

Unit 01 People are different

TEMAT MATURALNY: CZŁOWIEK

TARGETS FOR THIS UNIT

COMMUNICATION: talking about possessions; expressing ability / inability; describing physical appearance; asking personal questions
 LANGUAGE FOCUS: *have got*; *can* for ability, possessive adjectives (*my*, *your*, *his*, *her*, etc)
 REVISION: *be*
 VOCABULARY: describing people, interests and hobbies; personal possessions
 PRONUNCIATION: /ə/ and /æ/ in *can*; /ɑ:/ in *can't*

A. INTRO

1 Work in pairs. Make a list of colours, pets, types of music and things on your desk. Compare with another pair. You get a point for each item the other pair haven't got.

B. VOCABULARY

2 Tick (✓) the items that you have got at home.

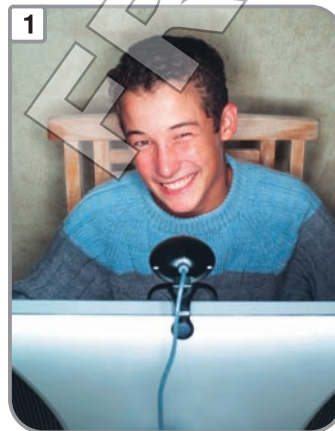


3 Put the items from activity 2 in one of the columns. Add one more item to each column. Compare with your partner.

very important to you?	important to you?	not important to you?

C. READING

4 Work in pairs. Decide who lives in which room.



5 Read the profiles. See if you were right. Complete the table with the correct possessive adjectives highlighted in the profiles.

My Place

What have you got in your room?

Chris

My name is Chris. I'm 16 and I'm into computers. I've got two computers in my room. One is for surfing the Net, and one is for games. I haven't got a television or a radio in my room, and I haven't got a music system or an MP3 player, or anything like that. I've got two birds. Their names are Bill Gates and Steve Jobs. They've got nice big cages. I've also got about ten goldfish in my fish tank.

Samantha and Carla

My name is Sam and my sister is Carla. We're 17. We're really into Goth music. Almost all our clothes are black and our room is mostly black, too. We've got posters of Goth musicians on the walls. I've got an MP3 player and my sister's got a music system. I've got a black cat. Her name is Marlin. Has my sister got a pet? Yes, she has. She's got a pet snake. He's green and brown. His name is Gothie. We aren't interested in computer games. We haven't got a digital camera yet!

I	➤ my	_____	➤ our
_____	➤ your	_____	➤ your
he	➤ _____	you	➤ _____
she	➤ _____	they	➤ _____
it	➤ its		

i For more information, go to GRAMMAR SUMMARY, page 132.

6 Read the profiles again. Find this information. 

- four numbers
- four names of pets
- all the names of the equipment
- three colours

7 Work in pairs. Answer the questions. 

- Which room do you like? Why?
- Who are you most similar to?

D. LANGUAGE FOCUS 1

Have / has got

Przeczytaj ponownie części tekstu zaznaczone na żółto. Uzupełnij luki czasownikami *have*, *has*, *haven't* lub *hasn't*.

Zdania twierdzące i przeczące

I / you / we / they _____ got a music system / _____ not got a music system.

He / she / it _____ got a nice room / _____ not got a nice room.

Pytania i krótkie odpowiedzi

_____ I / you / we / they got a nice room?

Yes, I / you / we / they _____.

No, I / you / we / they _____.

_____ he / she / it got a CD player?

Yes, he / she / it _____.

No, he / she / it _____.

i For more information, go to GRAMMAR SUMMARY, pages 132-133.

Watch out!

Formy skrócone czasowników *be* i *have got* w trzeciej osobie liczby pojedynczej są często mylone.


He's / She's a student. = *He / She is* a student.

He's / She's got a music system. = *He / She has got* a music system.

8 Complete the sentences about the people in the *MyPlace* profiles.

Example: Chris *has got* two computers but he *hasn't got* a television.

- Chris _____ any cats but he _____ fish.
- Chris _____ a radio and he _____ a music system.
- Sam _____ an MP3 player but she _____ a computer.
- She _____ a black cat and her sister _____ a snake.
- Carla and Sam _____ one room and they _____ posters on the walls.
- Carla and Sam _____ a brother but they _____ pets.

9 Work in pairs. Choose one of these people and write his / her profile for *MyPlace*. Include this information: the name, his / her interests, possessions and pets. 



Unit 01 Skills and talents

TEMAT MATURALNY: CZŁOWIEK

A. LISTENING

1 List the talents, starting with the one you would most like to have, and ending with the one you would least like to have. Compare with a partner.

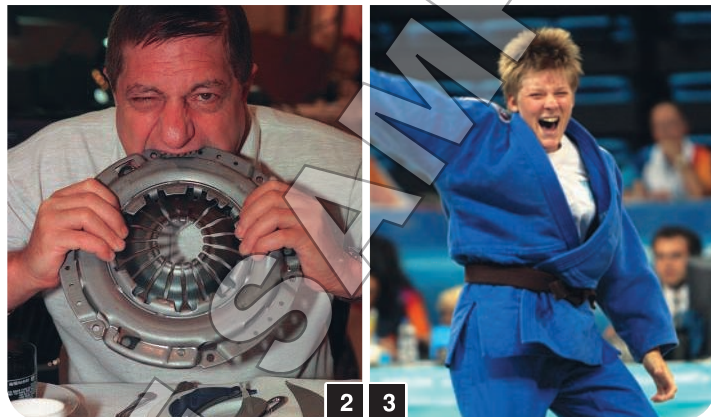
travel in time fly dance windsurf learn fast
live without sleep play an instrument paint
swim fast write computer programs

2 Check the meaning of these words and phrases in your wordlist on pages 124-125.

A CHAMPION A WHEELCHAIR A GUIDE DOG
TO DIVE TO WIN TO MAKE SOMEONE SICK

3 Listen to Mike, Robert and Karen talking about people with special talents. Match the names with the photographs.

Ade Adepitan Michael Lotito Maxine Ingram



4 Listen again and complete.

- Ade Adepitan can't _____ but he can play _____ and _____.
- Maxine Ingram can't _____ but she can _____ judo matches and she can _____.
- Michael Lotito _____ eat _____ but he _____ eat eggs and _____.

B. LANGUAGE FOCUS 2

Can and can't

1 Przeczytaj zdania i pytania z *can*. Wykreśl niepoprawne informacje z poniższych zdań.

I / you / he / she / it / we / they can run very fast.
I / you / he / she / it / we / they can't swim.
Can I / you / he / she / we / they speak English?

- W zdaniach twierdzących po *can* zawsze występuje czasownik bez *to*, czasownik z *to*.
- Can* ma taką samą formę w każdej osobie / ma inną formę dla każdej osoby.
- Aby utworzyć pytanie *can* stawiamy po podmiocie / przed podmiotem.
- Aby utworzyć zdanie przeczące, do *can* dodajemy *no / not*.

2 Jaka jest skrócona wersja *cannot*?

For more information, go to GRAMMAR SUMMARY, page 133.

PRON SPOT

5 Listen and repeat. Work in pairs. Practise similar dialogues with the expressions below.

Example: *Can you speak three different languages?*
Yes, I can. No, I can't.

sing dance to rap music download music
say your e-mail address in English
get ready for a party in 10 minutes
swim tell a good joke make friends quickly

6 Use the pictures to write sentences about you and people you know. Use 'can' and 'can't'.

Example: My best friend can play tennis but she can't play football.

play tennis



play football



windsurf



cook



take photos



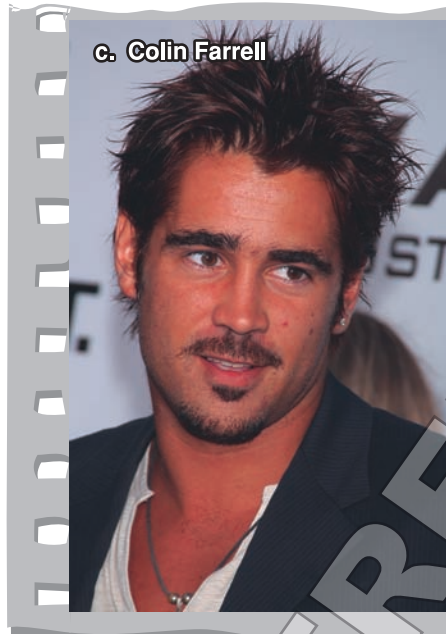
C. VOCABULARY

7 Match the adjectives with their opposite meanings. Which adjectives describe hair, build, age?

short tall long blonde
 young dark wavy
 straight slim fat old

8 Match the sentences with the people in the pictures.

- 1 He / she's short and slim and he / she's got long blonde hair. _____
- 2 He / she's short and slim and he / she's got wavy red hair. _____
- 3 He / she's tall and slim and he / she's got short brown hair. _____
- 4 He / she's medium-height and well-built and he / she's got spiky dark hair. _____



c. Colin Farrell



d. Scarlett Johansson



a. Ashton Kutcher



b. Kaja Paschalska

9 Write one or two sentences comparing someone you know and one of the famous people.

Example: Scarlett Johansson and my sister are _____ and they've got _____.
 Colin Farrell is _____ and he's got _____. My brother isn't _____ but he's got _____.

10 Work in pairs. Show your sentence(s) to other students. Ask for more information about the people they wrote about.

Example: Has your sister got black hair?

D. SPEAKING

11 Work in groups of five. Go to page 115. Ask each other the questions and make notes to complete the survey.

Example: Three people in the group have got a television in their rooms.
 One person can play a musical instrument.
 Four people in the group can play tennis well.

12 Discuss the results of the survey with the class. Put the results together to make a complete class survey.

Example: Fourteen people have got a television in their rooms.
 Only two people can play a musical instrument.
 Seven people in the group can play tennis well.

TEMAT MATURALNY: CZŁOWIEK



W TYM ROZDZIALE NAUCZYSZ SIĘ, JAK:

- rozwiązywać zadanie: rozumienie tekstu słuchanego – dobieranie;
- rozwiązywać zadanie: rozumienie tekstu czytanego – dobieranie;
- napisać ankietę.

B. LISTENING & SPEAKING

3 Look at the photographs. Work in pairs and answer the questions.



A. ABOUT YOU

1 Read the sentences. Put a tick (✓) next to the sentence which is true for you and a cross (✗) next to the sentence which is not. Make the false sentences true for you.

	I'm very good at winter sports. <input type="checkbox"/> I can swim really well. <input type="checkbox"/> I can dance hip hop. <input type="checkbox"/>
	I've got an MP3 player. <input type="checkbox"/> I can write a blog. <input type="checkbox"/> I'm good at using e-mail. <input type="checkbox"/>
	I've got a lot of good books at home. <input type="checkbox"/> I can play card games. <input type="checkbox"/> I'm good at doing crosswords. <input type="checkbox"/>
	I can make friends easily. <input type="checkbox"/> I've got only one good friend. <input type="checkbox"/> I'm good at teamwork. <input type="checkbox"/>

2 Work in pairs. Guess what is true for your partner. How many things do you have in common?



Example:

- I don't think you can dance hip hop.
- True - I can't. I don't think you are good at doing crosswords.
- False - I'm very good at them.

- Who are they? How old are they?
- Where are they?
- What do you think they are interested in?
- Are you more like Karen or more like Adam in your free time?

EXAM INFO

DOBIERANIE

Jednym z zadań na egzaminie może być wysłuchanie kilku tekstów o podobnej tematyce i dopasowanie zdań podanych w zadaniu do poszczególnych tekstów. Wykonując to zadanie, pamiętaj, aby:

- przeczytać bardzo dokładnie wszystkie zdania;
- podkreślić w zdaniach słowa / frazy kluczowe;
- szukać w nagraniu takich samych informacji, jakie znajdują się w tekście, ale wyrażonych innymi słowami, np.: zdanie *I like computers* może być wyrażone jako *I'm into computers*.

4 Listen and put a tick (✓) next to the speaker who expresses these ideas. Check the tapescript to see how they express the ideas.



	Karen	Adam	Both
1 I like computers.			
2 I can only do one thing on the computer well.			
3 I can use the Internet for a limited time.			
4 I go out when I can't study.			
5 I can do one thing like a professional.			

5 Use the words to make sentences. Check the tapescript to see how Karen and Adam express the same ideas.

- 1 can for ride a I long time bike a
- 2 can I write stories good
- 3 it's for me easy make friends to
- 4 texting love I

6 Work in pairs. Talk about how similar or different you are from Karen and Adam. 

Example: I'm into computers like Karen.

I can't use the Internet for a long time like Adam.

C. READING

EXAM INFO

DOBIERANIE

Jednym z zadań na egzaminie może być przeczytanie tekstu i dopasowanie do poszczególnych akapitów tego tekstu poprawnych nagłówków. Pamiętaj, że:

- nagłówki mogą pojawić się w postaci pytań, krótkich zdań bądź równoważników zdań;
- jeden bądź dwa nagłówki nie będą pasowały do żadnego akapitu;
- nie musisz zrozumieć wszystkich słów w tekście, aby wykonać to ćwiczenie.

7 Read the text about writing blogs. Choose the best title for the whole text.

a) A Quick Guide to Blogs

b) Learn How to Blog



Blog: _____



8 Match the headings to the paragraphs. There are two extra headings.

1 Why are they popular?

2 Who is a typical blogger?

3 Where can people make history?

4 What are they about?

5 WHAT ARE THEY?

6 Have you got a blog?

A. A blog is like an online diary. It usually has got a title and a text but more and more blogs have got photographs and links to other blogs. One Internet service, Technorati, says there are over 52 million blogs on the web.

B. People can write blogs about anything. Some people write about family holidays, new things they have got, TV shows, politics or simply about their lives. A lot of famous people have got their own blogs too and their blogs are very popular.

C. Blogs are easy to use – if you can use a computer, you can write a blog! People can communicate and talk about many things. They can show pictures or videos of their lives. Both young and older people can have blogs so they are really popular these days.

D. In Britain people can write about their daily lives for the so-called 'Britain's biggest blog'. Bloggers can describe their life for future generations and their stories can be either short, up to 100 words, or longer, up to 650 words. It's a fascinating idea – like writing a history book!

YOU & THE TEXT

- 1 Are you a blogger? Is blogging popular among your friends?
- 2 Is blogging a good idea?
- 3 Whose blogs (eg famous people's) would you like to read?

D. WRITING

EXAM INFO

ANKIETA

Jednym z zadań na egzaminie może być napisanie ankiety lub odpowiedzenie na pytania w ankiecie. Pamiętaj, aby:

- dokładnie przeczytać, na czym polega zadanie: na stworzeniu własnej ankiety czy uzupełnieniu ankiety;
- zawrzeć w ankiecie poprawnie sformułowane pytania lub odpowiedzi napisane pełnymi zdaniami;
- zawrzeć w zadaniu informacje z czterech punktów podanych w poleceniu egzaminacyjnym – liczy się twoja komunikatywność!

9 Read the newspaper advertisement.

SHOW US WHAT YOU CAN DO

We're looking for young people who have got special talents! Come to our festival and show us what you can do really well - teach others and learn from others!

The main prize for the most talented person -
a trip to Madagascar
to learn survival skills!

Join us at the
Sports Centre, Mon October 15th

Register online
www.showuswhatyoucando.com

10 Complete the questionnaire with the words from the box. Listen and check.

old teach from well at

Please complete this questionnaire

- 1 How _____ are you?
- 2 Where are you _____?
- 3 What can you do really _____?
- 4 What skills can you _____ other people?
- 5 What are you not so good _____?

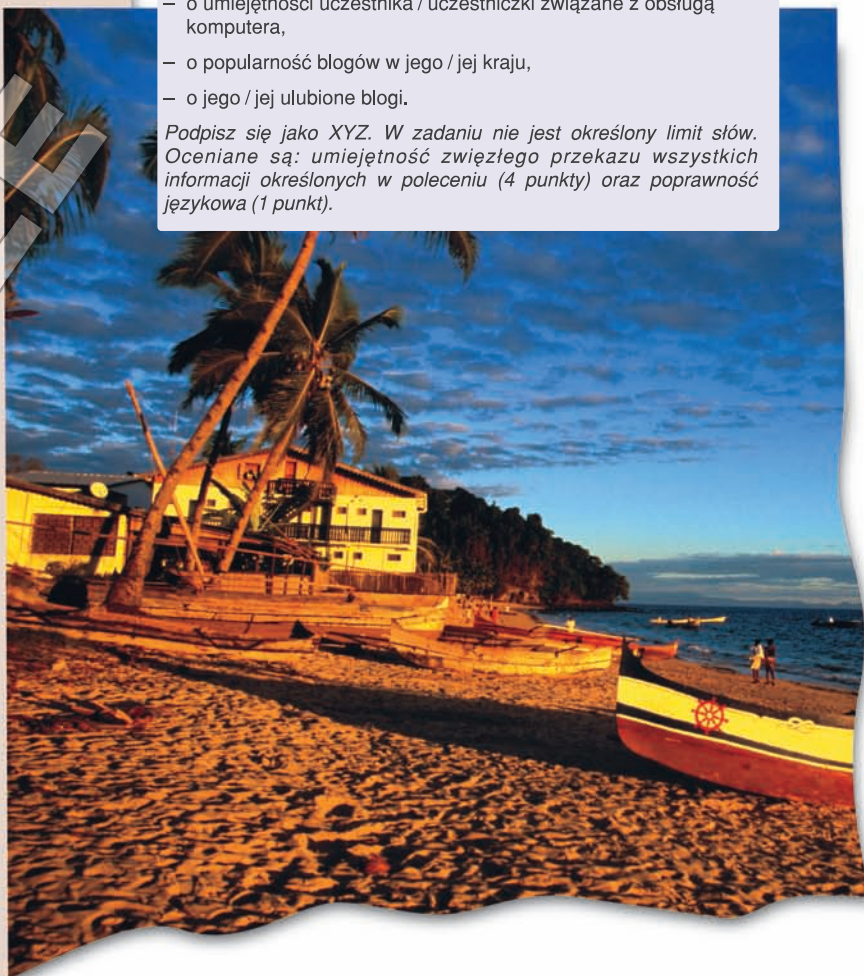
11 Work in groups of three. Answer the questions in activity 10.

12 Read the exam instructions. Write your own questionnaire.

Jesteś na kursie językowym w Londynie. Organizatorzy konkursu na najlepszy blog poprosili cię o przygotowanie ankiety, aby dowiedzieć się jak najwięcej o uczestnikach konkursu. Przygotuj ankietę, w której zapytasz:

- o wiek uczestnika / uczestniczki,
- o umiejętności uczestnika / uczestniczki związane z obsługą komputera,
- o popularność blogów w jego / jej kraju,
- o jego / jej ulubione blogi.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Oceniane są: umiejętność zwięzłego przekazu wszystkich informacji określonych w poleceniu (4 punkty) oraz poprawność językowa (1 punkt).



A. VOCABULARY & GRAMMAR & PRONUNCIATION

WYKONAJ ĆWICZENIA I OCEN SWOJĄ WIEDZĘ.
ZAKREŚL 1 (JESZCZE NIE CAŁKIEM UMIEM), 2 (DOBRZE UMIEM),
3 (DOSKONAŁE UMIEM).

1 Write correct words for these definitions. The first letters are given.

- You can use it to take photographs. (c)
- It's big and you can listen to music on it. (m s)
- It's a musical instrument. (g)
- It's a phone that you can carry with you. (m p)
- You can have them on your walls. (p)
- You can keep these animals at home. (p)

1 2 3

2 Complete the sentences with possessive adjectives.

Example: I'm Caroline. *My* name is Caroline.

- He's interested in music. _____ hobby is music.
- Barbara is from Spain. _____ nationality is Spanish.
- Are you Thomas? Is _____ name Thomas?
- We are interested in basketball. _____ favourite activity is basketball.
- Sven and Anika are from Norway. _____ nationality is Norwegian.

1 2 3

3 Write what these people can do well.

Example: a photographer - A photographer can take good photos.

- an artist
- a musician
- a journalist
- a sportsperson
- a polyglot

1 2 3

4 Complete each sentence with the correct forms of 'be', 'can' or 'have got'.

- I _____ 16 years old. I _____ swim well but I _____ very good at team sports.
- My brother _____ 18 years old. He _____ play musical instruments but he _____ take really good photos.
- All my friends _____ MP3 players and some of them _____ their own laptops. I _____ a computer in my room but I _____ a music system.
- My grandmother _____ 85. She _____ a mobile phone and she _____ text people and send e-mails. She _____ very good at it!

1 2 3

5 Complete the questions, then answer the questions using short forms.

- The Rolling Stones / be / from Britain? _____
- Mick Jagger / can / sing well? _____
- She / have got / a nice voice? _____
- You / be / good at painting? _____
- You / have got / a computer in your room? _____
- Your friend / can / ski well? _____

1 2 3

6 Listen and repeat. Work in pairs. Ask and answer the questions.



- mobile phone – Have you got a mobile phone?
- digital camera – Can you use a digital camera?
- guitar – Can you play the guitar?
- tall – Are your parents tall?
- curly hair – Has our teacher got curly hair?

1 2 3

7 Work in pairs. Test each other.



Student A

Choose 5 **nouns** from Unit 1 and translate them into Polish. Give the Polish words to your partner and ask him / her for the English equivalents.

Example: What is 'aparat cyfrowy' in English?

Student B

Choose 5 **verbs** from Unit 1 and translate them into Polish. Give the Polish words to your partner and ask him / her for the English equivalents.

Example: What is 'malować' in English?

1 2 3

JEŚLI ZAKREŚLIŁEŚ / ZAKREŚLIŁAŚ 1 LUB 2 PRZY NIEKTÓRYCH ZAGADNIENIACH, POWINIENIEŚ / POWINNAŚ JE POWTÓRZYĆ.

➤ *Zeszyt ćwiczeń, Revision, s. 13*

JEŚLI ZAKREŚLIŁEŚ / ZAKREŚLIŁAŚ 3 W WIĘKSZOŚCI ZAGADNIENI, POSZERZ SWOJĄ WIEDZĘ.

➤ *Zeszyt ćwiczeń, Extension, s. 13*

B. COMMUNICATION & GAMES

1 Write questions with the verbs 'be', 'can' and 'have got' which you think your partner will answer negatively. Don't write questions about names / age / appearance.

- Three questions with the verb 'be'
Example: Are you a fan of ABBA?
- Three questions with the verb 'can'
Example: Can you sing well?
- Three questions with the verb 'have got'
Example: Have you got a pet snake?

2 Work in pairs and ask each other the questions. Give true answers.



3 Listen to the words and write them down. Make questions as quickly as you can.

