



2

Student's Book
David Spencer

Get ready for every exam

1 Family matters

Życie rodzinne i towarzyskie ▶ okresy życia, członkowie rodziny, czynności życia codziennego

▶ Vocabulary

Ages and stages of life

- 1 Work in pairs. Match the photos with these words. What ages go with each stage of life?

baby child middle-aged adult
senior citizen teenager young adult

e baby, 0-3 approximately

- 2 Put the stages of life in order. Begin with birth.

adolescence birth childhood
death middle age old age

- 3  1.01 Listen, check and repeat.

The family

- 4 Divide these words into three lists: Male/Female/Male or Female.

aunt brother-in-law cousin
daughter grandfather grandson
husband nephew niece
stepfather uncle wife

Male	Female	Male or Female

- 5 Match the words in 4 with these descriptions.

- the man that a woman is married to *husband*
- the brother of one of your parents
- your mother's new husband in a second or later marriage
- the daughter of your brother or sister
- the son of one of your children
- the brother of your husband or wife

- 6 **SPEAKING** Work in pairs. Take it in turns to define the other words in 4. Can your partner say the family member?

It's the son of your brother or sister.


Nephew.



- 7 Complete the sentences with these words.

born divorced one-parent only child partner single

- If you are, you aren't married.
- An doesn't have brothers or sisters.
- You can use the word to describe either a husband or wife or the person that someone lives with.
- If you are married and then end the marriage, you are
- families are families where only the father or the mother lives at home and looks after the children.
- Approximately 670,000 babies are every year in Britain.

- 8 **LISTENING**  1.02 Listen to three people talking about themselves and their families. Choose the correct alternative for each person.

- Joshua is *a child/a teenager*. He has a *big/small* family.
- Olivia is *a child/a teenager*. She has got a *big/small* family. She lives with her *father/grandfather*. She spends a lot of time with her *aunt/cousin*.
- Jessica is a senior citizen. She's got *four/twelve* children. She is *married/divorced*.

- 9a Make notes about your family. Use the words from this page.

I live with mum and dad, one sister, often visit grandparents

- 9b **SPEAKING** Tell other people about your family using your notes.

I live with my mum, dad and sister. My mum's name is ...

1 Look at the photos. What can you see in them? What do you think the text is about? Guess.

2 Read the text and choose a good title.

1 New technology in the USA

2 Protection 24 hours a day – is it a good idea?

3 Unhappy families

WHAT ARE YOUR PARENTS DOING NOW?

Maybe they're watching you, listening to you or finding out where you are. How? It's all thanks to new high-tech equipment from specialist companies in the USA.

A company called BladeRunner has a jacket with a GPS system inside. It costs \$500, and for \$20 a month your parents can always see where you are (or where your jacket is!). But that's nothing. Do your parents want to know what you're eating? No problem. MyNutriKids tells them what you're having for lunch at school. Do your parents want to know your exam results? GradeSpeed is a service which gives them that information. Do they want to know what online conversations you're having? IMSafer tells them. You usually arrive on time for extracurricular sports classes. But if one day you don't arrive on time, there's a service which informs your parents. And there's another service which sends them a message if you go outside a specific area.



So, are your parents protecting you or are they spying on you? Babies and small children need constant care and protection. But is it really important for parents to know where their teenage kids are every minute of the day? Adolescents need to take their own decisions and make their own mistakes. Mistakes are an important part of growing up, of passing from childhood to independence. We think it's important for parents to give their children the opportunity to do this.

3 Read the text again and choose the best answers.

1 The BladeRunner jacket

- A costs \$500.
- B costs \$20.
- C works only if you pay regularly.
- D has a mobile phone inside.

2 GradeSpeed

- A helps students to work fast in exams.
- B helps students to have good results in exams.
- C gives parents information about exam results.
- D gives students information about exam results.

3 One of the services

- A tells children what time they should arrive at a place.
- B tells parents if their children are late for classes.
- C stops children from entering a new zone.
- D tells children if they are going into a dangerous place.

4 A lot of the new technology

- A is dangerous for children.
- B gives parents information about their children.
- C is difficult to use.
- D is easy to use.

5 In the article, it says that for young people it is

- A bad to make mistakes.
- B great to be constantly protected.
- C important to listen to parents.
- D important to have the chance to make mistakes.

4 Match the underlined words in the text with their definitions.

- 1 something you do at school, but not part of your normal studies extracurricular
- 2 things that you do wrong, that are incorrect
- 3 connected to the Internet
- 4 chance, possibility
- 5 permanent attention and help
- 6 written or spoken information that you send to somebody
- 7 tells

5 **SPEAKING** What about you? Discuss in pairs.

- 1 Do your parents usually know what you are doing?
- 2 Imagine your parents give you a GPS jacket. Would you wear it? Why?/Why not?

I think my parents usually know where I am.

Me too. My parents always call me when I'm not at home.

GRAMMAR GUIDE

Present simple and present continuous

1a Read these sentences. Which sentences are in present simple and which are in present continuous?

- 1 You usually arrive on time for sports classes.
- 2 They're watching you now.
- 3 We think it's important.
- 4 The Moon goes round the Earth.

1b Match the sentences in 1a with the explanation of their uses in a–d.

- a For actions that are happening now or temporary actions.
- b For regular or routine actions.
- c For things that are always or generally true.
- d With certain verbs like *love, like, hate, think, believe, know, understand, want, need*.

1c Complete the sentences with the correct form of *study*.

Present simple

Affirmative: He studies history.

Negative: He physics.

Question: he English?

Present continuous

Affirmative: She English now.

Negative: She maths now.

Question: she French?

GRAMMAR REFERENCE ▶ str. 14

2 Look at the picture. Describe what the people are doing. Use the present continuous form of these verbs.

call chat drink laugh listen ride run sit study walk wear

A boy is listening to music.



3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given.

MUM: Can you see Mike?
DAD: Yes, I can.
MUM: What **(a)** he (do) now?
DAD: Right now he's **(b)** (ride) a bike.
MUM: Impossible. He never **(c)** (take) his bike to school on Fridays. **(d)** he (wear) a helmet at the moment?
DAD: No, he **(e)**
MUM: He normally **(f)** (wear) a helmet when he **(g)** (ride) his bike.
DAD: Let me call him to find out what **(h)** (happen) ... Mike? What **(i)** you (do)?
MIKE: Oh, hi, Dad. Well, you know I usually **(j)** (play) football on Fridays. But because this Friday is Pete's birthday, we decided to come to the park. Pete **(k)** (have) his bike here.
DAD: Why **(l)** you (not wear) a helmet?
MIKE: How **(m)** you (know) that? Dad! **(n)** you (spy) on me again?!

4 Find these words and phrases in the dialogue in 3. Which go with present simple and which go with present continuous?

- | | | |
|-----------------|--------------|---------------|
| 1 at the moment | 4 now | 7 this Friday |
| 2 never | 5 on Fridays | 8 usually |
| 3 normally | 6 right now | |

at the moment = present continuous

5 Complete the sentences with the present simple or present continuous form of these verbs.

lie look after need not understand shout work

- I can't come out at the moment because I my baby sister.
- Why you? My grandfather can hear you.
- My cousin always in a restaurant on Saturday afternoons.
- Can you say that again? I
- Can I help you, Dad? you anything?
- My sister down right now because she doesn't feel well.

6 Write questions for these answers.

- What do you do on Fridays?* I play basketball on Fridays.
-? My mum is working at the moment.
-? My uncle and aunt live in Liverpool.
-? No, my cousin isn't studying at university.
-? My grandparents go for a walk in the mornings.
-? My family and I usually go to the cinema at the weekend.

7 SPEAKING Work in pairs. Use the questions in 6 to interview your partner. When you finish, think of similar questions to ask.

What do you do on Fridays?

I go out with my friends.

Noun suffixes -ment, -ion, -ence

1 Read these words from the text on page 7.

equipment independence protection

The parts of the word in **bold** are suffixes. Suffixes change the type of word, e.g. from an adjective to a noun.

2 Complete the words in the table and then use your dictionary to check the words.

-ment	
Verb	Noun
1 equip	equipment
move	2
improve	3
4	retirement

-ion	
Verb	Noun
5	protection
collect	6
invent	7
8	discussion

-ence	
Adjective	Noun
9	independence
10	adolescence
different	11
12	confidence

3 Complete the sentences with nouns from 2.

- is the period between childhood and being an adult.
- He and his brother are very similar. There isn't a big between them.
- The computer is a brilliant
- She doesn't live with her family. She likes having complete
- You can find a lot of about many different topics on the Internet.
- A hat can give you from the sun.



1a SPEAKING Work in pairs. Describe the photos. Who can you see? Where are they? What are they doing? How are the people feeling, and why? If you are not sure of something, use *I think ...* and/or *I imagine ...*

1b Ask and answer these questions.

- 1 What time do you usually have dinner?
- 2 Where do you usually have dinner?
- 3 Who do you usually have dinner with?
- 4 What do you usually do when you have dinner – talk, watch TV, listen to music ... ?

2 LISTENING **1.03** Listen to a radio programme about family dinners. Match the speakers and their situations. There are two situations which do not match any of the speakers.

- | | |
|---|----------------------------|
| A eats with the family just once a week | <input type="checkbox"/> |
| B eats with the family but they don't talk | <input type="checkbox"/> 1 |
| C makes dinner for the family every day | <input type="checkbox"/> 2 |
| D never arrives home in time for dinner | <input type="checkbox"/> 3 |
| E eats and talks with the family every day | <input type="checkbox"/> 4 |
| F usually eats with the family but isn't eating with them today | <input type="checkbox"/> 5 |
| G always eats alone because mum and dad work | <input type="checkbox"/> 6 |
| H has to order pizza because nobody has time to cook | <input type="checkbox"/> |

3 SPEAKING What about you?

Do you think it's important to eat with your family? Why? Why not?

I think it's important to eat together.

Why?

Because you can talk about what you did that day or talk about your problems.

GRAMMAR GUIDE

Articles

1 Read these sentences and then complete rules 1–5 with *a/an, the* or *– (no article)*.

- a I think family dinners are a great thing.
- b Family dinners are **an** important time for us.
- c **The** dinner I'm eating today isn't good.
- d **The** government talks a lot about family dinners.
- e I'm **a** computer technician.

- 1 We use *no article* when we talk about things in general.
- 2 We use to talk about a specific person or thing or a person or thing mentioned before.
- 3 We use to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of things or people.
- 4 We use to talk about someone or something that is unique.
- 5 We use to say what somebody's profession is.

GRAMMAR REFERENCE ▶ str. 14

2a PRONUNCIATION **1.04** Listen to how we pronounce *the* in List A and in List B. What is the difference in pronunciation? Why is this?

List A	List B
the problem	the end
the dinner	the important thing
the government	the evening
the weekend	the afternoon

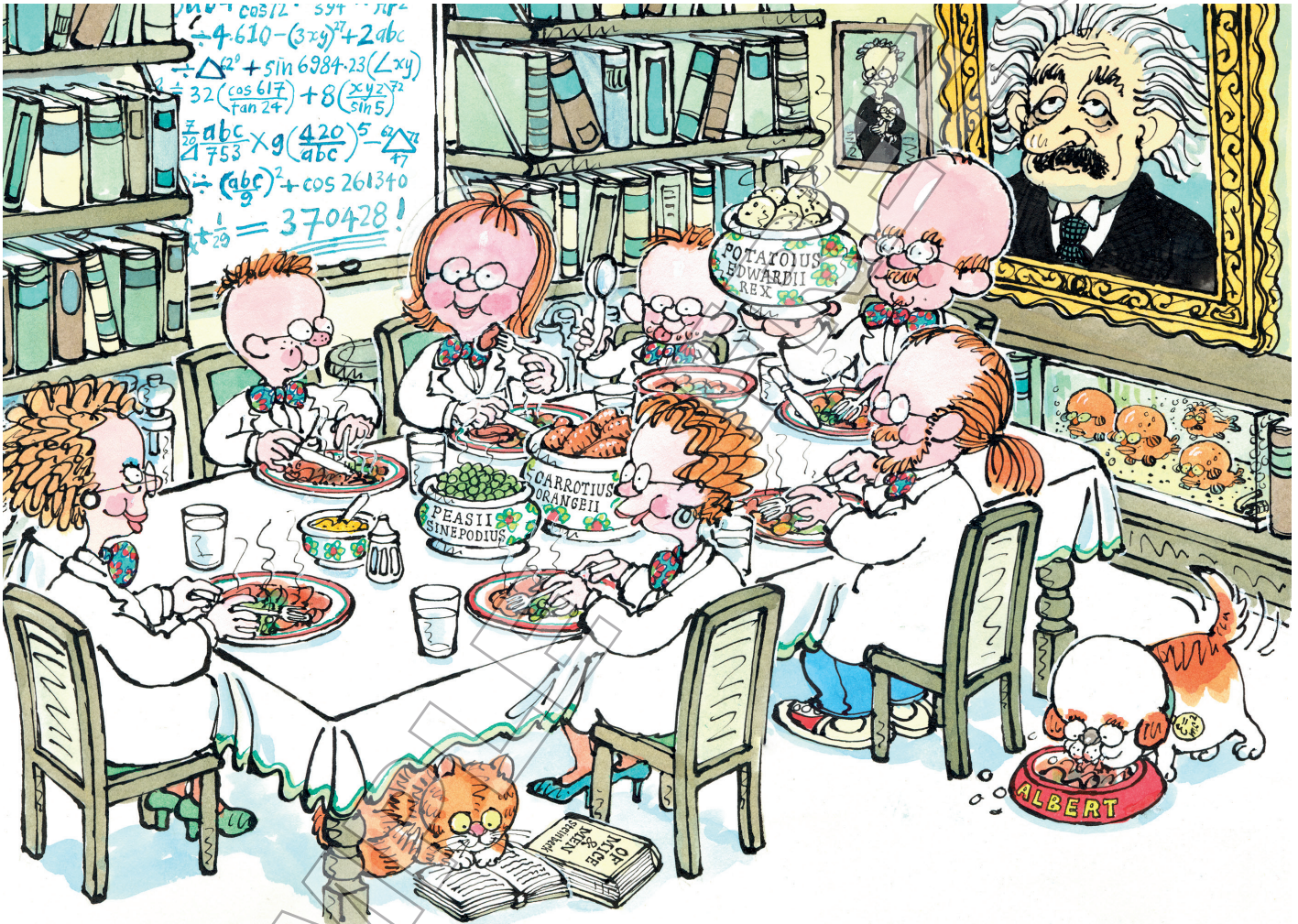
2b Listen again and repeat.

3 Complete the sentences with *the* if necessary.

- 1 Today on programme, we're talking about family dinners.
- 2 I'm going to fridge to see if there's anything to eat.
- 3 I think communication is essential.
- 4 In my house, breakfast isn't an important meal.
- 5 Adults don't always arrive home on time because of work.
- 6 I don't like food at school.
- 7 In films, they often show families eating together.

4 Read the text and choose the correct alternative.

(a) An/The interesting study in the USA shows (b) the/- importance of family dinners. The results show that (c) -/the teenagers who eat with their families five or six times a week usually get (d) -/the top marks at school. There is probably (e) a/the simple explanation for this. Rakeish Bedesi is (f) -/the president of ApplyingToSchool.com. This is (g) a/the service helping students who want to go to (h) -/the university. He says he sees (i) a/the big difference between families that discuss things and families that don't. When you eat together and talk about (j) -/the different opinions and options, students can plan for the future. Do you want to be (k) -/a great inventor one day? Talk about it over dinner!



5 Read these questions. Add *a, an, the* or *-* if the question does not need an article.

- 1 Do you think family dinners are important?
- 2 Are family dinners important part of life in your country?
- 3 Do you think children and parents talk a lot in your country?
- 4 Do you talk about important things when you have dinner?
- 5 Do you think food you eat makes a difference to your school marks?
- 6 Do you like food at your school?
- 7 Do you listen to music at dinnertime?

6 **SPEAKING** Work in pairs. Interview your partner using the correct questions in 5.

Do you think family dinners are important?

Yes, I do. I think they are an important part of family life.

1 Complete this personal information file with information about you and your brothers, sisters or best friend.

Brothers/Sisters/Best friend:	What you usually do on Saturdays:
Age:	What you usually do on Sundays:
What they do:	Your likes/dislikes:
How often you see them:	

2 SPEAKING Look at these four people and read their personal information files. Work in pairs. Tell your partner which people are similar to you. Explain why.

Oliver is similar to me because he's got one brother and he does sport on Sundays.



Liam

- one brother, one sister
- brother at university, sister works
- goes out with friends on Saturdays
- plays tennis on Sundays



Oliver

- one brother
- brother at university
- goes out with friends on Saturdays
- does sport on Sundays



Emma

- one brother
- brother studies at school
- watches films on Saturdays
- doesn't like sport



Philippa

- one sister
- sister lives in the USA
- plays tennis on Saturdays
- plays computer games on Sundays

3 LISTENING 1.05 Listen to two teenagers talking at a party. Look at the personal information files in 2. Which two people are talking?

4 Work in pairs. Complete the dialogue with the correct questions. Look at the Speaking Bank for help.

EMMA: (a)?

OLIVER: Yes, I've got one brother.

EMMA: Me too. (b)?

OLIVER: He's 22.

EMMA: (c)?

OLIVER: No, he doesn't. He's at university in Manchester.

EMMA: (d)?

OLIVER: About once a month, when he comes home for the weekend.

EMMA: That's good! I see my brother every day because he's only fourteen. (e)?

OLIVER: I usually go out with my friends on Saturdays and we sometimes play football on Sundays. (f)?

EMMA: My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

5a PRONUNCIATION Listen again and check your answers.

Which questions in the dialogue go with Diagram A?
Which go with Diagram B?



5b Try to repeat the questions with proper intonation.

5c Complete the rules.

- 1 In *Wh-* questions (e.g. *What's your name?*) the intonation usually goes *up/down* at the end of the question.
- 2 In *Yes/No* questions (e.g. *Is your name Anna?*) the intonation usually goes *up/down* at the end of the question.

6 Practise the completed dialogue in 4 with your partner. Pay special attention to the correct intonation in questions.

Practice makes perfect

7a SPEAKING Work with a partner. Do this role-play using the dialogue in 4 and the Speaking Bank to help you.

You meet an English boy/girl at a party:

- find out if he/she has brothers or sisters,
- tell him/her about your family,
- find out what he/she does at the weekend,
- tell him/her what you do in your free time.

7b SPEAKING Change partners and repeat.

▶ **Speaking Bank**

Useful questions to ask for personal information

- Have you got any brothers or sisters?
- What do you do at the weekend/in the evenings/on Wednesdays?
- What about you?
- Do you like ... ?
- What do you think of ... ?
- How often do you ... ?



1 Read this advert from a teenager called Alanna. What does Alanna want? Would you be interested in contacting her? Why?/Why not?



Name Alanna
My country Ireland
My age 14-18



Category Language – English
Main aim Find an international e-pal
I speak English and a little Spanish
My interests Music, books, travel
Message Hi! I'm from Dublin. I've got two brothers, two sisters and a pet dog called Buttons! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.

Reply



2 Read this reply to Alanna's advert. Do you think this person is a good e-pal for Alanna? Why?/Why not?

Message - Hi Alanna!

From: Silvia <silvialombardi@mailnet.com> To: Alanna <teacakes@realmail.com>
 Subject: Hi Alanna!

Hi Alanna!

- I'm Silvia. I'm from Florence in Italy. Let me tell you about myself.
- I'm from quite a big family. I've got two brothers and a sister. My sister and I are almost the same age and we go everywhere together. My father works in a bank and my mother is a teacher. My mum teaches at my school. That's often a good thing, but sometimes it can be really bad ;-).
- I love listening to all types of music, but especially pop and rock. My favourite group is an Italian group called *Negramaro*. Do you know them? Right now I'm listening to their latest CD.
- English is my favourite subject at school. This year I'm doing extra classes and I also read books in English. At the moment, I'm reading a *Sherlock Holmes* book.
- Anyway, that's all for now. Write back soon if you'd like to be my e-pal.

Best wishes,
 Silvia :-)

3 Read again the email in 2 and complete the information in the Writing Bank.

▶ Writing Bank

Useful words and expressions in informal emails

- To begin an informal email we usually use the word Hi.
- We use contractions like I'm or That's.
- We can use emoticons like ;-) or :-).
- We can use the word Anyway to change the subject.
- To finish an informal email letter we can use:
That's all for now.
Write soon.
Best

4 Match the paragraphs in Silvia's email with their content.

- Paragraph 1 favourite subject at school
- Paragraph 2 main hobby
- Paragraph 3 basic personal information
- Paragraph 4 asking for a reply
- Paragraph 5 family

Practice makes perfect

5 Read the task and write the email. Use Silvia's email and the Writing Bank to help you.

Write an email with information about yourself to a new e-pal. Include:

- basic personal information,
- information about your family,
- information about your main hobby,
- information about your favourite subject at school.

Present simple

Forma

Affirmative	I/You/We/They work . He/She/It works .
Negative	I/You/We/They don't (do not) work . He/She/It doesn't (does not) work .
Question	Do I/you/we/they work ? Does he/she/it work ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

Określenia czasu często używane z czasem teraźniejszym prostym (*present simple*) to: **always, usually, often, sometimes, rarely, never, once/twice/three times a day/week/month/year, on Mondays/Tuesdays.**

Pisownia

Zasady pisowni czasownika w trzeciej osobie liczby pojedynczej znajdziesz na stronie 170 podręcznika.

Użycie

Czasu teraźniejszego prostego używamy, gdy mówimy o:

- zwyczajach i czynnościach wykonywanych regularnie, np.:
We have our English class on Thursdays.
- sytuacjach o charakterze stałym, np.:
They live in a big city.
- ogólnie znanych prawdach i faktach naukowych, np.:
Water boils at 100°C.

Aby dowiedzieć się więcej o podziale czasowników na czasowniki wyrażające czynności i stany, przeczytaj informacje dotyczące użycia i formy czasu teraźniejszego ciągłego (*present continuous*) poniżej.

Present continuous

Forma

Affirmative	Podmiot + am/are/is + czasownik z końcówką -ing . <i>We're waiting.</i>
Negative	Podmiot + am not/aren't/isn't + czasownik z końcówką -ing . <i>She isn't listening.</i>
Question	Am/Are/Is + podmiot + czasownik z końcówką -ing ? <i>Are they watching?</i>
Short answers	Yes , podmiot + am/are/is . No , podmiot + am not/aren't/isn't . <i>Yes, I am. No, they aren't.</i>

Określenia czasu często używane z czasem teraźniejszym ciągłym (*present continuous*) to: **now, right now, at the moment, today, this week.**

Pisownia

Zasady pisowni czasowników z końcówką **-ing** znajdziesz na stronie 170 podręcznika.

Użycie

Czasu teraźniejszego ciągłego używamy, gdy mówimy o:

- czynnościach trwających w chwili obecnej, np.:
I can't answer the phone. I'm having a shower.
- sytuacjach i działaniach dotyczących zawężonego okresu, niekoniecznie chwili, w której o nich mówimy, np.:
John's living in New York for a few months.

UWAGA: Niektórych czasowników nie używamy w formie ciągłej (z końcówką **-ing**), gdyż opisują stany, a nie działania: **have (=possess), need, love, hate, want, prefer, believe, know, understand, think (=have an opinion), mean, hear, see, seem**

Articles

A/An

Przedimka nieokreślonego **a/an** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej, w sytuacji gdy wspominamy o czymś po raz pierwszy albo gdy osoba czy rzecz, o której mówimy, jest jedną z wielu takich osób bądź rzeczy.

I've got a dog. It's a Labrador.

Przedimka nieokreślonego **a/an** używamy również przed nazwami zawodów.

He's an engineer.

The

Przedimka określonego **the** używamy przed rzeczownikami policzalnymi (w liczbie pojedynczej i mnogiej) oraz przed rzeczownikami niepoliczalnymi. Gdy poprzedza rzeczownik w liczbie pojedynczej, odnosi się do rzeczy lub osoby już wspomnianej.

I've got a dog. The dog is really big.

Przedimka **the** używamy także, gdy mówimy o konkretnych rzeczach lub osobach.

The people I saw yesterday were friendly.

The cheese is in the fridge.

The dogs in that park don't look very dangerous.

Przedimka **the** używamy także, gdy odnosimy się do czegoś wyjątkowego, jedyne w swoim rodzaju:

the sun, the government (in a particular country), the world

Brak przedimka

Nie używamy przedimka przed rzeczownikami policzalnymi w liczbie mnogiej oraz przed rzeczownikami niepoliczalnymi, kiedy mówimy o osobach lub rzeczach w ogólnym rozumieniu.

People are friendly here.

I like cheese.

Tigers are dangerous.

Self-check Unit 1

▶ Grammar revision

Present simple and present continuous

1 Write the third person singular form and the -ing form of the verbs below.

Verb	Third person singular	-ing form
1 have
2 lie
3 write
4 try
5 get
6 miss
7 do
8 cut

ZESZYT ĆWICZEŃ ▶ str. 4

/ 8 points

2 Choose the correct word to complete the sentences.

- He's a new pair of jeans today.
a wears b carries c wearing d carrying
- When your sister have English lessons?
a is b do c does d has
- I'm not sure if he French or German right now.
a studies b studys c study d 's studying
- I'm sorry, I what you're telling me.
a 'm not understanding b not understand
c not understanding d don't understand
- Where's your cousin? He normally on time.
a come b is arriving c arrives d is coming
- Ah! Now I what you mean.
a see b 'm seeing
c 'm knowing d 'm not understanding
- Stop talking to her because she to you.
a don't listen b isn't listening
c 's listening d never listens
- Why she doing anything?
a hasn't b isn't c doesn't d don't

ZESZYT ĆWICZEŃ ▶ str. 4

/ 8 points

Articles

3 Choose the correct alternative.

- It's a/the/- beautiful day and a/the/- sun is shining.
- A/The/- young girl walks into a restaurant. A/The/- girl sits down and orders a pizza.

- My cousin loves a/the/- books. He's a/the/- writer.
- Pete's uncle is a/the/- doctor. He says a/the/- cigarettes are bad for your health.

ZESZYT ĆWICZEŃ ▶ str. 6

/ 8 points

▶ Vocabulary revision

Ages and stages of life – The family

1 Complete the text with the appropriate words.

'My name's Harry. I live with my mum. She's middle-
(a) I think she's 50 this year. My dad doesn't
live with us because my parents are (b)
I'm an (c) child. I haven't got brothers or
sisters but I spend a lot of time with my (d)
George. He's the son of my uncle Jack. He's young. I remember
when he was born. In fact, I was there at the hospital on the
day of his (e) My aunt Angela, uncle Jack's
(f), is really nice too. My mum says she
wants to get married again, but I don't really want to have
a (g) I prefer my mum not to get married
and to stay (h) ...'

ZESZYT ĆWICZEŃ ▶ str. 2

/ 8 points

Noun suffixes -ment, -ion, -ence

2 Complete the sentences with the correct form of these words.

adolescent different improve independent
collect invent move protect

- She usually gets 50% or 60% in her exams but in this exam she has 90%. That's a big
- Can you? I can't see the blackboard if you sit there.
- I love my MP3 player! What a great
- This program your computer from viruses.
- There are two or three between present simple and present continuous.
- She wants to be a secondary school teacher because she likes working with
- He has a great of stamps.
- He doesn't want to get married at the moment. He wants to be and free.

ZESZYT ĆWICZEŃ ▶ str. 5

/ 8 points

Total

/ 40 points

▶ Znajomość środków językowych – minialogi – wybór wielokrotny

1 Work in pairs. Think of two possible ways of reacting to/ answering sentences and questions 1–5. Avoid Yes/No short answers.

TIP Wyobraź sobie daną sytuację i zastanów się, czego rozmówca od Ciebie oczekuje. Pomyśl, czy masz zadać pytanie, odpowiedzieć na pytanie, wyrazić swoją opinię, zgodzić się lub odrzucić sugestię, zaproponować coś itp.

1. Would you like to go skating with us tomorrow?
2. I think eating out is great.
3. Are you good at sport?
4. What are you doing at the weekend?
5. I can't find my car keys!

2 Match A–E below with 1–5 in exercise 1 to get the short dialogues.

TIP Jeśli łączysz dwie części wypowiedzi, zwracaj uwagę na użyte struktury gramatyczne oraz słownictwo. Może się zdarzyć, że kilka zdań będzie dotyczyło tego samego tematu, ale dopiero konstrukcje gramatyczne lub użyte słowa wskażą, które ze zdań jest właściwe.

- A. No, I'm not really a sporty type, are you?
- B. Nothing, why are you asking?
- C. What a great idea!
- D. I think they're in your bag.
- E. But it's also quite expensive, don't you think?

3 Read the short dialogues 1–3 and choose the correct answer A–C. Then justify why the remaining answer options are incorrect in a given context.

TIP W zadaniach typu *wybór wielokrotny* odpowiedzi mogą być do siebie bardzo podobne, ale tylko jedna z nich jest w pełni poprawna. Wybrana odpowiedź musi być nie tylko odpowiednia pod względem gramatycznym oraz leksykalnym, lecz także pasować do kontekstu całej wypowiedzi.

1. X: Do you often have dinner with your family?
Y:

? Która z odpowiedzi pasuje do pytania ze względu na użyty czas gramatyczny?

- A. I'm having dinner with my family tomorrow.
- B. I seldom eat dinner with my family as I'm often busy after school.
- C. We had a great time over dinner on Sunday.

2. X: Are you doing anything special at the weekend?
Y:

? Które ze zdań, z gramatycznego punktu widzenia, może się odnosić wyłącznie do najbliższego weekendu?

- A. I'm going shopping with my mum.
- B. I often go shopping with my mum.
- C. I'm shopping online now.

3. X: I think English grammar can be really difficult.
Y:

? Która z wypowiedzi, jako jedyna, może być uznana za opinię na temat całej gramatyki angielskiej?

- A. Yes, I think English words are so difficult to write.
- B. Yes, I agree with you entirely.
- C. Yes, the English exam was very difficult.

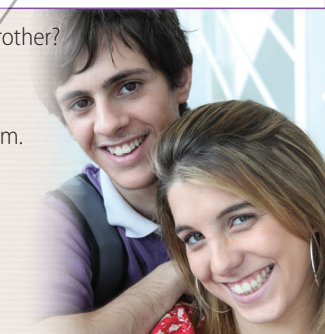
4a Read the fragment of a short dialogue below and decide which of the answers A–E complete it correctly.

- X: How often do you see your brother?
Y:
- A. He studies in Wrocław.
 - B. Not very often, as he studies in Wrocław.
 - C. I visit him every weekend.
 - D. As often as I can.
 - E. I liked sharing a room with him.

4b Read the whole dialogue and decide which of the answers A–E in exercise 4a completes it best.

TIP Pamiętaj, że brakujący fragment musi pasować do całego dialogu. Nie można sugerować się tylko tym, czy pasuje on do pierwszej części wypowiedzi. Wypowiedzi muszą do siebie pasować tak pod względem logicznym, jak i gramatycznym.

- X: How often do you see your brother?
Y:
- X: That's a pity. You must miss him.



▶ Zadanie maturalne

5 Uzupełnij minialogi (5.1.–5.5.), wybierając brakującą wypowiedź jednej z osób. Zakreśl literę A, B albo C.

- 5.1. X: Do you often watch films in English?
Y:
- A. I'm watching a film now.
 - B. I watch films in English from time to time.
 - C. I saw a very funny comedy yesterday.
- 5.2. X: I love travelling and discovering new countries.
Y:
- X: I would really like to go to Spain and France.
- A. Do you like travelling alone or with friends?
 - B. Which countries would you like to visit?
 - C. Which countries have you visited?
- 5.3. X: I'm going shopping on Sunday.
Y:
- X: I need some new shoes.
- A. I hate shopping.
 - B. Can I join you?
 - C. What are you going to buy?
- 5.4. X: Why don't we go swimming later? It's really hot.
Y:
- X: Great!
- A. I'd love to, but I can't.
 - B. I'd love to!
 - C. I love swimming.
- 5.5. X: I'm not very good at cooking.
Y:
- X: I always forget to add something.
- A. Shall we cook something?
 - B. How about eating out tonight?
 - C. What do you mean?

► Część ustna – zestaw zadań

► Zadanie 1. (4 minuty)

Pracujcie w parach. Odegrajcie zadanie egzaminacyjne. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Twoja rodzina będzie przez dwa tygodnie gościć u siebie ucznia z Wielkiej Brytanii w ramach wymiany międzynarodowej. Nowy kolega będzie mieszkał z Twoją rodziną, jadł z wami posiłki, chodził z Tobą do szkoły; razem będziecie spędzać też czas wolny. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Plan dnia i obowiązki domowe

Typowe posiłki i godziny posiłków

Typowy dzień w szkole

Atrakcje w czasie wolnym

Uczeń B

Jesteś uczniem z Wielkiej Brytanii, który przyjeżdża do Polski na dwa tygodnie w ramach wymiany międzynarodowej. Rozmawiasz z uczniem z Polski, u którego przez dwa tygodnie będziesz mieszkał i jadł posiłki, z którym będziesz chodził do szkoły i spędzał czas wolny. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- poproś, by uczeń A poradził Ci, jak zachowywać się w jego domu,
- zaproponuj odwiedzenie kilku miejsc w Polsce, o których wcześniej słyszałeś.

► Zadanie 2. (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



1. What is the woman probably telling her daughter? Why?
2. Why do you think teenagers so often disagree with their parents?
3. Describe the last time that you did something against your parents' will and their reaction to it.

Uczeń B



1. What do you think the people in the picture are celebrating?
2. What are the advantages and disadvantages of growing up in a big family?
3. Tell us about the last time you went to a family celebration.

► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia. Wykonajcie zadanie egzaminacyjne, odgrywając na zmianę rolę egzaminującego i zdającego. Następnie odpowiedzcie na dwa pytania.

Współorganizujesz szkolny konkurs na najlepsze zdjęcie *Memorable moments in our family life*. Razem z kolegami z kółka fotograficznego musicie przygotować plakat reklamowy zachęcający do udziału w konkursie. Masz do wyboru trzy możliwości.

- Wybierz to zdjęcie, które Twoim zdaniem najlepiej wyraża temat konkursu, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. Why are there more and more patchwork families in Poland?
2. Would you agree with Ring Lardner that: *The family you come from isn't as important as the family you're going to have?*

▶ Znajomość środków językowych

Uzupełnianie luk – wybór wielokrotny

1 Complete the gaps 1–5 to get a logical and grammatically correct text. Choose the best answer A, B or C.

Modern family

Due to social, biological and cultural factors, (1.) has undergone a lot of changes recently. In the past, members of the same family used to live under one roof, and they helped and supported each other. Nowadays, young couples move away from their parents and (2.) on their own, at least in western culture. Families are also smaller, they often consist (3.) a father, mother and one or two children. Another change is that more and more people are getting (4.) and when two people who were previously married start new families, these may consist of the parents, the children they have from their previous marriages, and the children they have together. The number of such families, often called patchwork families, (5.) rapidly in some countries, including Poland.

- | | | |
|-----------------------------|------------------------|----------------------|
| 1. A. the concept of family | B. a concept of family | C. concept of family |
| 2. A. are living | B. live | C. will live |
| 3. A. from | B. of | C. with |
| 4. A. single | B. lonely | C. divorced |
| 5. A. grows | B. is growing | C. grow |



Tłumaczenie fragmentów zdań – wybór wielokrotny

2 Complete the sentences with one of the options (A–C), which is the correct translation of the text in brackets.

- (**Obiad, który dziś przygotowuję**) is special – we're going to celebrate our mum's birthday.
 - A. The dinner I'm preparing today
 - B. Dinner I'm preparing today
 - C. The dinner I prepare today
- I'd love to live in a hot country where (**słońce świeci**) all year round.
 - A. sun shines
 - B. the sun shines
 - C. the sun is shining
- Do you know *Queens of the Stone Age*? Right now (**słucham**) their latest CD.
 - A. I'm listening for
 - B. I'm listening
 - C. I'm listening to
- My mother has got (**siotrznicę, która jest nauczycielką**)
 - A. a niece who is a teacher.
 - B. a niece who is the teacher.
 - C. niece who is teacher.
- (**Odprowadzam**) my younger sister to kindergarten this week because our mum has got flu and has to stay in bed.
 - A. I take
 - B. I'm going to take
 - C. I'm taking
- My sister who is 23 (**wychodzi za mąż**) next month.
 - A. gets married
 - B. will get married
 - C. is getting married

▶ Vocabulary plus

1 Complete the collocations with family, child or kin. Then match the collocations with their definitions a–i. There is one definition that does not match any of the collocations.

- | | |
|-------------------|--------------------|
| 1. extended | 5. next of |
| 2. latchkey | 6. nuclear |
| 3. foster | 7. only |
| 4. middle | 8. patchwork |

- a. your closest relative, eg your mother, father, brother or sister
- b. a family who look after a child for a period of time because his/her own parents are not able to do so
- c. a child with no brothers or sisters
- d. a family group that contains grandparents, uncles, aunts etc.
- e. a child who is between the youngest and oldest children in the family
- f. a child whose parents work and he/she comes back from school to an empty house
- g. a family that consists of a mother and father and their unit children
- h. a new family made up of a couple bringing their children from previous marriages together into the new relationship
- i. a family with only one parent, often the mother

2 Use the words from the box to complete the gaps for sentences 1–6. Change the forms of the words given so that they end in -ence/-ance, -ment, or -ion.

adolescent celebrate connect
develop important obey

- Is there any between watching violence on TV and teenagers becoming more and more violent?
- The whole family came to my parents' anniversary
- Tori Amos, the American singer and songwriter, once said that is the cruellest time on Earth. It can be really heartless.
- My father hated his school as it demanded total from its pupils.
- There are a number of theories on child regarding its mental, emotional and cognitive progress.
- Worldwide school organisations recognise the of using modern technologies in teaching and learning.

▶ 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

Życie rodzinne i towarzyskie – okresy życia

adolescence (n)	/ˌædəˈles(ə)ns/	wiek dojrzewania
adult (n) ***	/ˈædʌlt/	osoba dorosła
baby (n) ***	/ˈbeɪbi/	niemowlę
birth (n) ***	/bɜː(r)θ/	narodziny
child (n) ***	/tʃaɪld/	dziecko
childhood (n) **	/ˈtʃaɪldˌhʊd/	dzieciństwo
death (n) ***	/deθ/	śmierć
middle-aged (adj)	/ˌmɪd(ə)l ˈeɪdʒd/	w średnim wieku
old age (n) *	/ˌəʊld ˈeɪdʒ/	starość
senior citizen (n)	/ˌsiːniə(ɪ) ˈsɪtɪz(ə)n/	człowiek w podeszłym wieku
teenager (n) **	/ˈtiːn ˈeɪdʒə(r)/	nastolatek
young adult (n)	/ˌjʌŋ ˈædʌlt/	młoda osoba dorosła

Życie rodzinne i towarzyskie – członkowie rodziny

aunt (n) ***	/ɑːnt/	ciotka
born (adj) ***	/bɔː(r)n/	urodzony
brother (n) ***	/ˈbrʌðə(r)/	brat
brother-in-law (n)	/ˈbrʌðə ɪn ˈlɔː/	szwagier
cousin (n) **	/ˈkʌz(ə)n/	kuzyn/kuzynka, brat cioteczny/siostra cioteczna
daughter (n) ***	/ˈdɔːtə(r)/	córka
divorced (adj)	/dɪˈvɔː(r)st/	rozwiedzony
father-in-law (n)	/ˈfɑːðə ɪn ˈlɔː/	teść
grandfather/	/ˈgrænd(ə) ˈfɑːðə(r)/	dziadek/babcia
mother (n) **	/ˈmʌðə(r)/	
grandson/	/ˈgrænd(ə) ˌsʌn/	wnuk/wnuczka
daughter (n) *	/ˈdɔːtə(r)/	
husband (n) ***	/ˈhʌzbənd/	mąż
mother-in-law (n)	/ˈmʌðə ɪn ˈlɔː/	teściowa
nephew (n) *	/ˈnefjuː/	siostrzeniec/bratanek
niece (n) *	/niːs/	siostrzenica/bratanica
one-parent family	/wʌn peərənt ˈfæm(ə)li/	rodzina niepełna
only child (n)	/ˌəʊnli ˈtʃaɪld/	jedynak
single (adj) ***	/ˈsɪŋɡ(ə)l/	samotny
sister (n) ***	/ˈsɪstə(r)/	siostra
sister-in-law (n)	/ˈsɪstə ɪn ˈlɔː/	szwagierka/bratowa
son (n) ***	/sʌn/	syn
stepfather/mother (n)	/ˈstep ˌfɑːðə(r) / ˌmʌðə(r)/	ojczym/macocha
uncle (n) **	/ˈʌŋk(ə)l/	wujek
wife (n) ***	/waɪf/	żona

Inne

alone (adj) ***	/əˈləʊn/	sam
approximately (adv) **	/əˈprɒksɪmətli/	około
boil (v) *	/bɔɪl/	wrzeć, gotować (się)
care (n) ***	/keə(r)/	opieka
celebrity (n) *	/səˈleɪbrəti/	celebryta
chance (n) ***	/tʃɑːns/	szansa, okazja
company (n) ***	/ˈkʌmpəni/	firma
computer technician (n)	/kəmˈpijuətə(r) tekˈnɪʃ(ə)n/	technik komputerowy
connected (adj) *	/kəˈnektɪd/	połączony
constant (adj) ***	/ˈkɒnstənt/	stały, ciągły
cost (v) ***	/kɒst/	kosztować
cultural values (n)	/ˈkʌltʃ(ə)rəl ˌvæljuːz/	wartości kulturowe
dangerous (adj) ***	/ˈdeɪndʒərəs/	niebezpieczny
decision (n) ***	/dɪˈsɪʒ(ə)n/	decyzja
difference (n) ***	/ˈdɪfrəns/	różnica
difficult (adj) ***	/ˈdɪfɪk(ə)lt/	trudny
discuss (v) ***	/dɪˈskʌs/	dyskutować
enter (v)	/ˈentə(r)/	wchodzić
e-pal (n)	/ˈiːpæl/	e-przyjaciel
equipment (n) ***	/ˈi kwɪpmənt/	sprzęt
experiment (n) ***	/ɪkˈsperɪmənt/	eksperyment

extracurricular (adj)	/ˌekstrəkəˈrɪkjʊlə(r)/	pozaekscyplinowe
fashion (n) ***	/ˈfæʃ(ə)n/	moda
fast (adv) ***	/fɑːst/	szybko
female (n) ***	/ˈfiːmeɪl/	kobieta
free (adj) ***	/friː/	wolny
fridge (n) *	/ˈfrɪdʒ/	lodówka
government (n) ***	/ˈgʌvə(r)nəmənt/	rząd
GPS system (n)	/ˌdʒiː piː ˈɒs ˌsɪstəm/	system nawigacji satelitarnej
grow up (v)	/ˌgrəʊ ˈʌp/	dorastać
health (n) ***	/helθ/	zdrowie
helmet (n) *	/ˈhelmt/	kask
improvement (n) ***	/ɪmˈpruːvmənt/	udoskonalenie, poprawa
independence (n) ***	/ɪnˈdɪpendəns/	niezależność
inform (v) ***	/ɪnˈfɔː(r)m/	powiadamiać
information (n) ***	/ɪnfə(r)ˈmeɪʃ(ə)n/	informacja
invention (n) **	/ɪnˈvenʃ(ə)n/	wynalazek
jacket (n) ***	/ˈdʒækt/	kurtka
late (adj/adv) ***	/leɪt/	późny, późno
later (adj/adv)	/ˈleɪtə(r)/	kolejny, później
lie (v) ***	/laɪ/	kłamać
look after (v)	/lʊk ˈɑːftə(r)/	opiekować się
lyrics (n)	/ˈlɪrɪks/	tekst piosenki
male (n) ***	/meɪl/	męczyzna
marriage (n) ***	/ˈmæɪrɪdʒ/	małżeństwo
meal (n) ***	/miːl/	posiłek
message (n) ***	/ˈmesɪdʒ/	wiadomość
mistake (n) ***	/mɪˈsteɪk/	błąd, pomyłka
month (n) ***	/mʌnθ/	miesiąc
movement (n) ***	/ˈmuːvmənt/	ruch
newspaper (n) ***	/ˈnjuːz ˌpeɪpə(r)/	gazeta
obey (v) **	/əˈbeɪ/	śluchać (się)
on time (adj)	/ɒn ˈtaɪm/	punktualnie
opportunity (n) ***	/ˌɒpə(r)ˈtjuːnəti/	okazja, szansa
option (n) ***	/ˈɒpʃ(ə)n/	opcja
particular (adj) ***	/pə(r)ˈtɪkjʊlə(r)/	konkretny, określony
permanent (adj) ***	/ˈpɜː(r)mənənt/	trwały, stały
place (n) ***	/pleɪs/	miejsce
protection (n) ***	/prəˈtektʃ(ə)n/	ochrona
regularly (adv) ***	/ˈregjʊlə(r)li/	regularnie
result (n) ***	/rɪˈzʌlt/	wynik
service (n) ***	/ˈsɜː(r)vɪs/	usługa
shout (v) ***	/ʃaʊt/	krzyczeć
specialist (n) **	/ˈspeʃəlɪst/	specjalista
spy (v) *	/spaɪ/	szpiegować
stress (n) ***	/stres/	stres
technology (n) ***	/tekˈnɒlədʒi/	technologia
zone (n) **	/zəʊn/	strefa

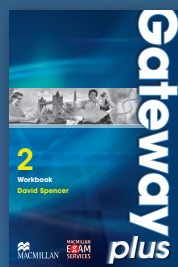
▶ Vocabulary plus

celebration (n) **	/ˌseləˈbreɪʃ(ə)n/	obchody, uroczystość
connection (n) ***	/kəˈnekʃ(ə)n/	związek
development (n) ***	/dɪˈveləpmənt/	rozwój
extended family (n)	/ɪkˌstendɪd ˈfæm(ə)li/	dalsza rodzina
foster family (n)	/ˈfɒstə(r) ˈfæm(ə)li/	rodzina zastępcza
importance (n) ***	/ɪmˈpɔː(r)t(ə)ns/	ważność, waga
latchkey child (n)	/ˈlætʃˌkiː ˈtʃaɪld/	dziecko „z kluczem na szyi”
middle child (n) ***	/ˌmɪd(ə)l ˈtʃaɪld/	„środkowe” dziecko
next of kin (n)	/ˌnekst əv ˈkɪn/	najbliższy krewny
nuclear family (n)	/ˌnjuːkliə(r) ˈfæm(ə)li/	najbliższa rodzina (rodzice i dzieci)
obedience (n)	/əˈbiːdiəns/	posłuszeństwo

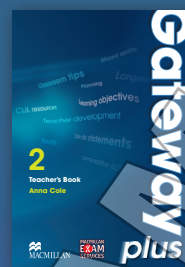
Gateway plus to pięciopozomowy kurs dla uczniów szkół ponadgimnazjalnych. Zawarte w nim materiały nie tylko umożliwiają doskonałe przygotowanie do matury, lecz także uczą języka niezbędnego w rzeczywistych, pozaszkolnych sytuacjach.

W kursie *Gateway plus* uczeń znajdzie:

- oryginalne teksty stanowiące naturalny kontekst dla wprowadzanego słownictwa i gramatyki
- strony *Gateway to matura*, które analizują źródła trudności poszczególnych zadań maturalnych i prezentują ich praktyczne rozwiązania
- zestawy zadań do egzaminu ustnego
- sekcje poszerzające znajomość środków językowych
- sekcje *Vocabulary plus* wzbogacające słownictwo ucznia
- sekcje powtórzeniowe *Matura checkpoint* sprawdzające umiejętność rozwiązywania zadań maturalnych
- sekcje *Can Do Progress Check*, w których poprzez regularne dokonywanie samooceny uczeń buduje swoją świadomość językową
- *Gateway Interactive Classroom*, czyli cyfrową wersję podręcznika do wykorzystania na tablicy interaktywnej
- *Workbook Online*, czyli elektroniczną wersję zeszytu ćwiczeń



Workbook



Teacher's Book



Audio CDs



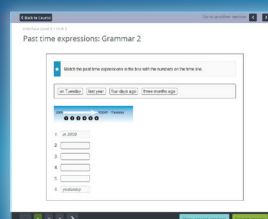
Test CD-ROM



Teacher's Resource Multi-ROM



Gateway Interactive Classroom



Workbook Online

COMMON EUROPEAN FRAMEWORK

