



4

**Student's Book**

**David Spencer**

 **macmillan**  
education

*plus*

**Get every**

# 1 Study plans

Szkoła • oceny i wymagania, życie szkoły

## ► Vocabulary

### Studying at university



- 1 **SPEAKING** Work in pairs. How many school or university subjects can you think of?

*history, maths, medicine, ...*

- 2 Match these words with definitions 1–8. Write the answers in your notebook.

assignment   course   lecture   notes   research   term   tutor   tutorial

- 1 a piece of work that you have to do as part of your studies
- 2 a lesson where a small group of students discuss something with a teacher
- 3 a lesson where a large group of people listen to an expert talking about a subject
- 4 a period of time that the school year is divided into
- 5 the study of something to discover new facts
- 6 a teacher at university
- 7 a series of lessons in a subject
- 8 things that you write down to help you to remember

- 3 Read the text paying attention to the words in **bold**. Decide if each word is a noun or a verb and what you think its meaning is.

Most students at university are **undergraduates**. They are studying to get a **degree**. There is usually **continuous assessment** of the students' coursework and assignments. The tutor gives a **grade** or **mark** for each piece of work. Students have to take exams too. Before each exam, they need to **revise** their notes. If you **fail** an exam, you normally **resit** it another day. Of course, you fail automatically if you **cheat**. When you **pass** your final exams, you **graduate**.

- 4 Now use a dictionary to check your ideas in 3.

- 5 Listen to the vocabulary quiz. Answer questions 1–8 in your notebook.

1 *fail*

### Life at university

- 6 Complete the sentences in your notebook with words a–g.

- 1 Some people don't want to study in their countries. They want to study *abroad*.
- 2 At university, it's easy to make new *friends*.
- 3 When you live away from home, you become more *independent*.
- 4 Students who don't live at home often choose to live in a hall of *residence*.
- 5 If you haven't got enough money to pay for your studies, you can ask for a student *loan*.
- 6 At university, there are lots of clubs that organise extracurricular *activities*.
- 7 Universities have gyms, laboratories and lots of other student *facilities*.

- a abroad
- b activities
- c residence
- d loan
- e independent
- f friends
- g facilities

- 7a Complete the questions in your notebook with words a–g in 6.

- 1 Would you like to study *abroad*, for example in Spain?
- 2 Would you prefer to live at home or in a hall of *residence*?
- 3 Is it easy to get a student *loan* in Poland if you don't have enough money to study?
- 4 Do you find it easy to make new *friends*?
- 5 Do you do any extracurricular *activities*?
- 6 What special *facilities* for students are there in your school?
- 7 Do you consider yourself to be *independent* or do you need other people to do things for you?

- 7b **SPEAKING** Use the questions to interview your partner.



**1a SPEAKING** Work in pairs. Think of answers to these questions.

- What are the advantages and disadvantages of studying at the university in your home town?
- What are the advantages and disadvantages of moving to another city to study?

**1b SPEAKING** Compare your ideas with other students.

**2 Read the comments from an Internet forum.**











Match the people below to one of comments 1–3. Write the answers in your notebook.

- It's better to study at home.
- It's better to study in another place.
- It isn't better or worse to study at home.

- A Top Cat  C Storm   
B Flower  D Sa-Ra 

**3 Read the comments again. Match questions 1–10, to the four people (A–D). Write the answers in your notebook. The people may be chosen more than once.**

Which person


- thinks that Anita needs to consider more specific questions before she decides? 1 
- bases his/her opinion on his/her experience? 2 
- bases his/her opinion on someone close to him/her? 3 
- bases his/her opinion on what he/she wants? 4 
- talks about problems with concentration? 5 
- thinks that the decision of staying at home or moving away is not final? 6 
- says that first you need to find out what facilities your university has got? 7 
- is not happy about his/her family helping him/her? 8 
- doesn't feel his/her life has changed much? 9 
- wants to experience new things? 10 

**4 Find words in the text with similar meanings to these words. Write them in your notebook.**

- university (colloquial) (Anita)
- the same as (Top Cat)
- the way that two or more people act or behave together (Flower)
- questions, ideas (Flower)
- a long time (Storm)
- moments (Storm)
- jobs at home (Sa-Ra)

**5 SPEAKING** What about you?


- What do you want to do when you finish school?
- Where do you think it is better to go to university – in your home town or somewhere else? Why?



Anita

Q: Is it better to go to the uni in your home town and stay at home or to move away somewhere else? Next year I want to go and study at uni, but I'm not sure if it's better to stay at home and study here or if I should go and live in another city. What do you think?


A



Top Cat

At the moment, I'm doing a microbiology course at the uni in my home town. I decided to stay here because I wanted to be close to my family and friends. But in the end, most of my good friends went away to work or study at other universities. Living at home with my parents is OK, but it's difficult to make new friends because most of the other students live in halls of residence and they spend all their time together. Another problem is that I haven't become very independent because my mum and dad still help me with everything. Sometimes I think I'm at school, not at university. Don't be like me!


B



Flower

What's better? It depends on you. Nobody can decide for you. It depends on the relationship you have with your parents. It depends on your student loan too because it's usually cheaper to stay at home. Above all, it depends on the course you want to study. Find out which is the best university for your subject. Maybe they don't teach it in your home town. Find out details about the course, the tutors, assessment, etc and compare them with other places. What facilities has the university got for undergraduates? Choosing the right university is a really important decision. It can change your life. Don't make your decision without thinking about the really important issues.


C



Storm

I've also been thinking about this question for ages, but now I've made my decision. I'm moving away. I've lived in my home town all my life. Now I'd rather study in another city, maybe abroad, and see the world. I want to become independent. You can always go home for the holidays and for special occasions. Remember, at university the summer holidays are really long. And when you finish university, you can decide to go back if you don't like living away from home. But you always make more new friends when you live away from home. You have more time for extracurricular activities. I love my mum and dad but it's good to be able to come and go when you like without anybody asking where you're going and what time to expect you back.

D



Sa-Ra

Last year my brother went away to study. He was living in a hall of residence at first, but then he found a house with four friends. He was having a great time but then he started failing his exams. He sees that he needs to study more but it's impossible in the house. He can't focus at all. His friends are always having parties, making noise and doing everything except studying! He thinks I should study in my home town and live at home because at home it's quiet and you can study. And he says you have more time because you don't have to do chores like the shopping or the washing. I think staying in my home town has lots of advantages. But I don't know if my parents agree!

## GRAMMAR GUIDE

*Present simple, past simple, present continuous and past continuous*

### 1a Read these sentences and name the tenses.

- At the moment, I'm **studying** in my home town.
- Last year my brother **went** away to study.
- He **was having** a great time.
- His friends **are** always **having** parties and **making** noise.
- You always **make** more new friends when you **live** away from home.
- He **sees** that he **needs** to study more.

### 1b Which tense do we use when we want to talk about

- present routines and habits?
- actions that are happening now?
- temporary actions in the present?
- changing situations in the present?
- finished actions or situations in the past?
- things that are always or generally true?
- activities in progress at a moment in the past?
- present states?
- actions that happen very often and are annoying and irritating?

### 2 Choose the correct alternatives and write them in your notebook.

- Thanks to you, I understand/am understanding it now.
- The Moon goes/is going round the Earth.
- Listen! Somebody comes/is coming.
- Temperatures get/are getting higher each year.
- I love/am loving watching films. We always go/are always going to the cinema at the weekend.
- My brother usually walks/is usually walking to university, but this week he goes/is going by bus.
- Not again! My sister always takes/is always taking my clothes.
- Do you wear/Are you wearing a uniform at your school?
- I don't agree/am not agreeing that it's better to study at home.
- That course sounds/is sounding really interesting.

### 3 Explain the difference between these pairs of sentences.

- The students stood up when the tutor came in.
- The students were standing up when the tutor came in.
- At quarter past ten, we finished our tutorial.
- At quarter past ten, we were finishing our tutorial.
- They were having lunch when we arrived.
- They had lunch when we arrived.
- She was making a film about a group of students.
- She made a film about a group of students.

### 4 Complete the questions in your notebook with the correct form of the verbs given.

- What do you do (do) on your last holiday?
- What do you do (do) at this time yesterday?
- What do you usually do (do) after school?
- do you like (like) doing sport?
- What do you do (do) at the moment?
- How do you usually come (come) to school?
- What do you do (do) at ten o'clock last night?
- What time do you go (go) to bed last night?

### 5 SPEAKING Use the questions in 4 to interview your partner.

## GRAMMAR GUIDE

*Present perfect simple and present perfect continuous*

### 6a Match sentences 1–4 with explanations of their uses a–d. Write the answers in your notebook.

- I've lived here for ages.
- I've visited lots of different cities.
- I've just made a decision.
- My brother has gone away to university.
- An action that happened at an unspecified moment in the past.
- An action which started in the past and continues in the present.
- A past action which has a result in the present.
- An action finished very recently.

### 6b Read these sentences. Which use present perfect simple and which use present perfect continuous? How do we form these two tenses?

- I've been trying** to decide but I can't.
- I've made** my decision.
- I've been thinking** about this question for ages.
- I've written** to four different universities.

### 6c Which tense, present perfect simple or present perfect continuous, gives more importance to

- the completion and result of an action?
- the process and duration of an action?
- how many times an action happens?
- the fact that an action is temporary, incomplete or has finished very recently?

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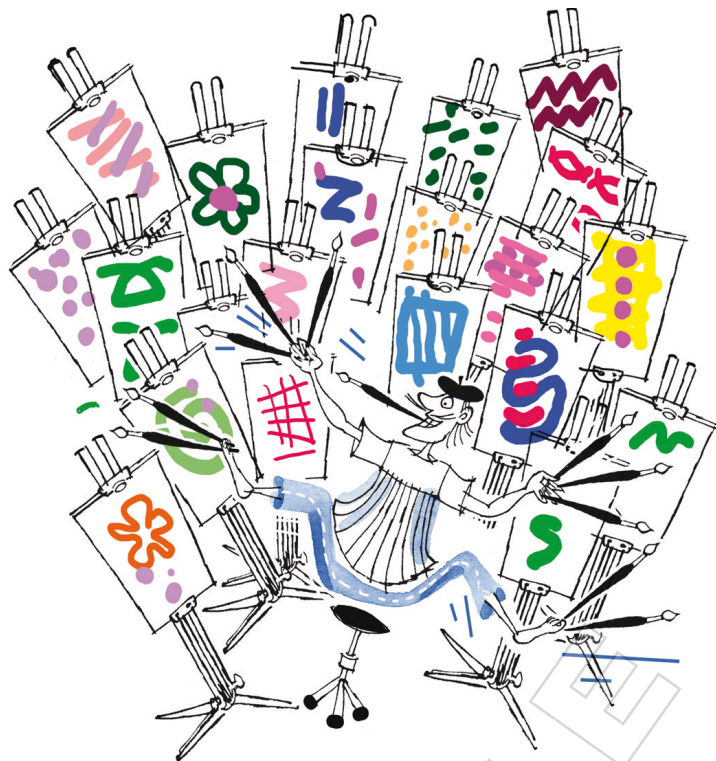


- 7 SPEAKING** Work in pairs. These words often go with present perfect simple or present perfect continuous. How and why do we use the words?

already ever for just never since yet

*For goes with periods of time, like three hours, ten minutes, a long time.  
It goes just before the time period.*

- 8** Correct the sentences in your notebook, using the right tense and the words from 7 if necessary.



- That artist has been painting more than a hundred paintings.
- I've lived here for 2005.
- We've been to that city in 2008.
- I've done this assignment for two weeks but I haven't finished.
- My friend has been having an accident.
- I've waited here for a bus for twenty minutes.
- She's been failing six exams.
- They've been revising for that exam since five hours.
- Oh no! My keys and my wallet! I lost them.
- I haven't been doing this exercise yet.

- 9** Complete these questions in your notebook with present perfect simple or present perfect continuous.

- How long have you ...?
- How long have you been ...?
- Have you ever ...?
- How many times have you ...?
- What have you been ...?

- 10 SPEAKING** Interview your partner with the completed questions in 9. Tell the class one interesting thing you found out about your partner.

## Do and make

- 1** Read these words. Do they usually go with *do* or *make*? Write two lists in your notebook.

an assignment a cake chores a course  
a decision the dinner an exam friends  
homework a noise the shopping  
the washing well

- 2** Complete the rules in your notebook with *do* or *make*.

- We usually use \_\_\_\_\_ with work at school or university.
- We usually use \_\_\_\_\_ with work around the house.
- We usually use \_\_\_\_\_ with things we produce, create or construct.
- We usually use \_\_\_\_\_ when we talk about activities in general.
- We use \_\_\_\_\_ with these words:  
*an appointment, a decision, an effort, an excuse, friends, a mistake, money, a noise, an offer, a phone call, a plan, progress, a promise, a suggestion.*
- We use \_\_\_\_\_ with these words: *your best, business, a favour, your hair, sport.*

- 3** Complete the text with the correct form of *do* or *make*. Write the answers in your notebook.

Last year a good university (a) \_\_\_\_\_ my brother an offer to study computer science there. He (b) \_\_\_\_\_ the decision to accept their offer. He has to (c) \_\_\_\_\_ a lot of work, but his tutors say that he (d) \_\_\_\_\_ very well at the moment and that he (e) \_\_\_\_\_ a lot of progress. He has to (f) \_\_\_\_\_ a lot of theoretical exercises but he also has to (g) \_\_\_\_\_ practical assignments. Right now, for example, they (h) \_\_\_\_\_ a simple computer from old parts. The only problem is that my brother is becoming unfit because he never has time to (i) \_\_\_\_\_ sports and he always eats out because he doesn't have time to (j) \_\_\_\_\_ the shopping or (k) \_\_\_\_\_ lunch or dinner. My mum says he needs to (l) \_\_\_\_\_ an effort to (m) \_\_\_\_\_ those simple chores, but I understand that it's hard. There isn't time to (n) \_\_\_\_\_ everything!

- 4a** Choose three expressions with *do* and three with *make*. In your notebook, write questions to ask other people in your class, using the expressions.

*What do you think is the best way to make money?*

*How do you feel when you make mistakes speaking English?*

*What course would you like to do at university?*

- 4b SPEAKING** Use your questions to interview as many people as possible.

- 4c SPEAKING** Tell the class something you found out about the other students.



**1 SPEAKING** Work in pairs. Read these statements made by students about revising for exams. Which ones do you think are a good idea?

- 1 'Reading your notes again and again is useful.'
- 2 'It's good to revise with other students.'
- 3 'I always go to the library to revise.'
- 4 'I revise by reading my notes and then asking somebody to test me.'
- 5 'I can't stand revising, so I leave all my revision to the last week before the exams.'
- 6 'I feel tired and stressed when I revise, so I go running or swimming to help me to relax.'
- 7 'My revision strategy involves drinking lots of coffee and going to bed really late.'
- 8 'I always need to take a break after 45 or 50 minutes of study.'
- 9 'The last thing I do before the real exam is to do a practice exam.'
- 10 'I avoid revising a lot of subjects before the exam. I just revise some of the points and hope they come up in the exam.'

**2** Listen to two teenagers talking about revision. Which three ideas in 1 does the boy mention? Has he prepared well for the exam?

**3** Listen again and choose the best answer (A, B, C or D). Write the answers in your notebook.

- 1 Last night the boy
  - A didn't sleep at all.
  - B didn't sleep much.
  - C slept badly because of nerves.
  - D was tired.
- 2 The students found out about the exam
  - A four weeks ago.
  - B yesterday.
  - C four days ago.
  - D two months ago.
- 3 On Fridays, the boy
  - A goes out.
  - B does sport.
  - C revises.
  - D plays matches.
- 4 The boy
  - A doesn't understand all the topics in the exam.
  - B doesn't like some of the topics in the exam.
  - C hasn't got information for all the topics in the exam.
  - D doesn't usually have enough time to make notes.
- 5 The boy thinks he isn't going to pass the exam because
  - A he needs to answer all the questions.
  - B he's studied the wrong topics.
  - C he's studied last year's exam.
  - D he knows the answer to only two questions.
- 6 The boy can't study during lunch because
  - A he goes home for lunch.
  - B he doesn't have enough time.
  - C he hasn't got any books at school to study from.
  - D he goes home to help his mum.

**4 SPEAKING** What about you?

- 1 How do you usually prepare for exams?
- 2 Do you think your strategies are good? Why?/Why not?

## GRAMMAR GUIDE

### Gerunds and infinitives 1

**1** Match statements 1–10 in 1 in the Listening section with the rules below. Write the answers in your notebook. Use one rule twice.

#### We use gerunds

- a as the subject/object of a sentence. 7
- b with *go* to talk about physical activities.
- c after prepositions.
- d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*).
- e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *risk*, *suggest*.

#### We use infinitives

- f to explain why somebody does something.
- g immediately after adjectives.
- h after *enough*, *the first*, *the last*, *too*.
- i after certain verbs like *agree*, *appear*, *arrange*, *ask*, *attempt*, *decide*, *encourage*, *expect*, *force*, *help*, *manage*, *need*, *promise*, *want*.

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## 2a Choose the correct alternatives and write them in your notebook.

It's incredible (a) thinking/to think that we do hundreds of exams at school and university, but many students never pay much attention to how they revise. Here are just some ideas to help you (b) revising/to revise efficiently.

Some people think that (c) revising/to revise is a question of (d) sitting/to sit down for hours and hours with their notes. It isn't. It's essential (e) taking/to take frequent (but short!) breaks. This way our mind stays alert and active. Just (f) reading and reading/to read and read is not very sensible either. After a while, we think we know everything and we no longer pay attention to what we read. Instead of (g) doing/to do this, read and then stop and answer questions. Why? (h) Seeing/To see if you have really understood what you have read.

That's one reason why it can be a really good idea to work with other students. Some people don't mind (i) revising/to revise alone but some people hate it. The good news for those people is that (j) discussing/to discuss past exam questions with other students can really help (k) checking/to check that you know what you're doing. And when you don't understand something, don't be too frightened (l) asking/to ask other people for help.

Lastly, don't forget (m) keeping/to keep healthy. Eat good food. Find enough time (n) sleeping and taking/to sleep and take exercise. When your brain stops functioning, do sport, go (o) cycling/to cycle, move your body. You know what the Romans said – a healthy mind in a healthy body!

## 2b SPEAKING What do you think of the ideas in this text?

*It's a good idea to take lots of short breaks. I can only concentrate for about an hour, then I need to stop revising.*

*I can't revise in a group. I get distracted. I prefer to study alone.*

*Exercise is really important to me. I can study better after I've done some sport or gone for a run.*



## 3a Complete the sentences in your notebook with the gerund or infinitive form of the verbs given.

- Plan your time at the start to make sure that you have enough time to finish (finish) the exam.
- Start (start) the exam before you have read all the questions can be a bad idea.
- We suggest taking (take) more than one pen or pencil into the exam.
- Don't write too fast or carelessly. You risk creating (create) a bad impression.
- Think about leaving (leave) yourself time to check (check) your work before you hand it in.
- Avoid writing (write) your opinion unless the question specifically asks for it.
- When a question involves answering (answer) two or more different parts, make sure you answer them all.
- Check that you know how many questions you need to complete (complete) because sometimes not all questions are obligatory.
- Attempt to answer (answer) all the questions that are obligatory.

## 3b SPEAKING Work in pairs. Think of more good advice on taking exams.

### 4 Find eight mistakes in the use of gerunds and infinitives in this text. Rewrite the incorrect sentences in your notebook.

Five years ago, we were doing a chemistry exam at school when the teacher found a boy who was looking at his notes during the exam. The boy, whose name was Oliver, admitted to cheat. Naturally, the teacher forced him to resit the exam the following week. Nobody expected Oliver passing. I was good at chemistry and I liked Oliver, so I decided to help him by study with him. We spent the whole week studying really hard. Oliver didn't feel very confident about passing. I suggested to study together the day before the exam and we agreed meeting in the evening. Then we also arranged to meet in the morning before the exam. While we were walking to school, I asked him questions. By this time, he knew all the answers and was feeling good. The exam began at nine o'clock and Oliver appeared finding the exam easy. In fact, he was one of the first to finish. He managed passing the exam with 90%. He was really grateful and asked me if there was anything he could give me as a present. I just asked him to promise not cheating again. I'm really proud of Oliver because now he's at university, studying chemistry!

### 5 Complete the sentences in your notebook with a verb in the gerund or infinitive form. Make the sentences true for you.

- |                         |  |
|-------------------------|--|
| 1 I can't stand ...     | 5 I relax at the weekend by ...            |
| 2 I don't mind ...      | 6 I'm really interested in ...             |
| 3 I sometimes go ...    | 7 For a really good holiday, I suggest ... |
| 4 I think it's good ... | 8 Next year, I really want ...             |

### 6 SPEAKING Work in groups. Compare your sentences in 5. Are any of your sentences the same?

### 7a Work in pairs. Complete the questions in your notebook with a verb in the gerund or infinitive form.

- Do you enjoy studying in the evening?
- When you sleep, do you ever dream of studying?
- Have you ever thought of studying?
- Do you find it difficult to study?
- Have you ever considered studying?
- Do you think that you are brave enough to study?
- Would you like to be the first person to study?
- Do you avoid studying at parties?

### 7b SPEAKING Use your questions to interview other students. In your notebook, make a note of any interesting or funny answers.

### 7c SPEAKING Tell the class something you found out about the other students.



**1** Read questions 1–6 and match them with one of categories A–D. Write the answers in your notebook.

- 1 What do you like about the place where you live?
- 2 What would you like to do when you finish studying at school?
- 3 Are you happier studying alone or with other people?
- 4 What things do you enjoy doing with your friends?
- 5 Do you like going to parties?
- 6 Are you happier doing mental or physical work?

- A your home and family  
B your interests  
C your studies/work  
D your plans for the future



**2** Listen to six students answering the questions in 1. Match each student to one of the questions. Write the answers in your notebook.

- |           |  |           |  |
|-----------|--|-----------|--|
| Student A |  | Student D |  |
| Student B |  | Student E |  |
| Student C |  | Student F |  |

**3** Listen again. In your notebook, note down the students' answers and any reasons or personal details they give. Do you think all the students answer the questions well? Why?/Why not?

**4** **SPEAKING** Work in pairs. Take it in turns to ask and answer the questions in 1. Remember to give reasons and personal details.

**5** Read the different ways of expressing preferences in the Speaking Bank.

### ► Speaking Bank

#### Expressing preferences

##### prefer

- I prefer revising alone.
- I prefer studying alone to studying with other people.

##### would prefer

- I'd prefer to be a translator (rather than a musician).
- I'd prefer not to study music.
- My parents would prefer me to do more exercise.

##### would rather

- I'd rather live in a big city.
- I'd rather not live in a small town.
- I'd rather study than work.
- They'd rather I studied music.
- My parents would rather I didn't study alone.

**6** Complete the sentences in your notebook with the correct form of the verbs given.

- 1 I prefer (play) football to (do) homework.
- 2 I'd rather (go) by bus than (walk).
- 3 She'd prefer (not stay) in at the weekend.
- 4 I'd rather you (not use) my computer.
- 5 She'd prefer us (do) our homework individually.
- 6 She prefers (write) essays by hand.
- 7 He'd rather we (send) him our homework by email.

### Practice makes perfect

**7a** **SPEAKING** Work in pairs. Ask and answer the questions. Give reasons and personal details and use expressions from the Speaking Bank.

**Student A: Ask these questions.**

- 1 Which subject(s) do you prefer studying?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have a gap year between school and university/work, or would you prefer to start straight away?

**Student B: Ask these questions.**

- 1 Would you prefer to study in Poland or abroad?
- 2 Do you prefer studying from books or using a computer?
- 3 Would you rather have a school uniform or wear what you like?

**7b** Change partners and repeat.



- 1 Read this email from Paul to his friend who lives in another country. Find the four main pieces of information that Paul wants from his friend.

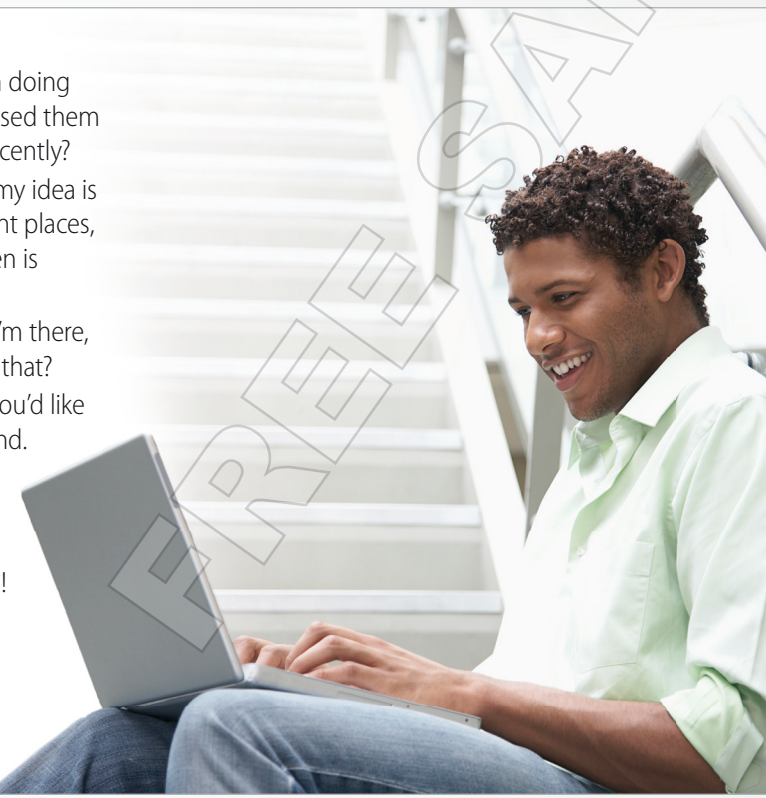
Message

From: Paul <Paul@mailnet.com>  
To: info@mailpals.com  
Subject: Gap year!

Hi!

Sorry I haven't written for a long time but I've been doing my final exams. I think I've done OK. I hope I've passed them all! What about you? What have you been doing recently? I think I mentioned in my last email that next year my idea is to have a gap year. I want to travel to lots of different places, and I thought it'd be great to go and visit you. When is the best time of year to visit your country? It'd be great to start learning your language while I'm there, too. What do you think is a good way for me to do that? Maybe after I've spent some time there with you, you'd like to come back with me and visit my family in England. If so, tell me what type of things you'd like to do here. Anyway, I'm going out with my friends now to celebrate the end of our exams. Write back soon!

Best wishes,  
Paul



- 2 Think about the style of the email in 1. What things in the text are typical of informal emails?  
*exclamation marks*
- 3 Read the expressions in the Writing Bank. What do we use each group of expressions for? Can you add any other expressions?

### ► Writing Bank

#### Useful words and expressions for informal emails

- Hi, ... Dear ...
- Thanks for your last email.  
It was great to hear from you.  
Sorry I haven't written for a long time.  
I'm writing to tell you about ...
- How are you?  
How are things?  
Are you doing exams/on holiday at the moment?
- By the way, ...  
Anyway, ...
- Write back soon. That's all for now.  
Bye for now. Best wishes,  
All the best,

- 4 Work in pairs. Imagine that you have received Paul's email. In your notebook, make notes about the information that he wants.

*What have you been doing recently? – assignments at school, went away with family last weekend, started going running ...*

- 5 You are going to write a reply to Paul. With your partner, make a paragraph plan in your notebooks. Decide what information to include in each paragraph.

*Paragraph 1 – Thank Paul for his email. Tell him what I've been doing.*

*Paragraph 2 ?*

*Paragraph 3 ?*

*Paragraph 4 ?*

### Practice makes perfect

- 6 Write your reply to Paul. Use your notes and paragraph plan to help you. Write between 80 and 130 words.

# Grammar reference Unit 1

## ► Grammar reference

### Present perfect simple

We use present perfect simple to talk about:

- 1 an experience in someone's lifetime, without specifying the exact time when the event occurred. What is significant is the experience, not when it happened.  
*I've seen Coldplay's concert.*
- 2 recent events which have a result in the present.  
*She's lost her bag.* (She still hasn't found it.)
- 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 that finished very recently.  
*They've just had an accident.*

### Present perfect continuous

Present perfect continuous has basically the same meaning as present perfect simple. However, we use present perfect continuous when we want to emphasise the process and duration of an action.

*I've been studying in this school for more than five months.*

For that reason if an action is very short, we cannot use the continuous form.

~~*I've been breaking the window.*~~

We also use present perfect continuous to 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.*

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

*I've painted my bedroom. (It's finished.) I've seen that film three times.*

### Gerunds and infinitives 1

We use the gerund:

- 1 as the subject of a sentence.  
*Studying is hard but interesting.*
- 2 with *go* to talk about physical activities.  
*go running, swimming, cycling, shopping, fishing*
- 3 after prepositions.  
*I'm interested in studying history.*
- 4 after verbs of liking or disliking, e.g. *like, love, enjoy, can't stand, don't mind, hate*.  
*I enjoy watching TV.*
- 5 after certain verbs like *admit, avoid, consider, involve, risk, suggest*.  
*I suggest studying this book.*

We use the infinitive:

- 1 to explain why somebody does something.  
*Why did he go to university? To study languages.*
- 2 immediately after adjectives.  
*It's good to revise with other people.*
- 3 after *too, enough, the first, the last*.  
*It's too cold to go out.*
- 4 after certain verbs, such as *agree, appear, arrange, ask, attempt, decide, encourage, expect, force, help, hope, learn, manage, need, promise, seem, try, want, would like*.  
*I want to work for a newspaper.*



# Self-check Unit 1

## ► Grammar revision

*Present simple, past simple, present continuous and past continuous*

### 1 Complete the sentences in your notebook with the correct form of the verbs given.

Normally, I (a)  (not study) in the summer, but this summer I (b)  (go) to special music lessons because I (c)  (want) to learn to play the guitar. Two or three weeks ago, I (d)  (study) for an exam one evening when my mum (e)  (come) into my bedroom and (f)  (give) me an electric guitar! That's why right now I (g)  (do) my homework – 'guitar' homework, not school homework!

/ 7 points

*Present perfect simple and present perfect continuous*

### 2 Choose the correct alternatives and write them in your notebook.

- Have you switched/been switching off the TV?
- My feet are in pain. I've stood/been standing here for hours.
- We love this film! We've seen/been seeing it five times.
- This is my American friend. She's stayed/been staying at my house but she is going back to the USA tomorrow.
- Your eyes are wet. Why have you cried/been crying?
- That's it! I've finished/been finishing my assignment.

/ 6 points

*Gerunds and infinitives 1*

### 3 Complete the second sentence in your notebook so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- Don't do that because there's a chance you'll fail. **RISK**  
Don't do that because you .
- He loves to ride his bike at the weekend. **GO**  
He loves to  at the weekend.
- I think it's terrible to get up early. **STAND**  
I  early.
- I think it's essential to have a valid passport. **PASSPORT**  
I think  is essential.
- Please think about joining our club. **CONSIDER**  
Please  our club.
- Nobody finished the exam before Sarah. **FIRST**  
Sarah was  the exam.
- It would be great to see him in concert next week. **LOVE**  
I  him in concert next week.

/ 7 points

## ► Vocabulary revision

*Studying at university*

### 1 Complete the sentences in your notebook with these words. There are two extra words.

degree fail lecture marks notes  
pass tutor tutorial undergraduate

- I hope I don't . I don't want to resit the exam next month.
- I got an A+ and a B for my last two pieces of work. What  did you get?
- Can I borrow the  you took in yesterday's history class? I couldn't come because I was ill.
- I need to speak to my  because I'm having some problems with my studies at the moment.
- My brother graduated last year. His  is in economics.
- This course is only for  students – people studying at university for the first time.
- The professor gave a really interesting . There were 200 people there.

/ 7 points

*Life at university*

### 2 In your notebook, write words to complete the sentences.

- Some people study  instead of studying in their own country.
- I need to ask for a student  because I don't have enough money to pay for my studies.
- This university has got great . The science laboratories, for example, are amongst the best in the country.
- It's good to be  and to do things for yourself.
- I live with other students in a  of residence.
- activities can help to take your mind off your studies.

/ 6 points

*Do and make*

### 3 Copy the table into your notebook. Put these words in the correct columns.

a decision a favour lunch a plan progress the shopping a suggestion

do	make
<input type="text"/>	<input type="text"/>

/ 7 points

**Total**

/ 40 points



► Znajomość środków językowych – tłumaczenie fragmentów zdań

- 1 Read sentences 1–8 and translate the fragments in bold into Polish. Write the translations in your notebook.

**TIP** The English and the Polish versions of the same sentence may differ considerably. Thus, don't translate the fragments word for word.

- I hope that (.....) **everybody knows** what to do in case of emergency.
- Can you tell me (.....) **where the canteen is?**
- She (.....) **never talks** about her test results with her classmates.
- Lucy (.....) **has done her homework** and now she can go out to play with her friends.
- He denied (.....) **telling my mum** about my problems at school.
- A student (.....) **climbed the roof** of the library and didn't want to come down.
- (.....) **I was born** in England, but I grew up and studied in Poland.
- The lecturer gave us (.....) **a lot of interesting information** about 19th century Britain.



- 2 Read sentences 1–8 in 1 again. In pairs, discuss how the Polish and the English versions differ.

- 3 Read pairs of sentences 1–5 carefully. Then, translate the fragments in brackets into English. Write the answers in your notebook. Find the words that helped you to translate the given fragments properly.

**TIP** Since the same phrase can be translated differently depending on the context, always read each sentence carefully to understand what it is all about.

- (*Żaden*) ..... of the four students knew what had happened to the teacher's coat.
  - (*Żaden*) ..... of the twins knew the answer.
- My sister (*uczy się niemieckiego*) ..... for three years.
  - My sister (*uczy się niemieckiego*) ..... because she's got an exam tomorrow.
- Kate and Toby are (*tacy gościnni*) ..... people.
  - Kate and Toby are (*tacy gościnni*) ..... people.
- My friend (*zawsze używa*) ..... my things during classes.
  - My friend (*zawsze używa*) ..... my things during classes!
- She (*nie zdała*) ..... this exam three times so far.
  - She (*nie zdała*) ..... this exam last week.

- 4 Match sentences 1–10 to the appropriate translations (a or b). Write the answers in your notebook.

**TIP** Beware of false friends – words or phrases which look or sound similar in Polish and English, but differ considerably in meaning, e.g. *chef* (szef kuchni)/*szef* (boss).

1. Moja siostra aktualnie studiuje medycynę.	a. My sister is currently studying medicine.
2. Właściwie to moja siostra studiuje medycynę.	b. Actually, my sister studies medicine.
3. To jest bardzo ordynarny komentarz.	a. This is a very ordinary comment.
4. To jest bardzo zwyczajny komentarz.	b. This is a very vulgar comment.
5. Aby czuć się wygodnie, powinieneś założyć dres.	a. In order to feel comfortable, you need to wear a dress.
6. Aby czuć się wygodnie, powinnaś założyć sukienkę.	b. In order to feel comfortable, you need to wear a tracksuit.
7. Ona miała fatalny wypadek.	a. She has had a terrible accident.
8. Ona miała śmiertelny wypadek.	b. She has had a fatal accident.
9. On jest uczniem naszego nauczyciela.	a. He is our teacher's pupil.
10. On jest pupilem naszego nauczyciela.	b. He is our teacher's favourite.

- 5 Read the task in which a student made a lot of mistakes because of Polish-English false friends.

Use a Polish-English dictionary to:

- find the correct translation of the words in brackets.
- check the meaning of the words the student used.

Write the answers in your notebook.

- (*Ta data*) This data is wrong. Today is 12th, not 21st, of May.  
• data – ..... • data – .....
- (*Pensja mojego taty*) My dad's pension is significantly higher than my mum's.  
• pensja – ..... • pension – .....
- My great-grandfather (*pracował w tej fabryce*) worked in this fabric before World War II.  
• fabryka – ..... • fabric – .....
- (*Uzależnienie od hazardu*) His addiction to hazard ruined his marriage.  
• hazard – ..... • hazard – .....
- (*Dostałam piękny bukiet*) I received a beautiful bucket of red roses for my birthday.  
• bukiet – ..... • bucket – .....

► Zadanie testujące

- 6 Przetłumacz fragmenty podane w nawiasach na język angielski, tak by otrzymać logiczne i gramatycznie poprawne zdania. Zapisz odpowiedzi w zeszytce. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- Tom isn't (*tak sympatyczny jak*) ..... his younger brother, Sam.
- Could you tell me how much (*kosztuje ta bluzka*) ..... ?
- (*Nikt nie chciał pomóc*) ..... Mary with the housework.
- (*Mieszkalam w Finlandii*) ..... for three months in 2009.



► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

**Uczeń A**

Poznałeś/Poznałaś studenta z Wielkiej Brytanii, który przez rok studiował w Hiszpanii w ramach programu Erasmus. Ty też chciałbyś/chciałabyś wyjechać na studia do Hiszpanii. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Zakwalifikowanie do programu

Wysokość stypendium

Zakwaterowanie i wyżywienie

Praktyczne rady dotyczące życia w Hiszpanii

**Uczeń B**

Jesteś studentem z Wielkiej Brytanii, który przez rok studiował w Hiszpanii w ramach programu Erasmus. Rozmawiasz z uczniem z Polski, który jest ciekawy Twoich wrażeń, ponieważ także chciałby wyjechać do Hiszpanii na studia. 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,
- zapytaj, co uczeń A chciałby studiować w Hiszpanii i jak długo,
- poinformuj ucznia A o możliwości pracy dorywczej.

► 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 do you think the students are throwing into the air and why are they doing it?
2. Why do you think some people find oral exams harder than written ones?
3. Tell us about the last time you passed an important exam.

**Uczeń B**



1. What do you think the students are talking about?
2. Would you like to stay in touch with your classmates from secondary school? Why?/Why not?
3. Tell us about the last time you visited your old primary or lower secondary school.

► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Zamierzasz zapisać się na wakacyjny kurs językowy. Masz do wyboru trzy rodzaje zajęć.

- Wybierz rodzaj zajęć, które najbardziej Ci odpowiadają, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. What is your favourite way to practise foreign languages?
2. What are the advantages and disadvantages of being taught by a non-native language teacher?



► Znajomość środków językowych

**Uzupełnianie luk — wybór wielokrotny**

- 1** Read the text and complete the gaps (1–5), choosing the best option A, B, C or D. Write the answers in your notebook.

Lots of people fail their driving test the first or second time. However, to fail it 107 times is an undisputed record! A determined 28-year-old Londoner has (1.)  the theoretical part 107 times and has still to pass. The cost of taking this part (2.)  £31 so he has spent £3,317 so far. If you wanted to buy a vehicle, for this amount of money you (3.)  be able to get quite a decent second-hand car. Once the unlucky Londoner manages to (4.)  this part, they will still have to take the actual driving test, which is a lot more difficult. Yet, the person shouldn't have any problems (5.)  the record, which presently stands at 'only' 37!

1. A. taken B. took C. take D. takes
2. A. have been B. was C. is D. will be
3. A. will be B. have been C. had been D. would
4. A. pass B. fail C. take D. have
5. A. broke B. breaking C. to break D. have broken

**Parafraza zdań**

- 2** Complete the second sentence in your notebook so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

1. The teacher tried very hard to help his student. **BEST**  
The teacher  to help his student.
2. I think it'd be a good idea to tell him about our decision. **SUGGEST**  
I  about our decision.
3. The last time I saw my primary school teacher was 10 years ago. **SEEN**  
I  my primary school teacher for 10 years.
4. Peter started learning Italian in 2010. **SINCE**  
Peter  2010.
5. It's too cold to go out. **ENOUGH**  
It's not  go out.
6. It isn't difficult for me to make new friends. **FIND**  
I  new friends.
7. It is a good idea to apply for this job. **FOR**  
 a good idea.
8. I don't tolerate rudeness. **STAND**  
I can't  people.

► Vocabulary plus

- 1** Match the words to their definitions (a–i). Write the answers in your notebook.

alumnus auditorium dean faculty fee  
hall of residence postgraduate scholarship student loan

1. <input type="text"/>	a. someone who was a student at a particular school, college, or university
2. <input type="text"/>	b. a senior official at a college or university
3. <input type="text"/>	c. an amount of money that an organisation gives someone so that they can study at a particular school or university
4. <input type="text"/>	d. a department or group of departments at university
5. <input type="text"/>	e. a large room or building used for meetings, lectures, or public performances
6. <input type="text"/>	f. an amount of money you pay to go to a private school or university
7. <input type="text"/>	g. an amount of money that a student borrows from a bank while at university or college
8. <input type="text"/>	h. a large building in or near a college or university where students live
9. <input type="text"/>	i. somebody who has a first degree and is now studying for a higher degree

- 2** Copy the table into your notebook. Put the words from 1 in the appropriate columns.

People	Money	Places
<input type="text"/>	<input type="text"/>	<input type="text"/>

- 3** Choose the correct alternatives and write them in your notebook.

Last week I talked to my university professor and he (1.) made/did a very interesting offer. He wants me to work as his assistant and (2.) make/do research in clinical psychology. We've already (3.) made/done some arrangements. At first, I'm going to (4.) make/do a project focused on creating better awareness of mental health problems amongst young people. Before I start, I need to (5.) make/do a lot of reading. Later, I am supposed to (6.) make/do a speech to about fifty people. All this sounds really interesting and I hope I'm going to (7.) make/do a good job.





# ▶ 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

## Szkoła – oceny i wymagania

assessment (n) ***	/ə'sesmənt/	ocena, ewaluacja
assignment (n) ***	/ə'saɪnmənt/	praca domowa
fail (v) ***	/feɪl/	nie zdać, oblać
grade (n) **	/ɡreɪd/	ocena, stopień
mark (n) ***	/mɑ:(r)k/	ocena, stopień
pass (v) ***	/pɑ:s/	zdać
resit (v)	/ˈri:'sɪt/	zdawać ponownie

## Szkoła – życie szkoły

activity (n)	/æk'tɪvəti/	zajęcie
cheat (v) *	/tʃi:t/	ściągać
continuous assessment (n)	/kən'tɪnjuəs ə'sesmənt/	ocena na podstawie całorocznej pracy
course (n) ***	/kɔ:(r)s/	kurs, zajęcia
degree (n) ***	/di'ɡri:/	stopień naukowy
extracurricular (adj)	/ˌekstrə kʌ'rɪkələ(r)/	ponadprogramowy
facility (n)	/fə'sɪləti/	udogodnienie
graduate (v) *	/ˈɡrædʒueɪt/	ukończyć szkołę
hall of residence (n)	/hɔ:l əv 'rezɪd(ə)ns/	akademik
independent (adj)	/ˌɪndɪ'pendənt/	niezależny
lecture (n) **	/ˈlektʃə(r)/	wykład
make friends (phr)	/ˌmeɪk 'frendz/	zawierać przyjaźnie
note (n) ***	/nəʊt/	notatka
research (n) ***	/rɪ'sɜ:(r)tʃ/	badanie
revise (v) *	/rɪ'vaɪz/	powtarzać
student loan (n)	/ˌstju:d(ə)nt 'ləʊn/	kredyt studencki
study abroad (phr)	/ˈstʌdi ə'brɔ:d/	studiować za granicą
term (n) ***	/tɜ:(r)m/	semestr
tutor (n) **	/ˈtju:tə(r)/	nauczyciel, adiunkt
tutorial (n)	/tju:'tɔ:riəl/	ćwiczenia, seminarium
undergraduate (n)	/ˌʌndə(r) 'ɡrædʒuət/	student na studiach licencjackich

## Inne

admit (v) ***	/əd'mɪt/	przyznawać (się)
age (n) ***	/eɪdʒ/	wiek
agree (v) ***	/ə'ɡri:/	zgadzać się
annoy (v) **	/ə'noɪ/	irytować
anyway (adv) ***	/ˈeniˌweɪ/	w każdym razie
appear (v) ***	/ə'piə(r)/	zdawać się
arrange (v) ***	/ə'reɪndʒ/	przygotowywać
ask (v) ***	/ɑ:sk/	pytać
attempt (v) ***	/ə'tempt/	spróbować
avoid (v) ***	/ə'vɔɪd/	unikać
base (v) ***	/beɪs/	opierać
be like (v)	/biˌlaɪk/	być podobnym
brave (adj) **	/breɪv/	odważny
break (n) ***	/breɪk/	przerwa
by the way (phr)	/ˌbaɪ ðə 'weɪ/	przy okazji
can't stand (v)	/kɑ:nt stænd/	nie znosić
chore (n)	/tʃɔ:(r)/	obowiązek, praca
come up (v)	/kʌm 'ʌp/	pojawiać się
concentration (n) ***	/ˌkɒns(ə)n'treɪʃ(ə)n/	koncentracja
consider (v)	/kən'sɪdə(r)/	rozważać
decide (v) ***	/dɪ'saɪd/	decydować
detail (n) ***	/ˈdi:teɪl/	szczegół, detal
discussion (n) ***	/dɪ'skʌʃ(ə)n/	dyskusja
distracted (adj)	/dɪ'stræktɪd/	zdekoncentrowany

don't mind (v)	/ˈdəʊnt ˌmaɪnd/	nie mieć nic przeciwko
duration (n) **	/dʒu'reɪʃ(ə)n/	czas trwania
Earth (n) ***	/ɜ:(r)θ/	Ziemia
effort (n) ***	/ˈefə(r)t/	wysiłek
encourage (v) ***	/ɪn'kʌrɪdʒ/	zachęcać
exclamation mark (n)	/ˌeksklə'meɪʃ(ə)n ˌmɑ:k/	wykrzyknik
expect (v) ***	/ɪk'spekt/	oczekiwać
experience (n) ***	/ɪk'spiəriəns/	doświadczenie
force (v) ***	/fɔ:(r)s/	zmuszać
forum (n) **	/ˈfɔ:rəm/	forum internetowe
gap year (n)	/ɡæp jɪə(r)/	rok przerwy
grateful (adj) **	/ˈɡreɪtful/	wdzięczny
hand something in (v)	/ˌhænd 'sʌmθɪŋ ɪn/	wręczać, oddawać
helpline (n)	/ˈhelp ˌlaɪn/	infolinia
instead of (phr)	/ɪn'sted əv/	zamiast
involve (v) ***	/ɪn'vɒlv/	zawierać, obejmować
irritate (v) *	/ˈɪrɪteɪt/	irytować
issue (n) ***	/ˈɪʃu:/	sprawa, temat
manage (v) ***	/ˈmænɪdʒ/	zdołać, móc, dać radę
nerves (n) **	/nɜ:(r)vz/	nerwy
noise (n) ***	/nɔɪz/	hałas
occasion (n) ***	/ə'keɪʒ(ə)n/	okazja
progress (n) ***	/ˈprəʊɡres/	postęp
promise (v) ***	/ˈprɒmɪs/	obiecywać
proud of (phr) ***	/praʊd əv/	dumny z
quiet (adj) ***	/ˈkwaɪət/	cichy
relationship (n) ***	/rɪˌleɪʃ(ə)nʃɪp/	relacja
risk (v) **	/rɪsk/	ryzykować
sensible (adj) **	/ˈsensəb(ə)l/	rozsądny
something (n) ***	/ˈsʌmθɪŋ/	coś
specifically (adj) ***	/spə'sɪfɪkli/	wyrażnie
straight away (adv)	/ˌstreɪt ə'weɪ/	od razu
suggest (v) ***	/sə'dʒest/	zasugerować
take one's mind off	/ˌteɪk wʌnz 'maɪnd ɒf/	odwrócić uwagę od
topic (n) ***	/ˈtɒpɪk/	temat
uni (n)	/ˈju:ni/	uniwersytet
unspecified (adj)	/ʌn'spesɪfaɪd/	nieokreślony
valid (adj) **	/ˈvælɪd/	ważny, obowiązujący
wallet (n)	/ˈwɒlɪt/	portfel
wet (adj) ***	/wet/	mokry
would rather (phr)	/wʊd ˈra:ðə(r)/	woleć

## ▶ Vocabulary plus

alumnus (n)	/ə'λʌmnəs/	absolwent
auditorium (n)	/ˌɔ:di'tɔ:riəm/	audytorium, aula
dean (n)	/di:n/	działek
do a job (phr)	/ˌdu: ə 'dʒɒb/	wykonać pracę
do a lot of reading (phr)	/ˌdu: ə lɒt əv 'ri:ɪdɪŋ/	dużo czytać
do a project (phr)	/ˌdu: ə 'prɒdʒekt/	zrealizować projekt
do research (phr)	/ˌdu: rɪ'sɜ:(r)tʃ/	przeprowadzić badanie
faculty (n) **	/ˈfæk(ə)lti/	wydział
fee (n) ***	/fi:/	opłata
make an arrangement (phr)	/ˌmeɪk ən ə'reɪndʒmənt/	umówić się
make a speech (phr)	/ˌmeɪk ə 'spi:tʃ/	wygłosić mowę
postgraduate (n)	/ˌpəʊs(t) 'ɡrædʒuət/	doktorant, student
scholarship (n)	/ˈskɒlə(r)ʃɪp/	stypendium