



PODRĘCZNIK
WIELOLETNI



5

Student's Book
David Spencer



plus

Get it every day

1 Social animals

Człowiek ▶ Cechy charakteru, uczucia i emocje, interakcje.

Nauka i technika ▶ Dziedziny nauki.

▶ Reading

1 VOCABULARY Sociology, psychology, etc

Match three of these words with the definitions below. Write the answers in your notebook.

anthropology archaeology astrology biology geology
graphology meteorology palaeontology psychology
sociology zoology

- 1 the science of studying people's handwriting in order to learn about their character
- 2 the study of the history of the earth using fossils
- 3 the scientific study of the way society is organised and the way that people behave in relation to each other

2 SPEAKING Work in pairs. Discuss these questions.

- 1 Look at the other words in 1. What do you think they mean?
- 2 Do you consider all the disciplines to be serious sciences? Why?/Why not?
- 3 Would you consider studying any of these subjects one day? Which ones and why?

3 Read some extracts from the book *Quirkology* by Richard Wiseman. What unusual examples of human behaviour does he give?

quirkology *the use of scientific methods to study quirky, or unusual, human behaviour* (Richard Wiseman)



A

Professor Jerry Burger and his colleagues at Santa Clara University in California wondered whether people could be persuaded to help a stranger just because they shared a completely meaningless symbol of similarity – the same date of birth.

Burger and his team had volunteers visit his laboratory on the pretence of taking part in an experiment on astrology. The experimenter introduced the volunteer to a second participant (actually, an actor working with the experimenter), and handed each a form. The front page of the form asked for various personal details, including their name and date of birth. On 50 per cent of occasions, when the genuine participant completed his or her date of birth, the actor surreptitiously noted it, and filled in the same date on his own form. For the other 50 per cent, the actor deliberately wrote a different date.

The experimenter then asked each 'volunteer' to say their date of birth out loud to ensure that they were given the correct horoscope to assess. Half of the participants discovered an amazing coincidence – they shared the same birthday with the other person! (The other half of the participants, of course, found that the two of them had been born on different days.) The participant and actor rated the accuracy of their respective horoscopes, and then left the laboratory. The volunteer thought that the experiment was over. In fact, it was just about to begin.

As the two walked along the hallway, the actor pulled a four-page essay out of his bag, and asked the volunteer if they would mind carefully reading it, and then writing a critique of whether the arguments advanced were convincing. Would those volunteers who believed that they shared a birthday with the actor be more accommodating? About a third of people who thought they did not share a birthday with the actor agreed to help. In the 'wow, we have the same birthday, what a coincidence' group, almost two-thirds agreed. The simple belief in a shared birthday was enough to persuade people to donate a considerable chunk of their valuable time to a complete stranger.

B

Professors Finch and Cialdini from Arizona State University have even shown that the same effect causes people to turn a blind eye to other people's crimes and misdemeanours. In their study, participants read a biographical sketch describing the terrible crimes committed by Rasputin, the 'mad monk of Russia', and then rated the degree to which they thought Rasputin sounded like a nice chap. Unbeknown to the participants, the experimenters had found out their date of birth beforehand and manipulated the text seen by half of the volunteers to ensure that Rasputin's date of birth matched their own. When participants thought they shared a birthday with the mad monk, they were prepared to overlook his wrongdoings and evil deeds, and found him significantly more likeable.

C

In the late 1940s, Professor Bertram Forer was busy devising novel ways of measuring personality. One evening he was approached by a graphologist who offered to determine his personality on the basis of his handwriting. Forer declined the offer, but the chance encounter made him want to discover why large numbers of people were impressed with astrologers and graphologists. He decided to carry out an unusual experiment.

Forer had the students in his introductory psychology class complete a personality test. One week later, each student was handed a sheet of paper and told that it contained a short description of their personality based on their test scores. Forer asked the students to examine the description carefully, assign it an accuracy rating by circling a number between 0 (poor) and 5 (perfect) on the sheet of paper, and then raise their hands if they thought the test had done a good job of measuring their personality. Forer's students read the description, made their rating, and, one by one, started to raise their hands into the air. After a few moments, he was surprised to see virtually all of the students with their hands up. Why was Forer so amazed?

Forer had not been entirely honest with his guinea pigs. The personality description that he had handed them was not based on their test scores. Instead, it came from a newsstand astrology book that he had picked up a few days before. More importantly, *every student had received exactly the same personality description.*

Forer had simply gone through the astrology book, selected about ten or so sentences from different astrological readings, and glued them together to make a single description. Forer's results resolved the mystery that had been bugging him since his chance meeting with the graphologist. Astrology and graphology do not actually need to *be accurate* in order to be *seen* as accurate. Instead, all you have to do is give people a very general statement about their personality, and their brains will trick them into believing it is insightful.

D

Focusing on the body rather than the mind, John Bargh and his colleagues at New York University asked their volunteers to do a mental task involving words relating to old age, such as 'grey' and 'bingo'. A second group were shown words unrelated to old age. The researchers then said the experiment was over and secretly recorded the time each participant took to walk down the long hallway to the exit. Those with old age on their mind took significantly longer to walk down the corridor.

7 Turn to page 143. Read the personality description from experiment C. How accurate is it for you?

8 **VOCABULARY** *Body idioms and human interaction*
Match these idioms with definitions 1–6.
Write the answers in your notebook.

do something behind sb's back
give sb the cold shoulder be under sb's thumb
lend sb a hand pull sb's leg stick your neck out

4 Read the texts again. For questions 1–12, choose from the four texts (A–D). The texts may be chosen more than once. Write the answers in your notebook.

Which text describes a test

- 1 that involved somebody playing a fictional role?
- 2 that involved fooling the vast majority of the participants?
- 3 that made participants change their physical behaviour?
- 4 that made participants behave differently towards the person they were with?
- 5 that modified the volunteers' perception of other people's actions?
- 6 that proved that meaningless similarities can make the distinction between right and wrong less clear?
- 7 that was designed to disprove something?
- 8 that involved modifying historical information?
- 9 where people fooled themselves?
- 10 where the building was part of the experiment?
- 11 where the main task was hidden from the participants?
- 12 where participants were deceived by more than just professors or psychologists?








5 Guess the meaning of the underlined words from the context. Then use a dictionary to check your ideas.

6 **SPEAKING** What about you?

Are you surprised at the way people behaved? Why?/Why not?

- 1 treat somebody you know in an unfriendly way
- 2 be completely controlled by somebody
- 3 tell somebody something that is not true, as a joke
- 4 help somebody
- 5 risk saying or doing something that could make others angry
- 6 do something without somebody knowing about it

9 **SPEAKING** In your notebook, complete these questions with the names of the correct parts of the body. Then use the questions to interview your partner.

- 1 When was the last time you lent somebody a ? What did you help them to do?
- 2 What would you do if your friend did something behind your ?
- 3 When was the last time you pulled somebody's ? What did you say or do?
- 4 Who would be most likely to stick their  out if you were in trouble?
- 5 What would you do if you were in love with somebody but they gave you the cold ?
- 6 Do you think you are under anybody's  or that anybody is under your ? Who?

GRAMMAR GUIDE

Past tenses

1a Read sentences 1–6 and name the tenses of the verbs used.

- 1 He **resolved** the mystery that **had been bugging** him since his meeting with the graphologist.
- 2 In the late 1940s, he **was devising** novel ways of measuring personality.
- 3 Their research **has shown** that people behave in unusual ways.
- 4 The experimenters **had found out** their date of birth beforehand.
- 5 He **has been investigating** unusual human behaviour for the last twenty years.
- 6 The test **was about to/was going to** start.

1b Which tense or verb form in sentences 1–6 do we use for these situations?

- a for finished actions or situations at specific times in the past
- b for activities in progress at a moment in the past
- c to talk about the future in the past
- d for actions that happened at an unspecified moment in the past
- e for actions that happened in the past before another moment or action in the past
- f for actions that started in the past and are either incomplete or finished very recently, especially when the duration of the action is important
- g to talk about actions that happened before another action in the past when the duration of the action is important

GRAMMAR REFERENCE ► page 14

2 Choose the correct words. Write the answers in your notebook.

- 1 On our holiday last summer, we made/have made friends with two Swiss students.
- 2 I ve/d been doing this psychology test for the last hour and it's really difficult.
- 3 On the way to the lecture, we passed/were passing the noticeboard.
- 4 I know quite a bit about graphology because I've read/been reading five or six books about analysing handwriting.
- 5 My mum has been/was interested in astrology but then she realised it was a waste of time.
- 6 She couldn't write her answers down because she'd forgotten/been forgetting to bring a pen.
- 7 I had had/been having problems with my computer for ages so I finally decided to call somebody to fix it.
- 8 They left/were leaving the room when the teacher called them and so they turned/were turning round and headed back.
- 9 She's my best friend. We have always seen/always saw eye to eye.
- 10 It's dark. Someone has switched/been switching the light off.

3 In your notebook, complete the sentences with the correct past forms of the verbs given.

- 1 My friend called me at eleven o'clock last night, just when I was going to bed.
- 2 I have a terrible headache all day – I took three headache tablets but it won't go away.
- 3 When I looked out of my window this morning, everything was white because it was snowing all night.
- 4 I waited to speak to the professor for over two hours but she still hasn't arrived.
- 5 When I received your letter yesterday, I opened it and read it straight away.
- 6 I find university life difficult. I studied here for nine months but I still haven't made any close friends.
- 7 I couldn't open the door because I forgot to bring my key.
- 8 That dog is driving me mad. It barked all morning!

4 Decide if the verbs in bold are in the correct form. Rewrite the corrected forms in your notebook.

Psychologists **(a) had been** interested in discovering the key to successful lying for a long time, but it still doesn't seem very easy to work out what makes a good liar. Once, Professor Richard Wiseman **(b) has done** an interesting experiment using television. He **(c) interviewed** a famous person called Robin Day about his favourite film. In the first interview, Day **(d) told** Wiseman the truth. He **(e) described** how he loved the film *Some Like It Hot*. In the second interview, he **(f) lied**, telling the interviewer how much he liked *Gone with the Wind*, even though he really hated it. When they **(g) had been finishing** the interviews, they **(h) asked** viewers to watch the two interviews and to decide in which interview Day **(i) had been lying**. Almost 30,000 people phoned in to vote but the votes were clearly divided between the two interviews. It became clear that viewers **(j) were** simply **guessing**. Then a surprising thing **(k) was happening**. On the same day, the two interviews **(l) appeared** on the radio and in a newspaper. Seventy-three per cent of the radio listeners correctly **(m) guessed** when Day **(n) was lying**, and so did sixty-four per cent of the newspaper readers. Other recent tests **(o) have suggested** the same conclusion, that body language and facial expressions give little indication of people's sincerity. It seems to be more a question of the words we use.

5 In your notebook, write one question using each of these past tenses. Think of questions that will help you to find out something you don't know about your partner.

- 1 past simple
- 2 past continuous
- 3 present perfect simple
- 4 present perfect continuous
- 5 past perfect simple or continuous

6 SPEAKING Interview your partner using your questions. Tell the class what you found out.

Word formation – suffixes

- 1 Copy the table into your notebook. Read the words below and write the suffixes in the appropriate columns of the table. Some suffixes can go in more than one column.

accuracy actor argument astrologer astrological
biographical coincidence considerable deliberately
description friendly graphologist important
insightful likeable meaningless participant personal
personality researcher psychologist similarity
terrible virtually

adjective	noun (abstract/concrete)	noun (person)	adverb

- 2 Add correct suffixes to the words below. Sometimes you can add more than one suffix. Make changes to the words if necessary. Write the answers in your notebook.

- | | |
|------------|---------------|
| 1 pain | 7 thought |
| 2 accident | 8 enjoy |
| 3 complex | 9 intelligent |
| 4 improve | 10 believe |
| 5 science | 11 frequent |
| 6 help | 12 create |

- 3 Work in pairs. In your notebook, add the suffixes from the words below to the correct columns in the table from 1. Then think of at least one more word containing each suffix.

importance impressive failure freedom happiness
lucky optimistic relationship

- 4 Complete the text with the correct forms of the words given. Write the answers in your notebook.

- 5 Read the sentences and decide what difference the suffix *-ish* makes to a word.

- I'm not sure how old his dad is, but I'd say he's fortyish.
- I don't know what colour my eyes are exactly, but I suppose you could say they're greyish.
- I should be home about eightish.
- I wouldn't say I'm tall, but I'm tallish.
- My hair is straightish.

- 6 **SPEAKING** In your notebook, write down at least five adjectives to describe yourself. Each adjective must contain a suffix (one or two can contain *-ish*). Compare adjectives in pairs and explain why you chose them.



Message ✕

Recently a curious experiment was carried out in Edinburgh. (1) (RESEARCH) left 240 wallets in different parts of the city, leaving them as if their owners had (2) (ACCIDENT) dropped them. Each wallet contained a photograph, either of puppies, families, babies or of an elderly couple.

The (3) (CONCLUDE) of the experiment was that if you want your wallet to come back to you, the most (4) (EFFECT) way is by keeping a photo of a baby in it since there was a (5) (SIGNIFY) difference in the responses to the different photos. An (6) (BELIEVE) 88 per cent of the wallets with a photo of a baby were returned. The second-best result was perhaps more surprising.

Fifty-three per cent of the wallets with puppy photos found their way back, whilst pictures of families and elderly couples had return rates of 48 per cent and 28 per cent respectively. Why should babies produce (7) (CONSIDERABLE) better results?

Perhaps our compassionate response to small children is really, deep down, a question of (8) (PROTECT) of the species. However, there would have to be a different explanation for the (9) (POPULAR) of the puppies. All in all, the leader of the research team was pleasantly surprised to see how many wallets had actually come back. Maybe (10) (HONEST) is not as uncommon in modern society as we sometimes think.



- 1 SPEAKING** Work in pairs. Describe the photo.
- 2 SPEAKING** The people in the photo are called chavs. What do you think typical characteristics of chavs are?
- 3** Listen to a radio interview about chavs. Do the speakers mention any of your ideas from 2?
- 4** Listen again. Are the statements true (T) or false (F). Write the answers in your notebook.

- 1 Charlotte Harris is a sociology student. T/F
- 2 Chavs are not usually university students. T/F
- 3 Chavs appreciate discrete accessories. T/F
- 4 Experts agree on the origin of the word *chavs*. T/F
- 5 Chavs only come from one particular part of England. T/F
- 6 Charlotte Harris reckons that negative attitudes towards groups like chavs are nothing new. T/F
- 7 The British press tend to attack chavs. T/F
- 8 Charlotte Harris claims Wayne Rooney would be very annoyed to be called a chav. T/F
- 9 Chavs tend to prefer instrumental music. T/F
- 10 Charlotte Harris thinks that chavs have made some difference to cultural life in Britain. T/F

5 SPEAKING What about you?

- 1 Are there any chavs or similar groups in Poland?
- 2 Why do you think young people tend to form groups like chavs, punks or rockers?

6 SPEAKING Work in pairs. Read these sentences. Which group do you think each sentence is describing – chavs, punks, hippies or Goths?

- 1 They're always wearing sports clothes.
- 2 They'd wear jeans and flowered shirts and have long hair.
- 3 Old people used to be frightened of them because they looked so aggressive.
- 4 They'll nearly always wear black clothes.
- 5 They will wear those big gold chains.
- 6 They were always talking about peace and love.
- 7 They often read novels about vampires or horror stories.
- 8 They would make all their songs fast and loud.

GRAMMAR GUIDE

Present and past habits

7 Copy the table into your notebook. Put verb forms a–h in the correct place in the table. Then add the sentences in 6 as examples.

- a present simple (+ adverb of frequency)
- b *would* (stressed)
- c *will* (unstressed)
- d *used to*
- e *would* (unstressed)
- f *will* (stressed)
- g present continuous + adverb of frequency
- h past continuous + adverb of frequency

	verb form	example sentence
Present habit – neutral		
Present habit – annoying		
Past habit – neutral		
Past habit – annoying		

GRAMMAR REFERENCE ▶ page 15

8 In your notebook, complete the sentences with appropriate words. With *will* and *would*, decide if you need the contracted form.

- 1 She play the same CD again and again. It drives me mad!
- 2 They always making fun of my clothes when I was smaller.
- 3 I to love punk music when I was young but I'm not into it now.
- 4 We usually get dressed up at the weekend, but it depends where we're going.
- 5 When I was little, I fall asleep whenever I listened to classical music.

9 SPEAKING In your notebook, write at least five true sentences about a member of your family, using the different verb forms in 7. Then discuss your sentences in pairs.





1 Read these questions. Copy the table into your notebook and write the number of each question in one or more of the sections of the table. Write also *present* or *past*, depending on what the main focus of the question is.

- 1 Do you prefer studying on your own or with other people?
- 2 What do you do to relax?
- 3 What do you think is important for a successful friendship?
- 4 Do you prefer spending your free time alone or with others? Why?
- 5 How important is music in your life?
- 6 How long have you been studying English?
- 7 Who has had the greatest influence on your life?
- 8 How easy is it for you to meet new people and make friends?
- 9 Do you prefer spending your holidays with your family or friends?
- 10 How did you get to know your best friend?
- 11 What do you like to do at the weekend?
- 12 What has been your best holiday so far?

Language learning:	<input type="text"/>
Studies: 1 (<i>present</i>),	<input type="text"/>
Friends, family and relationships:	<input type="text"/>
Holidays:	<input type="text"/>
Free time:	<input type="text"/>

2 Listen to three people answering the questions in 1. Copy the table into your notebook and answer questions a–c, using the table to help you. Write the answers in your notebook.

- a Which question does each person answer?
- b Does each person give just one piece of information or do they give more than one?
- c Does each person create a good impression or not? How?

	Speaker 1	Speaker 2	Speaker 3
Question a	<input type="text"/>	<input type="text"/>	<input type="text"/>
Question b	<input type="text"/>	<input type="text"/>	<input type="text"/>
Question c	<input type="text"/>	<input type="text"/>	<input type="text"/>

3 Copy the Speaking Bank to your notebook and put these expressions from 2 in the correct places in the Speaking Bank.

- 1 As far as I'm concerned,
- 2 The thing is
- 3 To my mind,
- 4 Well,
- 5 For instance,

► Speaking Bank

Useful expressions in personal interviews

Playing for time

-
- Hmm,
-
- Let me think about that for a second.

Adding examples and ideas

- In fact,
- For example,
-

Expressing opinions

- I think,
- Personally,
-
-

4 Think of answers to the questions in 1. Try to think of more than one piece of information for each question.

5 **SPEAKING** Work in pairs. Take it in turns to ask and answer the questions in 1. Use expressions from the Speaking Bank.

6 In your notebook, write two more questions for each category in the table in 1. Write both present and past questions.

Practice makes perfect

7 **SPEAKING** Work in pairs. Ask and answer your questions in 6. When you answer, give more than one piece of information.

1 SPEAKING Work in pairs. Discuss these questions.

- 1 What was the last story you have read? What was it about?
- 2 Did you like the story? Why?/Why not?
- 3 What do you think makes a good story?

2 SPEAKING Look at the photos and the title of the story. In pairs, discuss what the story may be about.

3 Read the story and check your ideas in 2.

Something lost, something found

In 2001, when Charlie was seven years old, his parents came home one afternoon with a special gift for him. It was a beautiful bright yellow canary. Charlie loved the bird, which would perch patiently on his finger for hours on end.

One day, Charlie decided to show his canary what the outside world looked like, so he opened its cage and let it hop out onto his finger. He proceeded downstairs and out into the garden without thinking of what was to happen.

‘Oh, no!’ gasped Charlie as his beautiful canary did the inevitable and flew away into the open blue sky. ‘How could I have been so stupid?’ he groaned, realising the enormity of his mistake. Charlie was inconsolable, but time went by and gradually, he got over losing his special companion.

Years later, Charlie went off to university. One evening, he was introduced to a girl called Mia and they got on like a house on fire. Their conversation turned to childhood and Mia recounted the story of one of her happiest memories.

In the summer of 2001, she had been living in Chester, which happened to be Charlie’s home town too. One afternoon, she had been sitting out in her garden when suddenly a beautiful bright yellow canary floated down from the sky and landed softly on her finger. As he was listening to Mia’s incredible story, Charlie turned as white as a sheet. ‘Mia, I wish we’d met ten years earlier!’ he sighed, as he went on to tell her all about his saddest childhood memory.



4 VOCABULARY **Similes**

Copy and complete these similes from the story in 3.

- 1 They got on **like** a .
- 2 Listening to Mia's story, Charlie turned **as** white **as** .

5 Match 1–10 with a–j to make similes. Use a dictionary if necessary. Write the answers in your notebook.

- | | |
|-------------|----------------|
| 1 as strong | a as a daisy |
| 2 as cold | b as a feather |
| 3 as quick | c as ice |
| 4 as light | d as ABC |
| 5 as blind | e as a mouse |
| 6 as quiet | f as a flash |
| 7 as fresh | g as crystal |
| 8 as clear | h as an ox |
| 9 as easy | i as a bat |
| 10 as solid | j as a rock |

6 Invent your own similes using 1–10 in 5 and try to use them in a short poem. Write it in your notebook. Decide on what the poem is describing.

*as strong as a ten-foot giant from Nebraska,
as cold as winter in Alaska*

7 Compare your poems in pairs and choose the most creative ones. What are the poems describing?

8 VOCABULARY **Ways of talking**

Read the sentences and listen to the recording. Match the words in **bold** with definitions 1–8. Use a dictionary if necessary. Write the answers in your notebook.

- a 'Oh well, my team has lost again,' he **sighed**.
- b 'It can't be! I thought you were dead!' she **gasped**.
- c 'Stop it! Stop it this minute!' he **yelled**.
- d 'But, Mum, please, I don't want to go! Please ...' the girl **whined**.
- e 'It's a ghost!' she **shrieked**.
- f 'Don't tell Alex about the surprise party,' he **whispered**.
- g 'Sorry. I didn't ..., I didn't really mean to do it, well, not exactly,' he **muttered**.
- h 'Oh, no. Not another exam!' **groaned** the students.

- 1 to speak in a very loud high voice because you are so angry, frightened or surprised that you cannot control yourself
- 2 to speak in a loud voice because you are angry, excited, in pain, or in order to make people hear you
- 3 to speak very quietly so that other people can't hear you
- 4 to speak in a way that shows you are unhappy
- 5 to speak breathing out slowly, making a long soft sound, especially because you are disappointed, tired, annoyed or relaxed
- 6 to speak while you are breathing in suddenly, for example because you are surprised, shocked or in pain
- 7 to complain in a way that annoys other people
- 8 to speak in a low voice that is difficult to hear, especially because you are annoyed, embarrassed, or talking to yourself

9 Replace the word **said** in these sentences with an appropriate verb from 8. Write the answers in your notebook.

- 1 'Oh well! Better luck next time!' **said** Brian. It was the fifth time he'd failed his driving test, but he was taking it calmly.
- 2 'Come here right now and say you're sorry!' her mother **said**, furious at the way her daughter had just spoken to her.
- 3 'I want to get off!' he **said** in the middle of the roller coaster ride. He had never been so scared in his life!
- 4 'Sorry I'm late. It's, erm, well, the bus was late,' she **said**. Unfortunately, the teacher could hardly make out a word.
- 5 'It's not fair, it isn't! It's just not fair,' **said** the boy. It was the tenth time he'd made the comment and everybody was losing patience with him.
- 6 'My leg! I think it's broken!' he **said**, although it was hard for him to breathe because of the pain.



10 Read the information in the Writing Bank. Find examples of each device in the story in 3. Write the answers in your notebook.

▶ Writing Bank

Useful linguistic devices in a story

Stories can be made more interesting by including:

- a variety of past tenses, including past continuous, past simple, past perfect simple and continuous, and future in the past.
- a variety of adjectives and adverbs.
- short sections of direct speech using a variety of verbs expressing different ways of speaking.
- similes.
- linkers and expressions of time and sequence.

11 SPEAKING Work in pairs. Discuss these questions.

- 1 Do you like giving people surprises?
- 2 Do you like receiving surprises?
- 3 What's the biggest surprise you or somebody in your family has ever had?

Practice makes perfect

12 Write a story of 200–250 words. Your story must end with this sentence.

It had been the most surprising thing that had ever happened to them, and probably ever would.

▶ Grammar reference and revision Unit 1

▶ Grammar reference

Past tenses

Past simple

We use the **past simple** to:

- 1 describe finished actions or situations in the past. *I went to Ireland last year.*
- 2 say that one thing happened after another. *When the teacher came in, we took out our books.*

Past continuous

We use the **past continuous** to:

- 1 talk about activities in progress at a moment in the past. *At four o'clock this afternoon I was watching TV.*
- 2 describe scenes in a story or description. *They were all wearing long coats to keep warm.*
- 3 talk about an activity in progress when another, shorter activity happened or interrupted it. It tells us that an action was in progress, but not that the activity was finished. *I was listening to music when my father called.*

Present perfect simple

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

- 1 an experience in someone's lifetime, without saying the exact time when the event occurred. What is significant is the actual experience, not when it happened. *I've seen Coldplay in concert.*
- 2 recent events which have a result in the present. *She's lost her bag.* (= She hasn't got her bag now.)
- 3 actions or situations that began in the past but continue in the present. *Mark's lived here for ten years.* (= Mark started to live here ten years ago and he still lives here now.)
- 4 actions finished very recently. *They've just had an accident.*

Ever, never, for, since, just, already, yet

We can use **ever** in questions with the present perfect simple. It means 'at any time in your life'. **Ever** comes just before -the past participle. *Have you ever flown in a helicopter?*

We can use **never** in negative sentences. It means 'at no time in your life'. *I've never met your parents.*

For and **since** are used when the present perfect simple is describing actions or situations that began in the past and continue in the present.

We use **for** with periods of time and **since** with moments in time. With this use of the present perfect we use the question 'How long ...?'

For and **since** go just before the time expression. *'How long have you studied German?' 'I've studied it for three years/since 2009.'*

We use **just** with the present perfect to emphasise the fact that something happened very recently. **Just** goes immediately before the past participle. *I have just finished my assignment.* (= I finished my assignment only a few moments ago.)

We use **already** to talk about something that has happened earlier than we expected. **Already** usually goes before the main verb, or at the end of the sentence for emphasis. *I don't want to see that film. I've already seen it.*

We use **yet** to ask if something we expect has happened, or to say that it hasn't. It is used in questions or negative sentences.

Yet usually goes at the end of a sentence or clause. *Have you called him yet? I haven't done it yet.*

Present perfect continuous

Present perfect continuous is used in a similar way to present perfect simple. We use it to:

- 1 emphasise the process and duration of an action. *I've been studying in this school for more than five months.*

But, if an action is very short, we cannot use the continuous form. *I've been breaking the window.*

- 2 emphasise that an action finished very recently or is incomplete.

I've been washing the dishes ... and my hands are wet because I only finished a second ago/I still haven't finished.

If we want to emphasise the completion and result of an action, or how many times an action happens, we must use **present perfect simple**.

I've Painted my bedroom. (It's finished.) I've seen that film three times. ~~I've been seeing that film three times.~~

Past perfect simple

We use the **past perfect simple** to talk about actions that happened before another action or actions in the past. It gives importance to the completion of an activity. *When the interview had finished, I left.*

▶ Grammar reference

Past perfect continuous

We use **past perfect continuous** to talk about actions that happened before another action or actions in the past. It gives importance to the duration of an activity. *I was tired because I had been studying all night.*

Future activities in the past

Form

was about to ...,
was going to ...,
was + -ing form of
the verb, *would*

Use

Sometimes when we are talking about the past, we want to talk about something that was in the future at that time, something which had not happened and perhaps did not actually happen in the end. To do this, we can use the past tense of the verb forms we would normally use to talk about the future, e.g. *will* ▶ *would*; *am going to* ▶ *was going to*. We use **was/were to** when there was an arrangement for something to happen. Because of this, it is more formal than the other expressions. *The meetings were to start at 9 o'clock.*

Present and past habits

To talk about present habits, we can use:

- 1 **present simple** with or without an adverb of frequency.
Our lessons start at 8 o'clock.
- 2 **present continuous** with an adverb of frequency. This usually implies that the speaker finds the habit annoying.
She's always taking my things.
- 3 **will**.
My friends and I will usually meet on Friday evenings.
When we stress **will**, it usually implies that the speaker finds the habit annoying.
He will come into my room without knocking.

To talk about past habits that we have given up, we can use:

- 1 **used to**.
My dad used to read me stories when I was small.
We cannot use **used to** to talk about single events in the past or when we give a period of time. In this case, we use past simple.
She used to work in a factory. She worked there for five years.
~~*NOT She used to work in a factory for five years.*~~

The negative form of **used to** is **didn't use to**. There is no present form of **used to** – instead we use present simple with an adverb of frequency.

- 2 **would**.
We use **would** to talk about past actions but not past states.
He would come and visit us on Sundays.
~~*NOT He would have a bike.*~~

We do not usually use **wouldn't** to talk about past habits.

He didn't use to give us presents.
~~*NOT He wouldn't give us presents.*~~

When we stress **would**, it usually implies that the speaker finds the habit annoying.

My mum would insist on me getting up early on Sundays when I was small.

- 3 **past continuous** with an adverb of frequency. It implies that the speaker found the habit annoying.
My dad was always working late at that time.

▶ Grammar revision

Past tenses

- 1 Choose the correct alternative. Write the answers in your notebook.
 - 1 There you are! At last! I've waited/been waiting for you for hours.
 - 2 That's the best festival that I went/have been to so far.
 - 3 He couldn't go until he s/d finished his assignment.
 - 4 When I'd read/been reading all my emails, I made myself a snack.
 - 5 The plot in last night's film has been/was awful.
 - 6 While I was/had been watching the match, I saw Tim in the crowd.
 - 7 I opened the door and -/had stepped outside.
 - 8 When he had/had had his shower, he dried himself.

/ 8 points

Present and past habits

- 2 Decide if the verbs in **bold** are in the correct form. In your notebook, tick (✓) the correct forms and rewrite the corrected forms.
 - 1 My parents **will buy** me presents every week. It's wonderful!
 - 2 When he was five, he **would have** a bike, which he rode everywhere.
 - 3 When I lived close to the stadium, I **was** always **going to see** matches.
 - 4 My parents **would insist** on me wearing gloves all winter when I was small. It was so annoying.
 - 5 I **used to go** to Brazil once for a holiday.
 - 6 I adore watching films so I **use to go** to the cinema once a week.

/ 6 points

Total

/ 14 points

Wordlist Unit 1

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik (np.: a, an, the, that itp.)
(n) = noun – rzeczownik

(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

*** = słowo bardzo często używane

** = często używane

* = dosyć często używane

Nauka technika – dziedziny nauki

anthropology (n)	/ˌænθrəˈpɒlədʒi/	antropologia
archaeology (n) *	/ˌɑː(r)kiˈbɒlədʒi/	archeologia
astrology (n)	/əˈstrɒlədʒi/	astrologia
biology (n) *	/baɪˈɒlədʒi/	biologia
geology (n) *	/dʒiːˈbɒlədʒi/	geologia
graphology (n)	/ɡrɑːˈfɒlədʒi/	grafologia
meteorology (n)	/ˌmiːtiəˈrɒlədʒi/	meteorologia
palaeontology (n)	/ˌpeɪlɪnɪˈtɒlədʒi/	paleontologia
psychology (n) **	/saɪˈkɒlədʒi/	psychologia
sociology (n) **	/ˌsəʊʃiˈbɒlədʒi/	socjologia
zoology (n)	/zuˈbɒlədʒi/	zoologia

Człowiek – interakcje

be under somebody's thumb (phr)	/biː ˌʌndə sʌmbədɪs ˈθʌm/	chodzić u kogoś na pasku, siedzieć pod czyimś pantoflem
do something behind somebody's back (phr)	/duː sʌmθɪŋ bɪ haɪnd sʌmbədɪz ˈbæk/	robić coś za czyimiś plecami
give somebody the cold shoulder (phr)	/ɡɪv sʌmbədi ðə ˈkəʊld ˈʃəʊldə/	potraktować kogoś ozięble
lend somebody a hand (phr)	/ˌlend sʌmbədi ə ˈhænd/	pomóc komuś
pull somebody's leg (phr)	/ˌpʊl sʌmbədɪz ˈleg/	nabierać kogoś
stick your neck out (phr)	/ˌstɪk jə ˈnek aʊt/	nadstawiać karku

Słownictwo – przyrostki

Przymiotniki

accidental (adj) *	/ˌæksɪˈdent(ə)l/	przypadkowy, niezamierzony
astrological (adj)	/ˌastrəˈlɒdʒɪk(ə)l/	astrologiczny
believable (adj)	/biˈliːvəb(ə)l/	wiarygodny
biographical (adj)	/ˌbaɪəˈɡrafɪk(ə)l/	biograficzny
considerable (adj) ***	/ˌkɒnˈsɪd(ə)rəb(ə)l/	znaczący, znaczny
creative (adj) **	/ˌkriˈeɪtɪv/	kreatywny, twórczy, pomysłowy
enjoyable (adj) *	/ɪnˈdʒɔɪəb(ə)l/	przyjemny, miły
friendly (adj) ***	/ˈfren(d)li/	przyjazny, życzliwy, miły
helpful (adj) ***	/ˈhelpf(ə)l/	pomocny, uczynny, przydatny
helpless (adj) *	/ˈhelpləs/	bezsilny, bezradny, bezbronny
important (adj) ***	/ɪmˈpɔː(r)t(ə)nt/	ważny
impressive (adj) **	/ɪmˈpresɪv/	imponujący, robiący wrażenie, sugestywny
insightful (adj)	/ˈɪnsaɪt(ə)l/	wnikliwy
likeable (adj)	/ˈlaɪkəb(ə)l/	sympatyczny, przyjemny, miły
lucky (adj) ***	/ˈlʌki/	szczęśliwy
meaningless (adj) *	/ˈmiːnɪŋləs/	bez znaczenia, pusty, bezsensowny
optimistic (adj) **	/ˌɒptɪˈmɪstɪk/	optymistyczny
painful (adj) **	/ˈpeɪn(ə)l/	bolesny, przykry
painless (adj)	/ˈpeɪnləs/	bezbolesny
personal (adj) ***	/ˈpɜː(r)s(ə)nəl/	osobisty, własny, prywatny
scientific (adj) ***	/ˌsaɪənˈtɪfɪk/	naukowy
terrible (adj) ***	/ˈterəb(ə)l/	straszny, okropny
thoughtful (adj) *	/ˈθɔːt(ə)l/	zamyślony, troskliwy, życzliwy
thoughtless (adj)	/ˈθɔːtləs/	bezmądry

Rzeczowniki – pojęcia abstrakcyjne i rzeczy

accuracy (n) **	/ˈækjʊərəsi/	dokładność, ścisłość, celność
argument (n) ***	/ˈɑː(r)ɡjʊmənt/	spór, dyskusja, argument
coincidence (n) *	/ˌkəʊˈɪnsɪd(ə)ns/	zbieg okoliczności, zgodność
complexity (n) **	/ˌkəmˈpleksəti/	zawilość, złożoność
creation (n) ***	/ˌkriˈeɪʃ(ə)n/	tworzenie, dzieło, kreacja

description (n) ***	/dɪˈskrɪpʃ(ə)n/	opis, rodzaj
enjoyment (n) *	/ɪnˈdʒɔɪmənt/	przyjemność, radość
failure (n) ***	/ˈfeɪljə(r)/	nieprowadzenie, awaria, bankructwo
freedom (n) ***	/ˈfriːdəm/	wolność, swoboda
frequency (n) ***	/ˈfriːkwənsi/	częstotliwość
happiness (n) **	/ˈhæpɪnəs/	szczęście
importance (n) ***	/ɪmˈpɔː(r)t(ə)ns/	znaczenie
improvement (n) ***	/ɪmˈpruːvmənt/	poprawa, postęp, ulepszenie

intelligence (n) **	/ɪnˈtelɪdʒ(ə)ns/	Inteligencja
personality (n) ***	/ˌpɜː(r)səˈnæləti/	osobowość, charakter, postać
relationship (n) ***	/rɪˈleɪʃ(ə)nʃɪp/	stosunki, związek, pokrewieństwo
similarity (n) **	/sɪməˈlærəti/	podobieństwo

Rzeczowniki – ludzie

actor (n) ***	/ˈæktə(r)/	aktor
astrologer (n)	/əˈstrɒlədʒə(r)/	astrolog
believer (n)	/biˈliːvə(r)/	wierzący, zwolennik
creator (n) *	/ˌkriˈeɪtə(r)/	twórca
graphologist (n)	/ɡrɑːˈfɒlədʒɪst/	grafolog
participant (n) **	/ˌpɑː(r)ˈtɪsɪpənt/	uczestnik
psychologist (n) **	/saɪˈkɒlədʒɪst/	psycholog
researcher (n)	/rɪˈsɜː(r)tʃə(r)/	badacz, pracownik naukowy
scientist (n) ***	/ˈsaɪəntɪst/	naukowiec

Przysłówki

deliberately (adv) **	/dɪˈlɪb(ə)rətli/	umyślnie, celowo
virtually (adv) ***	/ˈvɜː(r)tʃʊəli/	praktycznie, w zasadzie

Porównania

as blind as a bat	/əz ˈblaɪnd əz ə ˈbæt/	ślepy jak kret
as clear as crystal	/əz ˈkliə əz ˈkrɪst(ə)l/	jasny jak słońce
as cold as ice	/əz ˈkəʊld əz ˈaɪs/	zimny jak lód
as easy as ABC	/əz ˈiːzi əz eɪ biː ˈsiː/	dzieciennie proste
as fresh as a daisy	/əz ˈfreʃ əz ə ˈdeɪzi/	rześki jak skowronek
as light as a feather	/əz ˈlaɪt əz ə ˈfeðə(r)/	lekki jak piórko
as quick as a flash	/əz ˈkwɪk əz ə ˈflæʃ/	szybki jak błyskawica
as quiet as a mouse	/əz ˈkwaɪət əz ə ˈmaʊs/	cichy jak mysz pod miotłą
as solid as a rock	/əz ˈsɒlɪd əz ə ˈrɒk/	twardy jak skała
as strong as an ox	/əz ˈstrɒŋ əz ən ˈɒks/	silny jak byk

Sposoby mówienia

gasp (v) *	/ɡɑːsp/	sapać, dyszeć
groan (v) *	/ɡrəʊn/	jęczeć
mutter (v) **	/ˈmʌtə(r)/	mamrotać, mruczeć
shriek (v)	/ˈfriːk/	wrzęszczeć, piszczeć
sigh (v) **	/saɪ/	wzdychać
whine (v)	/waɪn/	jęczeć
whisper (v) **	/ˈwɪspə(r)/	szeptać
yell (v) *	/jel/	krzyczeć

Inne

accommodating (adj)	/əˈkɒməˌdeɪtɪŋ/	uczynny, przychylny
bug (v)	/bʌɡ/	gryźć, nie dawać spokoju
chap (n) *	/tʃæp/	chłop, facet
chunk (n)	/tʃʌŋk/	kawał, kłoc
critique (n) *	/ˌkriˈtiːk/	opracowanie, analiza
decline an offer (phr)	/dɪˌklaɪn ən ˈɒfə(r)/	odrzuć ofertę
deliberately (adv) **	/dɪˈlɪb(ə)rətli/	umyślnie, celowo, niespiesznie
disprove (v)	/dɪsˈpruːv/	zadać kłam
ensure (v) ***	/ɪnˈʃʊə(r)/	zapewnić, zagwarantować
fool (v) *	/fuːl/	nabierać kogoś, oszukiwać

glue (v) ★ /glu:/
inconsolable (adj) /ˌɪnkənˈsəʊləb(ə)l/

misdemeanours (n) /ˌmɪsdiˈmiːnə(r)z/
monk (n) ★ /mʌŋk/
on the pretence of (phr) /ˌɒn ðə priˈtens ɒv/
overlook (v) ★★ /ˌəʊvə(r)ˈlʊk/

zakleić, przykleić
niepocieszony,
nieodżałowany
wykroczenia, występki
mnich, zakonnik
pod pozorem
przymknąć oczy na,
nie dostrzec

quirky (adj) /ˈkwɜː(r)ki/
respective (adj) ★ /rɪˈspektɪv/
surreptitiously (adv) /ˌsʌrəpˈtɪʃəsli/
turn a blind eye to (phr) /tɜː(r)n ə blænd ˈaɪ tuː/
unknown (adj) /ˌʌnbɪˈnəʊn/
wrongdoing (n) /ˈrɒŋˌduːɪŋ/

dziwaczny, ekscentryczny
swoj, odpowiedni
ukradkiem
przymykać oczy na coś
bez wiedzy kogoś
wykroczenie, naganne
postępowanie

► Vocabulary revision

Sociology, psychology, etc

1 In your notebook, complete the words ending in -ology to match these definitions.

- the study of human societies, customs and beliefs:
a
- the scientific study of the weather:
m
- the study of the structure of the earth:
g
- the study of the mind and how it affects behaviour:
p
- the study of the movements of the stars and planets and how some people think this affects our lives:
a
- the scientific study of living things:
b

/6 points

Body idioms and human interaction

2 Read definitions 1–5 and complete the idioms with correct names of the parts of the body. Write the answers in your notebook.

- do something without somebody knowing about it:
do something behind somebody's
- be completely controlled by somebody:
be under somebody's
- tell somebody something that is not true, as a joke:
pull somebody's
- treat somebody you know in an unfriendly way:
give somebody the cold
- risk saying or doing something that could make others angry:
stick your out

/5 points

Word formation – suffixes

3 Decide if the words in bold are in the correct form. In your notebook, tick (✓) the correct forms and rewrite the corrected forms.

- You don't understand the **important** of these events.
- That's **meaningful**. It makes no sense.
- All the **participants** in our competition win a prize.
- It was very **thoughtless** of you to be so rude.
- His parents are **unbelievable** rich.
- Accidents are happening with increasing **frequency**.
- I'm feeling **optimist** about my exam results.

/7 points

Similes

4 In your notebook, complete the similes with these words. There are three extra words you do not need to use.

blind clear easy fresh quick quiet solid strong

- I'm feeling as as a daisy.
- I'll be over at your house as as a flash.
- He sat there as as a mouse.
- He's as as a rock.
- It's as as ABC.

/5 points

Ways of talking

5 Answer the questions with these words. Write the answers in your notebook.

gasp mutter shriek whine whisper yell

How would you speak if you

- wanted to say something romantic to somebody but you didn't want other people to hear?
- were really surprised and found it hard to breathe?
- wanted to speak to somebody far away?
- were really angry and out of control?
- were annoyed and were talking to yourself?
- were continually complaining that things weren't fair?

/6 points

Total

/29 points