTANIA DOTYCZĄCE ILUSTRACJI

Na egzaminie ustnym na poziomie podstawowym przewidziane są dwa pytania dotyczące ilustracji. Zadaje je egzaminujący. Ponieważ nie znajdują się w Twoim zestawie, powinieneś / powiniennaś bardzo uważnie ich słuchać. Jest kilka ważnych elementów, na które należy zwrócić uwagę:

- w jakim czasie gramatycznym zostało zadane pytanie, gdyż tego samego czasu powinieneś / powiniennaś użyć podczas odpowiedzi;
- czy pytanie dotyczy pojedynczego aspektu, czy dwóch aspektów, gdyż od tego zależy liczba argumentów, które musisz przedstawić;
- czy wymagane jest uzasadnienie Twojej odpowiedzi (np. *Why? Why not?*), gdyż wtedy samo wymienienie lub wyliczenie zagadnień nie wystarczy.

**Rada praktyczna:** Gdybyś nie dosłyszał/a pytania lub chciał/a jeszcze raz je usłyszeć, zawsze możesz poprosić o powtórzenie go: *Could you repeat the question, please?* Może się też zdarzyć, że nie zrozumiesz pytania. Poproś wtedy egzaminującego o przeformułowanie go: *Could you paraphrase the question, please?* lub *Can you ask the question in different words?*

Pierwsze pytanie zadane przez egzaminującego powinno być związane bezpośrednio z obrazkiem, który jest umieszczony w zestawie (bilecie) egzaminacyjnym.

### 1 Popatrz na ilustrację na str. 158 i zdecyduj, które z pytań poniżej odnoszą się bezpośrednio do tej ilustracji.

- 1 Why are the children touching their stomachs?
- 2 What do pre-elementary children usually do at school?
- 3 Is it good to learn foreign languages in a large group?
- 4 What, in your opinion, are the girls going to do next?

Jeśli wybrałeś/aś pytania 1 i 4, to znaczy, że rozumiesz już, z czym wiąże się ta część zadania.

Pytanie to powinno skłonić Cię do interpretowania tego, co widzisz na obrazku.

Spróbujmy teraz odpowiedzieć na te pytania. Pamiętaj, że oczekuje się od Ciebie wypowiedzi wyczerpującej i wieloaspektowej (pokazującej różne strony danego zagadnienia).

Poniżej znajdują się odpowiedzi pokazujące coraz bardziej rozbudowaną wypowiedź.

- 1 They are touching their stomachs because they are dancing.
- 2 They are touching their stomachs because they are following their teacher's instructions.

- 3 They are probably doing it because they are in an English class and they are learning what to call different parts of the body and right now their teacher is asking them to touch their stomachs. Or, maybe this is a kind of a (body language) game and they are imitating some activities.

### 2 Odpowiedz w podobny sposób na pytanie 4 z ćwiczenia 1, w dalszym ciągu nawiązując do ilustracji na str. 158. Zacznij od krótkiej i niewyczerpującej odpowiedzi, poprzez bardziej wyczerpującą - ale jednoaspektową, kończąc na takiej, która w pełni spełnia wymogi egzaminacyjne.

What, in your opinion, are the girls going to do next?

Gdybyś nie miał/a własnych pomysłów, skorzystaj z poniższych odpowiedzi:

- 1 Sit on the floor
- 2 Start dancing – it's an active English class
- 3 Repeat some English words after the teacher – pointing at them to remember them better or say goodbye – a relaxation exercise at the end of a class.

Przejdźmy teraz do pytania drugiego, które egzaminujący zadaje, gdy upewni się, że nie chcesz już nic dodać do poprzedniej wypowiedzi. Może, ale nie musi, spytać: *Would you like to add anything?* lub *Anything else?*

Drugie pytanie jest związane z **tematyką** przedstawioną na ilustracji i ma skłonić Cię do wyrażenia swojej opinii na zadany temat. W związku z tym, nie musisz już szukać odpowiedzi na obrazku. Teraz powinieneś / powiniennaś wykorzystać całą swoją wiedzę na dany temat, a zarazem zaprezentować jak największy zasób słów, oraz poprawne struktury językowe.

**Rada praktyczna:** Gdyby pytanie dotyczyło zagadnienia, o którym niewiele wiesz, nie odpowiadaj *I don't know*, bo to nie jest punktowana odpowiedź. Pamiętaj, że w tym zadaniu jest oceniana Twoja umiejętność porozumiewania się w języku obcym, a nie wiedza czy poglądy. Dlatego staraj się wyrazić taką opinię, którą najlepiej potrafisz sformułować po angielsku.

### 3 Pamiętaj o wcześniejszych wskazówkach, oceń odpowiedź na poniższe pytanie:

Q: *Why are foreign language courses so popular nowadays?*

A: *Nowadays many people travel abroad so they want to know foreign languages to communicate with people living in different countries.*

Czy ta odpowiedź jest wyczerpująca?

Czy pokazuje więcej niż jeden aspekt zagadnienia?

Jeśli uznałeś/aś, że ta odpowiedź nie była wyczerpująca lub wieloaspektowa, rozbuduj ją.



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Potrzebna jest Ci koszulka na pracę, którą właśnie skończyłeś/aś pisać. Nie znasz jednak tego słowa po angielsku.

Prosisz o pomoc swojego angielskiego gospodarza.

- Wytłumacz mu, do czego służy przedmiot, którego potrzebujesz.
  - Słyszac nazwę 'sheet protector', poproś o przeliterowanie tego słowa.
  - Zapytaj, czy może pożyczyć Ci jedną koszulkę.
- (rozmowę rozpoczyna zdający)

### B. Relacjonowanie wydarzeń

Byłeś/aś uczestnikiem wymiany międzynarodowej szkół w ramach unijnego projektu Comenius. Opowiedz o tym znajomemu Amerykaninowi.

- Powiedz, z którym krajem dokonaliście tej wymiany.
- Opowiedz o przygotowaniach Waszej grupy do wyjazdu.
- Wspomnij o tym, czy będąc za granicą mieliście problemy z porozumiewaniem się.

(rozmowę rozpoczyna zdający)

### C. Negocjowanie

Na zajęciach w szkole językowej omawiacie najbardziej stresujące zawody. Ty słyszałeś/aś, że należy do nich tłumacza kabinowego.

- Powiedz o tym innym uczestnikom dyskusji.
- Słyszac niedowierzanie, podaj argumenty na poparcie swojej opinii.
- Zaproponuj im próbę tłumaczenia na żywo przez 15 minut.

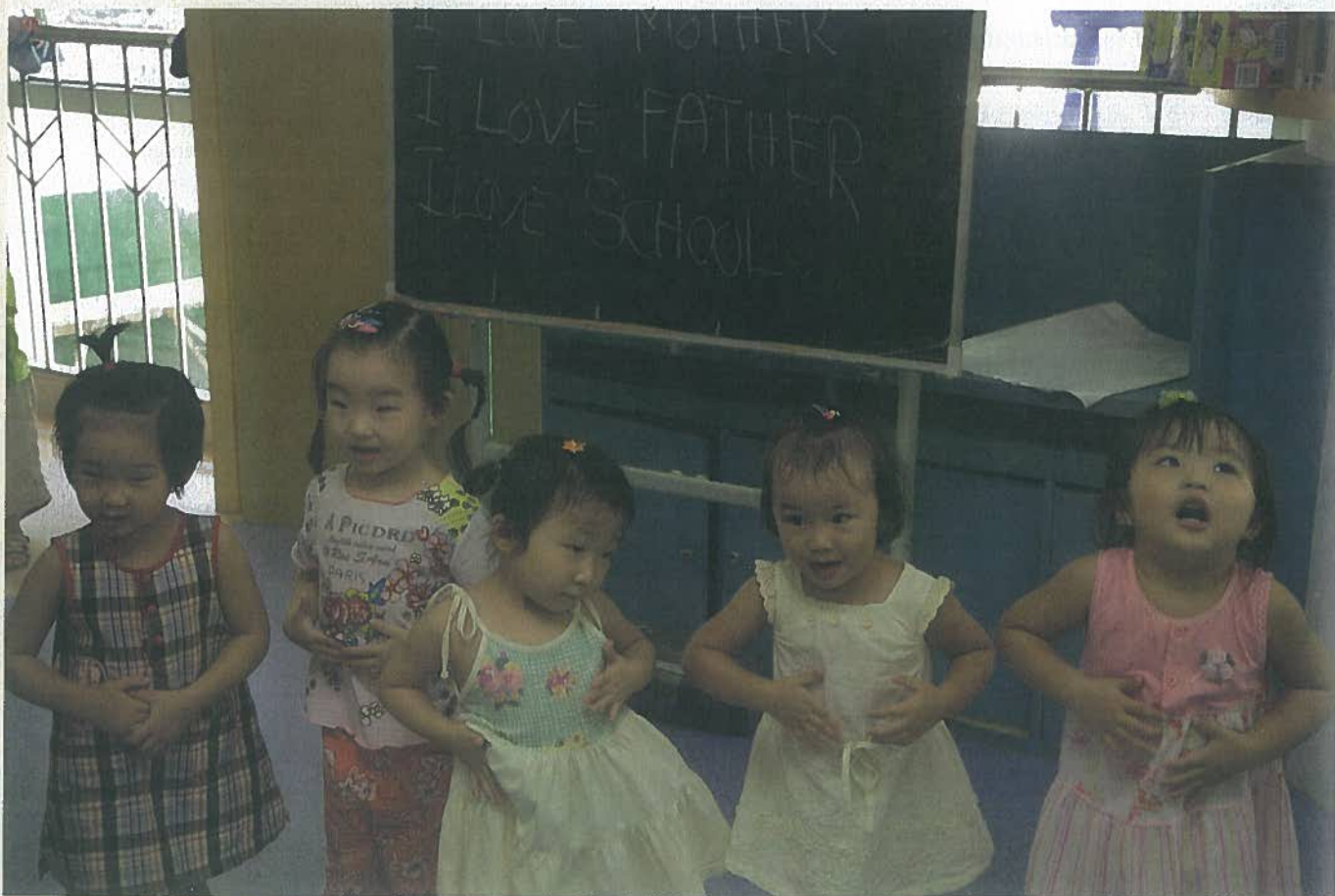
(rozmowę rozpoczyna zdający)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Are the girls enjoying the English class? Why do you think so?
- 2 Is it good to start learning foreign languages in childhood? Why? / Why not?





# People and places

## Let's get started

### 1 Describe the picture and answer the questions.

- 1 Why are the people in the picture doing this?
- 2 Do people in Poland celebrate some events by re-enactment? What events? Why?

## Vocabulary

### 2 Read about the 'English Civil War' and answer the questions.

- 1 What was the result of the English Civil War?
- 2 What is 'The Sealed Knot' and what does it do?

Between 1641 and 1645, the King and Parliament fought a Civil War in England. The Parliamentarians, known as 'Roundheads' because of their round helmets, eventually defeated the Royalists, or 'Cavaliers', and King Charles I was executed. Nowadays, members of a group called The Sealed Knot dress up as Cavaliers and Roundheads to commemorate the Civil War in a regular festival that lasts several days. This begins with a parade through the town where it is held, but the highlight is the re-enactment of a major battle, which involves thousands of people, and can become quite violent!

## In this module you will learn

- **Communication:** guiding and warning
- **Vocabulary:** important people and places
- **Reading and Listening:** famous architecture, Machu Picchu
- **Writing:** an informal email
- **Grammar:** the passive, relative pronouns

### 3 Match the words in the text in bold to definitions 1–6 below.

- 1 a day when people celebrate a special event \_\_\_\_\_
- 2 the most exciting or impressive part of an event \_\_\_\_\_
- 3 a performance that recreates an event \_\_\_\_\_
- 4 to wear a costume or put on special clothes \_\_\_\_\_
- 5 to remember an important event \_\_\_\_\_
- 6 an organised walk through the streets to celebrate an event \_\_\_\_\_

### 4 What are the most important events in Poland or in your region? How do you celebrate them?



# 12A A heroine and a hero

## Reading

- 1 Look at the statue of a black woman sitting on a bus. What do you think the story is about?



- 2 Read about Rosa Parks and answer the questions.

- 1 Where did she grow up?
- 2 Why were black people treated differently from white people?
- 3 What did this mean to the everyday lives of black people?
- 4 How did Rosa break the law?
- 5 What happened next?

## Sit Down for your Rights

Today, the southern state of Alabama is known for its modern aerospace industry as well as its cotton. Yet two hundred years ago African Americans were used as slaves on its cotton farms. Even though they had been given their freedom in 1863 by President Abraham Lincoln, fifty years later black people were still treated as second-class citizens. This is the Alabama where Rosa Parks was born in 1913 and grew up. One day, when Rosa was 11 she and her cousin went to buy a soda, the girls were told, 'We don't serve soda to coloured people'. The two races went to different schools and drank from different



## Grammar: the passive

- 3 Identify the verbs in the sentence and answer the questions.

*In 1955 Rosa refused to give her seat to a white man so she was taken to the police station.*

- 1 Which action did Rosa perform? (In other words she was 'active')
- 2 Which action did someone perform on Rosa? (In other words she was 'passive')
- 3 Who do you think performed the action on Rosa?

- 4 Complete the rule.

### The passive

We make the passive with a form of the verb \_\_\_\_\_ + the \_\_\_\_\_ of the verb.



water fountains. On buses whites sat at the front and blacks at the back. If a white person needed a seat then a black person had to give them their place. In 1955 Rosa refused to give her seat to a white man. She was taken to the police station and treated like a criminal.

Black people refused to use Montgomery buses until the law was changed. The protest was organised by Martin Luther King. In the end, Rosa and her supporters won.

Rosa has been called the 'mother of the civil rights movement'. Her life has been celebrated in poetry and film and there is a museum dedicated to her. The bus where Rosa made her protest can be seen in the Henry Ford Museum in Detroit. Fifty years after these events an African American will be chosen as the country's president by the American people.





**5** Complete the table with sentences from the text.

**Active and passive forms**

**present simple**

ACTIVE: People know Alabama for its aerospace industry and cotton.

PASSIVE: Alabama \_\_\_\_\_

**past simple**

ACTIVE: White people treated black people as second-class citizens.

PASSIVE: Black people \_\_\_\_\_

**present perfect**

ACTIVE: People have called Rosa the 'mother of the civil rights movement'.

PASSIVE: Rosa \_\_\_\_\_

**past perfect**

ACTIVE: Abraham Lincoln had given them their freedom.

PASSIVE: They \_\_\_\_\_

**can**

ACTIVE: You can see the bus where Rosa made her protest in Detroit.

PASSIVE: The bus \_\_\_\_\_

**will**

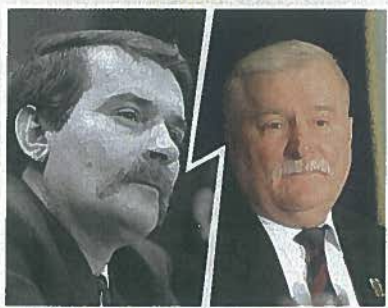
ACTIVE: The American people will choose an African American as their president.

PASSIVE: An African \_\_\_\_\_

➔ See Grammar Reference, page 202.

**6** Rewrite the biography of Lech Wałęsa, changing as much of it as you can into the passive.

Lech was born in 1943. His parents brought him up in Popowo in Poland. In 1970 the Lenin Shipyard in Gdańsk recruited Lech as an electrician. In 1980 he led a strike at the shipyards and he and his colleagues founded the free trade union

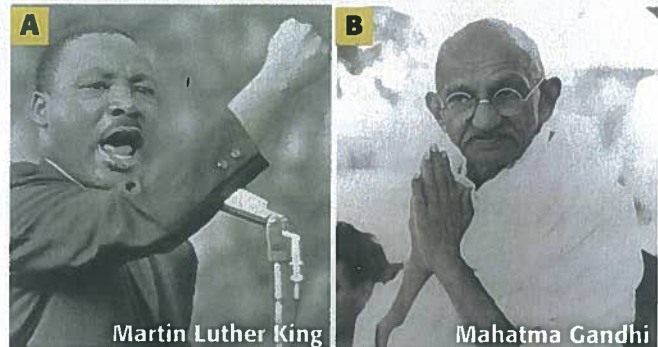


Solidarity. They chose Lech as its chairman. On December 13th 1981 the authorities arrested him and kept him in prison for almost a year. The Nobel committee gave him the Nobel peace prize in 1983. Eventually, in 1989, Solidarity representatives won all the seats in parliament available for the opposition. He played a big part in establishing democracy and the Polish people elected him as their president. Universities around the world have given him honorary degrees. Gdańsk airport was renamed Lech Wałęsa airport in his honour.

**Speaking**

**7** Which causes do you associate with the people in the pictures?

- votes for women  end of apartheid   
 helping the sick  civil rights in the USA   
 independence



**8** Imagine that you are the mayor of a new town or city. How will you celebrate local and international heroes and heroines? Work in groups.

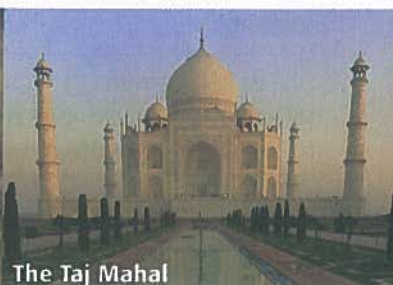
- 1 Decide whether to dedicate a street, square, museum or school to the person, or to have a special day in their honour.
- 2 Decide how to organise the option you have chosen.
- 3 Work in pairs with someone from a different group. Tell them the details about what you have decided to do.



# 12B Architectural icons



Stonehenge



The Taj Mahal



The White House



Sydney Opera House

## Reading

### Matura practice

- 1 Read the texts about four famous places and answer the questions by writing A, B, C or D. Each letter can be used more than once.

Which place ...?

- 1 do you need special permission to visit?
- 2 is the oldest?
- 3 uses a clever way of keeping cool?
- 4 is a mixture of architectural styles?

- 5 houses different artistic enterprises?
- 6 is the result of a moving love story?
- 7 faces environmental dangers?
- 8 is the subject of a false legend?
- 9 isn't made of stone?
- 10 has a spirit who does housework?
- 11 is not a UNESCO World Heritage Site?
- 12 was used as an early computer?

- 2 Which place would you like to visit the most / the least?

- 3 Underline examples of the passive in the texts.

#### A Stonehenge

Stonehenge is without doubt the most famous prehistoric monument in Britain. It was built between 3,000 and 1,500 BC. It stands on Salisbury Plain, and consists of two circles of standing stones, one within the other. Some of the stones were transported from 250 km away in Wales. How this was done is a mystery. Nobody knows for sure why Stonehenge was built, but it was probably used to study the stars, worship the sun or perform calculations. Some experts think that it was probably the site of human sacrifice. More recently, it has inspired one of John Constable's most famous paintings *Stonehenge* (1835), as well as the novelist Thomas Hardy, whose heroine Tess in *Tess of the D'Urbervilles* (1891) meets her destiny there. It became a World Heritage Site in 1986.

#### B The Taj Mahal

The Taj Mahal in Agra, India became a World Heritage Site in 1983. It was built by Mogul Emperor Shah Jahan in memory of his wife Mumtaz Mahal, 'beloved ornament of the palace'. It was started in 1632, a year after her death, and was completed twenty years later. When the emperor died he was buried next to his wife. It was made from material from all over India and Asia. More than 1,000 elephants were used to transport it. It has four marvellous minarets and a spectacular dome made from marble. The palace combines the architecture of different cultures, and is beautifully decorated in the Islamic fashion with geometric shapes and calligraphy. The Taj can be seen in the delightful reflecting pool in its gardens. It is visited by up to four million visitors a year. The biggest modern danger it faces is from acid rain, which threatens to turn the building yellow.

#### C The White House

The White House, which was originally built between 1792 and 1800, is the home and workplace of US presidents. Its site and design were approved by the first president George Washington. It is the place where many of the most important decisions that affect the world are taken. Very little is left of the original building, which has been destroyed, rebuilt, extended and renovated during its two-hundred-year history. Its yellow sandstone has always been painted white, but the legend that it was repainted to hide the damage it had suffered in 1814 when British troops set fire to it, is simply untrue. John Adams was the first president to take up residence there in 1800. His wife Abigail's ghost can sometimes be seen doing her laundry in the East Room! Unfortunately the general public can no longer visit the building because of security considerations, but a lucky few can have a tour if it is organised in advance by their congressional representative.

#### D Sydney Opera House

The remarkable building is the concert hall where the world's top artists love to perform. It is an instantly recognisable symbol of Sydney. It was designed by the Danish architect Jørn Utzon, who left the project before it was finished. It is mainly built from concrete. The roof is a series of shells which have been covered with over a million white tiles. It has some of the most complex and challenging shapes of modern architecture. It has an innovative air-conditioning system that uses water from Sydney harbour to cool the building down. It is home to the National Ballet, Sydney Theatre Company and Sydney Symphony Orchestra. The building was opened by Queen Elizabeth II on October 20th 1973. The first opera, Prokofiev's *War and Peace*, had already been performed there a month earlier. It has been a UNESCO World Heritage Site since 2007.





Buckingham Palace

**Grammar: relative pronouns**

**4** Study the sentence from the text. What word is used to join together the two clauses. What does the word represent?

*Very little is left of the original building, which has been destroyed, rebuilt, extended and renovated during its two-hundred-year history.*

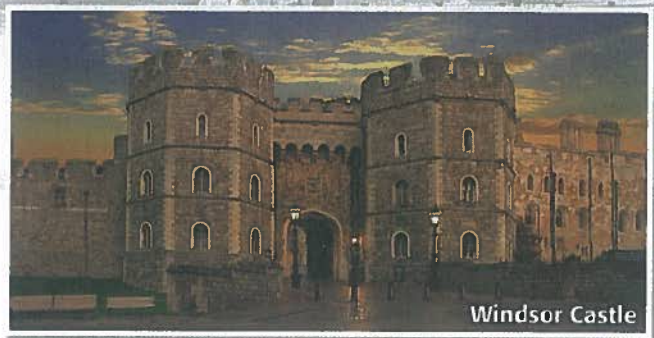
**5** Relative pronouns provide a useful way of joining clauses together. Match a pronoun from the box with the thing it represents.

that / which when where who  
whose why

- 1 a person \_\_\_\_\_
- 2 a reason \_\_\_\_\_
- 3 a thing \_\_\_\_\_
- 4 a time \_\_\_\_\_
- 5 the owner of something \_\_\_\_\_
- 6 a place \_\_\_\_\_

**6** Join the following sentences with a relative pronoun. Make any other necessary changes.

- 1 Sydney Opera House was designed by the Danish architect Jørn Utzon. He left the project before it was finished.
- 2 It has an innovative air-conditioning system. It uses water from Sydney harbour to cool the building down.
- 4 The roof is a series of shells. They have been covered with over a million white tiles.
- 5 It's a concert hall. The world's top artists love to perform there.
- 6 Why was Stonehenge built? Nobody knows for sure.
- 7 Thomas Hardy was a novelist. His heroine, Tess, met her destiny at Stonehenge.
- 8 The White House was damaged in 1814. The English tried to burn it down then.



Windsor Castle

**7** Check how these sentences are joined in the four passages you read.

**Listening**

**Matura practice**

**8** **CD2/37** Listen to a tourist guide talking to a group about Buckingham Palace and Windsor Castle. Put a cross (X) in the correct box.

- 1 Buckingham Palace was built for a king. True  False
- 2 The outside of Buckingham Palace is quite modern. True  False
- 3 The visitors are in London in the summer. True  False
- 4 Palace visitors should arrive early to get a seat. True  False
- 5 The Queen has her own personal flag. True  False
- 6 The Union flag shows the Queen is at Buckingham Palace. True  False
- 7 Windsor Castle is under an hour away by coach. True  False
- 8 Fire destroyed many of the trees in Windsor Park. True  False
- 9 There are two things all visitors must see in Windsor. True  False
- 10 Queen Mary's Dolls' House is perfect in every way. True  False



# 12C A place of interest



## Listening and speaking: guiding and warning

- 1 **CD2/38** Katie Harper is greeting a group of visitors to Shakespeare's birthplace in Stratford-upon-Avon. Listen to the recording. What safety warnings does Katie give the visitors?
- 2 **CD2/38** Try to complete each sentence from the talk with two words. Then listen again and check.
  - 1 Before we go in, I'd \_\_\_\_\_ say a few words about safety.
  - 2 First of all, it's an ancient building, \_\_\_\_\_ the floor is not level and the doors are low.
  - 3 So mind your heads, and remember \_\_\_\_\_ out when you go through doorways.
  - 4 May I also \_\_\_\_\_ that flash photography is not allowed.
  - 5 This is to protect the exhibits, \_\_\_\_\_ very old and precious, from strong light.
  - 6 So if you'd like to follow me, we'll begin the tour. \_\_\_\_\_ step!
  - 7 We are standing in the visitors' centre, \_\_\_\_\_ dedicated to Shakespeare's life and times.
  - 8 May I draw your \_\_\_\_\_ these early editions of his plays.
  - 9 Let's take a look at the workshop. This \_\_\_\_\_ his father made his gloves.
  - 10 As you \_\_\_\_\_, there are examples of traditional tools and gloves.
  - 11 Now we are going upstairs to the \_\_\_\_\_ the poet was probably born.
  - 12 Do \_\_\_\_\_ because the stairs are very dangerous. We don't want any accidents!
- 3 Write down any useful expressions in Katie's talk.

## Pronunciation

- 4 **CD2/39** Katie sounds excited and enthusiastic because she uses her voice to stress important words, and a wide voice range. Follow Katie's introduction and notice the words that are stressed. Then listen again and repeat.

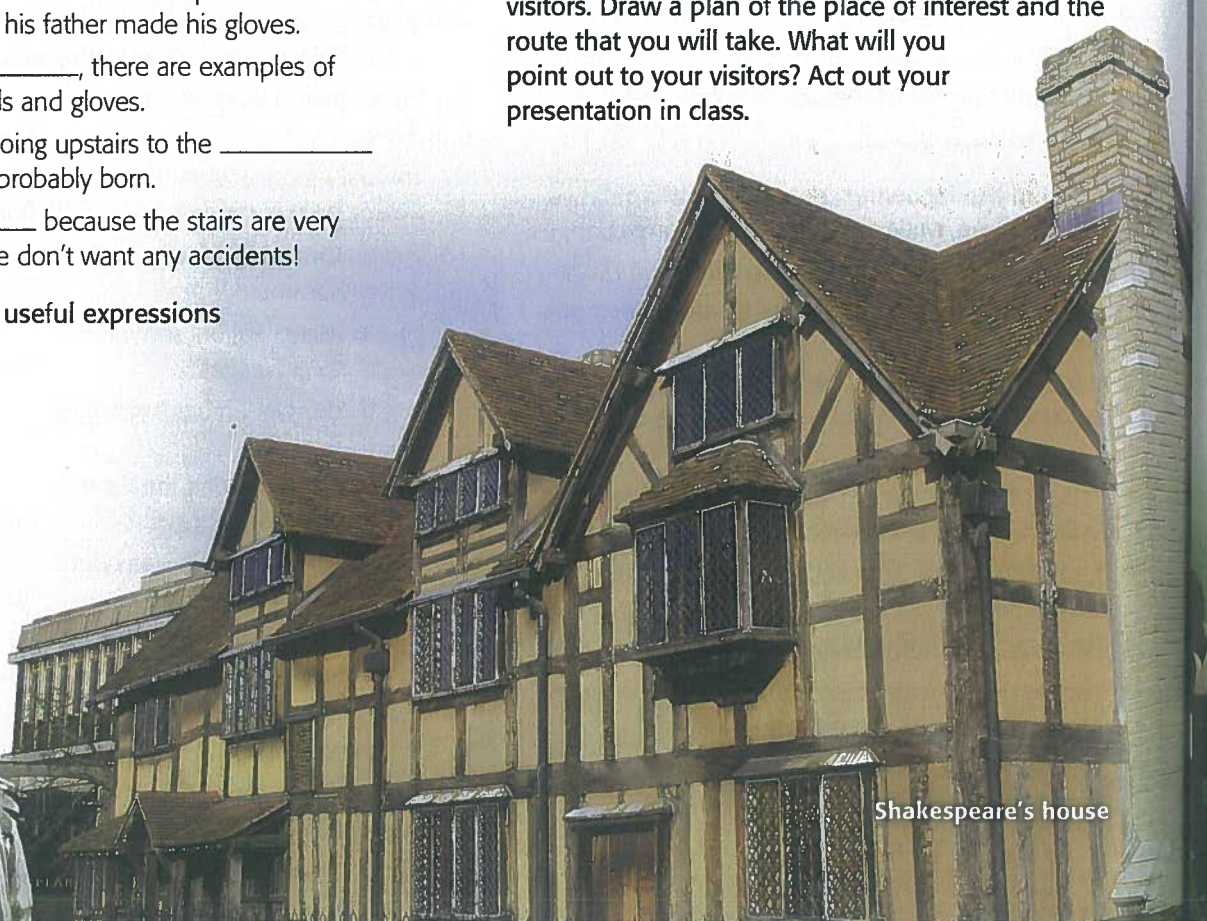
Good **morning**, everybody. I'm Katie Harper and I am going to be your guide today. On behalf of Culture Tours I'd like to **welcome** you to the **birthplace** of England's **famous poet** and **playwright**, **William Shakespeare**.

- 5 **CD2/40** Read Katie's farewell words, and decide which words you would stress. Then listen to the recording and repeat.

I hope that you have enjoyed today's visit. Don't forget to visit the souvenir shop, where you can find postcards and gifts. Do take the opportunity to enjoy the calm of the beautiful gardens. Enjoy the rest of your stay in Stratford. Goodbye!

- 6 Work in groups. Choose a place of interest in Poland. Write what you would say to a group of visitors. Draw a plan of the place of interest and the route that you will take. What will you point out to your visitors? Act out your presentation in class.

Shakespeare's house





**Writing: an informal email**

- 7 What do you know about New Zealand? What is it famous for?
- 8 Rudi has gone on holiday to New Zealand. Read his email to his family and friends. Match the things he has done with the pictures.
- 9 Read the email again and identify the relative pronouns and relative clauses.



Hi everyone,

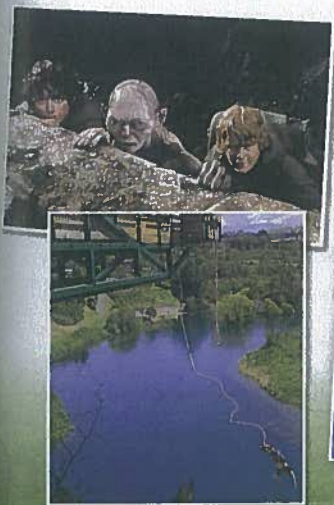
Well, here I am in New Zealand! The flight was totally exhausting but it has certainly been worth it. So far it has been full of excitement. I did a bungee jump in the Waikato River valley which was absolutely terrifying: it's the highest splash-site in New Zealand.

I am also planning to go to the New Zealand Rugby Museum to find out more about the best team in the world.

You know I am a great fan of *Lord of the Rings* – well, I visited some of the locations where the films were made. The scenery here is unbelievably gorgeous: there are mountains, lakes and glaciers, and it is so unspoilt! You can understand why it was chosen. Our guide was a guy who had helped build the film set. He gave us a fascinating guided tour. I even held one of the swords that had been used in the film. I have attached some of the photos. There is one of me dressed as a Hobbit!! I look completely ridiculous.

For more images have a look at my blog.

Love,  
Rudi



- 10 Find vocabulary that shows Rudi is enthusiastic about his trip.
- 11 Match the adjectives that have been underlined to the definitions below.
  - 1 very interesting \_\_\_\_\_
  - 2 very frightening \_\_\_\_\_
  - 3 very beautiful \_\_\_\_\_
  - 4 very tiring \_\_\_\_\_
  - 5 very stupid \_\_\_\_\_
- 12 We can make these adjectives even more powerful by introducing them with adverbs such as *totally*, *completely*, *absolutely* and *unbelievably*. Find examples of these in his email.
- 13 Choose four or five places or activities that you think a visitor to Poland should experience. Make a list and say what feelings / emotions you would expect someone to have.

**Spotlight on writing: making adjectives more interesting**

- Add an adverb in front of an adjective to make it more 'colourful'. To make most adjectives stronger, you can use *so\** / *really* / *very* / *extremely*  
*The weather was really hot.*
- To make them less strong, you can use *quite* / *fairly* / *pretty\**.  
*The hotel was pretty good, but not the best I've ever stayed in.*
- In front of a negative adjective, you can use *a little* / *a bit\** / *too*.  
*Food was a bit expensive.*
- With adjectives that already have a strong meaning, add emphasis with *totally* / *completely* / *absolutely* / *really* / *unbelievably\**.  
*The view was absolutely amazing!*  
(\* = in more informal writing).

- 14 Imagine that you are a visitor to Poland from New Zealand. Write an email to your family and friends telling them about your experiences. Use relative clauses and expressions that show your enthusiasm.



New Zealand's rugby team performing the 'haka'



# 12D The lost city of Machu Picchu

## Reading

**1** Study the pictures of the famous Inca site of Machu Picchu. Where is it situated? What does it look like?

**2** Read the information in *About the Incas* and answer the questions.

- 1 How long did their empire last?
- 2 How big was it?
- 3 What caused its downfall?
- 4 What was special about the Incas?

**3** Quickly read the article 'Heritage in Danger' on page 167 and complete the notes below with dates and numbers.

Position: \_\_\_\_\_ in the Andes Mountains

Built: \_\_\_\_\_

Conquistadors arrive: \_\_\_\_\_

Discovery by Augusto Berns: \_\_\_\_\_

Hiram Bingham arrives: \_\_\_\_\_

Becomes a World Heritage Site: \_\_\_\_\_

Number of visitors a year: \_\_\_\_\_

**4** Read the first three paragraphs of the article and answer the questions.

- 1 What is the weather like on Machu Picchu?
- 2 What is special about it according to one tour guide?
- 3 What happened to its population?
- 4 Who received recognition for the discovery of Machu Picchu?
- 5 How did the National Geographic Society celebrate the discovery?
- 6 Who probably discovered Machu Picchu first?

**5** Read the rest of the article and decide who do you think is speaking in A–D?

- 1  Julio Alvarez
- 2  Richard Wellner
- 3  Martha Gorman
- 4  Ana Cubillas

**A** *'From my point of view, the more people who come, the better. Foreign visitors bring money and open up Peru to different cultures. This kind of tourism is a great way of encouraging understanding between different cultures and people. Let's share it with the rest of the world.'*

**B** *Tourism is a great thing - it means that we can sell handicrafts and feed our families. It is the only way for people around here to have a better life. I have a stall where I sell things to people who take the bus to the summit.'*

**C** *'Even though we receive a lot of visitors each year, nothing can take away the magic of Machu Picchu. Everyone I show around can feel the special power and magnetism of the place. It has a huge attraction.'*

**D** *'So many visitors are causing damage to the site and the surrounding area. Some of the stones have been broken. There are people running around everywhere! When I first came fifteen years ago I was almost on my own.'*

**6** What do you think the government of Peru should do? Discuss the options as a class.

Should it ...

- limit the numbers of visitors?
- improve the facilities for visitors?
- allow the situation to continue as it is?
- stop visitors in order to preserve the site?

**7** Write about a place that is important for your country's heritage. How has it been affected by tourism? What can be done to encourage people to visit it, but preserve it too?



Watch a video about Machu Picchu.  
Turn to page 178.



About the Incas

History

- ◆ 12th Century AD: The Incas begin as a tribe in the Cuzco area.
- ◆ By mid-1400s most of southern Peru is under Inca control. The Incas incorporate other communities from the Andes. By 1525 the Inca Empire stretches north into modern-day Ecuador and Colombia and south into Chile.
- ◆ Civil war breaks out between two princes who want to become King.
- ◆ 1532–33: With just 180 men, 27 horses and one cannon, the Spanish conquistador Francisco Pizarro quickly conquers the Incas.

Art

- ◆ The Incas were great architects and builders.

Religion

- ◆ The Incas worshipped different gods, but Inti the sun god was the most important. The Inca King was believed to be descended from him. Inti Raymi was the most important Inca festival in his honour.
- ◆ The Incas practised human sacrifice.



Heritage in Danger

This beautiful quiet place is covered in sunshine and has very high mountains all around. Its name is Machu Picchu. It is sometimes called the 'Lost City of the Incas', and is nearly two and a half thousand metres up in the Andes mountains of Peru. Even in the fog many think it's wonderful to climb up the mountain and walk through the ruins of the city. The story of Machu Picchu is the story of a place where the ancient world and the modern world meet.

**Julio Alvarez** is a tour guide who knows Machu Picchu very well. He thinks that it has a special quality. 'It's known all over the world that Machu Picchu is one of the magnetic centres of the world,' he says. Machu Picchu is a city with a long history; it's more than 500 years old. It was built in around 1460. Most of the population probably died of smallpox\* even before the arrival of the conquistadors in 1532.

Today it's a favourite destination for tourists from all over the world. They want to step back in time and to understand the Inca civilization. When it ended, few people knew that Machu Picchu existed. For a long time Machu Picchu was lost to the outside world. Then, in 1911, an explorer called Hiram Bingham found it again. He was led to the citadel by an eleven-year old Quechua boy. It was such an important discovery that the National Geographic society dedicated the entire edition of its magazine for April 1913 to it. Even though Bingham took the credit for its discovery, a growing number of people believe that a German adventurer and businessman called Augusto Berns discovered it in 1867, and removed the remaining Inca treasure. Whatever the truth behind its discovery, in 1983 it was declared a World Heritage Site.

At first very few people visited the ruins of Machu Picchu, but now many hundreds come here each day. If this continues, there could be half a million every year. Some people in Peru hope that even more tourists will come. People like **Richard Wellner** who live near the site

are proud of it and the ancient culture it represents. He wants foreigners to see it and create a bridge between Peru and other cultures. They also believe it will create more business and earn money for the country.

They want to make it easier for tourists to come and want to establish better, more modern services.

However, some conservationists worry that more visitors won't be good for Machu Picchu.

This is the opinion shared by returning visitor **Martha Gorman**. This time she couldn't even find a place to sit and enjoy the view. She thinks that tourism is bad for the environment and the old ruins. If this continues, Machu Picchu could find itself on UNESCO's list of endangered sites. Others simply worry that the ancient city will change and lose its special quality. Hotel owner José Ramírez, on the other hand, says that Machu Picchu and Peru need more visitors. He thinks that Machu Picchu is a special place and that everyone should be able to see it.

Of course, tourism brings a lot of money to some communities. Aguas Calientes is a good example of a tourist community. People catch the bus to the summit where the city lies. Aguas Calientes has grown from almost nothing into a town. **Ana Cubillas** is grateful to foreign tourists who buy her handicrafts and have helped improve the lives of her family. Like nearly everyone in Aguas Calientes she depends on tourism as her only income.

**smallpox** a very dangerous infectious disease that leaves marks on the skin





# 12E A guided tour

## Listening and speaking



1 Describe the picture and answer the questions.

- 1 Are the group enjoying themselves?  
Why? / Why not?
- 2 What experience do you have of going on or giving guided tours?

2 CD2/41 Mr Gale is a teacher who is organising a trip to the Tower of London for his students. Listen to his conversation with the ticket office and answer the questions.

- 1 How many students is he planning to take?
- 2 How old are they?
- 3 Why do the students have to pay the higher price?
- 4 What discount does the ticket seller offer?

3 CD2/41 Try to complete each sentence with two words, then listen again and check.

- 1 I'm \_\_\_\_\_ bring a group of students to the Tower.
- 2 I'd like to find \_\_\_\_\_ ticket prices.
- 3 What would \_\_\_\_\_ to know?
- 4 How \_\_\_\_\_ it for a group of twenty students?
- 5 How old \_\_\_\_\_?
- 6 Are \_\_\_\_\_ sixteen?
- 7 I'm \_\_\_\_\_ count as adults.

4 CD2/42 Mr Gale and his colleague Miss Werner are telling their students what they can and can't do. Make brief notes by each of the pictures.



5 CD2/42 Study the Useful expressions box, then listen again. Tick (✓) the expressions you hear.

### Useful expressions

- |     |   |                          |
|-----|---|--------------------------|
| 1 a | Check that your mobiles are switched off. | <input type="checkbox"/> |
| b   | Make sure your mobiles are switched off.  | <input type="checkbox"/> |
| 2 a | You mustn't wander on your own.           | <input type="checkbox"/> |
| b   | Don't wander on your own.                 | <input type="checkbox"/> |
| 3 a | Fill in your worksheet.                   | <input type="checkbox"/> |
| b   | Remember to fill in your worksheet.       | <input type="checkbox"/> |
| 4 a | You can't take photos.                    | <input type="checkbox"/> |
| b   | You're not allowed to take photos.        | <input type="checkbox"/> |
| 5 a | Don't try and feed the ravens.            | <input type="checkbox"/> |
| b   | Don't feed the ravens.                    | <input type="checkbox"/> |
| 6 a | Be at the meeting point!                  | <input type="checkbox"/> |
| b   | Make sure you're at the meeting point!    | <input type="checkbox"/> |



For the script of this dialogue, go to the Workbook listening script section

6 Work in pairs. Student A go to page 192.  
Student B go to page 194.





# Review

## Vocabulary

- 1 Complete the text by putting the letters of the words in the correct order.

Last year we decided that we wanted to \_\_\_\_\_ ocmemmeroat the 100th \_\_\_\_\_ anyinverasr of the foundation of our village school. So the parents and teachers decided to organise a weekend \_\_\_\_\_ fsvetial. We had a \_\_\_\_\_ apreda where the children \_\_\_\_\_ rdeessd/pu as pupils from different periods of history and marched through the village. The \_\_\_\_\_ osutemcs were wonderful. There was even a \_\_\_\_\_ renemactetn of a typical school day with a very strict teacher. The \_\_\_\_\_ hggihltih of the second day was a \_\_\_\_\_ irefkowr display to look forward to the next 100 years.

## Grammar

- 2 Complete the exchanges by transforming a basic adjective into an extreme adjective.

Example: *Was the film good?*  
*Good? It was wonderful.*

- I thought the story was stupid.  
Stupid? It was completely \_\_\_\_\_.
- She looked beautiful in her new dress. Beautiful? I thought she looked \_\_\_\_\_.
- The walk was tiring, wasn't it?  
Tiring? It was absolutely \_\_\_\_\_.
- I thought the documentary about the Tower of London was interesting. Interesting? I thought it was \_\_\_\_\_.
- He's a frightening driver, isn't he? Frightening? He's totally \_\_\_\_\_.

- 3 Rewrite these active sentences using a passive form.

- People in Japan made this laptop.  
Example: *This laptop was made in Japan.*
- Someone has decorated the classroom.
- An armed gang stole the money.
- Someone sells tickets for these events online.
- A teacher sent Josh home for fighting.
- Police have arrested three men.
- Someone has made all the beds!
- They awarded Wisława Szymborska the Nobel Prize.

## Functions

- 4 Danuta is welcoming a group of tourists to Malbork Castle. Expand the prompts to form her introductory speech.

- Good afternoon everybody, my name / Danuta and I / be your guide today.
- It / give me / great pleasure / welcome you / Malbork castle / which have / important place / Polish history.
- The castle / be / built entirely / brick but / be / badly damaged during / last war.
- But / you can see, it be / restored to / former glory.
- Now, if you / like / follow me, we / begin / tour.

- 5 Join the parts of the sentences that give some important details about the castle. Pay special attention to the relative pronouns.

A	B	C
Malbork Castle is a fine example	until 1457	with a black cross over their armour.
It was built by the Teutonic Order	<u>where</u> you can find	<u>which</u> is why it is a world heritage site.
It remained under the order's control	<u>whose</u> members wore a white cloak	the tombs of eleven of its grand masters.
The Teutonic knights was a military order	<u>which</u> formed	<u>when</u> the Poles took it over.
This is St Anne's chapel	of gothic military architecture	in the 12th century

### Now I can ...

- understand a guide and safety warnings.
- talk about important people and places.
- write an informal email.
- use the passive.
- use relative pronouns.





1 Uzupełnij tekst dotyczący krótkiej historii Zjednoczonego Królestwa, wybierz odpowiednie wyrazy z ramki:

Elizabeth II / Legend / Vikings / Diana / Protestant / Fire / the United Kingdom / Henry VIII / Victoria / Canterbury / Elizabeth I / Hastings

**A SHORT HISTORY OF THE UNITED KINGDOM**

- c. 2500 B.C. Stonehenge was built.
- 43 A.D. The province of **Britannia** was established by the Romans.
- 5<sup>th</sup> century withdrawal of Romans and the beginning of the **Arthur** \_\_\_\_\_.
- 597 St. Augustin was sent to England by the Pope and became **the first Archbishop of** \_\_\_\_\_.
- 8th-11th century England was raided from the north by the \_\_\_\_\_.
- 1066 **The battle of** \_\_\_\_\_: The English army was defeated by William the Conqueror and the Normans.
- 1534 \_\_\_\_\_, who was married six times (two of his wives were beheaded), began the \_\_\_\_\_ **Church of England**.
- 1558 –1603 life of \_\_\_\_\_, who was a master of political science and a follower of literature and the theatre of **Shakespeare**
- 1666 The Old City of London was destroyed by **The Great Plague** and **The Great** \_\_\_\_\_. It was rebuilt by the architect **Sir Christopher Wren**.
- 1801 Unification of the kingdoms of Great Britain and Ireland: **formation of** \_\_\_\_\_ **of Great Britain and Ireland**; the Union Jack (flag) was created
- 1837- 1901 reign of **Queen** \_\_\_\_\_, whose husband Prince Albert introduced the first Xmas trees to England; a time of prosperity
- 1952 \_\_\_\_\_ came to the throne. She is married to Prince Phillip and they have four children: Charles, Anne, Andrew and Edward.
- 1981 Charles, Prince of Wales, married \_\_\_\_\_ (d. 1997), mother of William and Henry
- 1992 The UK together with 11 other countries signed the Maastricht Treaty, which created **the European Union**.

2 Które z powyższych wydarzeń uważasz za najważniejsze w dziejach Zjednoczonego Królestwa i dlaczego?

3 Połącz dzieła z ich twórcami:

- |                       |                        |
|-----------------------|------------------------|
| St Paul's Cathedral   | William Shakespeare    |
| <i>Macbeth</i>        | Christopher Wren       |
| victory at Trafalgar  | the Romans             |
| the Royal Albert Hall | Admiral Horatio Nelson |
| Hadrian's Wall        | Queen Victoria         |

4 Uzupełnij tekst dotyczący krótkiej historii USA, wybierz odpowiednie wyrazy z ramki:

New York / Independence / Civil / Washington / Indians / Thanksgiving / Armstrong / Wall / Liberty / Pearl / Barack / Vietnam / Constitution / Boston / slaves

**A SHORT HISTORY OF THE USA**

- 1621 the Pilgrims, who arrived in Plymouth on the Mayflower in 1620, and Wampanoag Indians shared an autumn harvest feast which is acknowledged today as one of the first \_\_\_\_\_ celebrations in the colonies.
- 1776, July 4 The **Declaration of** \_\_\_\_\_ declared 13 British Colonies as independent states, which were no longer part of the Kingdom of Great Britain.
- 1789 **George** \_\_\_\_\_, who was the leader of the American Revolution, became the first president of the United States.
- 1787 **The United States** \_\_\_\_\_ was adopted in Philadelphia and later ratified by conventions in each US state in the name of 'The People'.
- ca. 1840 –1877 life of **Crazy Horse**, a respected Sioux chief, who fought against the US federal government to preserve the traditions and values of the American \_\_\_\_\_ and never lived in the reservation.
- 1861-1865 **The American** \_\_\_\_\_ **War** was fought between the South and the North after 11 Southern slave states declared their secession from the US.
- 1863 President **Abraham Lincoln** signed the act which gave **freedom to all people held as** \_\_\_\_\_ within any state.
- 1886 **The Statue of** \_\_\_\_\_ was given by the people of France and became a symbol of freedom to immigrants.
- 1929 the \_\_\_\_\_ **Street Crash** – collapse of the Stock Exchange – the beginning of the Great Depression
- 1941 \_\_\_\_\_ **Harbor** was attacked by the Japanese and the USA declared war on Japan, thus entering World War II.
- 1968 Martin Luther King, leader of the African-American civil rights movement, was assassinated in Memphis.
- 1965 -1973 The \_\_\_\_\_ **War**, Flower Children (hippies) who opposed to the war and supported non-violence.
- 1969 **Neil** \_\_\_\_\_ was the first to set foot **on the moon**.
- 2001, **September 11** Three jetliners hijacked by Al-Qaida terrorists hit the **World Trade Center** in \_\_\_\_\_.
- 2008, **November** \_\_\_\_\_ **Hussein Obama II** was elected the 44th President of the United States and the first African-American to hold the office.

5 Dopasuj symbole do ich znaczeń:

- |                                 |                                  |
|---------------------------------|----------------------------------|
| the Stars and Stripes           | the National Anthem              |
| Big Apple                       | number of American states        |
| 50                              | flag of the USA                  |
| 13                              | New York                         |
| Uncle Sam                       | the US                           |
| <i>The Star Spangled Banner</i> | number of first British colonies |



## UZYSKIWANIE, UDZIELANIE INFORMACJI

Gdy pojawiają się trudności i potrzebna jest pomoc innej osoby, zadajemy pytania lub prosimy o udzielenie rady. Często takie sytuacje dotyczą zagadnień technicznych, takich jak np. umieszczenie filmu z wakacji na ogólnodostępnym portalu internetowym.

- 1** Wpisz na ekranie w odpowiednich miejscach zwroty wyróżnione w dialogu.

1 \_\_\_\_\_ your videos NOW!

Already a member

2 \_\_\_\_\_ max92ful

3 \_\_\_\_\_ \*\*\*\*\*

Not a member      Sign up

4 \_\_\_\_\_

name \_\_\_\_\_

country \_\_\_\_\_

email \_\_\_\_\_

I agree to 5 \_\_\_\_\_

sign up

My documents ▼      upload

### SIGNING UP / LOGGING IN

- B: Hello Alex, I want to (1) **upload** a film from our summer vacation, but I don't know how to. Can you help me?
- A: Hi! Of course, I'll be happy to. First, go to the signup page where you'll be asked to choose a (2) **username** and (3) **password**.
- B: Ok, done. Oh no! A message has appeared that my username, Max92, is not available! What should I do?
- A: Don't worry, just choose one of the usernames that have been suggested below.
- B: Ok, I've chosen Max92ful. What next?
- A: Right, now you will be asked to give some (4) **personal information** and to accept (5) **the terms of use**.
- B: (After a while) Done.
- A: Now a confirmation link is sent to the email address that you entered. Remember that you have to confirm your email address before any videos can be uploaded or before you can add any comments. When you click the confirmation link, you'll be signed in automatically.

- 2** Przeczytaj dialog i podkreśl zwroty, za pomocą których uzyskujemy informację. Zakreśl zwroty w stronie biernej.

### UPLOADING A VIDEO

- A: My friends are asking me about the film we made on holidays. Why isn't it available yet?
- B: I'm afraid I can't upload films to the site. It seems very complicated. Can you tell me how to do it?
- A: Remember that you must be signed in, before you can upload anything. Find the Upload button on the page.
- B: Ok, got it. What shall I do next?
- A: You'll be asked to give some information about the film, for example the title, theme tags and so on.
- B: I need to think about that first.
- A: Ok, when you're ready, click the Upload-a-video button. Then, you'll be directed to a new window. Use the Browse button to choose the video you want to upload.
- B: How do I know that it has uploaded?
- A: When the film is loading, you can see on the bar how much of it has been uploaded.
- B: Is that all?
- A: After it has been uploaded, you can click MY VIDEO FILMS button, and when the site is refreshed, you can find your film on your account.
- B: OK, thanks a lot.

### RELACJONOWANIE

Gdy coś nam się uda zrobić po raz pierwszy, bardzo to przeżywamy i chcemy się swoimi odczuciami podzielić z innymi. Mamy wtedy do czynienia z relacjonowaniem.

- 3** Wyobraź sobie, że niedawno umieściłeś/aś swój film na portalu internetowym i opowiadasz o tym znajomemu Anglikowi. Korzystając z dialogu z ćwiczenia 2, zrelacjonuj ten proces w czasach przeszłych.

### NEGOCJOWANIE

Ania wraz ze znajomym Amerykaninem wybierają jeden z filmów, które nakręcili w czasie zwiedzania USA. Dziewczyna jest zwolenniczką pokazania pięknej przyrody, podczas gdy jej rozmówca woli umieścić film ukazujący rozrywki w USA.

- 4** Z rozmowy Ani z Amerykaninem usunięto kilka czasowników. Wstaw je.

share    prefer    agree    think    upload

- A: Sam, I \_\_\_\_\_ our trip to the Grand Canyon would be the best to \_\_\_\_\_ with others.
- S: No way Ania, it is so boring – just rocks and canyons – nothing special. I'd rather \_\_\_\_\_ the film from Las Vegas – it's very colourful and energetic.
- A: I can't \_\_\_\_\_ with you. I personally \_\_\_\_\_ American nature to the cities and entertainment.



## ZADANIE 1. ROZMOWY STEROWANE

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

### A. Uzyskiwanie, udzielanie informacji

Chcesz kupić bilety wstępu do zamku Windsor dla 10-osobowej grupy.

- Dowiedz się, jaka będzie zniżka na bilety dla takiej grupy.
- Poinformuj, w jakim przedziale wiekowym jesteście.
- Zapytaj o cenę zwiedzania zamku z przewodnikiem.  
(rozmowę rozpoczyna egzaminujący)

### B. Relacjonowanie wydarzeń

Oglądałeś/aś ostatnio na żywo widowisko, które w efektywny sposób pokazywało wydarzenie z dziejów Polski. Opowiadasz o tym swojemu gościowi z USA, chcąc go/ją zachęcić do poznania naszej historii.

- Powiedz mu/jej, co i gdzie oglądałeś/aś.
- Opowiedz, jaki przebieg miało przedstawienie.
- Zachęć go/ją do zobaczenia tego widowiska.  
(rozmowę rozpoczyna zdający)

### C. Negocjowanie

Masz zamiar dostać się wraz ze znajomą Angielką na dach wysokiej katedry w Mediolanie. Są na to dwa sposoby. Twoja znajoma woli jechać windą, chociaż kosztuje to tyle, co dobry deser w kawiarni na górze.

- Przekonaj ją, że schody są lepszym rozwiązaniem.
- Odrzuć jej argumenty i podaj swoje.
- Zaproponuj rozwiązanie korzystne dla obydwu stron.  
(rozmowę rozpoczyna egzaminujący)

## ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Why are the people admiring London this way?
- 2 Do you like finding out about the history of the places you visit? Why?





# Columbus and the New World 2

## Before you view

**1** You are going to watch a short video about the explorer and navigator Christopher Columbus. What do you already know about him? In groups, see how many of the questions you can answer.

- When and where was born?
- Why did he go on his voyages?
- What were his ...
  - successes?
  - failures?

## Word list

**2** Check you know the meanings of these words.

to achieve the crew the Earth  
an island a route sailing spices

## First viewing

**3** Watch the video, and decide if the statements are true or false.

- Educated people thought the Earth was flat. True  False
- Europeans liked spices that came from India and China. True  False
- Columbus wanted to find a less expensive route for spices. True  False
- Columbus believed he could reach India by sailing west. True  False
- The King of Portugal provided the money for his first voyage. True  False
- Columbus refused to turn back. True  False
- He called the island he discovered 'America'. True  False
- He believed that the people he met were from the East Indies. True  False
- Columbus discovered a spice route on a later voyage. True  False

## Second viewing

**4** Watch the video again, and answer the questions.

- How is the map of the world from Columbus's time different from the map we have nowadays?
- What was the old route that traders took?
- Describe Columbus's ship the *Santa Maria*.
- What did Columbus and his followers do when they stepped onto the island?

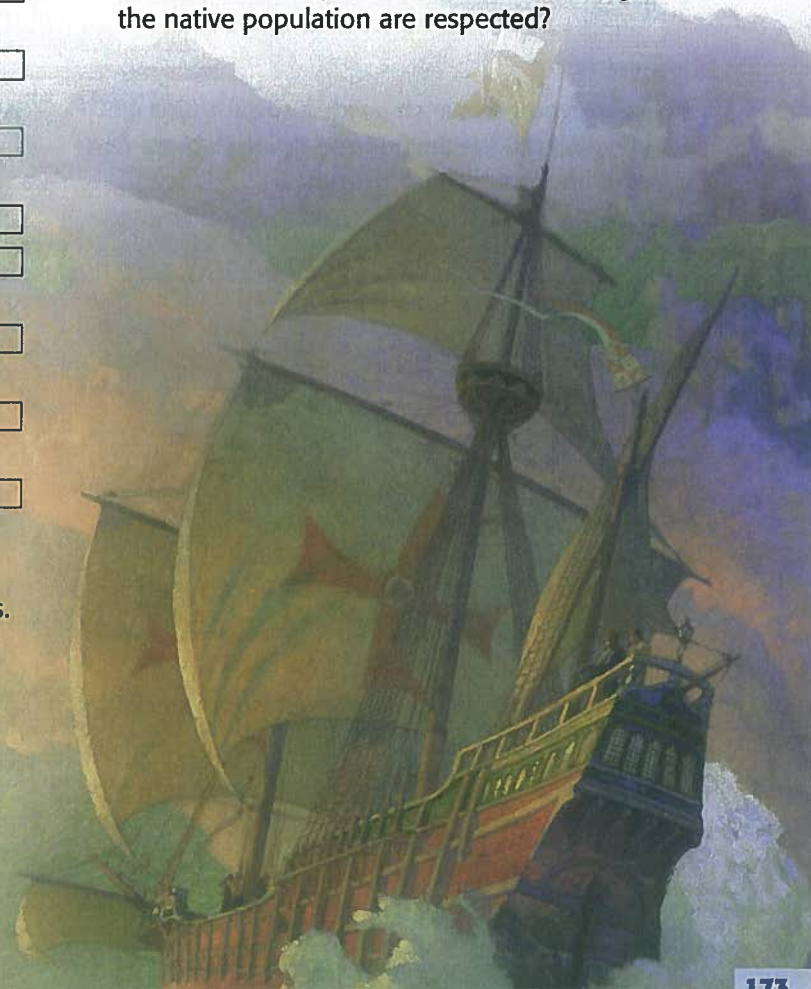
- When Columbus got back, what did he have to show King Ferdinand and Queen Isabella?
- At the end of the video we can see some people fighting. Who do you think they are?

## After viewing

**5** Complete the text with the words in the word list.

Columbus knew that (1) \_\_\_\_\_ wasn't flat. He thought he could get to India and China by (2) \_\_\_\_\_ west, and make money bringing back (3) \_\_\_\_\_. In 1492, Columbus persuaded King Ferdinand and Queen Isabella of Spain to pay for three ships. After a month at sea, (4) \_\_\_\_\_ wanted to go back. Columbus agreed to go back if they didn't find land in the next three days. Three days later, a sailor saw (5) \_\_\_\_\_. Columbus thought he was near India, and called the people they met 'Indians.' Columbus took gold, spices and other things back to Spain, and made three more voyages. But in the end, he didn't (6) \_\_\_\_\_ what he wanted – to find a new (7) \_\_\_\_\_ to Asia.

**6** Imagine you discover a new planet like the Earth that is inhabited by people like Columbus's Indians. How do you make sure that the rights of the native population are respected?





# 4 The future of a village

## Before you view

1 Read the facts about Essaouira. Does anything surprise you? Would you like to visit it?

- The port has existed since the 5th century BC.
- In the 1st century it produced the purple dye used in Roman senators' togas.
- Sidi Mogdoul, a Muslim holy man, is buried there.
- Different European powers tried to conquer it but never succeeded.
- The current city was built in the 18th century. The architect was a French-born slave.
- Essaouira used to be Morocco's main port. Caravans came from Timbuktu, to Marrakech and then Essaouira.
- It is a UNESCO World Heritage Site as an 18th century fortified town.

## Word list

2 Check you know the meanings of these words.

a breadwinner to compete  
the economy Heritage historic  
tourism tourists tourist boom trawlers

## First viewing

3 You are going to watch a video about Essaouira nowadays. Watch the first section and complete the notes about its fishing industry.

Things look great at the fishing port of Essaouira, but in fact \_\_\_\_\_.

There are three reasons why fishing is no longer a good job:

- 1 The number of fish \_\_\_\_\_.
  - 2 Some of the work has \_\_\_\_\_.
  - 3 \_\_\_\_\_ can't compete with big trawlers.
- Abdelhabdi, a typical fisherman, finds life difficult because \_\_\_\_\_.

4 Watch the second section about tourism in Essaouira and choose a, b or c.

- 1 The first tourist boom was in the ...  
a 1950s                      b 1960s                      c 1970s
- 2 Since 1996 tourism has increased by ...  
a 100%                      b 200%                      c 300%
- 3 Its 'medina' was built in the ...  
a 1700s                      b 1800s                      c 1900s

5 Watch the rest of the video. What important choice does Essaouira have to make?

## Second viewing

6 Watch the first part of the video again, and answer the questions.

- 1 What can you smell in the air at the port?
- 2 What happens if Abdelhabdi works for a week?
- 3 According to the narrator, tourism is the town's new \_\_\_\_\_.
- 4 What kind of people came to Essaouira in the first tourist boom?
- 5 What is the big problem facing the people of Essaouira?

7 What examples of Essaouira's past and its heritage can you see?

## After viewing

8 Complete the text with the words in the word list.

Fishing is difficult in Essaouira. The small boats which leave out of this port can't (1) \_\_\_\_\_ with the big fishing boats. Those boats, or (2) \_\_\_\_\_, can simply catch more fish. Recently, this town has a new (3) \_\_\_\_\_ – tourism. Last year, thousands of (4) \_\_\_\_\_ visited Essaouira, and this tourism has brought hope and money to the town. Essaouira is experiencing its second (5) \_\_\_\_\_ – the first was in the 1960s. It's not difficult to see why people like the (6) \_\_\_\_\_ village. Essaouira's 'medina,' or historic town centre, was built in the 1700s, and was recently put on UNESCO's World (7) \_\_\_\_\_ List. Essaouira now has a very good chance to develop tourism and help its (8) \_\_\_\_\_. But the 'new' Essaouira must also try not to sell out the local people, their culture and the environment.

9 Imagine Essaouira in twenty years' time. How will it look if people make ...

- the right decisions?
- the wrong decisions?





# Peruvian weavers 5



## Before you view

1 Look at these photographs of people who live in a village in the Andes Mountains, and discuss the questions.

- How easy do you think life is?
- How do you think the villagers ...
  - clothe themselves?
  - feed themselves?
  - make money to buy the things they can't produce themselves?
- How rich are they?

## Word list

2 Check you know the meanings of these words.

a coat a cooperative shawls to spin  
threads traditional weavers yarn

## First viewing

3 Watch the video, and answer the questions by choosing a, b or c.

- The women ....
  - are in charge of their business.
  - work for a boss in Lima.
  - would prefer a regular salary.
- The women ...
  - are working in a new industry.
  - are exploiting traditional skills.
  - needed teachers from another village.
- How have the men of the village reacted?
  - They want to take control of the industry.
  - Some are helping more with the sheep.
  - They don't like the power their wives have.
- Farming ...
  - is a recent activity.
  - goes back to Inca times.
  - is the villagers' main source of money.
- What effect has weaving had on the villagers' lives?
  - They can earn lots of money.
  - There is a lot more jealousy between villagers.
  - They work fewer hours.

4 Put the weaving process in the right order.

The women ...

- spin the wool
- colour the yarn
- sell the finished articles
- make the yarn
- take the wool from the sheep
- weave the yarn into cloth

## Second viewing

5 Watch the video again, and answer the questions.

- How is the cooperative a mixture of the new and traditional?
- Which animals produce the wool?
- How many women are involved?
- Why was Nilda sad? How does she feel now?
- Tick the crops that the farmers grow:  
sugar cane  maize  quinoa   
coffee  wheat  potatoes  barley
- What is the problem with farming as a profession?
- How has the weaving industry changed the villagers' way of thinking?
- Why does the narrator think that weaving is more than a tradition?

## After viewing

6 Complete the text with the words in the word list.

The villagers of Chinchero catch a sheep and cut off its winter (1) \_\_\_\_\_. The methods they use are (2) \_\_\_\_\_, but they are collecting wool for a new and different business – a weavers' (3) \_\_\_\_\_ that the women here manage.

The women (4) \_\_\_\_\_ the wool into (5) \_\_\_\_\_ for making cloth.

Now that it is difficult for men to make money from farming, these women (6) \_\_\_\_\_ are becoming the main economic supporters of the family. They learn basic weaving at school, and go on to weave blankets, shawls and (7) \_\_\_\_\_, and to prepare their own yarn. The women's cooperative hopes to prove that many (8) \_\_\_\_\_ together are stronger than one alone.

7 Can you think of example of traditional crafts in your country that can be revived to help people lead better lives and overcome unemployment?



# 6 Kenya butterflies

## Before you view

1 Continue the explanation of *metamorphosis* by putting sentences a–g in the correct order.

**Metamorphosis** is a process in which an animal's body changes as it grows. Most insects develop through **metamorphosis**.

- a  This becomes a **chrysalis** (= a form covered with a hard case).
- b  At last the chrysalis opens and an adult butterfly comes out.
- c  A **butterfly** starts as an egg.
- d  It creates its **cocoon** (= soft covering).
- e  Inside the chrysalis the **pupa** (= developing insect) changes into a butterfly.
- f  The female butterfly lays its eggs.
- g  The egg hatches into a **caterpillar**, which eats and grows.

## Word list

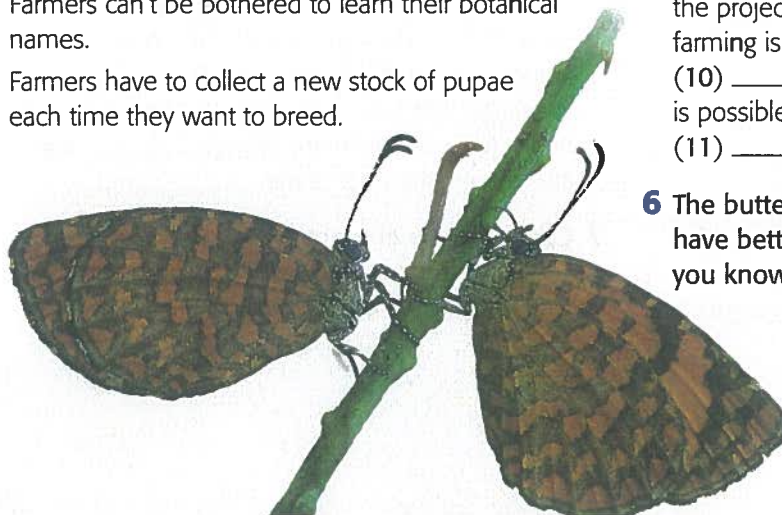
2 Check you know the meanings of these words.

cocoons a forest income to lay pupae to pupate to rear returns species a survival rate a threat

## First viewing

3 All these sentences are false – correct them!

- 1 The Arabuko Sokoke forest is the biggest forest in West Africa.
- 2 The biggest danger the forest faces is pollution.
- 3 People aren't as well educated as before.
- 4 Only local farmers go to the butterfly project's headquarters.
- 5 The price of caterpillars is fixed.
- 6 Farmers don't see the benefits of breeding butterflies.
- 7 Farmers can't be bothered to learn their botanical names.
- 8 Farmers have to collect a new stock of pupae each time they want to breed.



## Second viewing

4 Watch the first two thirds of the documentary again, and answer the questions.

- 1 What was the problem with catching live butterflies and transporting them?
- 2 What solution to the problem did farmers have?
- 3 Why do people cut down the forests?
- 4 What money-making activities can the forest be used for?
- 5 What was the mission of the butterfly farm project when it was first founded?
- 6 Why do farmers need to have a good head for business?
- 7 How much money had sales of pupae made the year before the documentary was made?
- 8 How has the project contributed to reducing unemployment?

## After viewing

5 Complete the text with the words in the word list.

The Arabuko Sokoke (1) \_\_\_\_\_ is home to more than a third of Kenya's eight hundred and seventy (2) \_\_\_\_\_ of butterfly. The demand for unusual butterfly species for public and private collections has long been (3) \_\_\_\_\_ to natural environments such as this Kenyan forest. In the past, live butterflies were sold to collectors around the world, but most died before they arrived. Now, local farmers have started using their skills to (4) \_\_\_\_\_ caterpillars instead. The caterpillars are sent around the world as (5) \_\_\_\_\_ and arrive just in time to become butterflies. These butterflies have (6) \_\_\_\_\_ of nearly one hundred percent.

First, small number of butterflies are caught. The females (7) \_\_\_\_\_ their eggs and caterpillars finally emerge. After they (8) \_\_\_\_\_, or enter their (9) \_\_\_\_\_, the caterpillars are brought to the project centre in the heart of the forest. Butterfly farming is popular because it has quick (10) \_\_\_\_\_ – just one month after starting, it is possible for a new farmer to generate (11) \_\_\_\_\_.

6 The butterfly project helps the local population have better lives while protecting nature. Do you know any other projects that do this?



# Monkey party 10

## Before you view

- 1 Study the list of the world's five great religions. Which one is the most ancient?  
Judaism Buddhism Hinduism Christianity Islam
- 2 Which countries and people do you associate them with?
- 3 Look at the picture below and read the text in exercise 7 quickly, then answer the questions.
  - 1 What happens in Lopburi each year?
  - 2 What is the origin of the monkey party?
  - 3 What do people believe happens if they are kind to monkeys?

## Word list

- 4 Check you know the meaning of these words.

banquet cake festival hero karma  
naughty story tradition trouble

## First viewing

- 5 Watch the video, and answer the questions.
  - 1 How do the monkeys behave in Lopburi?
  - 2 How do local people feel about them?
  - 3 Why do so many monkeys stay in the town?
  - 4 What is the legend of Hanuman?
  - 5 How often do people give food to the monkeys?
  - 6 How does this affect the monkeys?

## Second viewing

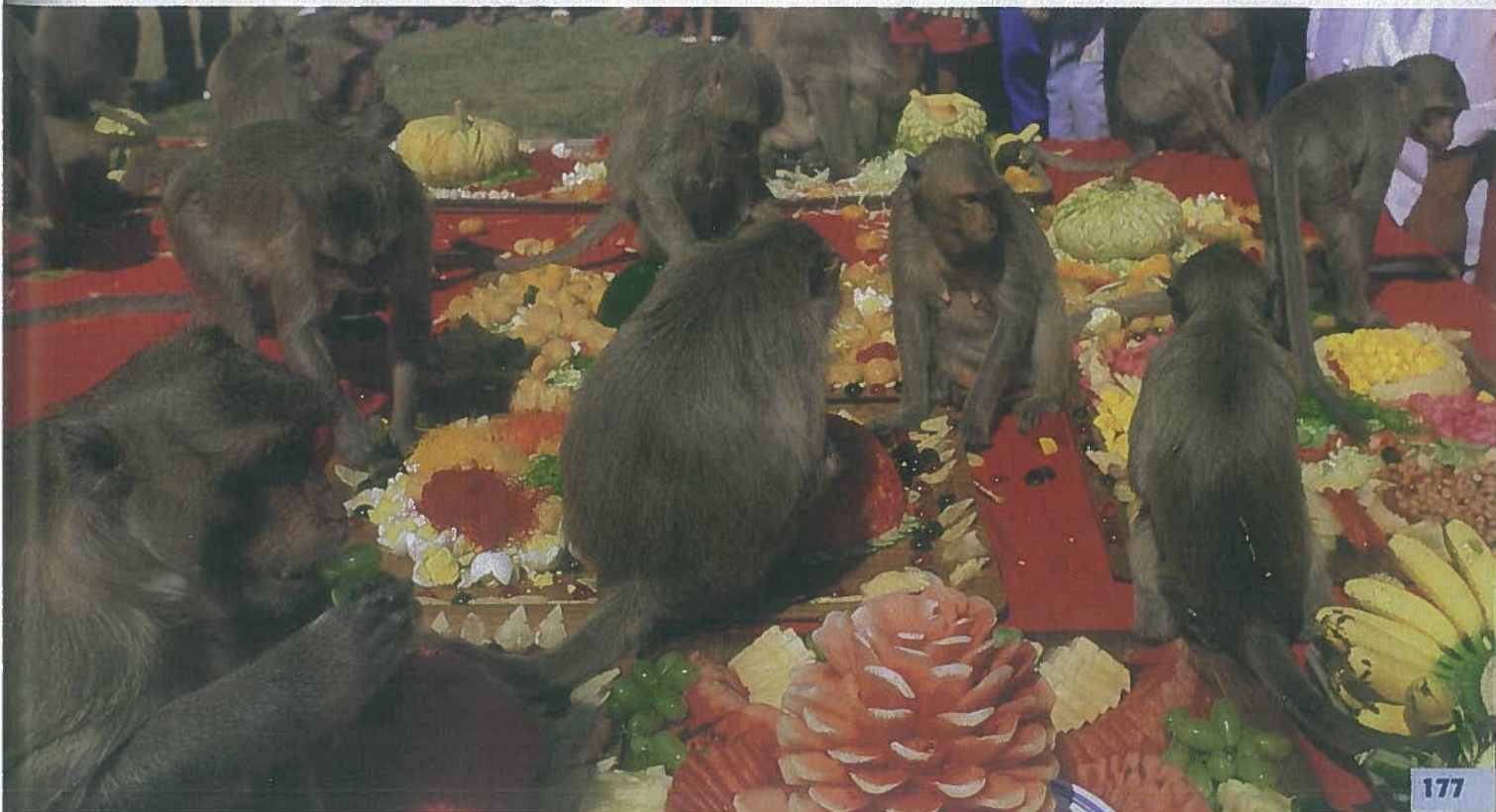
- 6 Watch the video again, and answer the questions.
  - 1 What examples of bad behaviour can you see?
  - 2 What sort of food can you name?
  - 3 Where is the woman guide standing? What do you think she is saying?
  - 4 What are the men carrying? Where are they taking it?

## After viewing

- 7 Complete the text with the words in the word list.

Most people in Thailand are Buddhists, which means they follow the teaching of a man called Buddha. One Buddhist (1) \_\_\_\_\_ is to give food to monkeys. This is because in one (2) \_\_\_\_\_ there is a monkey (3) \_\_\_\_\_ called Hanuman. Monkeys are extra special in the Thai town of Lopburi. The people of Lopburi let the monkeys run around the street. The monkeys are often (4) \_\_\_\_\_ and cause a lot of (5) \_\_\_\_\_. Even so, each year the town holds a (6) \_\_\_\_\_ where they have a special party for the monkeys. They make a huge (7) \_\_\_\_\_ and give the monkeys lots of food. People think being kind to monkeys will bring them good (8) \_\_\_\_\_. This year the monkeys are having a huge (9) \_\_\_\_\_.

- 8 What other festivals can you think of where a large amount of food is eaten? In each case, can you explain the origin of the festival?





# 12 The lost city of Machu Picchu

## Before you view

### 1 What do you know about the Incas? Try this quiz.

- The Incas lived in ...  
a Venezuela    b Peru    c Mexico
- The Inca Empire was at its height in ...  
a 1325    b 1425    c 1525
- The adventurer who conquered the Incas was ...  
a Montezuma    b Pizarro    c Cortés
- The Incas were conquered in ...  
a 1532    b 1542    c 1552
- The Incas' most important God was ...  
a the Sun God    b the Moon God  
c the Condor God
- The most important festival for the Incas was ...  
a Halloween    b Inti Raymi  
c Bonfire Night
- The Incas ...  
a sacrificed humans    b were cannibals  
c were vegetarians

### 4 Watch the rest of the video, and make notes. What are the arguments for, or against more tourism?

+ for more tourism

- against more tourism

## Second viewing

### 5 Watch the video again, and answer the questions.

- Describe the opening scenes of the video. What are the different opinions about Machu Picchu?
- Why does Julio, the tour guide, think that Machu Picchu is so special? What are his exact words?
- How has tourism changed since Hiram Bingham's discovery of the site?
- What do you think it is like to be a tourist at Machu Picchu nowadays?
- What are conservationists afraid of?
- What does the hotel owner think about limiting tourism?
- What does life look like for the ordinary people of Peru?
- How do you think the people of Aguas Calientes feel about tourism?

## Word list

### 2 Check you know the meanings of these words.

the environment    fog    magnetic    ruins  
stalls    the summit    tourism

## First viewing

### 3 Watch the first part of the video, and answer the questions.

- How high is Machu Picchu?
- What other name is it known by?
- How old is it?
- What happened in 1911?
- Who was Hiram Bingham?
- How many people visit the city each day?

## After viewing

### 6 Complete the text with the words in the word list.

Machu Picchu is one of the (1) \_\_\_\_\_ centres of the ancient world. Visitors from all over the world love to walk through the (2) \_\_\_\_\_. Even in the rain and (3) \_\_\_\_\_, it is spectacular. Some conservationists worry that more visitors won't be good for Machu Picchu. They say that (4) \_\_\_\_\_ may not be good for (5) \_\_\_\_\_. The town of Aguas Calientes grew suddenly near an area where visitors get on buses to travel up to (6) \_\_\_\_\_ of the mountain. The town is just a group of (7) \_\_\_\_\_ where local people sell art and things they have made to visitors. The people who survive on tourism want the visitors to keep coming to Machu Picchu.

### 7 How important is it to preserve historic sites?



**ZADANIE 1. ROZMOWY STEROWANE**

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

**A. Uzyskiwanie, udzielanie informacji**

W czasie wakacji pracujesz jako wychowawca na obozie w Bath. Jeden / Jedna z Twoich podopiecznych informuje Cię, że zginął mu / jej aparat fotograficzny.

- Dowiedz się, gdzie go ostatnio używał/a lub widział/a.
- Poproś o podanie opisu tego aparatu.
- Poinformuj go / ją, co planujesz dalej zrobić w tej sprawie.  
(rozmowę rozpoczyna egzaminujący)

**B. Relacjonowanie wydarzeń**

Brałeś/aś udział w akcji charytatywnej organizowanej na rzecz ludzi cierpiących z powodu suszy w Afryce. Twój angielski przyjaciel jest tym zainteresowany.

- Powiedz mu, jaki był cel akcji.
- Opowiedz, jak wyglądał Twój udział w zbiorce potrzebnych produktów.
- Wspomnij, jakie podziękowanie otrzymaliście od kierownictwa akcji.

(rozmowę rozpoczyna egzaminujący)

**C. Negocjowanie**

Twój współlokator / Twoja współlokatorka po raz kolejny narzeka na ból głowy.

- Doradź mu / jej zmianę stylu życia na bardziej aktywny.
- Odrzuć jego / jej argumenty i skrytykuj jego / jej uzależnienie od komputera.
- Zaproponuj wspólne zajęcia na świeżym powietrzu.

(rozmowę rozpoczyna zdający)

**ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI**

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 How can the man's work help save this rare species? Why do you think so?
- 2 What jobs involve travelling round the world? Why?





## ROZUMIENIE ZE SŁUCHU

### ZADANIE 1. (5 PKT)

Usłyszysz dwukrotnie rozmowę na temat nieudanego wyjazdu wakacyjnego. Zdecyduj, które zdania są zgodne z treścią nagrania (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		T	F
1.1.	Joanne got married on holiday in Greece.		
1.2.	The couple went on holiday later than they wanted to.		
1.3.	There wasn't any water in the hotel swimming pool.		
1.4.	Salad was the only nice food.		
1.5.	Sightseeing was the most enjoyable part of the holiday.		

### ZADANIE 2. (5 PKT)

Usłyszysz dwukrotnie pięć wiadomości radiowych. Przyporządkuj do każdej wiadomości (2.1. – 2.5.) właściwe podsumowanie (A – F). Wpisz odpowiednie litery do tabeli. Jedno podsumowanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. SAVING AN ENDANGERED SPECIES
- B. A TEENAGE INVENTOR
- C. THE EXPLORER OF THE YEAR
- D. A DRUG ADDICT IN PRISON
- E. CRIME FROM THE PAST EXPLAINED
- F. AN UNEMPLOYED MILLIONAIRE

2.1.	
2.2.	
2.3.	
2.4.	
2.5.	

### ZADANIE 3. (5 PKT)

Usłyszysz dwukrotnie rozmowę z odkrywcą. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

**3.1. In childhood, Enric liked**

- A. reading books.
- B. staying outside.
- C. spending time with friends.

**3.2. In his dreams, Enric**

- A. fights with sharks.
- B. collects exotic corals.
- C. explores tropical seas.

**3.3. Enric became an underwater explorer because**

- A. he was bored with working in an office.
- B. he wanted to do something exciting in his life.
- C. he was inspired by a character from a book.

**3.4. What does Enric consider most important for a young explorer?**

- A. passion
- B. qualifications
- C. good equipment

**3.5. In the interview, Enric**

- A. discourages people from taking risks.
- B. describes his future plans.
- C. describes his job.



## ROZUMIENIE TEKSTU CZYTANEGO

## ZADANIE 4. (6 PKT)

Przeczytaj poniższy tekst. Na podstawie informacji w nim zawartych zdecyduj, które zdania są zgodne z treścią tekstu (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

If you want to make a difference on your trip to Britain, why not do some volunteering? On a volunteer break you can work on a special project alongside experts and volunteers from other countries. No matter what you are interested in – conservation, wildlife or organising special events – there's a volunteer break for you in Britain. Previous experience in similar projects is not required, as you are led by experienced and trained leaders and you are there to learn new skills. It's also a great chance for you to make new friendships.

One of the most popular organisations arranging Working Holidays in Britain is the National Trust, a charity which protects and opens to the public over 300 historic houses, gardens and industrial monuments in England, Wales and Northern Ireland. The charity runs around 450 Working Holidays every year, ranging from carrying out a conservation survey and herding goats to painting a lighthouse and planting trees.

Working Holidays allow you to work at your own pace, with regular breaks and a picnic for lunch. Work days are usually from 09:00 to 17:00, and you'll get every evening and one day off a week.

Anyone over the age of 16 can join a Working Holiday, and there are special holidays for volunteers aged 16–18, 21–40 and 40+. Working Holidays range from two to seven days, and food and accommodation is included in the price – from £35. For most of the Working Holidays, your accommodation will be a National Trust base camp – these are farmhouses, cottages or apartments that have been converted into volunteer accommodation. It's a comfortable place to live but don't expect luxury. You can also find a hotel yourself, but it's more convenient to stay in the base camp.



		T	F
4.1.	Volunteers are expected to have some experience.		
4.2.	The National Trust takes care of properties connected with British history.		
4.3.	Working Holidays have regular working hours.		
4.4.	There are no age restrictions for taking part in Working Holidays.		
4.5.	Candidates do not need to worry about where to stay.		
4.6.	The text presents people who have taken part in Working Holidays.		



**ZADANIE 5. (8 PKT)**

Przeczytaj poniższe informacje. Następnie odpowiedz na pytania (5.1. – 5.8.), dobierając do każdego z nich właściwe wydarzenie kulturalno-naukowe (A – E). Wpisz odpowiednią literę w każdą rubrykę tabeli. Każda z liter może być użyta więcej niż jeden raz. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Charles Darwin is one of the greatest Britons of all time. **Darwin 200** is a national programme of events celebrating his ideas, impact and influence. Here are a few events you can look forward to.

**A. Darwin: The Exhibition** (Natural History Museum, London)

Retrace Darwin’s life-changing journey aboard *HMS Beagle* on its five-year voyage to the Galápagos Islands. Follow the clues that helped him develop his ideas, through notebooks (in which he put down his observations), rare personal belongings and zoological specimens he collected on his travels.

**B. Shrewsbury Darwin Festival** (Shrewsbury)

Shrewsbury Darwin Festival is an annual celebration of Charles Darwin’s life and scientific heritage, in the town where he was born and grew up. The programme includes events and activities whose aim is to encourage wider awareness of Darwin’s contribution to science, including talks from Dr Michael Shermer and Professor Mark Chase.

**C. Mr Darwin’s Fish** (Bath Royal Literary & Scientific Institution, Bath)

‘Mr Darwin’s Fish’ tells the story of *HMS Beagle* fish examples being described for science for the first time. Darwin’s lifelong friend, Leonard Jenyns, worked on the fish Darwin brought back from South America. Using original material, the exhibition will reveal new insights into Darwin’s approach to research and how he worked with his colleagues.

**D. Evolution Rocks!** (Lyme Regis)

Discover remarkable remains and learn more about evolution in the rocks at Evolution Rocks! Throughout the two-day festival, children, adults, and students can join in a range of events to discover the secrets held by fossils.

**E. Darwin and Scotland** (Talbot Rice Gallery, Edinburgh)

Darwin lived and studied as a young medical student in Edinburgh from 1825 until 1827. Through historic material and contemporary art inspired by Darwin, this exhibition investigates his impact on Scotland as well as Scottish intellectual thought. The exhibition will be produced in partnership with the University of Edinburgh, National Museums of Scotland, and National Library of Scotland.



Which event		
5.1.	takes place in Darwin’s birthplace?	
5.2.	includes examples of Darwin’s handwriting?	
5.3.	mentions Darwin’s specimens which were researched by somebody else?	
5.4.	is recommended for different age groups?	
5.5.	is held in a place where Darwin attended university?	
5.6.	includes lectures about Darwin’s achievements?	
5.7.	shows Darwin’s influence on one particular region in the UK?	
5.8.	presents objects which Darwin brought from exotic countries?	



**ZADANIE 6. (6 PKT)**

Przeczytaj poniższy tekst. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

Address

*Dave Moss...*

**Interview Day**  
I was so nervous and worried. I really don't know how the interview went but I hope I made a good impression. The other three candidates looked as nervous as me, so at least I wasn't the only one. The man who interviewed me was really nice and the questions he asked were really easy, but the woman was horrible. I hope I get the job but I really wouldn't like to work in her department. The money is quite good and the work seems really interesting. I really hope I get an answer soon.

---

**Next Day**  
I got the job! I'm so excited. I start on Monday. I have to go shopping. I need another suit and some ties. I can't turn up for my first day wearing the same suit and tie I was wearing at the interview. And I think I should get my hair cut. It's the first impression that counts, isn't it?

---

**Monday**  
Oh no! I can't believe it - what a disaster. It was my first day and I was so happy! And all that is ruined now. How many things can go wrong in one day? I just hope I have a job tomorrow. First of all, I turned up over thirty minutes late! It wasn't my fault - the bus broke down - but you can't make excuses on the first day. Then I managed to spill coffee all over my boss - she was so angry! And yes, you've guessed it, my boss is the woman from the interview. At least nothing went wrong in the afternoon, but that's because I stayed behind my desk and tried to read all the files they gave me.

---

**Tuesday**  
Today was much better. My colleagues are great. They really made me feel welcome and they told me not to worry about yesterday, but they were laughing about it and saying they couldn't remember a first day that was such a disaster - that certainly didn't help my confidence. The work is really difficult, but I'm pleased about that. I wouldn't want a job that was boring. It's good to use my brain again as I haven't done much since I finished university two months ago. I hope I don't make any more mistakes because I think I could really enjoy it here.

---

**Wednesday**  
Working in a big city is so stressful! It takes me almost an hour to get to work and then going home can take even longer. The buses and trains are so crowded that by the time I arrive at work I'm exhausted. Another thing I didn't realise is how much work they would give me. I didn't finish until after 8 o'clock last night and by the time I got home I was too tired to do anything apart from fall into bed and go to sleep. My boss came to talk to me today - the first time since I spilt coffee over her on the first day. She sat on the edge of my desk and told me to relax. She said I was the best candidate and that she was sure I'd be fine. It was so nice - I think I might get to like her after all.

**6.1. Which is TRUE about Dave?**

- A. He was interviewed by three people.
- B. He was as anxious as other candidates.
- C. He didn't expect to get the job.
- D. He didn't like the man's questions.

**6.2. When Dave got the job, he decided**

- A. to buy some new clothes.
- B. to wear his lucky tie to work.
- C. to change his hairdresser.
- D. to put on a suit for the first time.

**6.3. On the first day, Dave**

- A. was late for the bus.
- B. had a coffee with his boss.
- C. spent most of the time sitting at his desk.
- D. got some papers to write.

**6.4. The Tuesday entry shows that Dave**

- A. doesn't like his colleagues.
- B. is satisfied with his duties.
- C. wants to go back to university.
- D. feels proud of his success.

**6.5. Which problem does Dave mention in the Wednesday entry?**

- A. conflict with his boss
- B. working at night
- C. an extremely stressful task
- D. difficulties with getting to work

**6.6. In the diary, Dave Moss presents**

- A. tips for having a successful job interview.
- B. his experiences in a new workplace.
- C. his transfer to another company.
- D. growing conflict with his boss.



## WYPOWIEDŹ PISEMNA

### ZADANIE 7. (5 PKT)

Wybierasz się na wakacje do Anglii. Chcesz zarezerwować pobyt w hotelu, którego adres znalazłeś/aś w Internecie. Napisz wiadomość e-mail, w której:

- poinformujesz, w jakim terminie chcesz zarezerwować pokój,
- podasz, jakim pokojem jesteś zainteresowany/a,
- poprosisz o potwierdzenie rezerwacji,
- zapytasz o najlepszy sposób dojazdu z lotniska do hotelu.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność zwięzłego przekazu wszystkich informacji określonych w poleceniu (4 punkty) oraz poprawność językowa (1 punkt).

	TREŚĆ				POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4		
Liczba punktów	0-1	0-1	0-1	0-1	0-1	

### ZADANIE 8. (10 PKT)

Byłeś/aś ostatnio świadkiem kradzieży. Napisz o tym w liście do kolegi z Anglii.

- Poinformuj, co robiłeś/aś, gdy doszło do tego zdarzenia oraz co zostało skradzione.
- Opisz wygląd i zachowanie osoby, która dokonała kradzieży.
- Napisz, jak zareagowałeś i jakie były skutki Twojej reakcji.
- Dowiedz się, czy kolega był kiedykolwiek w podobnej sytuacji i zapytaj o jego opinię w sprawie Twojego zachowania.

Pamiętaj o zachowaniu odpowiedniej formy listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

**Uwaga: jeśli praca będzie zawierać więcej niż 200 słów, otrzymasz za jej formę 0 punktów.**

	TREŚĆ				FORMA	BOGACTWO JĘZYKOWE	POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4				
Liczba punktów	0-0,5-1	0-0,5-1	0-0,5-1	0-0,5-1	0-1-2	0-1-2	0-1-2	



**Zadanie 1. ROZMOWY STEROWANE**

Zapoznaj się z opisem trzech sytuacji. Twoim zadaniem będzie odegranie wskazanych ról.

**A. Uzyskiwanie, udzielanie informacji**

**Twój angielski przyjaciel / Twoja angielska przyjaciółka nie może z Tobą pójść do centrum handlowego w Liverpoolu. Chcesz jednak spędzić z nim / nią resztę wieczoru.**

- Dowiedz się, o której godzinie zamykają centrum handlowe.
- Poinformuj go / ją gdzie się spotkacie, gdy skończysz robić zakupy.
- Zapytaj, co chce robić wieczorem.

(rozmowę rozpoczyna zdający)

**B. Relacjonowanie wydarzeń**

**Miałeś/aś ciekawe doświadczenie językowe w czasie pobytu w Londynie. Rozmawiałeś/aś z londyńczykiem, ale miałeś/aś ogromne kłopoty ze zrozumieniem go. Opowiedz o tym swojemu nauczycielowi angielskiego.**

- Powiedz, w jakich okolicznościach doszło do tej rozmowy.
- Opowiedz, jak przebiegała rozmowa.
- Wyjaśnij, dlaczego nie mogłeś/aś zrozumieć swojego rozmówcy.

(rozmowę rozpoczyna egzaminujący)

**C. Negocjowanie**

**Podczas gry w koszykówkę jeden z Twoich gości z USA niefortunnie skoczył i doznał kontuzji kostki.**

- Zasugeruj wizytę w szpitalu.
- Nie zgódź się na odłożenie sprawy do następnego dnia, podkreślając konieczność prześwietlenia nogi.
- Zaproponuj rozwiązanie kompromisowe.

(rozmowę rozpoczyna zdający)

**ZADANIE 2. ROZMOWA NA PODSTAWIE ILUSTRACJI**

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania do ilustracji (zamieszczone wyłącznie w zestawie dla egzaminującego):

- 1 Why is the woman sitting at the table alone?
- 2 Is trying new food in new places exciting for you? Why? Why not?





## ROZUMIENIE ZE SŁUCHU

### ZADANIE 1. (5 PKT)

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat zakupów. Przyporządkuj każdej osobie (1.1. – 1.5.) zdanie podsumowujące jej wypowiedź (A – F). Wpisz odpowiednie litery do tabeli. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. I spend too much on clothes.
- B. I'm not fond of shopping.
- C. I always pay cash.
- D. I don't like shopping alone.
- E. I ask somebody to do the shopping for me.
- F. I go shopping once a week.

1.1.	Speaker 1	
1.2.	Speaker 2	
1.3.	Speaker 3	
1.4.	Speaker 4	
1.5.	Speaker 5	

### ZADANIE 2. (5 PKT)

Usłyszysz dwukrotnie wypowiedź na temat skutków wycieczki rowerowej. Zdecyduj, które zdania są zgodne z treścią tej wypowiedzi (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

		T	F
2.1.	The speaker and her friends decided to go cycling because the weather was encouraging.		
2.2.	When the storm came, the speaker put on her raincoat.		
2.3.	The speaker started sneezing just after coming back home.		
2.4.	Before going to hospital, the speaker tried to cure herself.		
2.5.	The speaker's mum drove her to hospital.		

### ZADANIE 3. (5 PKT)

Usłyszysz dwukrotnie wywiad z właścicielem klubu w Londynie. Wybierz właściwą z podanych odpowiedzi, zgodną z treścią nagrania. Zakreśl literę A, B lub C. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

3.1. Which occasion for having a party is NOT mentioned?

- A. finishing university
- B. a class reunion
- C. Christmas

3.2. Which sentence is TRUE about the club?

- A. Sometimes young people are arrested in this club.
- B. Some parties are extremely noisy.
- C. Teenagers are often caught taking drugs there.

3.3. What food do young people usually choose?

- A. sandwiches
- B. salads
- C. exotic dishes

3.4. At the princess's party

- A. there were many celebrities.
- B. a film was shot.
- C. her pictures were shown.

3.5. The interview presents

- A. the most famous clubs in London.
- B. qualifications required to run a club.
- C. a form of entertainment popular among young people.



## ROZUMIENIE TEKSTU CZYTANEGO

## ZADANIE 4. (7 PKT)

Przeczytaj poniższy tekst. Na podstawie informacji w nim zawartych zdecyduj, które zdania są zgodne z treścią tekstu (T), a które nie (F). Zaznacz znakiem X odpowiednią rubrykę w tabeli. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

A notebook containing 32 sketches by Pablo Picasso, valued at about £7m, vanished from the Picasso Museum in central Paris. The book, displayed in a glass presentation cabinet on the first floor of the 17th-century building, disappeared just before lunchtime. There was no sign of a break-in and the museum's alarm system did not go off.

The notebook was last seen when the Picasso Museum closed on Monday evening. Since 2006, the museum has been under renovation intended to double its display area. It is currently hosting a special exhibition of the works of Daniel Buren, which includes a giant mirror snaking from room to room. The French media speculated last night that the presence of this mirror probably helped the theft by blocking the view of museum staff.

The museum normally contains hundreds of paintings, sculptures, drawings and ceramics by the Spanish-born master of modern art. Many of the major works are currently on loan or hire to special exhibitions all over the world as part of the museum plan to raise money for the renovation work. They have been replaced by special exhibitions of the works of other artists and displays of minor Picasso sketches and artefacts that are not usually shown.

There have been a large number of Picasso thefts in France, and elsewhere, in recent years. In March 2007, two paintings worth €50m were stolen from the home of the painter's granddaughter in the heart of Paris. They were recovered five months later and returned to the owner.

*adapted from: www.independent.co.uk*

		T	F
4.1.	The Picasso Museum in Paris is a modern building.		
4.2.	The fact that the notebook had been stolen was noticed when the museum was closing.		
4.3.	In spite of the renovation work the museum is open to the public.		
4.4.	Only works by Pablo Picasso are displayed in the Picasso Museum.		
4.5.	Picasso masterpieces are often displayed in other museums.		
4.6.	The paintings stolen in 2007 haven't been found yet.		
4.7.	The text describes how much Picasso's works are worth.		



## ZADANIE 5. (7 PKT)

Przeczytaj tekst. Następnie do każdego fragmentu tekstu (5.1. – 5.7.) przyporządkuj właściwe pytanie (A – H). Wpisz odpowiednią literę obok numeru każdego fragmentu. Jedno pytanie zostało podane dodatkowo i nie pasuje do żadnego fragmentu tekstu. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

- A. Where can I change money?
- B. How safe is Britain?
- C. Can I bring my pet with me?
- D. Are euros accepted anywhere in Britain?
- E. What documents are necessary to enter Britain?
- F. What goods are prohibited or restricted when crossing the border?
- G. Can I work in Britain?
- H. What do I do if I need to see a doctor?

5.1. \_\_\_\_

By international standards, Britain has relatively low rates of street crime and violence. However, it doesn't mean you do not need to be cautious. In an emergency that requires ambulance, police or fire services dial 999 from any telephone. In the case of a non-emergency crime you should contact your local police station.

5.2. \_\_\_\_

You need a valid national passport or other ID that satisfactorily establishes your identity and nationality. If you aren't a citizen of Britain or the European Economic Area (EEA) country, you may also need a visa.

5.3. \_\_\_\_

If you come from outside the EU, you can bring up to 200 cigarettes, 250g of tobacco, 2 litres of still table wine, 1 litre of alcohol over 22% volume. There are no limits for EU citizens providing it is for their own use. You aren't allowed to bring in drugs or weapons. For some other goods such as live animals or certain plants you need a special licence.

5.4. \_\_\_\_

Dogs and cats from certain countries are permitted to enter Britain under the Pets Travel Scheme without quarantine provided certain conditions are met. Animals other than those identified have to be quarantined for six months at approved centres.

5.5. \_\_\_\_

Foreign currency can easily be exchanged at banks, post offices, some hotels and bureau de change kiosks, which are found at international airports and most city centres. It is always a good idea to check current exchange rates before you travel.

5.6. \_\_\_\_

If you become ill while visiting Britain, you can get free emergency treatment. However, if you are admitted to hospital as an in-patient you will be asked to pay unless you meet certain criteria. Therefore, you are strongly advised to take out adequate insurance before travelling to Britain.

5.7. \_\_\_\_

During the summer months employers often look for additional staff and many are pleased to receive applicants from overseas. You may need a special permit to have a legal job in Britain.



adapted from: <http://www.visitbritain.co.uk/about-britain/practical-information/faq/index.aspx>



**ZADANIE 6. (6 PKT)**

Przeczytaj poniższy tekst. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D. Za każdą poprawną odpowiedź otrzymasz 1 punkt.

By anyone's standards, Diana Smart is a pretty remarkable woman. At an age when most people are contemplating their retirement, Smart chose instead to fulfil a lifetime's ambition and learnt to make cheese. Now, some 15 years later, the 75-year-old lady is widely regarded as one of the best cheesemakers in Britain. Her single and double Gloucester cheeses are ordered by such exclusive retailers as Neal's Yard or Fortnum & Mason. Diana Smart is also a member and supporter of the Slow Food movement, which is getting more and more popular in Britain.

She believes firmly in using old techniques to create her cheeses, a reaction in part, she says, to the fact that her father had one of the biggest and most modern battery-chicken farms in the UK. "I was brought up with chickens, and I always felt sorry for the poor things," she explains. So when she saw an ad in the local paper for a cheesemaking business, part of the attraction was that the purchaser would be taught the traditional methods for making Gloucester. "I bought my business, recipes and a lot of my equipment from a lady whose family had made cheese for generations."

Patricia Michelson, is an enthusiast of traditional cheeses. In her shop in north London the shelves are full of a variety of seasonal cheeses from all over Europe, most from producers in France and Italy. Michelson has relatively few British cheeses on display. She finds it hard to find the top-quality produce she requires in this country but Diana's Gloucester is one of the exceptions. Michelson highlights a difference in the cultural attitudes between the British and the Italians when it comes to food. "Italians are very sensual about it all. It's a way of life for them, but us Brits are much cooler about the way we perceive food. We sort of feel guilty for giving ourselves that sort of pleasure," she says.

Two weeks ago Slow Food's third cheese fair was held in the Italian town of Bra. Most days the cobbled streets and piazzas of the town are full of delivery vans, family Fiats and scooters. Now the place was packed with tables displaying an almost impossible range of cheeses. By the close of the four-day festival, the organisers estimated that 130,000 people, locals and tourists alike, had visited the small town to sample some of the 650 cheeses on display. There was even a handful of Americans presenting their products to an Italian audience.

Here in Britain, the Slow Food movement was launched four years ago. Now there are 1,000 members in the country. "We're trying to promote a greater appreciation of Britain's food culture through local branches," said Wendy Fogarty, director of Slow Food in the UK. "We hold as many local events as possible, and next year we're going to be starting taste workshops at food festivals around the country." But there is still a lot of work to do.

*adapted from: www.guardian.co.uk/lifeandstyle/2001/nov/11/foodanddrink.dessert*

**6.1. Diana Smart is**

- A. a retired farmer.
- B. an elderly lady running a shop.
- C. a shop assistant in Fortnum & Mason.
- D. a producer of a dairy product.

**6.2. Which sentence is TRUE?**

- A. Diana admired the way her father ran his farm.
- B. Diana purchased the cheesemaking business from a woman.
- C. Diana created her own recipe for Gloucester cheese.
- D. Diana's family has been making cheese for generations.

**6.3. Patricia Michelson sells**

- A. only British dairy products.
- B. cheeses produced in different countries.
- C. a variety of Italian goods.
- D. cheeses recommended by Diana Smart.

**6.4. The cheese fair in Bra**

- A. lasted for two weeks.
- B. was the first festival of this kind.
- C. attracted even foreign producers.
- D. was mainly visited by American tourists.

**6.5. Which sentence is TRUE about Slow Food movement in the UK?**

- A. It is promoted through a series of events in different locations.
- B. Very few people know about this organisation.
- C. Its aim is to promote traditional European foods.
- D. It has been present in the UK for over a decade.

**6.6. In the article, the author**

- A. discourages people from eating foreign food.
- B. describes a traditional way of making cheese in detail.
- C. introduces the British leaders of the Slow Food movement.
- D. presents one of traditional food producers in Britain.



## WYPOWIEDŹ PISEMNA

### ZADANIE 7. (5 PKT)

Postanowiłeś/aś zorganizować wystawę fotograficzną, z której dochód przeznaczony będzie na cel charytatywny. Napisz zaproszenie, w którym poinformujesz:

- jaka jest tematyka tej wystawy,
- gdzie będzie ona miała miejsce,
- kto jest autorem zdjęć,
- na jaki cel przeznaczycie pieniądze.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniana jest umiejętność zwięzłego przekazu wszystkich informacji określonych w poleceniu (4 punkty) oraz poprawność językowa (1 punkt).

	TREŚĆ				POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4		
Liczba punktów	0-1	0-1	0-1	0-1	0-1	

### ZADANIE 8. (10 PKT)

Wróciłeś/łaś właśnie z wycieczki zagranicznej. Nie jesteś zadowolony/a z tego wyjazdu i postanowiłeś/aś napisać reklamację do biura podróży, które go organizowało.

- Napisz, w jakiej wycieczce brałeś/aś udział i dlaczego ją wybrałeś/aś.
- Wspomnij o punkcie programu, który nie został zrealizowany, oraz o błędnej informacji na temat godziny zamknięcia sklepów i muzeów.
- Opisz problem zdrowotny, który miałeś / łaś podczas tej wycieczki, oraz niewłaściwe Twoim zdaniem zachowanie pilota w tej sytuacji.
- Poproś o rekompensatę pieniężną oraz wyciągnięcie konsekwencji w stosunku do osoby prowadzącej wycieczkę.

Pamiętaj o zachowaniu odpowiedniej formy listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

**Uwaga:** jeśli praca będzie zawierać więcej niż 200 słów, otrzymasz za jej formę 0 punktów.

	TREŚĆ				FORMA	BOGACTWO JĘZYKOWE	POPRAWNOŚĆ JĘZYKOWA	RAZEM
	Inf. 1	Inf. 2	Inf. 3	Inf. 4				
Liczba punktów	0-0,5-1	0-0,5-1	0-0,5-1	0-0,5-1	0-1-2	0-1-2	0-1-2	



## Student A

## 1A page 7

You are Jo Lennox from Wales. You are 17. Your family are sheep farmers. You have three elder brothers. One is at university studying law, the second one is in the army and the third one is still at home. He helps the parents with the farm.

You are at sixth form college where you study science subjects.

You are in Poland because you are visiting the national parks. You want to learn about Polish wild-life like Bison and rare otters.

In your free time you like reading, bird-watching and orienteering (going for long walks using a map and a compass)

You would like to become a vet or do some other kind of work with animals.

## E page 14

You are the Youth Centre officer. Your partner wants information about the mural painting course.

## MURAL PAINTING COURSE

who for:	anyone
teacher:	local mural artist Chester Banks
cost:	£40 / ten two-hour sessions
time:	14.00 – 16.00 Saturdays
place:	the old cement factory
need:	old clothes, mask to not be allergic to paints
don't need:	to be good at painting

You want to find out about the 'Build your own PC' course. Ask similar questions to Cindy about the course.

## 2E page 28

- 1 You are the customer. You want a present for your nephew, Felix. He is 15. He is interested in science. He wants to be an astronomer. He already has a map of the sky at night. You can pay in cash.
- 2 You are the shop assistant. Your customer wants some help choosing a present. Find out the age and interests of the person the present is for. Make some suggestions to the customer:
  - dinosaur kit – make your own Tyrannosaurus Rex
  - DVD – *Life on Earth*
  - book – *The Selfish Gene* by Richard Dawkins

## 3A page 35 Speaking

## Policemen

What were you doing near / in the shop at the time of a robbery?

What was X / Y / Z doing at that time?

Why was the necklace / the gun in your handbag?

Why are you dressed as Santa Claus / Donald Duck?

Who do you think robbed the jewellers' shop? Why?

## 3A page 35 Speaking

## Lady with a necklace in your handbag

You went to the shop to sell the necklace. That's why it was in your handbag. It used to belong to an aunt. She gave it to you as a present. At the time of the robbery you were walking towards the jeweller's shop. You were phoning your best friend. She can give you an alibi.

## 3A page 35 Speaking

## Woman with a toy gun in her handbag

Last month, you were a victim of a mugging. The gun is there to protect you. It is a fake gun, not a real one. You saw the boy in the Donald Duck mask give something to the lady with the handbag. At the time of the robbery you were having a coffee opposite the jewellers' shop. You saw the boy with a Donald Duck mask. He was pointing a gun at the man in the Santa Claus costume.

## 5A page 63

## Alex Ward – 19 years old

Job:	close-up magician (performs tricks in front of people, not on a stage)
Working day:	evenings and weekends; busiest at Christmas and New Year
Good things:	own boss; fun; don't have to work in office; meet different people
Bad things:	people sometimes rude; you mustn't interrupt them
Skills:	know how to 'read' people; know when you are welcome / unwelcome
Requirements:	need to practise hours each day; have to like entertaining people
Money:	beginning £12,000 a year, up to £100,000 for someone well-known

## 5E page 70

- 1 You are telephoning Kidcamp about their advertisement for camp counsellors. You would like to speak to Martin / Martha Green about the jobs that are available. Say you'll ring back later.
- 2 Ask to speak to Martin / Martha. Be yourself. Answer his / her questions about your age, skills and interests. Accept his / her offer for an application form.

## 6C page 81

## Henry – Saving energy

**Contrast:** One hundred years ago people read by candlelight or gaslight; now you can see the lights of Los Angeles from the moon.

**List of three:** turn off the stand-by button, use low-energy light bulbs, turn off lights when not needed

**Interesting fact:** Altogether, all electrical appliances on stand-by use as much energy as the whole of Morocco.



**6E page 84**

- 1 You are the caller. It is one o'clock in the morning. You think the fire brigade and the police need to come. There is smoke coming from an office building opposite your home. You can see flames coming out of the top-floor window. You don't know if the building is empty or occupied. It is between a shop and a cinema. Ask if you should check if there's anyone in the building.
- 2 You are the operator. Ask where the caller is calling from. Ask the caller to describe the incident. Say you will send the fire brigade.

**8D page 110**

Horse-racing is a popular spectator sport. The most famous race is the Grand National at Aintree near Liverpool. Millions of people watch it on TV and bet money on the result. It is a long and dangerous race where horses jump over hedges and water obstacles. Horses and their jockeys can be badly injured. Another famous racecourse is at Ascot, near Windsor. Ascot Week is a big social event too, as members of the Royal family attend it. It is a great privilege to be allowed into the Royal enclosure. It is also famous for the extravagant hats that women wear on Ladies' Day.

**8E page 112**

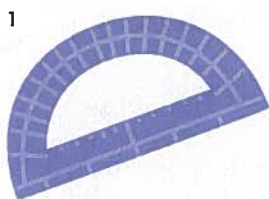
- 1 You are the patient. You were playing tennis when you slipped and fell. You have hurt your ankle. You wonder if it is broken.
- 2 You are the doctor. Ask the patient for his/her symptoms. Listen, and make your diagnosis. Say he/she is probably allergic to cats. Give a prescription to help the problem. Explain that it's short-term only – you can't take medicine all the time. It is possible to desensitise, but it can take a year for the treatment to work. You can recommend an allergy specialist at the hospital. Needs to talk to his/her flatmate and find another home for the kitten. Either he/she or the kitten will have to leave!

**9E page 126**

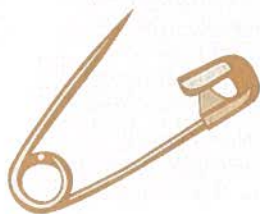
- 1 You are a hotel receptionist. Business is quiet and you have a lot of empty rooms. The high season price is €80 a night, and low season price is €50 a night. Low season begins in two weeks. Breakfast is extra and costs €7. You are prepared to negotiate a deal with the customer.
- 2 You want to know how to send an email from a friend's computer. Ask them for help and instructions.

**11E page 154**

- 1 You need these two items but don't know what they are called in English.



- 2 Your partner wants these two items but doesn't know what they are called in English. Listen to their description and give them the name of the object.



- 1 a sticking plaster (at first you think they want a bandage)
- 2 a safety-pin (at first you think they want a drawing pin)

**12E page 168**

- 1 You want to organise a morning or afternoon's karting at Wonderkarts for a group of ten classmates (age 17–18) as an end-of-year activity. You want to find out the following:
  - reductions for students?
  - the price for a group of 10 people
  - what the price includes
  - if you can have a competition
 Get the information and say you will think about it.
- 2 You are at Wonderkarts and you are listening to the instructor. You want to know:
  - if you can overtake
  - if you can have two people in a kart
  - which direction to drive round the track
  - what equipment you will get
  - other safety rules

**6D page 82 Vocabulary**

The mountain gorilla is found in Africa - in Rwanda, the Democratic Republic of Congo, and Uganda.

The snow leopard is found in the mountains of Central Asia, for example in Afghanistan, India and China.

The polar bear is found in the Arctic.

The giant tortoise is found in tropical islands, such as Madagascar, Mauritius and the Galapagos Islands.

The giant panda is found in China.

The African elephant is found in Africa.



## Student B

### 1A page 7

You are Bobby Kosinski from New Mexico. You are 19. Your mother is a school teacher. Your father works in a factory. Your grandparents are Polish. You have a younger sister called Jasmine.

Back home you are at art college. You want to be a jewellery designer.

You are in Poland because you want to learn about jewellery-making with silver and amber. You are staying with a jewellery maker in Gdansk. You are staying another three months.

In your free time you like visiting historical sites and museums.

You also enjoy snowboarding. You want to go snowboarding this winter in Zakopane. Your ambition is to have your own design studio.

### E page 14

You are interested in the mural painting course. Ask similar questions to Cindy about the course.

You are the Youth Centre officer. Your partner wants information about the 'Build your own PC' course.

#### 'BUILD YOUR OWN PC' COURSE

who for:	anyone
teacher:	Doctor Jenny Hope (from the university)
cost:	£200 / twenty two-hour sessions £100 deposit + £100 at the end – you keep the PC
time:	19.00 – 21.00 Mondays
place:	the Youth Centre
need:	parents' agreement to pay the full cost of the PC to be patient to be able to follow instructions
don't need:	to be a good scientist any equipment – everything is supplied
enrolment:	this Friday evening

### 2E page 28

1 You are the shop assistant. Your customer wants some help for choosing a present. Find out the age and interests of the person the present is for. Make some suggestions to the customer:

- a map of the sky at night
- *Star Wars* computer game
- book – *A Brief History of Time* by Stephen Hawking

2 You are the customer. You want to buy a present for your sister, Sophie. She is 16. She is interested in science. She is especially interested in biology and evolution. She already has a dinosaur kit in her bedroom! You can pay by cheque.

### 3A page 35 Speaking

#### Man wearing a Santa Claus costume

You are in a Santa Claus costume because you are making an advertisement. You were on your way to return the costume to the hire shop. You were speaking to someone on the phone. You were angry with the boy in the Donald Duck mask. He squirted your costume. You found an empty jewellery box on the ground.

### 3A page 35 Speaking

#### Young man with a Donald Duck mask and a water pistol

You were outside the shop because you were collecting money for charity. People gave you money or you squirted them with your gun. You have never met any of the other suspects. You saw the lady walk into the jeweller's shop.

### 5A page 63

#### Collin Gitsam – 21 years old

**Job:** department store employee; Father Christmas in Christmas season

**Working day:** arrives 9.30; replies to letters children have written to Father Christmas; changes into costume; sits in armchair and waits for children to come; works until 7.30

**Good things:** seeing children's faces when they pull my beard and find out it is real

**Bad things:** talking to children all day can be tiring; unemployment; need another job as Father Christmas only works at Christmas!

**Skills:** know how to make each child feel comfortable; be a quick thinker to answer children's questions

**Requirements:** need to be big and fat and have a realistic beard; have to know all the latest toys

**Money:** pay doesn't change; a self-employed Father Christmas can earn £200 a day

### 5E page 70

1 You are a receptionist at Kidcamp. Answer the phone to Student A.  
Try to put Student A through to Martin / Martha Green. There is no answer.  
Offer to take a message. Give Student A Martin's / Martha's direct line.

2 You are Martha / Martin. Find out about Student A.  
Ask about his / her age / interests / special skills.  
Offer to send an application form.

### 6C page 81

#### Melanie – Saving water

**Contrast:** People take water for granted, but in the future it will be as scarce as oil.

**List of three:** Take a shower not a bath, turn off the tap while cleaning teeth, only flush the toilet when absolutely necessary.

**Interesting fact:** A dripping tap can fill a bath in one day.



**6E page 84**

- 1 You are the operator. Ask where the person is calling from. Ask them to describe the incident. Tell them to stay indoors. Say you will send the police and the fire brigade.
- 2 You are the caller. You have been out by the river with your dog. The river has flooded the fields. There is a horse that is on a small part of land. It looks very tired.

**8D page 110**

Rowing is a minority sport. Nevertheless, there are two well-known events associated with it. The first is the university boat race, where crews from the Universities of Oxford and Cambridge row against each other along a stretch of the river Thames. The first race took place in 1829. You have to be a good swimmer, as sometimes the boat sinks! The second event is the Henley Regatta, which consists of a series of races over five days at Henley, a town on the Thames in Oxfordshire, England. As well as being a sporting event, it is also where members of high society and the rich and famous go to meet each other and be seen.

**8E page 112**

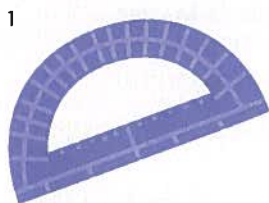
- 1 You are the doctor. Examine your partner's ankle. It is swollen. You don't think it is broken. Suggest an X-ray to be sure. Need: a tight bandage to hold the ankle; keep the foot on a chair; no exercise for ten days.
- 2 You are the patient. You keep sneezing and your eyes hurt. You want to scratch them all the time. You sometimes have difficulty breathing. Your flat mate has a new kitten. You think you have an allergy. Is there a cure for the allergy? What does the doctor suggest?

**9E page 126**

- 1 You want to book a hotel room for two or three nights. You want to know if there are any special offers. You want breakfast to be included in the price. You want a discount because it is almost low season.
- 2 Tell a friend how to send an email from your computer.

**11E page 154**

- 1 Your partner wants these two items but doesn't know what they are called in English. Listen to their description and give them the name of the object.



- 1 a protactor (at first you think they want a compass)
- 2 a tin-opener (at first you think they want a corkscrew)

- 2 You need these three items but don't know what they are called in English.



**12E page 168**

- 1 You work in Wonderkarts ticket office. The important information is:
  - single price for adults and children
  - have to sign a form saying you have no medical problems
  - price for a group of 10 = £50 per person / 1 hour
  - can organise a competition (£100 extra; lasts all afternoon; includes trophies for 1st, 2nd and 3rd places; souvenir photo)
  - helmets, gloves and suits included
- 2 You are talking to a group at Wonderkarts. The important rules are:
  - ✓ helmet and gloves
  - ✓ drive clockwise and stay on the circuit
  - ✓ overtake on the straight parts of the circuit
  - ✗ leave your kart (even if you break down)
  - ✗ use your mobile while driving
  - ✗ more than one person per kart

**2C page 24 Quiz results**

For each A answer give yourself 2 points. For each B answer take away 1 point. For each C answer you get 0 points.

**Negative scores:** You consider yourself to be an unlucky person with little or no control over your destiny. Learn to be more open and take chances. Good things can happen to you if you are prepared to take the occasional risk.

**0-5 Points:** You are happy without taking risks. You worry a lot before taking decisions and regret bad decisions. A more positive attitude can make better things happen. Always look for the positive side of a negative experience as this can teach you how to react in a similar situation.

**6-8 points:** You are a fairly positive person. A bad experience or bad experiences mean you are more cautious than you used to be. Make sure that too much caution doesn't prevent you from identifying exciting opportunities.

**9+ points:** You are a positive and adventurous person. You do not let difficulties or failures stop you. You are someone who knows how to make the best of situations and identify lucky opportunities. Make sure that you are not over-confident.







## 2.2 Pytania o podmiot lub dopełnienie (subject or object questions)

### subject question:

Who saw **you**?

John saw **me**.

What film won **the award**?

Good Men won **the award**.

Whose dog bit **you**?

John's dog bit **me**.

### object question:

Who did you see?

I saw **John**.

What film did you see?

We saw **a Bond film**.

Whose dog did you find?

I found **Mary's dog**.

Pytania o podmiot (**subject questions**) zaczynają się do słów **who/what/whose**. Pytania o podmiot mają szyk zdania twierdzącego (nie stosujemy inwersji i operatora).

Pytania o dopełnienie (**object questions**) to typowe pytania szczegółowe. Stosujemy w nich inwersję: zamieniamy kolejnością podmiot i operator.

## 3.1 Czas zaprzeszyły (past perfect)

### Forma

- ✓ *She **had** known him earlier.*
- X *She **had** not known him earlier.*
- ? ***Had** she known him earlier?*

### Zastosowanie

- 1** gdy opisujemy wydarzenia z przeszłości i chcemy wrócić do jeszcze wcześniejszych wydarzeń:

*When we met, we didn't talk about the fact that we **had** split up so suddenly two years before.*

**Pamiętaj:** Jeżeli opisujesz wydarzenia w kolejności chronologicznej, nie ma potrzeby stosowania czasu *past perfect* dla czynności wcześniejszej:

*We split up 2 years ago and when we met yesterday we didn't talk about it.*

- 2** gdy chcemy podkreślić, że jedna z omawianych czynności skończyła się, zanim zaczęły się pozostałe:

*By the time I got to the shop, it **had** closed. (I didn't do the shopping.)*

*When I arrived at the party, they **had** already eaten the cake. (I didn't try the cake.)*

*She **had** gone out before I finished my sentence. (She couldn't hear what I really said.)*

*We bought the house after we **had** sold the old one. (We didn't have a house for a while.)*

## 3.2 Used to

### Forma:

- ✓ *I **used to** come to this cafe very often when I lived here.*
  - X *He **didn't use\*** to come to this cafe very often.*
  - ? ***Did** you use\* to come to this cafe often, when you lived here?*
- \*Po *didn't* i *did* w przeczeniach i pytaniach spotyka się również *used to*, czyli:
- He **didn't** used to come to this cafe. Did you used to come to this café?*

### Zastosowanie

*Used to* stosujemy, gdy mówimy o przyzwyczajeniach lub czynnościach powtarzających się w przeszłości, które już nie mają miejsca, często dlatego, że zmieniły się okoliczności. (*I used to come to this cafe very often when I lived here* oznacza, że już nie przychodzę do tej kawiarni, bo się wyprowadziłem.) **Nie używamy used to**, kiedy chcemy powiedzieć, że jakaś czynność wydarzyła się określoną liczbą razy lub trwała przez określony czas. W takich przypadkach stosujemy *past simple*.

### Porównaj:

*I **used to** live in Zamość. (= I don't live there any more)*  
*I **lived** in Zamość for 3 years.*

Po *used to* stosujemy czasowniki:

- a) dotyczące stanów, które się zmieniły: *I **used to** be shy = I am outgoing now.*
- b) dotyczące nawyków / nałogów, które ustały: *My dad **used to** smoke = He **doesn't** smoke any more.*

## 3.3 Would dla typowych zachowań

*Would* używamy podobnie jak *used to*, kiedy mówimy o zwykłych typowych zachowaniach (3.2 b),

*Tim would drink milk every morning* lub *Tim used to drink milk every morning.*

**Nie stosujemy would**, kiedy mówimy o stanach (patrz 3.2a i tabelka na s. 8)

*We used to have a black car, but now we have a red one.*  
(**Nie:** *We would have...*)

## 4. present perfect

### Forma

- ✓ *Jon **has** seen this film twice.*
- X *We **have** not seen this film.*
- ? ***Have** you seen this film?*

Czas *present perfect* nie ma odpowiednika w języku polskim, więc w języku polskim tłumaczymy go za pomocą czasu teraźniejszego (patrz: 2 i 4) lub czasu przeszłego (patrz: 1 i 3).

### present perfect stosujemy, gdy:

- 1** czynność, o której mówimy, dotyczy okresu, który się jeszcze nie zakończył, co podkreślają takie wyrażenia jak:

- *ever* (kiedykolwiek) – stosowane w pytaniach
- *never* (nigdy w życiu) – stosowane w zdaniach oznajmujących
- *so far* (do tej pory)
- *this week / month / year / century* etc (w tym tygodniu / miesiącu etc.)

***Have** you ever been to the UK?* (w domyśle: w swoim życiu)

*I **have** never tried octopus* (w domyśle: w swoim życiu)

*Her mum **hasn't** been abroad so far* (w domyśle: w swoim życiu)

*Terry Pratchett **has** written many Discworld novels* (jego życie trwa, więc jest okresem otwartym, dlatego stosujemy *present perfect*)

**Porównaj:** *William Shakespeare wrote about 40 plays.* (William Szekspir umarł w 1616, więc jego życie jest okresem zamkniętym, dlatego stosujemy *past simple*).

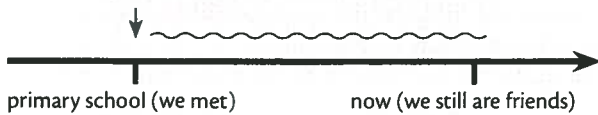
*We **have had** two tests this week* (this week = ten tydzień jeszcze trwa)



**Porównaj:** *We had two tests last week* (last week = zeszły tydzień już się skończył)

**Uważaj:** Zdanie *We have had two tests this week* tłumaczymy na język polski, używając czasu przeszłego.

**2** czynność zaczęła się w przeszłości i trwa do chwili obecnej



*We have been friends since primary school.*

**How long have you known Judy?**

*I have lived here for 5 years.*

**Uważaj:** Zdanie *We have been friends since primary school* tłumaczymy na język polski, używając czasu teraźniejszego.

**since** = od

Po **since** pojawiają się okoliczniki czasu oznaczające zakończony moment lub miniony okres, np:

daty z przeszłości: **since** 1999 / Friday / May 6

minione okresy: **since** Christmas / last holiday / my childhood

wydarzenia: **since** her car accident / that party / his graduation / she moved out

**for** = od (gdy jest używane w *present perfect*)

Po **for** pojawiają się okoliczniki czasu oznaczające otwarty jeszcze przedział czasu, np:

**for** two months / five minutes / ten years / half an hour / so long / ages / centuries

**Porównaj:** **for** = przez, gdy jest używane w *past simple*

*I have lived here for two years* (od dwóch lat).

*I lived here for two years* (przez dwa lata).

**how long** = jak długo (jeżeli dotyczy czynności, która jeszcze trwa, stosujemy *present perfect*), np. *How long have you lived here? I have lived here for 10 years.* = *I have lived here since 2001.*

**3** czynność z przeszłości ma bezpośredni skutek w teraźniejszości

*Have you fed the dog?* (pytanie o wykonanie czynności) = *The dog looks hungry* (skutek niewykonania)

*You haven't fixed the computer* (niewykonana czynność w przeszłości) = *It is still broken and I can't use it.* (skutek niewykonania)

*Henry has gone to Australia* (wykonana czynność w przeszłości) = *He is in Australia* (skutek wykonanej czynności)

Porównaj:



*Henry went to Australia.*

**Uważaj:** charakterystyczne dla *present perfect* wyrażenia mają swoje stałe miejsca w zdaniu:

**Forma:**

*She has just (already) arrived.*

*Has she just arrived?*

*Has she arrived yet?*

*She hasn't arrived yet.* = *She still hasn't arrived.*

**4** czynność wykonywana jest po raz pierwszy, kolejny lub ostatni (*this / it is the first / second, etc. time*)

*It's the fifth time you have asked me this question.*

*It's the first time I have tried haggis.*

**5.1 Czasowniki modalne (modal verbs)**

	oznacza	teraźniejszość	przeszłość	przyszłość
<b>have to</b>	obowiązek, nakaz zewnętrzny	He <b>has to</b> start work at 7 a.m.	He <b>had to</b> start work at 6 a.m. last week.	He <b>will have to</b> start work at 8 a.m. next week.
<b>need to</b>	konieczność i nieodzowność działań	She <b>needs to</b> find a new job.	She <b>needed to</b> find a new job when she got fired.	She <b>will need to</b> find a new job after getting fired.
<b>must</b>	przymus wewnętrzny i mocna rekomendacja	I <b>must</b> read this book as it is a bestseller.	I <b>had to</b> read this book because it was a bestseller.	I <b>will have to</b> read this book because it is a bestseller.
<b>don't have to / need to</b>	brak przymusu, nakazu, konieczności	We <b>don't have to</b> wash up – it is Gina's turn.	We <b>didn't have to</b> wash up – it was Gina's turn.	We <b>won't have to</b> wash up – it is Gina's turn.
<b>mustn't</b>	zakaz	You <b>mustn't</b> use mobile phones in the class.	You <b>weren't allowed to</b> watch films at night.	You <b>won't be allowed to</b> wear jeans at work.
<b>make sb do sth</b>	zmusić kogoś do zrobienia czegoś; sprawić, że ktoś coś zrobi	They <b>make us work</b> 10 hours a day. He often <b>makes her</b> laugh.	They <b>made us work</b> 10 hours a day. He often <b>made her</b> laugh.	They <b>will make us work</b> 10 hours a day. He <b>will often make her</b> laugh.
<b>let sb do sth</b>	pozwolić komuś coś zrobić	Her mother <b>lets her</b> work during holidays.	Her mother <b>let her</b> work last holidays.	Her mother <b>will let her</b> work next holidays.



## 6.1 opisywanie przyszłości (will i going to)

Forma:

**will**

- ✓ They **will** lose the game tomorrow.
- X They **will not** lose the game tomorrow.
- ? **Will** they lose the game tomorrow?

**going to**

- ✓ She **is going to** buy a new car.
- X She **is not going to** buy a new car.
- ? **Is** she **going to** buy a new car?

Zastosowanie

will	going to
<ul style="list-style-type: none"> <li>przewidywanie przyszłych wydarzeń na podstawie subiektywnych opinii, poglądów: I think she <b>will</b> be a famous actress. = It is my opinion that she is talented and determined to be a famous actress. I think that she <b>will</b> have a lot of babies in the future because she loves children.</li> <li>do przedstawienia spontanicznej decyzji, podejmowanej w momencie mówienia: Let's have pizza for dinner today! I <b>will</b> order a pizza.</li> <li>do mówienia o przyszłych faktach The next presidential elections <b>will</b> be in 2015.</li> <li>oferowanie pomocy i obiecywanie: I <b>will</b> carry your bags, Mrs Stuart. I <b>will</b> call you tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>przewidywanie przyszłych wydarzeń, które już są w toku, na podstawie obserwacji lub obiektywnych opinii: She <b>is going to</b> be a famous actress. I know that she has some new contracts and good press. She <b>is going to</b> have a baby in July.</li> <li>do decyzji podjętych wcześniej niż w momencie mówienia: I didn't have time to do the shopping so I <b>am going to</b> order pizza for dinner today.</li> <li>do przedstawiania zamiarów i planów (tłumaczone na j. polski jako „mam zamiar“): We <b>are going to</b> visit her tomorrow.</li> </ul>

## 6.2 przedimek określony the (definite article 'the')

Zastosowanie

- gdym wspominaemy coś lub kogoś po raz kolejny:  
I talked to a rescuer yesterday. **The** rescuer told me about the action which they had taken.
- gdym dotyczy to rzeczy jedynej w swoim rodzaju:  
The sun set behind **the** horizon.

- przed nazwami geograficznymi rzek, mórz, oceanów, kanałów, zatok, pasm górskich, pustyni, półwyspów, grup wysp:  
the Vistula (River), **the** Baltic (Sea), **the** Indian Ocean, **the** English Channel, **the** Persian Gulf, **the** Rocky Mountains, **the** Gobi Desert, **the** Iberian Peninsula, **the** Virgin Islands  
**Pamiętaj:** przed nazwami jezior, pojedynczych szczytów lub wysp **the** zazwyczaj nie występuje, np.:  
Wigry, Lake Michigan, Giewont, Everest, Crete, Wolin

- przed nazwami państw w liczbie mnogiej oraz takimi, w których nazwie pojawia się rzeczownik pospolity np. 'Republic' lub 'Kingdom'  
**The** Czech Republic, **the** United Arab Emirates, **the** United Kingdom, **the** United States  
**The** British Isles, **the** Netherlands, **the** Canary Islands, **the** Bahamas  
**Pamiętaj:** przed nazwami państw w liczbie pojedynczej 'the' nie występuje, np. Poland, England

- przed przymiotnikami, przysłówkami w stopniu najwyższym  
**The highest** summit (Mount Everest) and **the deepest** lake (Lake Baikal) in the world are in Asia.

- przed liczebnikami porządkowymi  
This was **the** third official meeting of the organisation in **the** 20th century.

## 7.1 Stopniowanie przymiotników, przysłówek i określników

Forma

stopień równy (positive)	stopień wyższy (comparative)	stopień najwyższy (superlative)
Jedno- i niektóre dwusylabowe: long, nice, narrow	Stopień równy + -er, np.: longer, nicer, narrower	Stopień równy + -est, np.: (the) longest, (the) nicest, (the) narrowest
Niektóre dwusylabowe i dłuższe oraz zakończone na -ing, -ed, -ful: intelligent, exciting, tired, forgetful	more + stopień równy, np.: more intelligent, more exciting, more tired, more forgetful	(the) most + stopień równy, np.: (the) most intelligent, (the) most exciting, (the) most tired, (the) most forgetful
Nieregularne: good bad far little many / much / a lot of	better worse further less more	(the) best (the) worst (the) furthest (the) least (the) most



## Ortografia

- w przymiotnikach zakończonych na -y, y zamienia się w i: happy i +er / est → happier, happiest
- w przymiotnikach zakończonych na pojedynczą samogłoskę + pojedynczą spółgłoskę, podwajamy ostatnią literę, np. hot → hotter
- w przymiotnikach zakończonych na -e, dodajemy tylko -r lub -st (np. wide, wider, widest)

## Zastosowanie

**Stopień równy** stosujemy w konstrukcji **as... as**:

Tom is **as talented as** his father. Tom jest **tak** utalentowany, **jak** jego ojciec.

**Stopień wyższy** stosujemy w konstrukcji z **than**:

Tina is **taller than** Donna. Tina jest **wyższa** niż Donna.

Your drawing is **more imaginative than** mine. Twój rysunek jest **bardziej** pomysłowy niż mój.

**Stopień najwyższy** stosujemy do określania cechy najbardziej uwydatnionej w całej grupie

Hugh is **the youngest** painter in this contest.

Jane was **the most beautiful** girl in our class.

## 7.2 wyrażanie umiejętności: can i be able to

**Can** stosuje się do wyrażania tego, co ktoś potrafi lub umie zrobić. Podobne znaczenie, ale o odcieniu nieco bardziej formalnym, ma **be able to**.

Betty **can't (cannot)** solve this task. Betty **isn't able to** solve this task. Betty **can** draw a horse with her eyes closed. Betty **is able to** draw a horse with her eyes closed.

Do mówienia o czyichś umiejętnościach w czasie przeszłym stosujemy **could** i **was / were able to**.

Betty **could** read when she was five. Betty **was able to** read when she was five.

## 7.3 Wyrażanie preferencji: would rather i prefer

**I would rather ('d rather) – wolałbym / wolałabym**

Konstrukcji **would rather ('d rather)** używamy, kiedy chcemy powiedzieć, co wolelibyśmy zrobić. Użycie **would rather not** oznacza, że czegoś nie chcemy zrobić.

### Forma

✓ **I would rather visit a gallery than a museum.** Wolałbym **zwiedzić** galerię niż muzeum.

X **He would rather not wait outside the museum.** On **wolałby nie czekać** przed muzeum.

? **Would you rather buy a Van Gogh or Monet reproduction?** Wolałabyś **kupić** reprodukcję Van Gogha czy Moneta?

**I would prefer to do something than something else – wolałbym / wolałabym** robić coś niż coś innego

**He would prefer to visit a gallery than a museum.** Wolałby **zwiedzić** galerię niż muzeum.

**prefer something to something – woleć coś od czegoś**

**She prefers sculpture to graphics.** Ona **woli** rzeźbę od grafiki.

**prefer doing something to doing something else - woleć robić coś niż coś innego**

**This artist prefers painting still life to painting portraits.** Ten artysta **woli malować** martwe natury niż (malować) portrety.

## 9.1 zdania warunkowe (0 conditional, 1<sup>st</sup> conditional, 2<sup>nd</sup> conditional)

0 Conditional	1 <sup>st</sup> conditional	2 <sup>nd</sup> conditional
<b>Forma:</b> If + present simple, present simple	<b>Forma:</b> If + present simple, will + forma podstawowa czasownika	<b>Forma:</b> If + past simple, would / could + forma podstawowa czasownika
<i>If the temperature drops below 0°C, water freezes.</i>	a) <i>If he takes these pills, he will feel better soon.</i>	a) <i>If she won the lottery, she would travel around the world.</i>
<b>Jeżeli temperatura spada</b> poniżej 0° C, to woda <b>zamarza</b> .	<b>Jeżeli weźmie</b> te tabletki, to wkrótce <b>poczucie się</b> lepiej.	<b>Jeżeli wygrałaby / Gdyby wygrała</b> na loterii, to <b>podróżowałaby</b> po świecie
<i>If you buy 3 tickets, you get a discount.</i>	b) <i>If you buy 3 tickets, you will get a discount.</i>	b) <i>If you bought 3 tickets, you would / could get a discount.</i>
<b>Jeżeli kupujesz</b> 3 bilety, to <b>dostajesz</b> zniżkę.	<b>Jeżeli kupisz</b> 3 bilety, to <b>dostaniesz</b> zniżkę	<b>Jeżeli kupiłbyś</b> 3 bilety, to <b>dostałbyś / mógłbyś</b> dostać zniżkę.
<b>Stosujemy, gdy</b> mówimy o lub prawach przyrody, uniwersalnych zjawiskach i zasadach.	<b>Stosujemy, gdy</b> a) uważamy, że spełnienie warunku jest prawdopodobne b) do udzielania rad	<b>Stosujemy, gdy</b> a) uważamy, że spełnienie warunku jest mało prawdopodobne. b) do udzielania uprzejmych rad i sugestii, często zaczynając od słów <i>If I were you...</i>

**Uważaj:** w drugim trybie warunkowym **were** występuje po wszystkich osobach, głównie w języku oficjalnym, np. *If she were rich, she would travel.* W języku potocznym używa się **was** po *she, he, it*, ale nie po *I*, np. *If I were you, I wouldn't do that.*

**Pamiętaj:** Gdy zaczynasz zdanie od *if*, powinien w nim znaleźć się przecinek przed zdaniem głównym. Jeżeli *if* jest w drugiej części zdania – nie stawiaj przecinka.

## 9.2 too / enough (zbyt, za / dość)

<b>too</b> + przymiotnik / przysłówek	<b>enough+</b> rzeczownik	przymiotnik / przysłówek + <b>enough</b>
<i>You are <b>too short</b> to sit in the front seat.</i> Jesteś <b>za niski</b> , żeby siedzieć na przednim siedzeniu.	<i>I don't have <b>enough time</b>.</i> Nie mam <b>wystarczająco dużo czasu</b> .	<i>You aren't <b>tall enough</b> to sit in the front seat.</i> Nie jesteś <b>wystarczająco wysoki</b> , żeby siedzieć na przednim siedzeniu.
<i>You work <b>too slowly</b>.</i> Pracujesz <b>zbyt wolno</b>		<i>You don't work <b>quickly enough</b>.</i> Nie pracujesz <b>wystarczająco szybko</b> .



10.1 *have something done* oraz *get something done*

## Forma

	Podmiot (=odbiorca usługi)	Odpowiednia forma czasownika <i>have</i> lub <i>get</i>	Przedmiot usługi	Imiesłów bierny (III forma czasownika)	
present simple	He	<b>has</b> <b>gets</b>	his flat	<b>redecorated</b>	every five years.
present continuous	He	<b>is having</b> <b>is getting</b>	his flat	<b>redecorated</b>	right now.
present perfect	He	<b>has (just) had</b> <b>has (just) got</b>	his flat	<b>redecorated.</b>	
past simple	He	<b>had</b> <b>got</b>	his flat	<b>redecorated</b>	last month.
past continuous	He	<b>was having</b> <b>was getting</b>	his flat	<b>redecorated</b>	from Monday to Saturday.
past perfect	He	<b>had had</b> <b>had got</b>	his flat	<b>redecorated</b>	before he moved in.
will	He	<b>will have</b> <b>will get</b>	his flat	<b>redecorated</b>	next week.
going to	He	<b>is going to have</b> <b>is going to get</b>	his flat	<b>redecorated</b>	during the holidays.
czasowniki modalne	He	<b>must have</b> <b>must get</b>	his flat	<b>redecorated</b>	immediately.

## Zastosowanie

Konstrukcji *have something done* lub *get something done* używamy, kiedy mówimy o usłudze, którą dla podmiotu zdania wykonuje ktoś inny (najczęściej fachowiec).

**Porównaj:** Gdy sami naprawimy rower, powiemy: *I fixed my bike.*

Jeśli poprosiliśmy o to fachowca, powiemy: *I had my bike fixed (by a mechanic).*

**Pamiętaj:** W języku polskim o tego typu usługach często mówimy tak, jakbyśmy sami mieli je wykonać, np. Muszę obciąć włosy = *I must have / get my hair cut.*



## 11.1 Czym się różni *say* od *tell*?

Oba mogą znaczyć „powiedzieć”, ale czasownik *tell* (powiedzieć komuś) wymaga dopełnienia bezpośredniego, a *say* (powiedzieć) - nie:

*He told me (that) you would be late.* Powiedział mi, że się spóźnisz.

*He said (that) you would be late.* Powiedział, że się spóźnisz.

*He said to me (that) you would be late.* Powiedział mi, że się spóźnisz.

## 11.2 Mowa zależna (Reported Speech)

Jeżeli powtarzamy, co ktoś inny powiedział, a czasownik wprowadzający występuje w czasie teraźniejszym, to czas gramatyczny w mowie zależnej pozostaje ten sam, co w zdaniu w mowie niezależnej.

Mowa niezależna	Mowa zależna
John: <i>This is a great film.</i>	<i>John says (that) this is a great film.</i> John mówi, że to świetny film.

Natomiast jeżeli czasownik wprowadzający jest w czasie przeszłym, to czas gramatyczny a także punkty odniesienia (np. zaimki i okoliczniki czasu) zmieniają się wg tabelki poniżej:

Mowa niezależna	Mowa zależna
John: <i>I saw a great film last night at this cinema.</i>	<i>John told me he had seen a great film the previous night at that cinema.</i>
present simple	past simple
present continuous	past continuous
present perfect	past perfect
past simple	past perfect
past perfect	past perfect
will	would
can	could
have / has got	had
haven't / hasn't got	didn't have
now	then
today	that day
tonight	that night
tomorrow	the next / following day
yesterday	the day before / the previous day
next week / year	the following week / year
last month / night / year	the previous month / night / year
ago / so far	before
this / these	that / those
here	there

## PYTANIA W MOWIE ZALEŻNEJ (Reported questions)

### Szyk zdania

Pytania bezpośrednie w mowie zależnej mają szyk zdań twierdzących, np.:

Ann: *Are you tired?*

*She's asking if you are tired.*

*She asked if you were tired.*

Czasowniki używane do relacjonowania pytań to np.: *ask* (zapytać), *want to know* (chcieć się dowiedzieć) oraz *enquire* (dowiadzać się).

### if / whether w pytaniach ogólnych (Yes / No questions)

Pytania ogólne zaczynają się po polsku od „Czy...” i relacjonujemy je przy pomocy wyrazu *if* lub *whether*.

John: <i>Have you been here before?</i>	<i>He enquired whether I had been there before.</i>
Mary: <i>Will we meet these people tomorrow?</i>	<i>She wanted to know if we would meet those people the following day.</i>

### Why, Where etc. w pytaniach szczegółowych (Wh- questions)

Pytania szczegółowe relacjonujemy wykorzystując pierwsze słowo jako łącznik w zdaniu.

Mary: <i>Why did you wake me up at 5 a.m. yesterday?</i>	<i>She wanted to know why he had woken her up at 5 a.m. the day before.</i>
John: <i>Where does your mum work?</i>	<i>He asked me where my mum worked.</i>

## ROZKAZY, PROŚBY I OBIETNICE (Reported orders, promises and requests)

Czasowniki *tell* (w znaczeniu „kazać”), *order* („rozkazać”) oraz *ask* (w znaczeniu „poprosić”) mają podobną strukturę: *tell / order / ask somebody (not) to do something*.

Mowa niezależna	Mowa zależna
Officer: <i>Run!</i>	<i>The officer ordered us to run.</i>
Mary: <i>Don't be late again.</i>	<i>She told us not to be late again.</i>
Mary: <i>Please pass me the salt.</i>	<i>She asked me to pass her the salt.</i>
Ann: <i>Could you pass me the salt, please?</i>	
John: <i>Please don't touch the glass.</i>	<i>He asked us not to touch the glass.</i>
Tom: <i>Could you not touch the glass?</i>	

Czasownik *promise* (obietnic) wymaga formy bezokolicznika z *to*.

Plumber: *I'll call you next week.*

*The plumber promised to call me the following week.*



### 11.3 Pytania ogonkowe (Question Tags)

**Question tags** to krótkie pytania, które albo mają potwierdzić prawdziwość naszej wypowiedzi, albo są tylko ozdobnikiem zdania. Tłumaczymy je na język polski jako: nieprawdaż?, prawda?, no nie?

Tworzymy je umieszczając operator w formie przeczenia (jeżeli zdanie jest twierdzące) lub twierdzenia (jeżeli zdanie jest przeczeniem) przed zaimkiem odpowiadającym podmiotowi zdania, np.:

Sheila *is* late, isn't *she*?

His parents *don't* live here, do *they*?

Mr Ross *left* for Rome, didn't *he*?

**Uważaj:** Gdy zdanie zaczyna się od *I am*, question tag to: *aren't I*

*I am* your best friend, aren't *I*?

### Zastosowanie

Strony biernej używamy głównie w języku oficjalnym, gdy nie znamy wykonawcy danej czynności, nie chcemy go ujawniać lub gdy informacja ta nie jest istotna.

Jeżeli chcemy zapytać w stronie biernej o wykonawcę czynności, na końcu zdania stawiamy *by* (przez). Jeżeli wykonawca czynności (*agent*) jest znany i istotny, podajemy go na końcu zdania, poprzedzając *by*.

Who *was* this book written *by*?

Who *will* the tests *be* checked *by*?

The tests *are* always checked *by* experts.

### 12.1 Strona bierna (Passive Voice)

**Forma:** twierdzenia i przeczenia

Czas gramatyczny	Podmiot	Odpowiednia forma czasownika <i>be</i>	Imiesłów bierny (III forma czasownika)
<b>present simple</b>	I The books My room	am (not) are (not) is (not)	done. printed. cleaned.
<b>present perfect</b>	The books My room	have (not) been has (not) been	printed. cleaned.
<b>past simple</b>	The books My room	were (not) was (not)	printed. cleaned.
<b>past perfect</b>	The books My room	had (not) been had (not) been	printed. cleaned.
<b>will</b>	The books My room	will (not) be will (not) be	printed. cleaned.
<b>going to</b>	The books My room	are (not) going to be is (not) going to be	printed. cleaned.
<b>czasowniki modalne</b>	The books My room	cannot be can be	printed. cleaned.

**Forma:** pytania

Czas gramatyczny	Operator	Podmiot	Odpowiednia forma czasownika <i>be</i>	Imiesłów bierny (III forma czasownika)
<b>present simple</b>	Are	the books	-	printed?
<b>present perfect</b>	Has	my room	been	cleaned?
<b>past simple</b>	Were	the books	-	printed?
<b>will</b>	Will	my room	be	cleaned?
<b>going to</b>	Are	the books	going to be	printed?
<b>czasowniki modalne</b>	Can	my room	be	cleaned?



## KRÓTKA FORMA UŻYTKOWA

Przedostatnim zadaniem na egzaminie maturalnym na poziomie podstawowym jest napisanie prostego tekstu użytkowego, tj. wiadomości (w tym e-mail), pocztówki, ogłoszenia, zaproszenia lub wypełnienie ankiety.

Zadanie to wymaga jasnego przekazania lub uzyskania 4 informacji, zawartych w poleceniu, i oceniane jest pod kątem dwóch kryteriów: **treści** (4 pkt) i **poprawności** (1 pkt), co oznacza, że za każdą prawidłowo zrealizowaną tzw. kropkę otrzymujesz 1 pkt a także - jeśli tekst nie zawiera wielu błędów (<25%) - 1 pkt za poprawność. W zadaniu tym nie są oceniane: forma i bogactwo językowe, których znajomością będziesz mógł się wykazać pisząc list.

## DŁUŻSZA FORMA UŻYTKOWA

Ostatnim zadaniem na egzaminie maturalnym na poziomie podstawowym jest napisanie listu. W standardach maturalnych przewidziane są dwa typy listów:

- 1 list prywatny, np. do przyjaciela (nieformalny)
- 2 prosty list formalny, np. z zapytaniem, motywacyjny, do redakcji czy z reklamacją.

Poprawnie napisany list oceniany jest na 10 pkt.

### Za co otrzymujesz punkty?

**4 pkt za treść** W każdym podpunkcie instrukcji znajdują się 2 informacje do przekazania lub uzyskania i każda z nich jest warta 0,5 pkt, co daje nam łącznie:  $4 \times 2 \times 0,5 \text{ pkt} = 4 \text{ pkt}$

**2 pkt za formę** List posiada prawidłową formę wtedy, gdy:

- (1) składa z 5 wymaganych elementów,
- (2) układ tekstu jest spójny i logiczny,
- (3) mieści się w limicie 120 -150 wyrazów.

### Czy pamiętasz, jak liczy się wyrazy w tekście?

Wyrazem nazywamy tu każdy ciąg liter oddzielony od pozostałych spacją, np.

- *a, the, USA, isn't, don't, well-paid* traktujemy jak pojedyncze wyrazy,
- adres mailowy lub numer telefonu liczymy jako jeden wyraz,
- znaki fonetyczne lub ikonograficzne, np. 😊 są traktowane jak nieczytelny zapis i nie liczą się do limitu wyrazów.

**2 pkt za bogactwo językowe** Bogate umiejętności językowe to zdolność budowania zdań złożonych, posługiwanie się różnymi strukturami gramatycznymi i urozmaiconym słownictwem oraz unikanie powtórzeń.

**2 pkt za poprawność** Błędy językowe i ortograficzne są skrupulatnie liczone przez egzaminatora sprawdzającego Twoją pracę. Jeśli zrobisz mniej niż 15% błędów, otrzymasz 2 pkt, od 15%-25% - 1 pkt, a powyżej 25% błędów - 0 pkt za poprawność.



## BUDOWA LISTU

Gdy piszesz prawdziwy list, takie elementy jak: data, Twój adres czy własnoręczny podpis nie mogą być pominięte. Inaczej jest na egzaminie maturalnym. List, który tutaj piszesz, musi zawierać **pięć** obowiązkowych elementów, które znajdziesz poniżej, omówione na przykładach odpowiednich dla listu formalnego i nieformalnego.

### LIST FORMALNY

data

- zwrot grzecznościowy rozpoczynający list**, typowy dla listu formalnego:  
Dear Sir or Madam,  
Dear Sirs or Madams,  
Dear Mr / Mrs / Ms Smith,  
Dear Editor,
- wstęp**, w którym:  
nawiązujemy do wcześniejszych kontaktów z odbiorcą  
*Following our telephone conversation yesterday..*  
*I am writing to reply to your letter dated...*  
*I am writing in response to your advertisement...*  
przedstawiamy związek, łączący nas z adresatem  
*I recently visited your hotel...*  
określamy cel listu  
*I am writing to inform you...*  
*I am writing in order to request more information on...*
- rozwińcie**, w którym omówiony jest temat; na ogół każdy nowy aspekt w oddzielnym akapicie
- zakończenie**, w którym:  
wyrażone jest jakieś życzenie lub określone są wcześniejsze działania  
*I hope it entitles me to a refund...*  
i/lub są zawarte oczekiwania dotyczące następnego kontaktu  
*Please do not hesitate to contact me if...*  
*I can be contacted at the above (email) address...*  
*I look forward to hearing from you in due course.*
- zwrot grzecznościowy kończący list**, typowy dla listu formalnego:  
*Yours faithfully*, (gdy nie znamy nazwiska odbiorcy listu)  
*Yours sincerely*, (gdy list tytułujemy imiennie)  
  
podpis:  
XYZ  
  
informacje o załącznikach:  
*Please find enclosed my CV.*

### LIST NIEFORMALNY

data

- zwrot grzecznościowy rozpoczynający list**, typowy dla listu nieformalnego:  
Dear Alex,  
Hi Alex,  
Alex,
- wstęp**, w którym:  
okazujemy troskę / sympatię / zainteresowanie adresatem  
*How are you?*  
*I hope you are well.*  
nawiązujemy do poprzedniego listu  
*Thank you for your letter / postcard from Spain.*  
*It was great to hear from you again.*  
*Sorry I haven't written for so long.*  
określamy cel listu  
*I'm writing to invite / say sorry to / thank you...*
- rozwińcie**, w którym omówiony jest temat; na ogół każdy nowy aspekt w oddzielnym akapicie
- zakończenie**, w którym:  
podajemy przyczynę kończenia listu  
*I must go and clean my room.*  
*It's time to go to bed.*  
nawiązujemy do następnego kontaktu:  
*I'll phone you when I get to Paris.*  
*I can't wait to hear from you.*  
*I hope we'll see each other soon.*
- zwrot grzecznościowy kończący list**, typowy dla listu nieformalnego:  
*All the best,*  
*Take care,*  
*Best wishes,*  
*Hugs and kisses,*  
*Love,*  
  
podpis:  
XYZ  
  
informacje o załącznikach:  
*I'm attaching a photo.*  
  
*P.S. By the way, I am attaching an mp3 with me singing 'Happy Birthday' for you.*



## PORÓWNANIE LISTU FORMALNEGO Z NIEFORMALNYM ZE WZGLĘDU NA STYL I DOBÓR SŁOWNICTWA

### FORMAL LETTER OF INVITATION

Wraz z kolegami i koleżankami z klasy organizujesz spotkanie klasowe. Chcielibyście również zaprosić Waszą ulubioną nauczycielkę języka angielskiego Mrs Abbot. W imieniu grupy napisz do niej list, a w nim:

- poinformuj o (1) celu i (2) terminie spotkania
- napisz, (3) kto będzie na spotkaniu i (4) gdzie ono się odbędzie
- wspomnij, (5) jakie atrakcje są przewidziane i (6) co powinni ze sobą zabrać zaproszeni goście
- poproś o (7) potwierdzenie przybycia i napisz, (8) do kiedy należy to zrobić.

Dear Mrs Abbot,

I am writing to invite you to (1) a party that we are organising for our old English class. It will take place on (2) 26th July and will begin at 7 p.m.

(3) Our whole class, all twenty of your students, has agreed to come. We have reserved a private room (4) in the Grand Hotel restaurant.

The evening is going to be special because Adam is planning to bring his guitar and (5) we want to sing all the songs which you taught us in our English classes. We would be extremely happy (6) if you could take with you any photos of our class because everybody is bringing photographs and other reminders of our school time.

I would be very grateful (7) if you could confirm that you can come (8) before July 19.

I look forward to hearing from you.

Yours sincerely,

XYZ

(140 words)

### INFORMAL LETTER OF INVITATION

Organizujecie imprezę pożegnalną dla przyjaciółki, która wraca na stałe do Ameryki. Do Waszego grona należy również Australijka, której nie może zabraknąć na tej imprezie. Napisz do niej list, a w nim:

Dear Amy,

(1) As Mel's returning to America really soon I want to throw a farewell party for her. The party is on (2) 6th July and it'll start at around 6 p.m.

(3) Basia, Magda, Kasia, Agnieszka, Jasiak and Marek have promised to be there as well! I've booked a table (4) in our favourite pub.

As we won't see Mel for such a long time, it would be great to have some fun together. By the way, (5) we're thinking of having a karaoke competition. And last but not least, (6) we need as many photos of our group as possible to make an album for Mel as our present.

Let me know (8) this week if you like the idea and (7) if you're going to come.

I have to go now – I need to finish organising everything!

Love,

XYZ

(136 words)

### FORMAL THANK-YOU LETTER

W czasie wakacji uczyłeś/aś się języka angielskiego w szkole językowej w Anglii. Napisz list do dyrektora tej szkoły z podziękowaniem za miły pobyt i wysoki poziom nauczania. W liście:

- (1) przypomnij, kiedy tam byłeś/aś, i (2) jakie były Twoje odczucia na początku pobytu
- opisz, (3) co Ci się najbardziej podobało w czasie pobytu i (4) dlaczego
- napisz, (5) jak wykorzystałeś/aś wiedzę językową, tam zdobytą i (6) jakie masz plany związane z dalszą nauką angielskiego
- (7) zapytaj o możliwość spędzenia wakacji w podobny sposób w przyszłym roku i (8) wyraż nadzieję na ponowne spotkanie osób, które poznałeś/aś

Dear Mr Banks,

I am writing to thank you for an extremely fruitful stay at London School of English.

(1) I attended the school last summer, from 10 to 24 July and I greatly appreciated the high level of teaching there.

(2) I was very shy and lacking in confidence at first, but your teachers made me much more extrovert.

(3) I most enjoyed the classes of practical English, (4) which developed my vocabulary and improved my pronunciation. (5) After the course I talked to different British people and I managed to communicate with them quite well. This is why

(6) I have decided to study English further and return to England next summer.

(7) I would like to enquire if you are going to organise similar holiday courses next year.

(8) I hope to meet the people who I studied with previously. I look forward to hearing from you.

Yours sincerely,

XYZ

(142 words)

### INFORMAL THANK-YOU LETTER

Będąc na wakacjach w Irlandii poznałeś/aś bardzo sympatycznego Szkota. Minęły dwa miesiące i postanowiłeś/aś do niego napisać. W liście:

Dear Sean,

I hope you remember me. (1) We had a good time in Dublin last August. It was great to meet you, especially as (2) I felt a bit shy in a new place at the start.

(3) The best bit was the day when we met the backpackers from Limerick. (4) I can't believe we spent the whole day chatting and having fun! I picked up so many jokes then, that after coming back to Poland (5) I prepared a funny lesson about Ireland for my class. (6) I need to speak English more fluently so I'm looking for a native tutor now.

I'd love to go to Ireland again. (7) Maybe we can go on holiday to the same place? (8) It'd be great if we met those people again, wouldn't it? Let me know what your plans are.

I can't wait to hear from you.

Warmest wishes,

XYZ

(143 words)

#### Useful expressions

I am writing to express how grateful I am that you...  
It was very kind of you to...  
I really appreciate your assistance.

#### Useful expressions

I'm writing to thank you for...  
The party was fantastic...



### Letter of enquiry / List z zapytaniem (Module 4)

Poza stałymi elementami treść takiego listu zwykle zawiera:

- 1 informację o piszącym w związku z treścią zapytań,
- 2 czytelnie sformułowaną prośbę – najlepiej w formie pytań pośrednich - o udzielenie informacji;
- 3 prośbę o odpowiedź.

**Wyjeżdżasz z rodzicami na wakacje do Szkocji. Poprosili Cię, abyś napisał/a do właściciela kempingu i uzyskał/a więcej szczegółów na temat zakwaterowania. W liście:**

- poinformuj, w jakim terminie i jakim środkiem transportu chcielibyście przyjechać,
- zapytaj, jakie są koszty takiego pobytu, czy istnieją zniżki dla rodzin,
- dowiedz się o dostęp do Internetu i inne udogodnienia dla turystów,
- poproś o informacje na temat obiektów turystycznych, które warto zwiedzić w okolicy, i kontakt do miejscowych biur podróży.

*Dear Sir / Madam,*

*On behalf of my family, I am writing to enquire about places on your campsite for the nights of 1 to 6 August.*

*There will be three of us in a family-size tent and we will arrive by car. I would be grateful if you could tell me what family discounts you have and how much a six nights' stay would cost.*

*I also need to know if we would have Internet access at the campsite, and what facilities for tourists you offer. We would like to know more about bathrooms, kitchen facilities and cashpoints at the campsite.*

*Would it be possible for you to send me additional information about the nearest tourist attractions worth visiting and contact details for local travel agencies that arrange tours in the region?*

*We look forward to hearing from you soon.*

*Yours faithfully,*

XYZ

(140 words)

#### Useful expressions

- I am writing to ask / to enquire / in connection with ...
- I would like to ask for further information concerning ...
- I wonder whether you could possibly send me ...
- Could you please inform me about ...

### Covering letter / List motywacyjny (Module 5)

Poza stałymi elementami treść takiego listu zwykle zawiera:

- 1 nazwę stanowiska, o które się ubiegasz, i informację, skąd się dowiedziałeś o tej ofercie pracy;
- 2 powody, dla których chcesz pracować w tej instytucji (firmie), i dlaczego jesteś dobrym kandydatem / kandydatką na to stanowisko,
- 3 przedstawienie swoich kwalifikacji i dotychczasowego doświadczenia (sukcesy i certyfikaty),
- 4 zaprezentowanie Twoich, odpowiednich na to stanowisko cech charakteru,

- 5 informację, że dołączasz CV i inne przydatne dokumenty (np. referencje),
- 6 informację na temat dogodnego dla Ciebie terminu rozmowy kwalifikacyjnej,
- 7 podziękowanie za rozpatrzenie Twojego podania.

**Chciał/a/byś podjąć pracę wakacyjną w Anglii. W gazecie znalazłeś/aś ofertę pracy dla stażystów w redakcji jednej z angielskich gazet. Napisz list motywacyjny, a w nim:**

- poinformuj, gdzie znalazłeś/aś ogłoszenie i jakim stanowiskiem jesteś zainteresowany/a,
- napisz, czym zajmujesz się teraz i dlaczego chciał/a/byś pracować w Anglii,
- zaprezentuj się jako idealny kandydat / idealna kandydatka na wskazane stanowisko i opisz swoje doświadczenia zawodowe,
- podaj, kiedy możesz rozpocząć pracę, i uzasadnij, dlaczego ten termin jest dla Ciebie najbardziej odpowiedni.

*Dear Sir or Madam,*

*I am writing in response to your advertisement in the Guardian dated 12 March 2009 for the position of trainee journalist.*

*I am an eighteen-year-old student from Białystok in Poland. I am currently finishing my high-school exams and would like to work in England in order to improve my language skills.*

*I believe I am the ideal candidate for this job. I speak three languages, have excellent writing skills and have won two awards for best student blog article. For two summers I worked for the local newspaper and I have also helped with our school magazine.*

*I am ready to begin work in England on 1 July after I receive my high-school exam results.*

*Thank you for your consideration. Please find enclosed my CV. I look forward to hearing from you soon.*

*Yours faithfully,*

XYZ

(139 words)

#### Useful expressions

- I am writing to apply for a place in one of the courses at your university, the post of...
- I am writing with regard to your advertisement which appeared in ... on...
- I am currently working / studying / employed at...
- I graduated from... in...
- As far as my qualifications are concerned...
- I hold a certificate in first aid / advanced English.
- I have had a driving licence / swimming certificate for two years.
- As for my job experience... / I have experience of...
- I would be glad to attend an interview at any time convenient to you / your earliest convenience.
- As my references show...
- Please do not hesitate to contact me if you have any queries.



**Letter to the editor / List do redakcji (Module 6)**

Poza stałymi elementami treść takiego listu zwykle zawiera:

- 1 tytuł, autora i datę ukazania się artykułu, o którym piszesz;
- 2 informację na Twój temat, w związku z artykułem;
- 3 Twoje zdanie na temat opinii prezentowanych w artykule;
- 4 argumenty na poparcie Twojej opinii;
- 5 ciekawą konkluzję lub pomysł na rozwiązanie problemu.

**W czasopiśmie brytyjskim nie spodobał Ci się artykuł krytykujący Polaków przebywających w Wielkiej Brytanii. Napisz o tym do wydawcy czasopisma. W liście:**

- napisz, co i dlaczego zaciękało Cię w artykule,
- przedstaw, co Cię negatywnie zaskoczyło, i podaj powody swojej reakcji,
- wspomnij o swoim pobycie w Anglii i o obserwacjach, które tam poczyniłeś/aś w związku z omawianym tematem,
- wyraż przekonanie, że artykuł nie prezentuje opinii wszystkich Brytyjczyków, i poproś innych czytelników, aby wypowiedzieli się na ten temat.

Dear Editor,

*I am a high-school student from Poland and I am writing in response to James Mason's article 'Poles Apart' published in your magazine on 19 April 2009.*

*I found the article absorbing as it described the feelings of many Polish people in England. It was an interesting and clever piece. At the same time, it surprised me as it showed Polish people in a very bad light and did not give the whole truth about Poles living abroad.*

*I visited England last year and got to like British people a great deal. They often showed kindness and respect to me and my Polish relations living in England.*

*I sincerely believe this is only the judgment of one person, not all British people. I hope that other readers who felt strongly about the article will also write in other with their opinions.*

Yours sincerely,

XYZ

(144 words)

**Useful expressions**

I am writing to express my disapproval / approval of the content of the article by...

The purpose of this letter is to draw your attention / your readers' attention to the unfair / untrue opinions presented in...

Personally I think that... / I must say...

**Letter of complaint / List z reklamacją (Module 9)**

Poza stałymi elementami treść takiego listu zwykle zawiera:

- 1 szczegóły dotyczące zakupu towaru lub usługi (nazwę towaru / usługi, datę i miejsce transakcji);
- 2 opis okoliczności, w których odkryta została wada towaru / usługi, i opis samej wady;
- 3 opis szkody fizycznej lub / i moralnej, doznanej w wyniku tej wady / usterki;
- 4 opis podjętych już prób reklamowania tego towaru / usługi;
- 5 przedstawienie konkretnych roszczeń.

**Wróciłeś/aś z Australii. Już na lotnisku zauważyłeś/aś, że masz zniszczoną walizkę. Powiedziano Ci, że aby uzyskać odszkodowanie za zniszczony bagaż, musisz napisać list do linii lotniczych, którymi leciałeś/aś. W liście:**

- przedstaw powód, dla którego piszesz,
- opisz okoliczności powstania szkody i napisz, jakie były jej skutki,
- poinformuj o próbie zgłoszenia reklamacji na lotnisku i niewłaściwej reakcji pracownika,
- przedstaw swoje oczekiwania co do rekompensaty i poproś o podanie terminu rozpatrzenia Twojej reklamacji.

Dear Sir / Madam,

*I am writing to complain about how my luggage was handled by your airlines.*

*After arriving from Melbourne at Warsaw airport on 2 February at 7 a.m., I discovered that my suitcase had been damaged. It was torn in three places on one side and because of this I lost some gifts for my family.*

*I spoke to your representative at the airport and wanted to show the damaged suitcase but he was very unpleasant and said it was not his duty to deal with such matters. Another passenger advised me to write a formal complaint.*

*I would be grateful if you could instruct the employee how to serve customers and send me an apology as well as compensation for my damaged luggage and lost gifts.*

*I also need to know when I can expect consideration of my complaint.*

*I look forward to hearing from you.*

Yours faithfully,

XYZ

(149 words)

**Useful expressions**

I enclose copies of the guarantee and the receipt.

The advertisement of the product gave the impression that...

However, after the first use of the product, the...

Contrary to the description in the brochure / instruction manual...

I hope you will replace the faulty product with a new one.

I would be grateful if you could consider / I demand a full refund of...

Unless I receive a satisfactory reply, I will write to... / I will take further / legal action.



# Irregular Verb List

Infinitive	Past simple	Past participle	Polish
be	was / were	been	być
become	became	become	stawać się
begin	began	begun	zaczynać
break	broke	broken	łamać, stłuc, psuć się
bring	brought	brought	przynosić
build	built	built	budować
buy	bought	bought	kupować
can	could	been able to	umieć, potrafić
catch	caught	caught	łapać, chwycić
choose	chose	chosen	wybierać
come	came	come	przyjść
cost	cost	cost	kosztować
cut	cut	cut	ciąć
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream /dri:m/	dreamt /dremt/ / -ed	dreamt /dremt/ / -ed	marzyć, śnić
drink	drank	drunk	pić
drive	drove	driven	prowadzić (samochód)
eat	ate	eaten	jeść
fall	fell	fallen	upadać, spadać
feel	felt	felt	czuć, odczuwać
fight	fought	fought	walczyć
find	found	found	znadować, odnajdywać
fly	flew	flown	latać
forget	forgot	forgotten	zapominać
get	got	got	dostać
give	gave	given	dawać
go	went	gone	iść, jechać
grow	grew	grown	rosnąć
have	had	had	mieć, posiadać
hear /'hiə/	heard /hɜ:d/	heard /hɜ:d/	słyszeć
hide	hid	hidden	schować (się)
hit	hit	hit	uderzyć
hold	held	held	trzymać
hurt	hurt	hurt	ranić, boleć,
keep	kept	kept	trzymać
know	knew	known	wiedzieć, znać
learn	learnt / learned	learnt / learned	uczyć się
leave	left	left	zostawić, wyjechać, odchodzić

Infinitive	Past simple	Past participle	Polish
lend	lent	lent	pożyczać (komuś)
let	let	let	pozwolić
lie	lay	lain	leżeć
lose	lost	lost	zgubić (się)
make	made	made	zrobić
mean /mi:n/	meant /ment/	meant /ment/	znaczyć
meet	met	met	spotkać (się)
pay	paid	paid	płacić
put	put	put	kłaść
read /ri:d/	read /red/	read /red/	czytać
ride	rode	ridden	jechać, jeździć na
ring	rang	rung	dzwonić
rise	rose	risen	(wz)rosnąć, podnieść (się)
run	ran	run	biegać
say	said	said	powiedzieć
see	saw	seen	widzieć
sell	sold	sold	sprzedać
send	sent	sent	wysłać
set	set	set	umieścić, stawiać
show	showed	shown	pokazać
sing	sang	sung	śpiewać
sit	sat	sat	siedzieć
sleep	slept	slept	spać
speak	spoke	spoken	mówić
spell	spelt / -ed	spelt / -ed	literować, pisać (ortograficznie)
spend	spent	spent	spędzać (czas), wydawać (pieniądze)
split	split	split	podzielić
stand	stood	stood	stać
steal	stole	stolen	kraść
swim	swam	swum	pływać
take	took	taken	brać
teach	taught	taught	uczyć (kogoś)
tell	told	told	mówić, opowiadać
think	thought	thought	myśleć, sądzić
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wear	wore	worn	nosić (ubranie)
win	won	won	zwycięzać, wygrywać
write	wrote	written	pisać







*Matura Explorer* – nowatorski czteropoziomowy kurs do nauki języka angielskiego w szkołach ponadgimnazjalnych, wszechstronnie przygotowujący do matury na poziomie podstawowym i rozszerzonym,

- stworzony zgodnie z wytycznymi nowej podstawy programowej
- od pierwszej lekcji łączy funkcje podręcznika i repetytorium
- gwarantuje wspaniałą przygodę z National Geographic i językiem angielskim.

## UCZY Z PASJĄ ODKRYWCY!

### Matura Explorer

- wszechstronne przygotowanie do egzaminu maturalnego obejmujące wszystkie obowiązujące tematy
- liczne ćwiczenia reprezentujące wszystkie typy zadań maturalnych (*Student's Book - Matura Practise*)
- słowniczki tematyczne oraz omówienie wszystkich strategii egzaminacyjnych (*Student's Book - Repetytorium Maturalne*)
- przykładowe egzaminy ustne (*Student's Book - Repetytorium Maturalne*)
- przykładowe egzaminy pisemne (*Workbook*)
- dodatkowe przykładowe zestawy maturalne dostosowane do poziomu podręcznika (*Student's Book*)
- sekcje Grammar Reference oraz Writing Bank opracowane przez doświadczonego egzaminatora maturalnego (*Student's Book*)
- szczegółowy przewodnik po egzaminie maturalnym (*Teacher's Book - Matura Map*)

### Matura Explorer

- niepowtarzalne zdjęcia National Geographic wykorzystane w ćwiczeniach maturalnych (*Module Opener, Everyday English, Oral Matura*)
- autentyczne teksty z magazynu National Geographic opisujące fascynujące miejsca, niezwykle zwierzęta, nietuzinkowych ludzi, cuda natury i techniki
- unikatowe materiały wideo National Geographic dla ucznia (MultiROM) i nauczyciela (DVD), połączone ze stronami ćwiczeniowymi w podręczniku (*Video Worksheets*)

#### Komponenty kursu dla ucznia:

- *Student's Book* z Repetytorium i płytą MultiROM (filmy wideo National Geographic, dodatkowe ćwiczenia rozwijające znajomość gramatyki i słownictwa)
- *Workbook* z płytą CD audio

#### Komponenty kursu dla nauczyciela:

- *Teacher's Book* ze scenariuszami lekcji, przewodnikiem maturalnym, bankiem informacji kulturowych wspomagających lekcje oraz bogatym pakietem testów (*Placement Tests, Module Tests, End-of-Term Tests, End-of-Year Tests*)
- plan wynikowy
- rozkład materiału
- program nauczania
- płyty CD audio
- płyta DVD z filmami National Geographic. Dodatkowe materiały w wersji elektronicznej dostępne na stronie [www.jzyki.nowaera.pl](http://www.jzyki.nowaera.pl)

#### Common European Framework

CEF	Matura Explorer
A1/A2	Elementary
A2/B1	Pre-intermediate
B1	Intermediate
B2	Upper Intermediate

