



5

Student's Book

David Spencer

plus

Get everything

2 On the road

Podróżowanie i turystyka ▶ Środki transportu, wycieczki, zwiedzanie, wypadki
Państwo i społeczeństwo ▶ Przestępczość, polityka społeczna

▶ Reading

1 VOCABULARY Compound nouns – cars and the road

Work in pairs. Match 1–10 with a–j to make compound nouns. Decide if each compound should be written as one word or two words.

Use a dictionary if necessary.

Write the answers in your notebook.

- | | |
|------------|-----------|
| 1 motor | a limit |
| 2 seat | b sign |
| 3 driving | c jam |
| 4 road | d way |
| 5 speed | e about |
| 6 steering | f licence |
| 7 traffic | g lights |
| 8 traffic | h station |
| 9 round | i belt |
| 10 petrol | j wheel |

2 In your notebook, complete these sentences with words from 1.

- She had to stop because the were red.
- To make the car turn right, you have to turn the to the right.
- The first thing you should do when you get in a car is fasten your .
- He got his after he had passed the test at the first attempt.
- The in many European cities is 50 kilometres per hour.
- We've been in this for an hour and we haven't moved more than 500 metres.

3 SPEAKING Work in pairs. Discuss these questions.

- What is the minimum legal age for driving a car in your country?
- What do you think about this limit? Is it sensible? Why?/Why not?

4 Read the text, ignoring the gaps, and answer these questions.

- What are the legal ages for driving in New Zealand, the USA and the UK?
- According to the article, does it seem that the legal age will stay the same or rise in the future?



Ready for the road?

What is the best age to learn to drive? This may seem like a simple question, but there is a surprising difference between the legal requirements in different countries, and a lot of disagreement on national levels.

- Until just recently, in New Zealand you only had to be fifteen to be able to drive. Then the New Zealand government decided to raise the legal age to sixteen, suggesting that they might toughen this up and make the age go up to seventeen in the not too distant future. (1) Unfortunately, the changes to the law have not gone down well in rural areas, where there is almost no public transport and parents have to chauffeur their kids around whenever they want to go anywhere. (2)

Many New Zealanders who were against the raising of the legal age argued that the government shouldn't have bothered since statistically the highest number of accidents will come in a driver's first year. (3) However, in the USA, where you can begin driving at the age of sixteen, there has been a lot of research done into the question of age and its influence on driving skills, and the results suggest that age makes a big difference. The research has shown that there is a part of the brain that helps to control impulsive behaviour and warns us of imminent danger.

- (4) Interestingly, there is evidence to suggest that a lot of development happens between the ages of sixteen and eighteen, and so a new seventeen- or eighteen-year-old driver will be safer than a new sixteen-year-old driver. In other words, there is a scientific reason why teenagers can at times be more careless and rash, and their impetuous nature can sometimes get the better of them when they fasten their seat belts and sit behind the steering wheel.

Recent findings are being used by some in the USA as an argument for raising the legal age of drivers there. The statistics are frightening but clear. Sixteen-year-old drivers are more dangerous than any other teenage drivers, being involved in thousands of fatal accidents each year and being a principal cause of death amongst teenagers. One interesting

5 Choose from sentences A–H the one which best fits each gap (1–8). Write the answers in your notebook.

- A Nowadays parents tend not to do this to avoid the typical family rows and shouting that sometimes follow.
- B This only fully develops by the age of twenty-five.
- C They claim that it's irrelevant whether that first year is at the age of fifteen, sixteen or seventeen.
- D With two or more passengers, the fatal crash risk for sixteen- to nineteen-year-old drivers is more than five times what it is when driving alone.
- E The change may well have had something to do with the fact that the fatality rate of drivers was 60 per cent higher than in neighbouring Australia.
- F That may explain why 10 per cent of drivers aged between seventeen and twenty-one feel that they should not have passed their driving test.
- G Plus the fact that in farming areas, many teens must learn to drive so that they can help out with work.
- H This has already contributed to saving lives, but one problem with the scheme is that parents have to enforce it, and many are not doing so.

discovery is that accidents are more likely when a teenage driver is accompanied than when he or she drives alone. (5) Maybe it's simply because they become distracted by the presence of other people in the car. Or maybe it's because teenagers are more likely to take risks and break speed limits when driving with their friends since they want to show off and go fast. Whatever the reason, the discovery has led to many states implementing a system known as 'graduated licensing' rules where sixteen-year-olds are not allowed to carry other teen passengers, drive at night or drive alone until they have driven a certain number of hours. (6)

In the UK, where you need to be seventeen to get a provisional driving licence, parents are seen as contributing to the lowering of standards amongst young drivers. Traditionally, British parents used to take their kids out for practice driving lessons and these practice lessons would help the young drivers to gain confidence and experience. (7) The UK Driving Standards Agency suggests that learners should have forty-five hours of professional lessons, plus another twenty-two hours of private practice. However, a recent study shows that today's young motorists only have an average of 29.9 hours of professional lessons before taking and passing their test, and 27 per cent of young drivers say they had no practice at all with their parents. (8)

In many countries, then, there is some debate as to what the best age is to become a driver. In general, because of the horrifying statistics, there is a growing feeling that the age should be made higher. With more and more young drivers on the road, the debate will no doubt continue.

6 Match the underlined words in the text with these definitions. Write the answers in your notebook.

- 1 acting or done too quickly, without considering the effects of your actions (three words)
- 2 behave in a way that is intended to attract people's attention and make them admire you
- 3 be well-received or accepted
- 4 make the effort to do something
- 5 make an idea, plan or law start to work and be used
- 6 likely or certain to happen very soon
- 7 things that a rule or law says that you must do
- 8 reduce something in number, value or strength
- 9 get something, usually as a result of a lot of effort
- 10 make stricter

7 Find any reasons given in the text why young drivers have more accidents than other drivers. Can you think of any other arguments?

8 SPEAKING What about you?

- 1 Do you think teenage drivers are more dangerous than older drivers? Why?/Why not?
- 2 How important is it for you to get a driving licence? Why?

9 VOCABULARY Phrasal verbs – rules and laws

Match the phrasal verbs in bold in the text with definitions a–h. Write the answers in your notebook.

The government have already **brought in** a number of new laws to lower the number of road accidents. Now they've decided to **toughen up** the law related to speed limits. Confidence in existing speed limits has been **falling off** for some time now. A special committee is still **ironing out** details of the new legislation. At first, they wanted to keep it secret, but news about the proposed changes has **leaked out** to a major national newspaper. Now the government have changed their approach and are trying to **build up** support for lower speed limits by means of a major publicity campaign. They hope the new law will **come into force** before the summer. Enforcement of the law will, of course, **come under** the authority of the police.

- a introduce
- b become known by the public (of private or secret information)
- c deal with a problem by removing the last remaining difficulties
- d begin to be applied
- e be the responsibility of
- f make stricter
- g get smaller (of amounts, levels or values)
- h increase, make bigger or stronger

10 Rewrite these sentences in your notebook using phrasal verbs from 9.

- 1 They should make drink-driving laws stricter.
- 2 A new law stopping teenagers from riding motorbikes should be applied immediately.
- 3 They should introduce new, lower speed limits on motorways.
- 4 Private stories about politicians should never become known by the public.
- 5 The popularity of big 4x4 cars is decreasing at the moment.
- 6 Support for environmentally friendly cars is increasing amongst the general public.

11 SPEAKING Work in pairs. Do you agree with the statements in 10? Why?/Why not?

GRAMMAR GUIDE

Modal verbs – obligation, permission, prohibition, advice and criticism

1a Work in pairs. Explain why the words or expressions in **bold** are used in each sentence. Decide if they refer to the present or the past.

- 1 You only **had to** be fifteen to be able to drive.
- 2 They feel they **shouldn't have** passed.
- 3 Sixteen-year-olds **are not allowed** to carry other teen passengers.
- 4 You **need to** be seventeen to get a provisional driving licence.
- 5 They think learners **should** have forty-five hours of professional lessons.
- 6 Many teens **must** learn to drive so that they can help out with work.







1b How do you change each sentence in 1a from present to past or vice versa, without changing the meaning?

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2 Read these pairs of sentences. Do they have exactly the same meaning? If not, explain the difference.

- 1a I didn't need to go to school yesterday.
- 1b I needn't have gone to school yesterday.
- 2a You don't have to eat everything on the plate.
- 2b You mustn't eat everything on the plate.
- 3a We ought to leave now if we want to get there on time.
- 3b We'd better leave now if we want to get there on time.
- 4a You have to use a pencil in this part of the exam.
- 4b You've got to use a pencil in this part of the exam.
- 5a When I was smaller, I wasn't allowed to invite friends home.
- 5b When I was smaller, I may not have invited friends home.
- 6a I must have worn a uniform in primary school.
- 6b I had to wear a uniform in primary school.
- 7a You shouldn't wake her up yet.
- 7b You aren't supposed to wake her up yet.
- 8a Must you make so much noise while I'm working?
- 8b Do you have to make so much noise while I'm working?

3 In your notebook, complete the sentences with appropriate modal verbs and the correct forms of the verbs given. There may be more than one possible answer.

- 1 You  (send) text messages while you're driving. Apart from being dangerous, it's illegal.
- 2 When I was small, we  (walk) everywhere because we didn't have a car or a bike.
- 3 You  (get up) early this morning because it's Sunday. Why did you do it?
- 4 My dad  (wear) jeans at school. They had a special rule against it.
- 5 My grandfather  (go) to school by car or bus because he lived right next to his school.
- 6 Do what you like but I think you  (take) a coat because it's cold out.

4 In your notebook, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 It would have been better if I'd told you the truth.

HAVE

I  the truth.

- 2 The instructor said we mustn't go without him.

TO

The instructor said we  without him.

- 3 They say we must buy the tickets from the driver when we get on the coach.

GOT

They say that  the tickets from the driver when we get on the coach.

- 4 It was a bad idea for us to drive in the snow.

HAVE

We  in the snow.


- 5 It was stupid of me to worry about the exam because it was easy.

NEEDN'T

I  the exam because it was easy.

- 6 I'm really annoyed that you went to the party without me.

GONE

You  to the party without me.

- 7 It would have been better for them to get a taxi.

OUGHT

They  a taxi.

5 SPEAKING Tell your partner about something you

- 1 had better do today.
- 2 should do more frequently.
- 3 ought to have done last week.
- 4 must do next week.
- 5 have to do on a regular basis.
- 6 aren't allowed to do at home.
- 7 weren't allowed to do when you were young.
- 8 did once, but needn't have.

6 SPEAKING In groups, talk about these situations using present and past modal verbs.

- 1 Brad's dad promised him that he could drive his car at the weekend if he passed all his exams. Brad passed his exams but now his dad says he can't use the car.
- 2 Dave never learnt to drive when he was young. Now he's fifty. He's been offered a new job, but only if he has a driving licence. He really needs to learn to drive but he doesn't feel confident enough.
- 3 Helen drove her car to a friend's house for a party. When the party finished, Helen couldn't find her car keys. It was too far to walk home.
- 4 Jenny's parents used to drive her everywhere, but they are getting tired of it. Jenny has a part-time job but she uses the money to buy clothes and go out at the weekend. She says she hasn't got enough money for driving lessons or to buy a car.

Collocations with *take*, *make* and *do*

1 Choose the correct verb to complete each of these sentences. Write the answers in your notebook.

- Teenagers are more likely to risks and break speed limits when driving with their friends.
A take B make C do
- The results suggest that age a big difference.
A takes B makes C does
- There has been a lot of research into the question of age and its influence on driving skills.
A taken B made C done

2 Copy the table into your notebook and write these words and phrases in the correct columns. Some can go in more than one column.

an apology an attempt business a call changes
a comment a complaint control a course cover
a decision a difference effect harm household chores
an improvement an interest a mistake offence
power research the right choice a risk
a suggestion a test use of something your best

take	make	do

3 Decide if the verbs *take*, *make* and *do* are used correctly in sentences 1–6. If necessary, rewrite the corrected sentences in your notebook.

- I'd like you to do an apology for your behaviour last night.
- To my mind, you took a sensible choice picking this car.
- Don't make offence just because I said you need to be more careful when you're driving.
- It's time that our companies did business.
- We should take cover because they're throwing things at us.
- After the elections, a new party will take power.



4 Read the text and decide which answer (A, B, C or D) best fits each gap. Write the answers in your notebook.

The first ever speed limit in the world (1) effect in Britain in 1861. Drivers (2) exceed the hair-raising speed of 10 miles (16 kilometres) per hour. In January 1896, Walter Arnold became the first person ever to be convicted of breaking the speed limit. In a (3) area of London, he broke a speed limit of 2 miles (3.2 kilometres) per hour by driving at 8 miles (around 13 kilometres) per hour. The policeman who arrested the unfortunate criminal caught him by pursuing him on a bike. Three years later, in 1899, the first car chase in Britain took (4) in Northampton. Police officer McLeod was walking along a road when he saw a suspicious individual selling forged circus tickets. The police officer made (5) to arrest him but the man jumped in a car and drove (6) . McLeod started to run after the car but he was too slow. He stopped a Benz car that was passing by and (7) control of it. The car chase began, with the drivers taking terrible (8) by driving at speeds of around 15 miles (24 kilometres) per hour where the speed limit was 12 miles (around 19 kilometres) per hour. After about three miles (5 kilometres), McLeod stopped the man and made his arrest. McLeod's superiors in the police told him that he had made the right decision to follow the car but said that he (9) have broken the speed limit, even though he had (10) no damage.

- | | |
|-----------------------|----------------------|
| 1 A had | B made |
| C took | D did |
| 2 A mustn't | B weren't allowed to |
| C weren't supposed to | D didn't have to |
| 3 A built | B built-up |
| C built-on | D built-down |
| 4 A place | B on |
| C over | D effect |
| 5 A an effort | B a try |
| C a test | D an attempt |
| 6 A off | B up |
| C on | D down |
| 7 A had | B made |
| C came | D took |
| 8 A courses | B tests |
| C risks | D decisions |
| 9 A shouldn't | B oughtn't |
| C mustn't | D had better not |
| 10 A created | B caused |
| C made | D had |

- 1 SPEAKING** Work in pairs. Look at the photos of the world's most dangerous road. In your notebook, write five questions about this road that you would like to be answered.



- 2 Listen to a podcast about the road.**
For questions 1–7, choose the correct answer (A, B or C). Write the answers in your notebook.

- 1 The presenter says the road
 - A is by far the most dangerous in the world.
 - B is popular with sightseers.
 - C may attract people because of its reputation.
- 2 Bill Shipman thinks
 - A the locals don't understand why people go to Death Road.
 - B you have to be mad to work on Death Road.
 - C you can make a lot of money working for a mountain biking business.
- 3 The presenter thinks that the name Death Road
 - A describes the road perfectly.
 - B makes it sound more dangerous than it really is.
 - C isn't totally accurate because in some ways it's not really a road.
- 4 The number of fatal victims on the road per year has dropped because
 - A the traffic has been greatly reduced.
 - B the road is exclusively for cyclists now.
 - C the condition of the road has improved greatly.
- 5 To make the cycling journey easier, Bill and his company
 - A ask for help from a local 'earth goddess'.
 - B let the cyclists get accustomed to the situation progressively.
 - C take the cyclists in their support vehicle for part of the journey.
- 6 If you fall off the road,
 - A you can fall over 500 metres.
 - B the biking companies are equipped to help.
 - C the biking companies sometimes forget to bring suitable equipment for a rescue.
- 7 Most people want to ride the world's most dangerous road because they want to
 - A see the spectacular scenery for themselves.
 - B impress others.
 - C improve their survival skills.

- 3 SPEAKING** Did the podcast answer all of your questions in 1? Discuss your unanswered questions and hypothesise about the answers. What could you do to find the answers?

- 4 SPEAKING** What about you?

Would you ever consider going along the world's most dangerous road by bike or by car? Why?/ Why not?



1 SPEAKING Work in pairs. Look at these photos.

Student A: Compare and contrast two of the three pictures saying

- how the accidents might have happened.
- how they could have been prevented.

Student B: When your partner has finished talking about the pictures, say which of them shows the worst accident and why.

2 Listen to a student doing the task in 1. Which two photos does the student talk about? Does he do all parts of Student A's task in 1?

GRAMMAR GUIDE

Modal verbs – speculation, deduction, possibility and probability

3a Work in pairs. Explain why the words or expressions in **bold** are used in each sentence. Decide if they refer to the present or the past.

- 1 The car in this photo **could** be in a city.
- 2 The driver **can't have** seen where he was going.
- 3 The driver **might have** thought it was easier to get across.
- 4 The car in the foreground **must have** hit the other car from behind.
- 5 The jeep accident **may well have** been more difficult to prevent.

Modal verbs – might

3b *Might, may, could have* has other uses apart from speculation. Match sentences a–d with the correct uses of modal verbs 1–4. Write the answers in your notebook.

- a You **might/could have** told me you were going to be late.
 - b We **might/may** as well walk because the bus will take forever.
 - c He **might/may** be an expert on cars but he can't drive very well.
 - d Drive more carefully! We **might/could have** had an accident just then.
- 1 criticism of someone because they didn't do something we think they should have done
 - 2 possible past situation that didn't actually happen
 - 3 acceptance of a situation because there is no better alternative
 - 4 admitting that something is possibly true, even though we don't really want to admit it

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4 In your notebook, complete the sentences with the correct modal verbs.

- 1 Surely Jamie **can't** have a driving licence yet – he's only fifteen.
- 2 We **might** as well leave because everybody else is going.
- 3 I **might** as well take driving lessons in the summer because I'll have lots of free time then.
- 4 She **must have** taken the car because it's still here in the garage.
- 5 He **must have** passed his driving test because I saw him driving yesterday.
- 6 You **must** have a fast car but that doesn't mean you can drive at any speed you want.

5 Work in pairs. Apart from language of speculation and deduction, what other constructions do you think are useful when discussing photos? In your notebook make a list, then compare it with the Speaking Bank.

► **Speaking Bank**

Useful language to discuss photos

Modal verbs of speculation

may, might, must, can't, could

Comparatives and superlatives,

(not) as ... as, less ... than

Linkers of contrast

while, whereas, although, however

Expressions of opinion

to my mind, personally

Prepositions and words and expressions to specify position

in the foreground, at the back

Expressions

Both photographs show ...

One significant difference between the photos is that ...

Compared with ...

Practice makes perfect

6 SPEAKING Work in pairs. Look at the photos on page 143 and follow these instructions.

Student A: Compare and contrast two of the pictures saying

- why the people may have decided to travel in this way,
- how the people might be feeling.

Student B: Do the same task with the remaining two pictures.

- 1 **SPEAKING** Work in pairs and read the statement. Do you agree with it? Why?/Why not?

People should be forced to use public transport instead of using their own car.

- 2 Read the essay. What is the writer's point of view? Is it similar to your opinion?

Forcing people to adopt a particular type of behaviour is, without doubt, a very sensitive issue. Nevertheless, there are many rules and regulations in our society which exist for a good reason and which we willingly accept. I certainly believe that the obligatory use of public transport should be another of these and I will discuss the reasons why in this essay.

Firstly, to my mind, there is no question that the use of public transport greatly reduces damage to the environment. It has been proven that one bus emits far fewer fumes than twenty cars. A massive shift to public transport would reduce pollution to a great extent and could be a determining factor in reducing global warming.

A second major reason to force people to use public transport is safety. It is widely accepted that there are far fewer fatal accidents involving public transport than private vehicles. Rail travel in particular is considered to be one of the safest forms of transport, despite the fact that it is also one of the fastest.

Whilst it is true that private transport can offer comfort and security, these come at a high price, namely the frustration and anger caused by difficulties with parking, traffic jams, accidents, maintenance and the cost of fuel. Moreover, many people choose to buy and drive a car not because of comfort or safety, but as a status symbol.

In conclusion, I am convinced that forcing people to use public transport is a question of common sense. Cars are burning up fuel at a rate that will soon be impossible to maintain, and the impact on the planet's climate will be irreversible. In such a situation, drastic measures must be taken, and the most important is to put the planet's well-being before our own selfishness.

- 3 Look at the writer's paragraph plan. In your notebook, complete it with the main points he/she makes in each paragraph in 2.

Paragraph 1: Introduction, including your opinion

Paragraph 2: Main point(s) in support of your opinion

Paragraph 3: Additional point(s) in support of your opinion

Paragraph 4: Point(s) in support of a different opinion and your counterargument(s)

Paragraph 5: Conclusion, restating and possibly expanding your main point




- 4 Put these expressions from the essay in 2 in the correct places in the Writing Bank. Write the answers in your notebook.

- 1 I certainly believe that ...
- 2 To my mind, there is no question that ...
- 3 It is widely accepted that ...
- 4 Whilst it is true that ... , ...
- 5 I am convinced that ...

► Writing Bank

Useful expressions in opinion essays


Expressing strong opinions

-  I am certain that ...
-  It has long been my feeling that ...
-  Without doubt, ...


Disagreeing

- There can be no justification for ...
- I believe there is no evidence to support ...
- I cannot agree with ...

Expressing opposing views and giving counterarguments

-  Despite the fact that ...
- Although ... , ...
- Nevertheless/However, ...

Giving general opinions

-  ... is usually considered to be ...
- It is often said that ...
- It is generally believed that ...
- On the whole, it is thought that ...





Lowering the voting age: Should the UK's legal age of voting be lowered from 18 to 16?

Yes

Sixteen-year-olds can do lots of things in the UK. They can leave school and work full-time, they can join the armed forces, they can leave home and they can even get married (with their parents' consent). So why can't they vote?

Surely if someone is old enough to work and pay taxes, they should be able to express their feelings and opinions on the most important issues facing the world. The future is theirs, so they should be able to help with major problems such as climate change, armed conflicts, racism, education and crime.

Some people say that young people between eighteen and twenty-one don't vote, so what's the point of lowering the age to sixteen? The point is that many young people don't believe that adults are interested in their opinions. By changing the voting age to sixteen, it would prove that adults really are interested in listening to young people's opinions, and this would encourage more participation.

Some countries like Austria have already lowered the age to sixteen. What are we waiting for in the UK? We study all about politics and citizenship at school when we're sixteen. Why bother if we aren't allowed to put the theory into practice?

No

Should we study whether to change the voting age in the UK? Yes, I believe we should. But in my opinion, we need to raise it from eighteen to twenty-one, not lower it to sixteen.

Some people say sixteen-year-olds pay tax when they buy things and so they should have the right to political representation. But a ten-year-old is also paying tax on certain items. Should they have the vote too?

There are people who say that at sixteen it's possible to work, leave home, pay tax, etc. Yes, it's *possible*, but how many sixteen-year-olds actually *do* those things? Even when they do, you could argue that they lack the necessary experience and judgment to make good decisions. It is far too easy to influence the minds of younger teenagers. Independent, critical thinking only comes with time. Some things just can't be hurried.

Internationally, one or two countries have given sixteen-year-olds the right to vote but actually there are far more countries that wait until twenty-one.

What will young people be asking for next? Teenage politicians? An eighteen-year-old prime minister? Grow up!

6 Read the blogs again. Why are these places, numbers or things mentioned?

- | | |
|--------------|------------------|
| 1 Austria | 4 climate change |
| 2 twenty-one | 5 experience |
| 3 tax | |

7 Copy the table into your notebook. Tick (✓) the legal age you believe is right for points 1–3.

	16	18	21	never
1 drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 get married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 vote in a general election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 **SPEAKING** In groups, discuss the ages you have chosen and give arguments to justify them.

Practice makes perfect

9 Read this statement and write an essay giving your opinion. Use expressions from the Writing Bank.

Most legal ages should be raised from eighteen to twenty-one because today's eighteen-year-olds have too little experience of the world.

▶ Grammar reference and revision Unit 2

▶ Grammar reference

Modal verbs – obligation, permission, prohibition, advice and criticism

In the present, we use:

- 1 **have to** to talk about things which are obligatory or necessary. It often describes obligations imposed on us by other people and authorities.
- 2 **don't have to** to talk about things which are not obligatory or necessary.
- 3 **must** to talk about rules, regulations and obligations. It often describes internal obligations that come from the speaker.
- 4 **mustn't** to talk about prohibitions.
- 5 **need to** to talk about things which are obligatory or necessary.
- 6 **don't need to** or **needn't** to talk about things which are not obligatory or necessary. With **needn't** we do not use **to** before the infinitive.
- 7 **can't** to refuse permission.
- 8 **should, shouldn't, ought to, had ('d) better (not)** to give and ask for advice and recommendations. **Had better** is used when we think we should do something because it's a good idea. **Ought to** and **had ('d) better** are slightly less common in negative and question forms.
- 9 **be allowed to** to talk about things that we have permission to do.
- 10 **be supposed to** when somebody is expected to behave in a particular way, especially according to someone in authority.

In the past, we use:

- 1 **had to** to talk about things which were obligatory or necessary.
- 2 **didn't have to** to talk about things which were not obligatory or necessary.
- 3 **needed to** to talk about things which were obligatory or necessary.
- 4 **didn't need to** to talk about things which were not obligatory or necessary, and so we didn't do them.
- 5 **needn't have** + past participle to talk about things that were not obligatory or necessary but we did them.
- 6 **wasn't/weren't allowed to** to talk about past prohibitions.
- 7 **couldn't** to talk about things that were prohibited or not possible.
- 8 **should/ought to have, shouldn't have** + past participle to criticise past actions or to say that they were a mistake.

Modal verbs – speculation, deduction, possibility and probability

In the present and future, we use:

- 1 **must** when we are 90 per cent certain that something is true.
- 2 **may, might, could, may not, might not** when there is a 50 per cent possibility that something is true (or not). We can add **well** after **may, might** and **could** in the affirmative to say that there is a stronger possibility.
- 3 **can't** when we are 90 per cent certain that something is not true.
- 4 When we are 100 per cent certain that something is or isn't true, we do not use modal verbs of speculation and deduction.

In the past, we use:

- 1 **must have** when we are 90 per cent certain that something was true.
- 2 **may have, might have, could have, may not have, might not have** when there is a 50 per cent possibility that something was true (or not). We can add **well** after **may, might** and **could** in the affirmative to say that there was a stronger possibility.
- 3 **can't have** when we are 90 per cent certain that something was not true.

Modal verbs – might

- 1 We can use **might** (or **may**) **as well (have** + past participle) when we accept a situation because there is no better alternative.
We might/may as well switch the TV off because there's nothing good on tonight.
- 2 We can use **might/may** to admit that something is possibly true, even though we don't want to admit it.
He might/may be rich but he's got very bad taste.
- 3 We can use **might** (or **could**) **have** + past participle to criticise somebody who didn't do something we think they should have done.
You might/could have warned me that he was coming.
- 4 We can also use **might** (or **could**) **have** + past participle to talk about a possible past situation that didn't actually happen.
She was using the scissors without looking. She might/could have cut herself.

► Grammar revision

Modal verbs – obligation, permission, prohibition, advice and criticism

1 Choose the correct alternative. Write the answers in your notebook.

- 1 I'm sorry. I should/ought to have asked your permission to go.
- 2 We had/should better leave the room now because somebody's waiting to use it.
- 3 We weren't allowed/supposed to write with a green pen in the exam, but there was no rule against it.
- 4 I had to go/must have gone to the hospital at the weekend because my grandfather was ill.
- 5 You didn't see me at the meeting because they had told me that I didn't need to go/needn't have gone.
- 6 Have we/Do we have to sign on the dotted line?
- 7 I think she said that we need/needn't pay to get in.

/ 7 points

Modal verbs – speculation, deduction, possibility and probability

2 Decide if the verbs in **bold** are in the correct form. In your notebook, tick (✓) the correct forms and, if necessary, rewrite the corrected forms.

- 1 That car **mustn't be** hers because she can't afford to buy one.
- 2 I wonder why he hasn't come. He **mayn't have remembered** that we had a meeting.
- 3 If we go now, we **may well get** there for the start of the film.
- 4 I don't know who lent me this pen but I suppose it **can have been** Kay. She always has a spare one.
- 5 You've got the wrong answer so you **must have make** a mistake somewhere in your calculations.
- 6 I'm not sure when the next test is but I suppose it **could be** next week.
- 7 You've had a long journey. You **must have been** tired.

/ 7 points

Modal verbs – might

3 In which sentences is it possible to replace **might** with **could**? In which is it possible to replace it with **may**? Write the answers in your notebook.

- 1 I didn't know the person I was speaking to was your brother. You **might** have told me!
- 2 There aren't enough people to make two teams. We **might** as well cancel the match.
- 3 Her uncle **might** be the director of the company but it doesn't necessarily mean he'll give her a job.
- 4 Why didn't you take your coat? It **might** have been cold.
- 5 She **might** be good at PE but she finds physics really hard.
- 6 You **might** as well have that last biscuit because otherwise it'll probably end up in the bin.

/ 6 points



Total

/ 20 points

Wordlist Unit 2

(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

Podróżowanie i turystyka – środki transportu

driving test (n)	/ˈdraɪvɪŋ ˈtest/	egzamin na prawo jazdy
motorway (n) ★★★	/ˈməʊtə(r)weɪ/	autostrada
petrol station (n)	/ˈpetrəl ˌsteɪʃ(ə)n/	stacja benzynowa
roundabout (n) ★	/ˈraʊndəˌbaʊt/	rondo
seat belt (n)	/ˈsi:t belt/	pas bezpieczeństwa
speed limit (n)	/ˈspi:d ˌlɪmɪt/	ograniczenie prędkości
steering wheel (n)	/ˈstiəriŋ ˌwi:l/	kierownica
traffic jam (n)	/ˈtrafɪk ˌdʒæm/	korek

Państwo i społeczeństwo – polityka społeczna

bring in (v)	/ˈbrɪŋ ˈɪn/	przynieść, wprowadzić, sprowadzić
build up (v)	/ˈbɪld ˈʌp/	nagromadzić się, narastać, rozbudować
come into force (v)	/ˌkʌm ɪntə ˈfɔ:s/	wejść w życie
come under (v)	/ˌkʌm ˈʌndə/	podlegać
fall off (v)	/ˈfɔ:l ˈɒf/	spaść, opaść, odpaść
iron out (v)	/ˈaɪə(r)n ˈaʊt/	rozprasować, rozwiązać (problem)
leak out (v)	/ˈli:k ˈaʊt/	wyciec, ulotnić się, wyjść na jaw
toughen up (v)	/ˈtʌf(ə)n ˈʌp/	zaostrić

Kolokacje – take, make, do

Czasowniki złożone z take

a call	/ˈteɪk ə ˈkɔ:l/	odebrać telefon
a course	/ˈteɪk ə ˈkɔ:s/	chodzić na kurs, brać udział w zajęciach
a decision	/ˈteɪk ə dɪˈsɪʒ(ə)n/	podjąć decyzję
an interest	/ˈteɪk ən ˈɪntrəst/	zainteresować się
a risk	/ˈteɪk ə ˈrɪsk/	zaryzykować
a test	/ˈteɪk ə ˈtest/	przystąpić do testu
control	/ˈteɪk kənˈtrəʊl/	przejąć kontrolę
cover	/ˈteɪk ˈkʌvə/	schronić się
effect	/ˈteɪk ɪˈfekt/	zacząć działać, obowiązywać
offence	/ˈteɪk ə ˈfens/	obrazić się
power	/ˈteɪk ˈpaʊə(r)/	zdobyć władzę

Czasowniki złożone z make

an apology	/ˈmeɪk ən əˈpɒlədʒi/	przeprzeć
an attempt	/ˈmeɪk ən əˈtempt/	spróbować, podjąć próbę
a call	/ˈmeɪk ə ˈkɔ:l/	zadzwoić
a comment	/ˈmeɪk ə ˈkɒment/	zrobić uwagę
a complaint	/ˈmeɪk ə kəmˈpleɪnt/	wnieść skargę, złożyć zażalenie
a decision	/ˈmeɪk ə dɪˈsɪʒ(ə)n/	podjąć decyzję
a difference	/ˈmeɪk ə ˈdɪfrəns/	zmienić coś, mieć znaczenie
an improvement	/ˈmeɪk ən ɪmˈpru:vmənt/	poczynić postęp, wprowadzić ulepszenie
a mistake	/ˈmeɪk ə mɪsˈteɪk/	popęlić błąd
changes	/ˈmeɪk ˈʃeɪndʒəz/	wprowadzić zmiany
a suggestion	/ˈmeɪk ə səˈdʒestʃ(ə)n/	zapropnować, zasugerować
the right choice	/ˈmeɪk də ˈraɪt ˈtʃɔɪs/	dokonać właściwego wyboru
use of something	/ˈmeɪk ˈju:s əv ˌsʌmθɪŋ/	wykorzystać coś

Czasowniki złożone z do

a course	/ˈdu: ə ˈkɔ:s/	chodzić na kurs, brać udział w zajęciach
a test	/ˈdu: ə ˈtest/	przeprowadzić test

business	/ˈdu: ˈbɪznəs/	prowadzić interesy
harm	/ˈdu: ˈhɑ:m/	wyrządzić krzywdę
household chores	/ˈdu: haʊshəʊld ˈtʃɔ: (r)z/	wykonywać obowiązki domowe
research	/ˈdu: rɪˈsɜ:(r)ʃ; ˈdu: rɪˈsɜ:(r)ʃ/	prowadzić badania
your best	/ˈdu: jə ˈbest/	dać z siebie wszystko

Inne

armed forces (n)	/ˌɑ:md ˈfɔ:səz/	sily zbrojne
bother (v) ★★★	/ˈbɒðə(r)/	kłopotać się, fatygować
bumper (n)	/ˈbʌmpə(r)/	zderzak
by far (adv)	/ˈbaɪ ˈfɑ:(r)/	zdecydowanie
car chase (n)	/ˈkɑ:(r) ˈtʃeɪs/	pościg samochodowy
chauffeur (v)	/ˈʃəʊfə(r)/	być czymś kierowcą, wozić kogoś
citizenship (n) ★	/ˈsɪtɪz(ə)nʃɪp/	obywatelstwo
cliff (n) ★★	/ˈklɪf/	klif, urwisko
consent (n) ★★	/ˈkən ˈsent/	zgoda, pozwolenie
enforce (v) ★★	/ɪn ˈfɔ:(r)s/	wprowadzić w życie, wyegzekwować, narzucić
equipped (adj)	/ɪˈkwɪpt/	wyposażony
forged (adj)	/ˈfɔ:(r)dʒd/	podrobiony, fałszywy
fumes (n)	/ˈfju:mz/	opary, spaliny
gain (v) ★★★	/ˈgeɪn/	zyskać, zdobyć, nabrać
go down (well) (v)	/ˈɡəʊ ˈdaʊn/	zostać dobrze przyjętym, spodobać się
goddess (n)	/ˈɡɒdes/	bogini
hair-raising (adj)	/ˈheə(r) ˌreɪzɪŋ/	jeżący włosy na głowie
imminent (adj)	/ɪˈmɪnənt/	rychły, bliski, nadciągający
impetuous (adj)	/ɪmˈpetʃʊəs/	porywczy, impulsywny, gwałtowny
implement (v) ★★	/ɪmˈplɪˌment/	wdrożyć, zrealizować, wprowadzić w życie
impulsive (adj)	/ɪmˈpʌlsɪv/	impulsywny, porywczy, spontaniczny
justification (n) ★★	/ˌdʒʌstɪfɪ ˈkeɪʃ(ə)n/	usprawiedliwienie
lack (v) ★★	/læk/	nie mieć czegoś, cierpieć na brak
legislation (n) ★★★	/ˌledʒɪˈsleɪʃ(ə)n/	ustawodawstwo, legislacja
lower (v)	/ˈləʊə(r)/	obniżyć, opuścić, znieść
pick (v) ★★★	/pɪk/	wybrać, zerwać, zdrapać
plain (n)	/pleɪn/	równina
provisional (adj) ★	/prəˈvɪʒ(ə)nəl/	tymczasowy
rash (adj)	/ræʃ/	pochopny, lekkomyślny, nierozważny
requirements (n)	/rɪˈkwaɪə(r)mənts/	wymagania, wymogi
rolling (adj)	/ˈrəʊlɪŋ/	pofałdowany, kołyszący
rope (n) ★★	/rəʊp/	sznur, lina, stryczek
rush of adrenaline (phr)	/ˈrʌʃ əv əˈdrenəɪlɪn/	przypływ adrenaliny
scenery (n) ★	/ˈsi:nəri/	pejzaż, widok, sceneria
selfishness (n)	/ˈselfɪʃnəs/	samolubstwo, egoizm
shift (n) ★★	/ʃɪft/	przejście, przestawienie się
show off (v)	/ˌʃəʊ ˈɒf/	popisywać się
slippery (adj)	/ˈslɪpəri/	śliski, oślizgły
support vehicle (n)	/səˈpɔ:t ˌvi:ɪk(ə)l/	wóz wsparcia
the general public (n) ★	/ˌdə ˈdʒen(ə)rəl ˈpʌblɪk/	ogół społeczeństwa
well-being (n)	/ˈwel.bi:ɪŋ/	dobro, dobre samopoczucie
widely (adv) ★★★	/ˈwaɪdli/	powszechnie, szeroko, bardzo
willingly (adv)	/ˈwɪlɪŋli/	chętnie, ochoczo, dobrowolnie

► Vocabulary revision

Compound nouns – cars and the road

- 1** In your notebook, use the words to make seven compound nouns connected with cars and the road.

steering lights belt driving way licence seat
motor petrol round station traffic about wheel

- 1
- 2
- 3
- 4
- 5
- 6
- 7

/ 7 points

Phrasal verbs – rules and laws

- 2** In your notebook, complete the sentences with the correct words.

- 1 We need to iron some of the problems in this contract before we sign it.
- 2 When will the new rules come force?
- 3 They're going to bring some new rules for parking in the city centre.
- 4 Some new songs from the CD have leaked to the Net.
- 5 They say they're going to toughen the entrance requirements.
- 6 They're trying to build resistance to the new law and get more people to protest against it.

/ 6 points

Collocations with take, make and do

- 3** In your notebook, complete the sentences with the correct form of *take*, *make* or *do*.

- 1 It no difference what I think – I want to know your opinion.
- 2 The actor has a formal apology for his behaviour.
- 3 He refused to continue with the interview because he'd offence at some of the questions about his private life.
- 4 It doesn't any harm to be polite.
- 5 We should an effort to call Ben from time to time and find out how he is.
- 6 It's difficult to get a good mark if you don't an interest in the subject.
- 7 Are you sure you've the right choice?

/ 7 points



Total

/ 20 points

► Matura checkpoint Units 1–2

► Rozumienie ze słuchu

► Matura pointer



Before listening, read all the answers and predict what sort of information you would expect to hear in the listening.

Zadanie 1.

Usłyszysz dwukrotnie program radiowy na temat zwyczajów w różnych krajach świata. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Napisz odpowiedzi w zeszycie.

- 1.1. Dr Elliot thinks that many social customs
 - A. are clearly unusual or even odd.
 - B. make little sense within a particular group of people.
 - C. don't follow any logic.
 - D. are taken for granted by outsiders.
- 1.2. Dr Elliot once made the mistake of
 - A. buying an inappropriate present.
 - B. giving a present when she shouldn't have.
 - C. giving a present in the wrong way.
 - D. buying a present that was too cheap.
- 1.3. Opening a present in front of the giver is
 - A. unusual in many countries.
 - B. considered rude in Japan.
 - C. a good idea, according to the presenter.
 - D. OK, depending on the occasion it was given for.
- 1.4. In China, silence is
 - A. a better response than when somebody sucks in air through their teeth.
 - B. a sign that someone thinks that what you are saying is not good.
 - C. better than speaking.
 - D. a sign that you should say something in a different way.
- 1.5. Which of these is rude when eating as a guest in China?
 - A. Accepting more food the first time it is offered.
 - B. Accepting more food the second time it is offered.
 - C. Leaving food on your plate at the end of the meal.
 - D. Starting eating after the host has tasted the food.
- 1.6. When in a public place in Japan, you should never
 - A. pick your nose.
 - B. blow your nose.
 - C. cough loudly
 - D. burp.



► Rozumienie tekstów pisanych

► Matura pointer



Read the questions carefully and underline any key words which may help you find the correct answer in the text.

Zadanie 2.

Przeczytaj trzy teksty o kierowcach samochodów (A–C) oraz pytania ich dotyczące (2.1.–2.9.). Do każdego pytania dopasuj właściwy tekst. Napisz odpowiedzi w zeszycie.

Which person (A–C)

- 2.1. was the oldest when he/she started to learn to drive?
- 2.2. has challenged a typical stereotype by passing his/her test?
- 2.3. did not tell his/her instructor the whole truth about his/her driving experience?
- 2.4. surprised his/her instructor by surpassing the instructor's expectations?
- 2.5. is relieved not to be so dependent on others after passing?
- 2.6. discovered the secret to passing by himself/herself?
- 2.7. has used his/her driving licence as a first step to achieving another, bigger goal?
- 2.8. at first did not have unconditional support from his/her family for what he/she wanted to do?
- 2.9. made a number of mistakes just before taking the test?

A

Daniel Lloyd is used to being fast, just like his hero, Formula One champion Lewis Hamilton. On that occasion, though, Daniel was even faster than his idol. He passed his driving test after just one and a half hours of tuition on the very day of his seventeenth birthday.

Until that day, Daniel, an experienced kart racer, had never actually driven on public roads. His father had booked the theory exam for the morning of his birthday and as soon as Daniel had passed that, his father managed to find an examiner for the practical test that same afternoon.

During Daniel's one and only lesson, he was far from perfect, but he paid close attention to his driving instructor and managed to adapt his style from driving racing cars to driving normal ones. For a start, there's not much use for signalling in a racing car, or going in reverse for that matter, so he had to learn these from scratch.

The driving instructor thought Daniel and his dad were mad to do the test after just one lesson, since neither of them had mentioned the fact that Daniel had already been racing cars for a year, worried that it might be used as an excuse to fail him. But Daniel was a quick learner, mastering road driving in just a quarter of the time that it took Hamilton. Daniel felt like crying when he found out he'd passed, even though he is used to stressful situations on the racetrack. Needless to say, Daniel's teacher couldn't quite believe that he had passed after just one lesson. And his prize? Daniel got a brand-new Renault Clio for his birthday, the very same day he passed his test.

B

1981 was an important year for Teresa Clarke as it was the year when she had her first driving lesson. Twenty-seven years later, she finally passed her test. During those twenty-seven years, she has had two daughters and several grandchildren. She has also spent over £15,000 on lessons. Twenty different driving instructors taught her for 450 hours. She failed her test twelve times and did fifty practice tests. A number of driving instructors got tired of trying to teach her and one even refused to carry on lessons with her when she had failed her test. He told her that it was impossible and that she would never learn or pass. Sixty-two-year-old Teresa is proud to have proved him wrong now. She's also glad that she no longer has to ask her husband to take her shopping.

Teresa is convinced that the key to her recent success in passing her driving test has been coffee, or rather, giving up coffee. She used to drink at least three strong coffees a day and realised that this greatly affected her concentration, the main reason why she failed tests in the past. By not drinking coffee, she managed to improve her concentration and finally get the licence she had waited so long for. When her examiner told her the news, it took a while for it to sink in. Then, she kissed the woman examiner. Her dream had finally come true.

C Kate Gillard passed her driving test the first time she took it, when she was just seventeen. But she wasn't content with that. When the age limit for driving a lorry went down from twenty-one to eighteen last year, she decided to take advantage. At the age of nineteen, she enrolled for the test, which includes demanding tasks in both theory and practice. She needn't have worried as she passed both sections in an impressive fashion.

Katie is only 5 ft 4 in. (1.64 m) tall but she isn't afraid of driving a huge 32-ton lorry. That's just as well because she's about to do it full-time, driving long-distance routes around the UK. Then again, driving a lorry must be in her blood. She is going to work for her dad's transport firm, which her grandfather founded back in the 1980s. Her dad, who had been the one to suggest Katie take the exam, was very pleased for his daughter, although he hadn't always been keen on her going into the profession. His doubts were more from the financial point of view, but Katie had always been set on lorry driving. Once her father was convinced, he encouraged her to take the test. Katie's mum couldn't be more proud either.

Katie found the two-day course stressful, especially when she had to actually sit behind the wheel. But she picked it up fast and is already planning on moving up to driving a 42-ton lorry in the future.

► Znajomość środków językowych

► Matura pointer



If you aren't sure which answer is right, think about why other answers are definitely wrong and eliminate them. When you finish, check that you have an answer for each question.

Zadanie 3.

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Napisz odpowiedzi w zeszyty.

The Paris-Dakar would never have existed if French driver Thierry Sabine had not got lost in the desert. That was when he had the idea for a race that would (3.1.) drivers to the limit of their abilities. Little by little, the organisers have (3.2.) changes to the race. For example, and rather confusingly, the Paris-Dakar has not always begun in Paris and the (3.3.) line has not always been in Dakar. (3.4.) the years, the rally has had its fair share of incidents, although all the participants are clear about the risks they are (3.5.) by competing. Whether the vehicle is a car, truck, quad or motorbike, the challenges are extreme, and there is usually a high dropout (3.6.) (3.7.), one constant feature of the race has been the solidarity of the competitors, all willing to lend each (3.8.) a hand when in trouble. Meanwhile, it seems that the number of people wanting to (3.9.) part in the event shows no signs of falling (3.10.).

- | | | | |
|-----------------|-----------|-------------|-----------|
| 3.1. A pull | B push | C put | D have |
| 3.2. A made | B done | C had | D taken |
| 3.3. A closing | B final | C finishing | D ending |
| 3.4. A Through | B Over | C During | D For |
| 3.5. A doing | B making | C having | D taking |
| 3.6. A rate | B speed | C number | D amount |
| 3.7. A Moreover | B Whereas | C While | D However |
| 3.8. A one | B person | C other | D self |
| 3.9. A be | B take | C have | D make |
| 3.10. A out | B off | C down | D through |

► Część ustna

► Matura pointer



Look carefully at the four prompts below and think what you are going to say about each of them.

Zadanie 4.

Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Kolega/Koleżanka z Wielkiej Brytanii, który/która przebywa w Twojej szkole na wymianie językowej, poprosił/poprosiła Cię o poradę, dotyczącą tego, do jakiego koła zainteresowań się zapisać. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Rodzaje zajęć dodatkowych w Twojej szkole

Konkursy, w których biorą udział członkowie poszczególnych kół

Umiejętności zdobyte w kołach, które mogą przydać się w pracy

Wymagania dotyczące członkostwa w kołach

Uczeń B

Przebywasz na wymianie językowej w Polsce i chcesz się zapisać do szkolnego koła zainteresowań. 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 ucznia A, czy należy do jakiegoś koła zainteresowań w szkole,
- wyraż wątpliwość, czy warto zapisywać się na zajęcia chóru czy zespołu muzycznego, skoro będziesz przebywać w Polsce tylko przez jeden semestr.

