

Voices

Student's Book



4


MACMILLAN

Catherine McBeth

2 Great escapes

Unit contents

- Vocabulary** Verb collocations; fact and fiction
Language Focus Past simple and past continuous; present perfect
Skills Reading: an article, a newspaper article
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CLIL PE Culture Today Historical re-enactments
Exam Builder Rozumienie tekstu pisanego *dobieranie*

Vocabulary 1

Verb collocations

- 1 **1.14** Match the verbs from the box with the words below to make phrases. Then listen, check and repeat.

take tell say make

_____	sorry	thank you	a prayer
_____	a decision	a mistake	excuses
_____	a story	the truth	a lie
_____	a risk	a photo	care

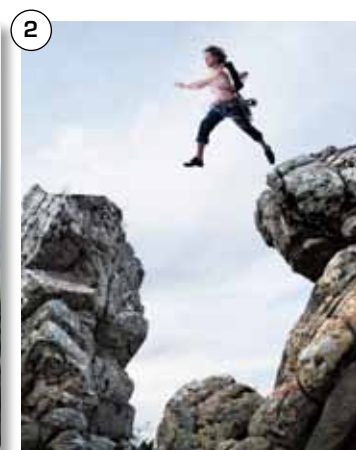
- 2 Which four expressions are illustrated in pictures 1–4?
- 3 Complete the sentences with the correct form of *say, tell, make or take*.
- Don't _____ excuses – you need to tidy your room right now!
 - Who took my bag? Are you going to _____ me the truth or not?
 - My little sister always _____ a prayer before she goes to bed.
 - Who's _____ care of your cat while you're away?
 - A person who _____ lies is a liar.
 - British people are very polite. They always _____ 'please' and 'thank you'.
 - Don't _____ 'sorry'! Just don't do it again!
 - If you don't pay more attention, you'll _____ a mistake in your homework.
 - Excuse me, could you _____ a photo of us together?
- 4 **Your voice** Ask and answer the questions in pairs.
- Do you often take risks? Give examples.
 - When did you last say 'sorry', and why?

GUESS

- 1 The illusionist who performed a trick in which he escaped from a cell full of water was:
 a) Harry Houdini
 b) Jean Eugene Robert-Houdin
 c) Ching Ling Foo
- 2 *The Great Escape* is a film based on a true story of soldiers who escaped from a German prison camp. The camp was located in Sagan. Where is it?
 a) in Switzerland b) in Poland c) in the USA

RECYCLE

Translate the verbs below into Polish. Which four are irregular?
 fly crash scream fall rescue
 hit sink destroy



- 3 What is the biggest decision you have made in your life? Was it the right decision?
- 4 Which stories did your parents or grandparents tell you when you were young?

Reading

SPLASH LANDING



Plane crash-lands in New York's Hudson River

- ① When office workers looked out of their Manhattan skyscrapers, they couldn't believe what was happening down below. A plane was flying incredibly low over the river. But it wasn't out of control – it looked as if it was landing on a runway. Flight 1549 was taking off from LaGuardia airport when it hit a flock of birds. In a terrible coincidence, both engines failed. Less than five minutes later, the plane was in the water. Miraculously, all 155 passengers and crew survived.
- ② According to passengers, one minute they were going up and the next minute everyone was screaming. A passenger who was sitting near the left engine told reporters that flames were coming out of it. 'I think everyone was saying their prayers,' said one man. 'For a second, I thought I was going to die right there in the plane,' another added. The parents of a three-year-old girl and a nine-month-old baby held their children tight while the plane was going down. 'It's good to be alive,' they said.
- ③ The pilot, Chesley B. Sullenberger, had only two choices: to land on water, or crash. He made a quick decision and managed to land on the busiest part of the Hudson River. Within minutes, 14 boats came to rescue the passengers who were standing on the wings and those who weren't wearing life jackets. A true hero, Sullenberger was the last to leave the sinking plane. One grateful survivor said he spoke to him while they were standing on a rescue raft. 'I said I just want to thank you on behalf of all of us,' he said. Sullenberger was very calm. He just smiled and said 'You're welcome.'

1 **1.15** Read and listen. Why is Chesley B. Sullenberger a hero?

2 Match headings a–d with paragraphs 1–3. There is one extra heading.

- a) THE RIGHT DECISION
- b) A TERRIBLE COINCIDENCE
- c) IN THE FREEZING WATER
- d) 'BRACE YOURSELVES – WE'RE GOING DOWN!'

3 **Words in context** Find words and phrases 1–7 in the text and match them with definitions a–g.

- 1 skyscraper
- 2 runway
- 3 flock (of birds)
- 4 coincidence
- 5 miraculously
- 6 flame
- 7 on behalf of

- a) in an extremely lucky or unexpected way
- b) a group of birds
- c) a long road used by planes when they land and take off at an airport
- d) the brightly burning gas that you see coming from a fire
- e) as a representative of someone

- f) a situation in which separate things happen by chance at the same time
- g) a very tall building containing offices or flats

4 Read the text again and answer the questions.

- 1 Where did the plane take off?
- 2 Why did the engines fail?
- 3 Were the passengers calm while the plane was coming down?
- 4 Why did the pilot decide to land in the river?
- 5 Why didn't most of the survivors get wet?
- 6 Did the pilot leave the plane as soon as it landed?

5 Work in pairs. Choose one paragraph of the text and tell your partner in Polish what the paragraph is about.

6 **Your voice** In your opinion, which of these people played a part in avoiding a disaster? Can you think of any other people who were involved?

pilot co-pilot flight attendants passengers
office workers ferry captains reporters
police divers the public

Language Focus 1

Past simple and past continuous

1 Look at the table and complete rules 1–3. Write: past simple or past continuous.

PAST SIMPLE	PAST CONTINUOUS
+ All the passengers and crew survived .	+ The plane was flying very low.
- Most of the survivors didn't get wet.	- Some people weren't wearing life jackets.
? Did both engines fail ? Yes, they did . / No, they didn't .	? Were people screaming ? Yes, they were . / No, they weren't .
The plane was taking off when it hit a flock of birds. One survivor spoke to the pilot while they were standing on a rescue raft.	

- We use the _____ to talk about actions in progress at a particular time in the past.
- We use the _____ to talk about events in the past.
- We usually use the _____ after *while* and the _____ after *when*.

2 Choose the correct words.

- We were reading the article when the class **was finishing** / **finished**.
- I used a dictionary while I **read** / **was reading** the article for the first time.
- What were you doing when this class **began** / **was beginning**?
- I wasn't listening when the teacher **explained** / **was explaining** our homework.
- Did you do your homework on the bus while you **came** / **were coming** to school?

3 Complete the text. Use the past simple or the past continuous form of the verbs in brackets.

4 Write questions about the information in bold.

I went to **the USA** last summer.
Where did you go last summer?

- I **was doing my homework** at nine o'clock last night.
- I got up at **half past seven**.
- We **were sitting quietly** when the teacher arrived.
- We came to this school **three years ago**.
- I watched a **disaster film** on TV last night.

5 **Your voice** Work in pairs. Ask and answer the questions in exercise 4.

6 **PRONUNCIATION:** /d/ /t/ /ɪd/

a) **1.16** Read the rules. Then listen and repeat the verbs.

The pronunciation of *-ed* verb depends on the spelling. When the verb ends in:

- a voiced sound, it is pronounced /d/.
- an unvoiced sound, the *-ed* ending is pronounced /t/.
- t* or *-d*, it is pronounced /ɪd/.

/d/	/t/	/ɪd/
failed	looked	landed
smiled	crashed	waited

b) **1.17** Listen and match these verbs to the pronunciation categories in exercise 6a.

watched survived wanted screamed
worked visited

What a hero!




Captain Chesley B. Sullenberger clearly never loses his calm. He (1) _____ (know) that something was wrong while Flight 1549 (2) _____ (take off), but he (3) _____ (not panic). After landing successfully in the Hudson River, the pilot (4) _____ (become) a national hero.

While Sullenberger (5) _____ (rest) after the extraordinary events, his wife and daughters talked to reporters outside their home. Kate, 16, and Kelly, 14, (6) _____ (say) they were 'very proud' of their dad.

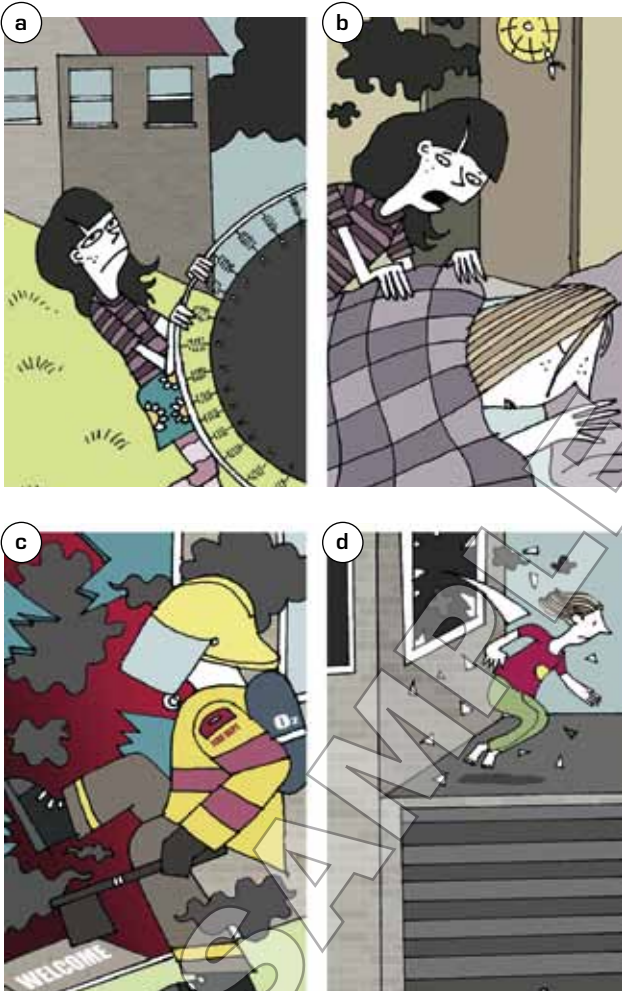
Meanwhile, their father received an interesting phone call from the director of Virgin Atlantic, Sir Richard Branson. While he (7) _____ (watch) Sullenberger on the news, Branson (8) _____ (decide) to offer him a job as the captain of his new intergalactic spaceship!

Listening

- 1  1.18 Listen to a narrative about a fire. Which headline best describes the story?

- a Teen rescues neighbours from inferno
- b Family survives devastating fire
- c Neighbour starts house fire

- 2 Listen again and order the pictures according to the narrative.



- 3 Decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 The fire started in the middle of the day.
- 2 Rachel smashed the window with a chair.
- 3 Joe and Rachel jumped onto the garage roof.
- 4 It was Joe's idea to get the trampoline.
- 5 Rachel, Joe and their mum all escaped without injury.
- 6 Their next-door neighbour died in the fire.


Vocabulary 2

Fact and fiction

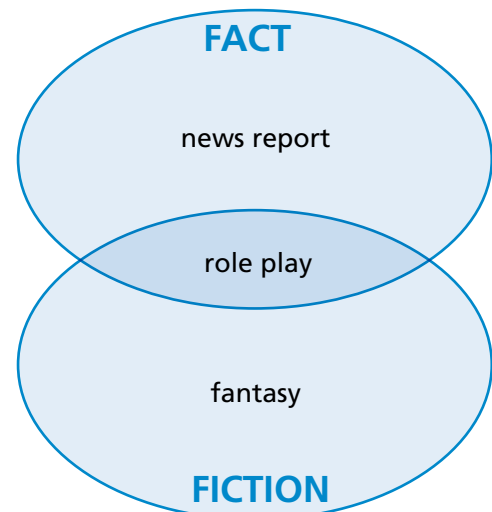
- 4 Match the words from the box with their definitions.

biography legend comic news report
fantasy film script best-seller autobiography
science fiction textbook role-play

- 1 a sketch or a script to act out
- 2 a piece of writing in a newspaper about something that has just happened
- 3 a book which someone writes about someone else's life
- 4 a book or a film about an unreal and imaginary world which is very different from real life
- 5 a magazine with stories told in a series of drawings
- 6 a book which someone writes about their own life
- 7 a traditional story about famous people and events, similar to a myth
- 8 a book with information about a subject that people study
- 9 a book or a film about imaginary future events, often about space travel and life on other planets
- 10 a text which shows actors what their characters must say
- 11 a book that many people buy

- 5  1.19 Listen, check and repeat.

- 6 Are the words in exercise 4 related to fact or fiction? Complete the diagram.



- 7  Your voice Ask and answer the questions.

- 1 Do you ever play role-play games? What kind?
- 2 Do you like science fiction films? Why / Why not?
- 3 Which books are best-sellers at the moment in Poland?
- 4 Which comics did you read when you were younger?
- 5 What is your favourite school textbook?

Historical re-enactments are a type of role-play where people re-create a historical event or period. They are very popular in Britain. If you visit a castle, you can sometimes watch medieval jousting or look around a medieval market.

Escape from reality ... into the past

Let the battle begin!



Max Hobbs reports from the front line

The air is heavy with the smell of gunpowder, and there are blood-stained bodies all around me. Suddenly, I hear the tremendous 'boom' of a cannon, and smoke fills my eyes. In the distance I can just see a soldier on horseback – and he's coming right for me.

My heart is beating like a drum, and I've never felt so afraid ...

Fortunately, of course, the blood I can see is all make-up, and this battle is not for real. I've come here to experience a historical re-enactment of the English Civil War. Role play enthusiast Simon Lowe has agreed to be my guide for the day. He's brought me a spare costume – short wool trousers, a cotton shirt, a leather tunic and a musket, which is the kind of gun they used in the 17th century. We certainly look like characters in a film.

This is quite an unusual way to spend the weekend, so I'm keen to ask Simon how he got involved. 'I've always been interested in



history,' he told me. 'When I was young, my parents took me to the re-enactment of a Viking battle, and it was amazing – really dramatic! It's just something that I've always wanted to do. And I've met some great people here – including my girlfriend.'

After the battle, Simon introduces me to some other members of the group.

On Monday morning they'll be back in the office or in the classroom, but for now they're enjoying their lives as 17th century soldiers and peasants. When the time comes for me to say goodbye and step back into the modern world, I feel quite sad. I've had a great time, and I've learnt more about history than I ever would in a textbook!



1 ▶ 1.20 Read and listen.

Choose the correct answers.

- The text is ...
 - a biography of a 17th century soldier.
 - an article for a magazine.
- This re-enactment is based on ...
 - the true story of the English Civil War.
 - a legend about a Viking battle.

2 Words in context Find words and phrases 1–6 in the text and match them with definitions a–f.

- | | | |
|------------|--------------|----------------|
| 1 medieval | 3 tremendous | 5 peasant |
| 2 jousting | 4 cannon | 6 to step back |
- to move back
 - a large powerful gun used in the past which shot big metal balls
 - relating to the period of European history between about 1000 AD and 1500 AD
 - a person in the past who worked on a farm
 - extremely good, strong or big
 - fighting by riding on horseback towards each other and trying to hit each other with a lance

3 Decide if the sentences are true (T) or false (F). Find evidence in the text.

- The participants of the re-enactment are wearing 19th century clothes.
- They're making a film about the Civil War.
- Simon saw a re-enacted Viking battle when he was a child.
- Simon's girlfriend isn't interested in historical re-enactments.
- The writer feels that historical re-enactments are a good way to learn about history.

4 Your voice Work in groups. Ask and answer the questions.

- Do you think this is a good way to 'escape reality'? Why / Why not?
- What other ways can you think of?

...the BIG DEBATE! → Workbook p126

Language Focus 2

Present perfect

- 1 Read the examples in the table and answer the questions.

PRESENT PERFECT

+ I **have had** ('ve had) a great time.
Simon **has agreed** ('s agreed) to be my guide.

- These 'soldiers' **haven't killed** anyone.
Max **hasn't done** this before.

? **Have you** (ever) **watched** a re-enactment?
Has Max learnt a lot about history?
Yes, I **have**. / No, I **haven't**.
Yes, he **has**. / No, he **hasn't**.

- How is the third person form different?
- Which past participles are irregular?
- When do we use ever?
- Do we use the past participle in short answers?

LOOK

Present perfect: use

Read the examples and circle the correct words in the rules.

We use the present perfect for:

a) actions that started in the past and have/haven't finished.

I've **always been** interested in history. (and I'm still interested now)

b) actions that finished/didn't finish in the past but are relevant now.

I've **met** some great people. (and we know each other now)

- 2 Complete the text with the present perfect form of the verbs in brackets.

Role-playing history is something which (1) _____ (become) increasingly popular over recent years. Thousands of people (2) _____ (join) many different groups since the first re-enactment society began in the 1960s. Rob Smith (3) _____ (be) a member of his local club for two years. He (4) _____ always _____ (not be) a role-play fan, but now he loves it. 'In addition to the battles, we (5) _____ (visit) a lot of schools, too', he explains. Groups like this (6) _____ (bring) English history to life for school students around the country.

- 3 Write questions. Use the present perfect and ever.

you / play a role-play game?

Have you ever played a role-play game?

- you / study English history?
- your father / visit Britain?
- you / read a historical novel?
- your friends / give you computer games for your birthday?

Speaking

- 4 Work in pairs. Ask and answer the questions in exercise 3. Use short answers.

Book corner



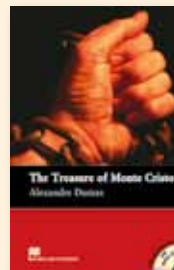
Unit grammar check

- 1 Choose the correct answers.

The Treasure of Monte Cristo

(1) *Have you heard / Were you hearing* of the French writer Alexandre Dumas? I (2) *has read / 've read* 'The Three Musketeers', and now I'm reading 'The Treasure of Monte Cristo'. It's a great story. It's about a man called Edmond Dantès who goes to prison for a crime which he (3) *wasn't committing / didn't commit*. Before he went to prison, Dantès was a good man, with a beautiful fiancée called Mercédès. But when he finally managed to escape from prison, he (4) *has wanted / wanted* to take revenge on his enemies. So, how (5) *was he escaping / did he escape?* Well, (6) *when / while* he was doing his time in prison, Dantès (7) *was meeting / met* an old priest called Abbé Faria. They became good friends, and one day Abbé Faria said: 'If you ever escape from here, go and find my fortune. I (8) *was hiding / 've hidden* it on the island of Monte Cristo. Keep it – it's yours!' Later, Dantès escaped and he (9) *found / was finding* the treasure. Then he (10) *went / has gone* to find the men who sent him to prison, and to look for Mercédès.

- 2 1.21 Listen and check.



The Treasure of Monte Cristo
by Alexandre Dumas

Writing Dossier

A book review

1 Read the review and answer the questions.

- 1 Why did Tom read this book?
- 2 Who was Harry Houdini?
- 3 Would Tom recommend the book?

Book review

The last book that I read was called *Escape! The Story of the Great Houdini*. It's by an American author called Sid Fleischman. I got this book out of the school library because we were doing a project about escapology and illusionism.

Escape! is a biography about the famous escape artist and magician Harry Houdini, and it provides lots of fascinating information about his life. It also describes his famous acts in detail, and considers his success in both Europe and the USA. There are lots of great photos in the book, too.

This book was useful for my project, but it was also very enjoyable. The author is a magician as well as a writer, and he really brought Houdini to life for me. I'd definitely recommend this book to anyone who is interested in learning more about the history of the 'Great Houdini'.

Tom Hutchinson



Writing Plan

1 When planning a book review answer these questions.

- 1 What was the last book you read?
- 2 Why did you read it?
- 3 What kind of book is it?
- 4 What is it about?
- 5 Has it got any pictures?
- 6 Did you enjoy it? Why / Why not?

2 Write your book review. Organise it into three paragraphs.

- Give the book title, the author, reasons for reading it.
- Give the book type, write what it is about and if it includes pictures.
- Give your opinion of the book.

Check your writing:

- ✓ check word order for subject + verb + object
- ✓ check word order for adjectives and adverbs
- ✓ check the past tense verbs

LOOK

Word order

Look at the sentences and match them with the correct word order.

- 1 We were doing a project.
- 2 It was useful for my project.
- 3 There are lots of great photos.
- 4 It was very enjoyable.

- a) be + adjective
- b) adjective + noun
- c) adverb of degree + adjective
- d) subject + verb + object

2 Order the words to make sentences.

- 1 wrote / Tom / review / a / book .
- 2 very / a / Houdini / was / escapologist / successful .
- 3 this / book / wrote / Sid Fleischman .
- 4 fascinating / It / book / a / is .
- 5 were / The / amazing / photos .

TIP

Gdy piszesz recenzję książki, pamiętaj, aby opisać jej treść (przy użyciu czasu *present simple*) oraz wyrazić swoją opinię na jej temat.

Language in Action

Agreeing and disagreeing

1 Look at the list of Top Five books and answer the questions.

- Which is the most popular book?
- Have you read any of these books?
- Do you know if there are films based on any of these books?

TOP FIVE BOOKS FOR 15-17-YEAR-OLDS (as voted by YOU)!

- The Lord of the Rings* by JRR Tolkien
- The Hitchhiker's Guide to the Galaxy* by Douglas Adams
- Twilight* by Stephanie Meyer
- The Hunger Games Trilogy* by Suzanne Collins
- City of Bones* by Cassandra Clare

2 1.22 Listen to the dialogue in which Ruth is choosing a book at the library. Which book does she choose?

3 Read the dialogue between Rosa and Ruth and fill in the gaps with the correct words.

4 1.22 Listen again and check your answers. Then read the dialogue in pairs.



Rosa

What kind of thing are you looking for?

How about *The Lord of the Rings* trilogy?

What (2) _____ them?

Yes, (4) _____. It took me ages, though. I read quite slowly.

This one looks good.

No, (7) _____. But it looks quite good.

Ruth

Well, I (1) _____ fantasy books.

Oh, I read them last year.

They were good. I (3) _____ them.

Yes, (5) _____.

The Hitchhiker's Guide to the Galaxy? I (6) _____ science fiction books.

Hmm. I think I'll try it.

LOOK

So and neither

Look at the mini-dialogues and complete the rules below.

present	past
A I really like reading. B So do I.	A I enjoyed reading <i>The Lord of the Rings</i> . B So did I.
A I don't really like love stories. B Neither do I.	A I didn't really like that book about vampires. B Neither did I.

- If we agree with the speaker's positive sentence, we use _____ + auxiliary + *I*.
- If the sentence is negative, we use _____ + auxiliary + *I*.

5 Choose the correct responses.

- A What did you think of it?
B I really enjoyed it. / Neither did I.
- A I didn't really enjoy *City of Bones*.
B I didn't really like it. / Neither did I.
- A I really like fantasy.
B So do I. / Neither do I.
- A It looks quite good.
B I think I'll try it. / Yes, so do I.
- A I haven't read that book yet.
B Neither do I. / Neither have I.

6 Make a list of your 'Top Five' books. Work with a partner. Complete the dialogue using the phrases from exercises 3 and 5.

- A What kind of thing are you looking for?
B Well, I like reading (1) _____.
- A So (2) _____.
- B Have you read (3) _____, then?
A Yes, I read it (4) _____. I (5) _____ it.
B (6) _____ did I. It took me (7) _____ it. I read quite (8) _____.
- A This one looks good.
B (9) _____? I don't really like (10) _____.
- A No, (11) _____. But it looks good.
B Hmm. I think (12) _____.

7 1.23 Listen to another conversation. Choose the correct answers.

- They agree to go and see a(n) ... film.
a) action b) science fiction c) romantic
- They want to go to the ... showing.
a) 5:15 b) 7:45 c) 9:30
- Later, they plan to go ...
a) to a disco. b) to a party. c) for a pizza.

8 Work in pairs. Student A – open your book at page 134. Student B – open your book at page 136.

Self Check

Verb collocations

1 Match the beginnings of questions 1–6 with their endings (a–f).

- | | |
|-----------------------------|-------------------|
| 1 Why did you tell me a | a) your decision? |
| 2 Did you say | b) lie? |
| 3 How did you make | c) the risk? |
| 4 Will you tell us the | d) excuses? |
| 5 Is it worth taking | e) truth? |
| 6 When will you stop making | f) thank you? |

 6

Fact and fiction

2 Complete the missing vowels.

- This is our English t _ x t b _ _ k.
- One day I'll write my _ _ t _ b _ _ g r _ p h _ .
- Star Wars* is a s c _ _ n c _ _ f _ c t _ _ n film.
- A very popular book is called a b _ s t - s _ l l _ r.
- Charles M. Schulz created a c _ m _ c *Peanuts* and the pet dog Snoopy.
- King Arthur appears in many l _ g _ n d s.

 6

Past simple and past continuous

3 Complete each sentence with the verbs in brackets. Use the past simple and the past continuous in each sentence.

- While we _____ home last night, it _____ to rain. (walk / start)
- I _____ my geography homework when you _____. (do / phone)
- When I _____ at the cinema, my friends _____ for me. (arrive / wait)
- What _____ you _____ when you _____ the news about the accident? (do / hear)
- _____ you _____ to the teacher when she _____ this exercise? (listen / explain)
- I _____ flowers in the garden, when I _____ the car crash. (plant / see)

 6

Present perfect

4 Complete the mini-dialogues with the present perfect form of the verbs from the box.

not see give read do tell make

- A I (1) _____ *The Great Escape*. What about you?
 B No, but I (2) _____ the book. It's a true story.
- A I'm sorry – I (3) _____ a terrible mistake.
 B Why, what (4) _____ you _____?
- A _____ your teacher (5) _____ you any homework?
 B Yes, she (6) _____ us to prepare a reading text.

 6

5 Order the words to make questions.

- you / had / ever / accident / an / Have ?
- Has / in / town / it / snowed / your / ever ?
- seen / science fiction / Have / a / film / you ?
- your / Has / ever / teacher / lived / abroad ?
- ever / biography / you / Have / read / a ?
- you / Have / new people / met / at school / any ?

 6

Cumulative grammar 1 2 3 4 5 6 7 8 9

6 * Choose the correct answers.



The chickens are escaping!

One of the (1) **funniest** / **funnier** films that I (2) **ever see** / **'ve ever seen** is *Chicken Run*. It's an animation (3) **which** / **who** is based on the classic film *The Great Escape*, and it's made by the people (4) **who** / **where** invented *Wallace and Gromit*. The film is about some chickens who (5) **was** / **are** trying to escape from the horrible farmers Mr and Mrs Tweedy. Mrs Tweedy (6) **is wanting** / **wants** to make chicken pies, because she (7) **makes** / **doesn't make** enough money from selling eggs. She begins to kill the chickens that (8) **hasn't** / **haven't** produced enough eggs. Of course chickens can't fly, so they build an aeroplane for their great escape. The end of the film was brilliant – while Mrs Tweedy (9) **tried** / **was trying** to catch the escaping chickens, she (10) **fell** / **was falling** into the chicken pie machine!

 10

Total score: 40

36 – 40 Excellent!
 30 – 35 Very good!
 20 – 29 Good

12 – 19 Fair
 0 – 11 Poor ☹

Exam Builder

Rozumienie tekstu pisanego

1 Read the headings below. Work in pairs and discuss what the texts they refer to might be about.

- A MISSING TEENAGERS FOUND
- B TEEN HERO SAVES LIVES
- C MEDICAL SERIES DOCTOR SAVES A TEEN'S LIFE
- D 'I WILL KEEP BRITAIN SAFE FROM THE STORM'

2 Decide which of the headings in exercise 1 goes best with the text below. Underline the words and phrases which helped you choose the right answer.



Grey's Anatomy star **Patrick Dempsey** saved a **boy's** life after he crashed a **car** onto the actor's front lawn. The teen driver lost control of his Mustang and flipped it over near the actor's home. He was trapped in his car when Dempsey appeared, pulled the boy out and called an ambulance. It seems that Dempsey, who plays a neurosurgeon Derek Shepherd on the show, is also a hero in real life.

3 Look at the words in bold in the text above. Read it again and find words which are used in order not to repeat the ones in bold.

4 Imagine words or phrases a–f appeared in headlines. Write down at least one synonym for each which might appear in the texts matching these headlines.

- a) boeing
- b) skyscraper
- c) to shout
- d) flight
- e) to take off
- f) best-seller



TIP Pamiętaj, że ta sama lub podobna treść może być wyrażona na różne sposoby. Przy dobieraniu akapitu do nagłówka zwróć uwagę na użycie wyrazów bliskoznacznych, które pomogą ci dopasować nagłówek do akapitu.

Zadanie egzaminacyjne

Przeczytaj tekst. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (A–D). Wpisz odpowiednie litery obok numerów akapitów. Uwaga! Jeden nagłówek został podany dodatkowo i nie pasuje do żadnego akapitu.

- A FLY LIKE AN EAGLE AND LAND LIKE A CROW
- B NO NATIONAL HERO
- C HE CAN'T WAIT TO GET BACK IN THE AIR
- D PASSENGERS SURE THEY LANDED ON WHEELS

WARSAW BOEING 767 CRASH LANDING

A Boeing 767 carrying 231 people made an emergency landing at Warsaw airport after a technical failure. The plane, which was travelling from the US city of Newark, New Jersey, landed on its belly without wheels.

1

Captain Tadeusz Wrona is an experienced pilot. He had been flying Boeings for 20 years. He landed the plane so gently that the passengers didn't even realise that there was a problem.

2

Wrona has already become a very popular person in Poland and has been promised a state honour by the president. One Facebook page even had a motto for Wrona, playing on the fact that his surname is Polish for crow.

3

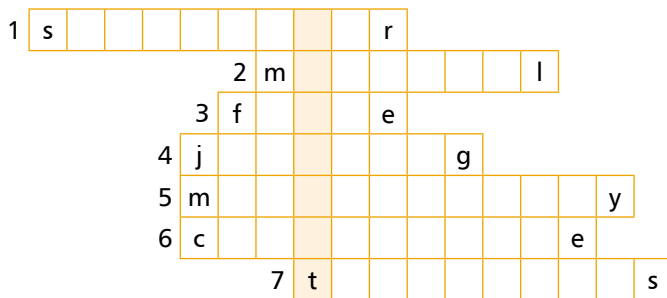
Captain Wrona, a father of two, said any pilot would have done the same. At a press conference in Warsaw he acted as if the emergency landing was no big deal and he said it was an exaggeration to call him a hero.



Extension

1 Write words for definitions a–g into the correct places in the crossword.

- fighting with lances when riding on horses
- a situation in which two things happen at the same time or in the same way
- a very tall building with offices or flats
- extremely good, strong or big
- in an extremely lucky or unexpected manner
- relating to European history between 1000 and 1500 AD
- the brightly burning gas that you see coming from a fire



Password: _____

2 Choose the correct translation of these words and phrases.

- | | |
|----------------|-------------------------------|
| 1 runway | pas startowy / bieżnia |
| 2 flock | stado / rój |
| 3 on behalf of | w imieniu / w imię |
| 4 cannon | działo / aparat fotograficzny |
| 5 step back | kroczyć / cofać się |

3 Choose the correct words or phrases.

- While I was waiting for my plane to take off, I looked at the **catwalk / runway**.
- In spring you can often see **groups / flocks** of birds migrating to Europe.
- The headmaster was talking **in the name of / on behalf of** all the teachers in the school.
- Meeting my school friend in London was just **an accident / a coincidence**.
- I was sitting by the fire looking at the **flames / lights**.
- A lot of young people nowadays say they have **tremendous / terrifying** respect for their parents.
- The Tower of London is one of the best known **middle-aged / medieval** castles in England.
- Although everybody thought they would never be found, the lost climbers were **miraculously / wonderfully** saved by a mountain rescue helicopter.

4 Complete the sentences with the correct form of the words and phrases from exercises 1 and 2.

- When I tried to force him to tell me the truth, he just _____ back.
- Winning the Champions League, Chelsea achieved a _____ success.
- The farmer kept a _____ of ducks.
- In thrillers and crime stories there is no _____; if an object or a person appears, they always appear for a reason.
- Which city has more _____, New York or London?
- When George Martin was preparing to write *The Ice and Fire* series, he read a lot of books about _____ times, especially about the history of England.
- _____ was popular in the 16th century and often appears in books and films about knights in the Middle Ages.

PROJECT

Great escapes

- Work in groups of three or four. Think about a book or a film or a series which shows people escaping from a place (prison, camp, disaster site, etc.). Search the internet or the media to look for information on the chosen book or film (the names of the director and the cast, when it was made etc.), and whether the story was based on facts or not.
- Prepare a short presentation about it. Give the reasons why you would or would not recommend the book or film.
- Present your project to the class. Take a class vote to decide which presentation was the most interesting.



Wordlist

T słownictwo obowiązujące na teście

add (v)	/æd/	dodać	musketeer (n)	/ˌmʌskə'tiə(r)/	muszkieter
T autobiography (n)	/ˌɔ:təʊbaɪ'ɒgrəfi/	autobiografia	T news report (n)	/'nju:z ri:pɔ:(r)t/	serwis informacyjny
T best-seller (n)	/'best'selə(r)/	bestseller	neurosurgeon (n)	/'nju:əsəʊ,sɜ:(r)dʒ(ə)n/	neurochirurg
T biography (n)	/'baɪ'ɒgrəfi/	biografia	noughts and crosses	/ˌnɔ:ts ən 'krɒsɪz/	kółko i krzyżyk
blood stained (adj)	/'blʌd ˌsteɪnd/	zakrwawiony	on behalf of	/'ɒn bɪ'hɑ:f əv/	w imieniu (kogoś)
brace oneself (v)	/'breɪs wʌn'self/	przygotować się na coś, zbierać siły	on horseback	/'ɒn 'hɔ:(r)s,bæk/	konno
cannon (n)	/'kænən/	armata, działo	peasant (n)	/'pez(ə)nt/	chłop
cell (n)	/sel/	cela	period (n)	/'pɪəriəd/	okres
coincidence (n)	/'kəʊ'ɪnsɪd(ə)ns/	przypadek, zbieg okoliczności	police diver (n)	/'pə'li:s ˌdaɪvə(r)/	nurek policyjny
T comic (n)	/'kɒmɪk/	komiks	prayer (n)	/'preə(r)/	modlitwa
co-pilot (n)	/'kəʊpaɪlət/	drugi pilot	provide (v)	/'pre'vaɪd/	dostarczać, zapewniać
crew (n)	/'kru:/	załoga	rescue raft (n)	/'reskjʊ: ˌrɑ:ft/	tratwa ratunkowa
crash-land (v)	/'kræʃ,lænd/	lądownać awaryjnie	revenge (n)	/'rɪ'vendʒ/	zemsta
definitely (adj)	/'def(ə)nətli/	zdecydowanie	T role-play (n)	/'rəʊl ˌpleɪ/	odgrywanie ról, naśladowanie kogoś
devastate (v)	/'devə'steɪt/	dewastować, niszczyć	runway (n)	/'rʌnweɪ/	pas startowy
devastating (adj)	/'devə'steɪtɪŋ/	miazdzący	T say a prayer (v)	/'seɪ ə 'preə(r)/	odmówić modlitwę
enthusiast (n)	/'ɪn'θju:zɪəst/	entuzjasta, zapaleniec	T say sorry (v)	/'seɪ 'sɒri/	przeprosić
escapology (n)	/'eskə'pɒlədʒɪ/	sztuka uwalniania się z pułapek, klatek itd.	T say thank you (v)	/'seɪ 'θæŋk ju/	podziękować
exaggeration (n)	/'ɪg,zædʒə'reɪʃ(ə)n/	przesada	T science fiction	/'saɪəns 'fɪkʃ(ə)n/	fantastyczno-naukowy; science fiction
extraordinary (adj)	/'ɪk'strɔ:(r)d(ə)n(ə)rɪ/	nadzwyczajny, niezwykły	scream (v)	/skri:m/	krzyczeć, wrzeszczeć
T fantasy (n)	/'fæntəsi/	film lub książka fantasy	sink (v)	/sɪŋk/	tonać
T film script (n)	/'fɪlm ˌskrɪpt/	scenariusz	skyscraper (n)	/'skaɪ,skreɪpə(r)/	drapacz chmur, wieżowiec
flame (n)	/'fleɪm/	plomień	smash (v)	/'smæʃ/	uderzać
flip over (v)	/'flɪp əʊvə(r)/	przekoziołkować	splash landing (n)	/'splæʃ ˌlændɪŋ/	lądownie na wodzie
flight attendant (n)	/'flaɪt ə'tendənt/	steward, stewardessa	step back (v)	/'step ˌbæk/	cofnąć się
flock (n)	/'flɒk/	stado	survive (v)	/'sʌ(r)'vaɪv/	przeżyć
freezing water (n)	/'fri:zɪŋ ˌwɔ:tə(r)/	lodowata woda	survivor (n)	/'sʌ(r)'vaɪvə(r)/	ocalały z wypadku
grateful (adj)	/'greɪtfl(ə)l/	wdzięczny	T take a photo (v)	/'teɪk ə 'fəʊtəʊ/	zrobić zdjęcie
gunpowder (n)	/'gʌnpaʊdə(r)/	proch	T take a risk (v)	/'teɪk ə 'rɪsk/	podjąć ryzyko
historical event (n)	/'hɪ'stɔ:rɪk(ə)l ɪ'vent/	wydarzenie historyczne	T take care (v)	/'teɪk 'keə(r)/	uważać, być ostrożnym
historical re-enactment (n)	/'hɪ'stɔ:rɪk(ə)l ri:ɪn'æktmənt/	rekonstrukcja historyczna	take off (v)	/'teɪk ˌɒf/	startować (o samolocie)
hitchhiker (n)	/'hɪtʃˌhaɪkə(r)/	autostopowicz	T tell a lie (v)	/'tel ə 'laɪ/	kłamać
illusionism (n)	/'ɪlu:ʒənɪz(ə)m/	sztuka iluzji	T tell a story (v)	/'tel ə 'stɔ:ri/	opowiedzieć historię
incredibly (adv)	/'ɪn'kredəbli/	niewiarygodnie	T tell the truth (v)	/'tel ðə 'tru:θ/	mówić prawdę
inferno (n)	/'ɪn'fɜ:(r)nəʊ/	morze ognia, piekło	T textbook (n)	/'teks(t),bʊk/	podręcznik
intergalactic spaceship (n)	/'ɪntə(r)gə'læktɪk 'speɪsfɪp/	międzygalaktyczny statek kosmiczny	trampoline (n)	/'træmpə,li:n/	trampolina
jousting (n)	/'dʒəʊstɪŋ/	walka na kopie (w turnieju)	treasure (n)	/'treʒə(r)/	skarb
lance (n)	/'lɑ:ns/	kopia, lanca	tremendous (adj)	/'trə'mendəs/	ogromny, potężny
lawn (n)	/'lɔ:n/	trawnik			
T legend (n)	/'ledʒ(ə)nd/	legenda			
life jacket (n)	/'laɪf ˌdʒækt/	kamizelka ratunkowa			
lose one's calm (n)	/'lu:z wʌnz ˌkɑ:m/	stracić zimną krew			
magician (n)	/'mæ'dʒɪʃ(ə)n/	magik			
T make a decision (v)	/'meɪk ə dɪ'sɪʒ(ə)n/	podjąć decyzję			
T make a mistake (v)	/'meɪk ə mɪ'steɪk/	popęlić błąd			
T make excuses (v)	/'meɪk ɪk'skju:sɪz/	podawać wymówki, usprawiedliwiać się			
medieval (adj)	/'medi'i:v(ə)l/	średniowieczny			
miraculously (adv)	/'mə'rækjʊləsli/	cudownie, cudem			

USEFUL EXPRESSIONS

I didn't really enjoy ...	Niezbyt podobał/podobała/podobały mi się...
I don't really like ...	Niezbyt lubię/podoba mi się/podobają mi się...
I really enjoyed ...	Naprawdę podobał/podobała mi się...
I really like ...	Naprawdę lubię/podoba mi się...
Neither did I.	Mnie też nie./ Ja też nie.
Neither do I.	Mnie też nie./ Ja też nie.
So did I.	Mnie też. /Ja też.
So do I.	Mnie też. /Ja też.