

# 4 Extraordinary behaviour

Człowiek ▶ cechy charakteru

## Vocabulary

### Personality

1 Work in pairs. What are the opposites of these words?

clever   friendly   hard-working   patient   polite   quiet  
serious   tidy

2 Read this description of Luke's personality. Do you think you would like Luke? Why?/Why not?



Luke is one of my best friends but we're very different. He's usually quite **reserved**. When you go out with him to a party, he doesn't usually talk to many people, especially if he's never met them before. He's a very sensitive, **tactful** person. He does his best not to hurt anyone's feelings. In that sense, he's quite **mature**. He's really **gifted** too. He can play the guitar and the piano incredibly well. But because he's so **modest**, only his good friends know how talented he is. His favourite type of music is classical, but he's quite **broad-minded**, musically speaking. He'll listen to any type of music as long as it's good. I don't want to give the idea that Luke is perfect, though. He's quite a **nervous** person and he can be very **insecure**. And I have to say that he can be a bit **tight-fisted**. When we go out, he never wants to spend any money and I often end up paying for everything. He's still a great friend, though.

3 Match the words in bold in the text with their opposites.

- 1 ..... ≠ big-headed  
2 ..... ≠ easygoing  
3 ..... ≠ generous  
4 ..... ≠ immature  
5 ..... ≠ narrow-minded  
6 ..... ≠ outgoing  
7 ..... ≠ self-confident  
8 ..... ≠ slow  
9 ..... ≠ tactless

4 From each pair of adjectives, choose the one that describes you the best. You can qualify the adjective with *very*, *quite* or *a little bit*.  
*modest/big-headed – I'm quite modest.*

5 **SPEAKING** Work in pairs. Tell your partner the adjectives you chose. Does he/she agree with you?

6 Decide which adjective in each pair below has a positive meaning and which has a negative meaning. Use a dictionary if necessary.

- 1 ambitious/pushy  
2 self-confident/arrogant  
3 bossy/assertive  
4 frank/brusque  
5 stubborn/determined

7 **LISTENING** 1.18 Listen to descriptions of three people. Write down two adjectives from this page to describe each one.

- 1 ..... / .....  
2 ..... / .....  
3 ..... / .....

8a **SPEAKING** Work in pairs. Decide what type of personality you need in order to do the following jobs. Give reasons for your answers.

- 1 the director of an international bank  
2 a professional musician  
3 the president  
4 a nurse  
5 a TV presenter

8b **SPEAKING** Discuss your ideas with the rest of the class. Do you have similar ideas?

*'In my opinion, the director of an international bank should be self-confident and ambitious.*

*Why do you think so?*



**1a** What is a 'genius'? Write a definition.

Then write a list of people that you think are geniuses.

**1b** **SPEAKING** Work in pairs. Compare your definitions and lists. Are they similar?

**2** Read the text. What is the main message of the text?

**3** Read the text again and choose the best answer A, B or C.

- 1 The best chess players in the study
  - A started before the other chess players.
  - B practised the same as the other chess players between the ages of five and eight.
  - C were so good that they didn't need to spend as much time playing as the other chess players.
- 2 The studies show that
  - A some of the most successful people didn't practise much.
  - B some people practised for hours and hours but weren't successful.
  - C the level of achievement seemed to depend on the amount of practice.
- 3 Supporters of the '10,000 hour rule' say that child geniuses
  - A need less practice than other people.
  - B are usually exceptions to the rule.
  - C don't always fulfil their early promise.
- 4 The writer thinks that Bill Gates' story
  - A is amazing because he started a small business which became globally famous.
  - B shows that you need to be determined and assertive to become successful.
  - C is easy to understand because it follows the theory explained in this article.
- 5 The writer suggests that to become successful
  - A apart from practice, the year you were born is important.
  - B there is a perfect age, for example in your early twenties.
  - C you can't still be studying at school.

## Recipe for a genius

In the 1990s, a group of psychologists performed a study in order to discover what made some people not just better than average in a certain field but much better than almost anyone else – a real high-flier, or even a genius. The experiment they did has been repeated in different fields, and is essentially quite simple. In your chosen area – the arts, sport or business, for example, you take a sample of people who are already learning a particular activity at a high level, and divide this into three groups. In the first group, you place those who have the potential to reach the very top – future stars if you like. The second group contains students who are very good, but not as good as the stars, while those in the third group are good enough but unlikely to get near the top levels.

- 10 Having done this, you simply ask everyone how long they have practised for since first starting to learn the skill in question. The picture that emerges is remarkably consistent. Take one study of chess players who had been playing since the age of five. At first, the hours of practice were about the same, but after roughly three years the groups began to diverge. After that time, the students in the first group (the best players) started practising more than the others, with the length of time
  - 15 increasing every year. By the time of the study, they were putting in around thirty hours a week, and had accumulated 10,000 hours each. This total for the elite students compares with 8,000 hours in the second group and only 4,000 for the third. It was also interesting that this research didn't produce anyone who could be called a 'natural': somebody able to produce world-class performance effortlessly, without putting in the same practice hours as the other top performers.
  - 20 Similarly, the research found nobody who had worked harder than everyone else without rising to the top.

The same results have been repeated in study after study in many fields, and have led some researchers to talk about the '10,000 hour rule'. Whether you're talking about science or sport, business or chess, it seems the key to achieving real expertise is lots and lots of deliberate
 

- 25 practice rather than, as people often suppose, natural ability. This conclusion recalls the famous quotation from South African golfer Gary Player. When told how lucky he was to have such a natural gift, he is said to have replied: 'Yes, and you know, the more I practise, the luckier I seem to get.'

Some people might object that this theory doesn't account for the many examples of people
 

- 30 known as prodigies, who achieve greatness in their very early years, well before they've had time to put in the practice that's supposed to be necessary. A common response to this criticism is to point out that, for one thing, these "child geniuses" often turn out to have had highly motivated parents who helped them with their early work. It is also generally accepted that their later work is usually much better, and that many so-called prodigies don't turn out to be as outstanding as they
  - 35 were expected to be.

There is a lot to be said for supportive parents. Ten thousand hours is, after all, an awful lot of practice, which would be hard to achieve without parents to help and motivate you. It also helps to be born into a relatively rich family, because you simply couldn't afford the time if you also had to work for a living. So it's accepted that there is often an element of good fortune involved.
 

- 40 As an example, take the case of Microsoft founder Bill Gates. The story of the clever young mathematician who drops out of university, starts a small software company and transforms it into a global phenomenon through brilliance and hard work is well-known. When you examine it more closely, however, you find that he attended a very wealthy private school that could afford to spend a lot of money on computers (a relatively new invention at the time). The young student spent most
  - 45 of his waking hours in the computer room, and by the time he started Microsoft, he had already been programming computers for seven years.

The mid-1970s was the period that the 'digital age' really started to take off, and some people were clearly better placed than others to lead the way from the beginning. They were not still at school and too young to know what was happening, nor were they too old to understand
 

- 50 the significance of the technological changes. In fact, they would need to be in their early twenties at the time, in other words born between 1954 and 1956. And you probably won't be surprised to learn that Bill Gates was born in 1955.

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

**5** **SPEAKING** What about you?

The text suggests that to be a genius, you need to work hard and have opportunities. Do you agree? How important is natural talent?

**GRAMMAR GUIDE**

*Comparative and superlative adjectives and adverbs*

**1a** Read the sentences. Which contain comparative forms and which contain superlative forms?

- 1 Some people worked **harder** than everyone else.
- 2 They were **the best** in the class.
- 3 Let's look **more closely**.
- 4 This group is **better** than the other one.
- 5 **The most gifted** students practised for over 10,000 hours.
- 6 Those students played **the least**.
- 7 She writes **the fastest**.
- 8 Pop songs are **easier** to play than classical pieces.

**1b** Read the sentences again. Which contain adjectives and which contain adverbs?

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**2** Work in pairs. Complete the table below. Explain the rules for the different groups of adjectives.

Adjective	Comparative	Superlative
long	.....	.....
slow	.....	.....
big	.....	.....
thin	.....	.....
friendly	.....	.....
tidy	.....	.....
ambitious	.....	.....
hard-working	.....	.....
good	.....	.....
bad	.....	.....
far	.....	<i>the farthest/the furthest</i>
little (determiner)	<i>less</i>	.....

*With one-syllable adjectives, add -er to form the comparative.*

**3** Match rules for comparative and superlative adverbs 1–3 to examples a–c.

- 1 We usually form comparative and superlative adverbs with *more* and *the most*.
  - 2 With some adverbs, we add *-er* and *the -est*.
  - 3 Some adverbs are irregular.
- a well, bad, little  
 b carefully, quietly, easily, beautifully, often  
 c fast, hard, early, late, long, soon, near

**4** Correct the sentences, using the right comparative and superlative forms.

- 1 In my opinion, Caleb is the friendlier person in this class.
- 2 I think Emma is slightly taller that Claire.
- 3 That is definitely the most silly thing I've heard today!
- 4 You can write much quicker on a computer than by hand.
- 5 Sorry, I couldn't come more soon.
- 6 Is it much more further to your house?
- 7 You need to try more hardly if you want to be a professional musician.
- 8 Michael Jackson was one of the more famous performers in the world.
- 9 That film was terrible! It's the less interesting film I've ever seen.
- 10 She did more well than me in the test.

**5a** **SPEAKING** Work in pairs and decide who in your class ...

- 1 talks the fastest.
- 2 shouts the loudest.
- 3 speaks the most quietly.
- 4 draws the best.
- 5 runs the most quickly.
- 6 arrives the earliest.
- 7 writes the most neatly.
- 8 laughs the most often.

**5b** **SPEAKING** Say one of the names you chose in 5a. Can your classmates guess the description?

**GRAMMAR GUIDE**

*Other ways of making comparisons*

**6** Read sentences 1–6 and answer questions a–c.

- 1 They worked **as** hard **as** the members of the other group.
  - 2 People in the second group were **not as** good **as** the stars.
  - 3 Maybe they were **less** gifted **than** the other violinists.
  - 4 He was **not so** old **as** the other people in his class.
  - 5 **The longer** you practise, **the better** you get.
  - 6 **The earlier** you start, **the easier** it is.
- a When do we use *as ... as*?  
 b When do we use *not as ... as*, *not so ... as*, or *less ... than*?  
 c When do we use the structure in sentences 5 and 6?

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**7 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. Use between two and five words.**

1 Paul enjoys surfing the Net as much as playing computer games.

**ENJOYABLE**

For Paul, surfing the Net ..... computer games.

2 Eating fruit and vegetables is healthier than eating fast food.

**LESS**

Eating fast food ..... eating fruit and vegetables.

3 When you walk at a higher speed, you get more tired.

**FASTER**

The ..... more tired you get.

4 Mick thinks judo is better than karate.

**NOT**

For Mick, karate ..... judo.

5 Olivia is quick when she writes, and so is Cathy.

**AS**

Cathy writes ..... Olivia.

6 When you run far, you become healthier.

**THE**

The ..... you become.

7 Chinese is much harder to write than English.

**DIFFICULT**

English is ..... than Chinese.

8 Basketball becomes easier if you are taller.

**TALLER**

The ..... basketball becomes.

**8 Match the halves of these common expressions. When do we use the expressions?**

- |                          |                         |
|--------------------------|-------------------------|
| 1 The sooner             | a than done.            |
| 2 Better late            | b to worse.             |
| 3 Easier said            | c than never.           |
| 4 Better to be safe      | d the harder they fall. |
| 5 The more               | e the merrier.          |
| 6 This is going from bad | f the better.           |
| 7 The bigger they are    | g than sorry.           |



**Noun suffixes**

**1 Read these words. Each one contains a noun suffix. Which of the nouns are the names of jobs?**

- ability appearance difference  
 improvement investigation madness  
 musician performer professor  
 violinist

**2 Read these words. Change them into nouns, or a different type of noun, using the suffixes below. You may need to change the spelling. Sometimes you can make more than one noun from each word.**

- act confident create educate  
 electric employ happy invent  
 relevant science

- ity ..... *electricity* ..... -ness .....  
 -ance ..... -ian .....  
 -ence ..... -er .....  
 -ment ..... -or .....  
 -ion ..... -ist .....

**3 Read the text below. Complete the text with words formed from the words given.**

- able appear create dark  
 different electric important  
 improve invent science

Sometimes you can get the impression that (a) ..... today spend all their time just improving high tech toys and mobile phones. But just think of the (b) ..... of some of the biggest inventions of the past. Take (c) ....., for example, or, more specifically, the electric light bulb. The (d) ..... of the light bulb was one of the key moments in human progress. Its (e) ..... was Thomas Edison. Edison's biggest skill was to take another person's idea and make (f) ..... to it. Electric light bulbs meant the (g) ..... of gas lighting, which was not the safest form of illumination. Before gas light and electric light, the (h) ..... had made jobs and leisure activities difficult or impossible at night. Edison gave people the (i) ..... to see all day long. What a (j) ..... that made to our world!







**1 SPEAKING** Work in pairs. Look at the photos. How intelligent do you think these animals are? Give reasons for your answers.

**2 LISTENING** 1.19 Listen to two teenagers talking about the animals. Are these statements true (T) or false (F)?

- 1 The teenagers talk about an incident that happened yesterday. T/F
- 2 The chimpanzee was aggressive towards visitors to the zoo. T/F
- 3 The chimp had a good supply of rocks and stones on the island where he lived. T/F
- 4 The chimp was feeling angry when he took the rocks. T/F
- 5 The chimp was able to create new stones. T/F
- 6 The story proves that animals only live in the present. T/F
- 7 The boy likes going to the zoo. T/F
- 8 The girl says that some scientists are against shows where dolphins do tricks. T/F
- 9 The girl tells a story about a man who taught dolphins in the wild to do tricks. T/F

**3** Correct the false statements. Listen again if necessary.

**4** Work in pairs. Write a summary of the stories about the chimpanzee and the dolphin and what they tell us about animal intelligence.

## GRAMMAR GUIDE

## Articles

**1** Read these sentences.

- 1 There was **a** chimpanzee in **a** zoo in Sweden.
- 2 **The** chimpanzee didn't like being at **the** zoo.
- 3 **(-)** Scientists say **(-)** humans make **(-)** plans but **(-)** animals don't.
- 4 They're **the** most intelligent animals in **the** world.

**2** Match the sentence halves to make rules. Which sentence in 1 is an example of each rule?

- 1 We use *a/an*
- 2 We use *the*
- 3 We use *the*
- 4 We use *the*
- 5 We use no article
- a to talk about a singular countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
- b to talk about a specific person or thing or a person or thing mentioned before.
- c to talk about people or things in general in the plural.
- d to talk about someone or something that is unique.
- e with superlative adjectives and adverbs.

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**3** Choose the correct alternative.

- 1 They say that a/- language is what separates the/- humans from the/- animals.
- 2 I think the/- dogs are the/- most intelligent pets.
- 3 Last night I saw a/- documentary about a/the bird that has a/the really good memory.
- 4 Did you read a/the book about the/- animal intelligence that I gave you yesterday?
- 5 I reckon that we're the/- more violent than most animals.
- 6 A/The biggest problem today is that we aren't looking after a/the world.
- 7 I've got a/the friend who trains the/- animals to appear in the/- films.
- 8 Last week I read an/the article about the/- first intelligence tests with the/- gorillas.

**4** Complete the text with *a, an, the* or *– (no article)*.

I've got (a) ..... friend who loves (b) ..... animals. She's got (c) ..... amazing dog. When you ask it (d) ..... maths question like 'What's 2+2?' or 'What's 5-3?', it can tell you (e) ..... answer! Of course, (f) ..... dogs can't speak but this dog touches (g) ..... floor with his paw to answer. So if (h) ..... answer is four, it touches (i) ..... floor four times. I think that my friend could make a fortune on (j) ..... TV show.

**5** Read this text and correct eight mistakes in the use of articles.

## THE 'HOBBIT'

In 2004, the scientists found a small skeleton on the island in Indonesia. It was the skeleton of woman. They called the woman the 'hobbit' because she was so small. She was about thirty years old when she died, but only one metre tall. That's the same height as the three-year-old child. She had a brain that was much smaller than that of humans today. The scientists who found her announced the discovery in *Nature* magazine. As well as being small, a skeleton is quite different from ours. The legs are much shorter but arms are relatively long. The scientists found the skeleton in a cave where they also found the bones of prehistoric animals such as the giant rats. It appears that the 'hobbit' lived just 18,000 years ago. Experts are calling it a most spectacular discovery in the last fifty years.



**7** Complete the sentences with these words. If no word is necessary, write –.

a enough enough so so so such to too

- 1 He's ..... clever that the university offered him a place when he was just fifteen.
- 2 I'm fifteen, so I'm ..... young to vote in a general election.
- 3 It's such ..... beautiful day today.
- 4 She isn't tall ..... to get the book off the shelf.
- 5 It's too late ..... say that you're sorry.
- 6 I have such ..... good memories of living by the sea.
- 7 The film was ..... exciting that I watched it twice.
- 8 When you're eighteen, in most countries, you're old ..... to drive.
- 9 Rebecca and Christine are ..... good friends that they seem like sisters.
- 10 I love that band. Their music is ..... good!

**8** 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. Use between two and five words.

- 1 That artist paints such good pictures that everyone copies her. **SO**  
That artist's pictures ..... copies her.
- 2 The water was so cold that we couldn't swim. **TOO**  
The water was ..... swim.
- 3 The book was really interesting and everybody wanted to read it. **SUCH**  
It was ..... everybody wanted to read it.
- 4 Her paintings are so good that you could sell them. **ENOUGH**  
Her paintings ..... sell.
- 5 It was so cold that day that they stayed at home. **SUCH**  
It was ..... they stayed at home.
- 6 It was so dark that they couldn't see anything. **TOO**  
It ..... anything.
- 7 He's so insecure that he'll never be a good leader. **SELF-CONFIDENT**  
He ..... be a good leader.
- 8 Kate doesn't sing very well so she won't become a professional singer. **ENOUGH**  
Kate doesn't ..... to become a professional singer.

### GRAMMAR GUIDE

#### So, such, too, enough

**6** Read sentences a–f and complete rules 1–6 with *so*, *such*, *too* or *enough*.

- a The chimpanzee got **so** tired of visitors that he'd throw stones at them.
- b He did it **so** carefully.
- c It's **such** a clear example that you have to agree with the scientists.
- d It's **such** a pity.
- e It wasn't **too** difficult to find the stones.
- f They are(n't) clever **enough** to make future plans.

- 1 We use ..... to say if something is or isn't excessive. It comes before an adjective or adverb.
- 2 We use ..... to say if something is or isn't sufficient. It comes after an adjective or adverb.
- 3 We use ..... to intensify a noun (with or without an adjective). If the noun is singular, we use *a/an* before the noun.
- 4 We use ..... to intensify an adjective or adverb.
- 5 We use *to* + infinitive after ..... and .....
- 6 We use *that* after ..... and .....

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**9a** Use your imagination to complete these sentences.

- 1 They've got such a big house that ...
- 2 There was a woman who was so rich that ...
- 3 I knew a boy who was so stubborn that ...
- 4 My friend is so quiet that ...
- 5 I knew somebody who was too tired to ...
- 6 We aren't fit enough to ...
- 7 I'm such a good student that ...
- 8 Our dog is so clever that ...

**9b** **SPEAKING** Work in small groups. Compare your sentences. Choose the funniest and read them to the rest of the class.



- 1 SPEAKING** Work in pairs. Read this presentation topic and decide if you agree or disagree with the statement. Give reasons and make notes.

Exams are the only way to check that students are really learning. Do you agree? Why?/Why not?

- 2 LISTENING** **1.20** Listen to a student giving a presentation on this topic. What is his opinion? Does he mention any of your arguments?
- 3** Listen again and tick the expressions in the Speaking Bank that you hear.

▶ **Speaking Bank**

Useful expressions for structuring a presentation

**Beginning your presentation**

- I'd like to begin by saying ...
- To start with, ...
- The first thing I'd like to say is ...

**Ordering your arguments**

- First of all, ...
- Firstly, ...
- Secondly, ...
- Another thing is that ...
- Furthermore, ...
- What's more, ...
- It's important to remember that ...
- It's also true that ...

**Concluding your presentation**

- Finally, ...
- To sum up, ...
- Last but not least, ...
- The point I'm trying to make is ...
- In short, ...

- 4 SPEAKING** With your partner, organise your notes from 1 in logical order, with an introduction and a conclusion.
- 5 SPEAKING** Take it in turns to give a presentation of your opinion. Remember to use expressions from the Speaking Bank. When you finish, discuss how well you did your presentations.

**Practice makes perfect**

- 6a** Prepare a presentation on this topic. Check if it is clearly divided into parts.

Boys and girls learn better when they are in separate classes. Do you agree? Why?/Why not?

- 6b SPEAKING** Give your presentation to the class. Remember not to read from your notes but only look at them from time to time.

Kristen Stewart



Nelson Mandela



Marie Curie



Usain Bolt





1 **SPEAKING** Work in pairs. Talk about the people in the photos on the left. Say who they are, describe their appearance and say why they are famous.

2 **SPEAKING** Read this definition of a hero. Make a list of some of your heroes. Compare lists with a partner and explain why you chose each person.

**hero** (n) someone who you admire for their intelligence, abilities or personal qualities

3 Look at this photo. Who do you think the man is? What type of person do you think he is, judging from the photo?



4 Read a description of the man in the photo. Does the description match your ideas in 3?

5 Match paragraphs a–d to these topics.

Why this person is a hero of mine

The person's name/basic information about them/why they are special

The person's appearance

The person's personality

6 Choose one of the heroes from your list and use each expression in the Writing Bank to write about their personality and appearance.

### ▶ Writing Bank

#### Useful language for descriptions

- He/She/It seems ...
- He/She/It looks ...
- He/She/It is very/really/extremely + 'normal' adjectives (*good, big, etc.*)
- He/She/It is completely/totally/absolutely/really + 'extreme' adjectives (*fantastic, huge, etc.*)
- He/She/It is quite/rather + 'normal' adjectives
- He/She/It can be ...
- He/She/It tends to ...
- He/She/It has a ..... side.
- What I like (most) about him/her/it is ...

### Practice makes perfect

7 Read the task and write your description. Follow the paragraph plan in 5 and use expressions from the Writing Bank.

Write a description of one of your heroes. It can be a famous person or someone in your life, for example a friend or relative. They can be living or dead. Explain why you admire them.

a My hero is a writer called Patrick Rothfuss. He's from the USA. I think he's about thirty years old. He's becoming famous because he's written a fantasy novel called *The Name of the Wind*, which became a best-seller and has been translated into over ten languages.

b When you see photos of Patrick Rothfuss, he looks like he's an extremely funny, cheerful and outgoing person. He's got curly hair and quite a long, bushy beard. He tends to wear very casual clothes, like T-shirts with slogans. Sometimes he wears totally weird things like fancy dress. I can't really imagine him ever wearing formal clothes.

c From reading his novel and his blogs, it's obvious that Rothfuss is really clever and talented. But, at the same time, he never takes himself too seriously. He also has a very generous side. On his website, he's helped to raise thousands of dollars for a charity called Heifer International, which fights poverty and hunger in different parts of the world.

d The main reason that Patrick Rothfuss is a hero of mine is that *The Name of the Wind* is one of the best books I've ever read. He's a really gifted writer. I hope they make a film of the book one day. Another reason I like him is that the work he does for charity shows that he's not only a great writer but a kind, caring person too.



# Grammar reference Unit 4

## ▶ Grammar reference

### Comparative and superlative adjectives and adverbs; Other ways of making comparisons

- 1 We usually make comparative and superlative forms of long adverbs by adding **more** and **the most** before the adverb.  
**carefully ▶ more carefully, the most carefully**
- 2 We usually make comparative and superlative forms of short adverbs by adding **-er** and **the -est**.  
**fast ▶ faster, the fastest**
- 3 Some adverbs are irregular.  
**well ▶ better, the best**  
**badly ▶ worse, the worst**  
**little (determiner) ▶ less, the least**
- 4 **Less** is the opposite of **more**.  
*Animals are less intelligent than humans.*  
*(= Humans are more intelligent than animals.)*
- 5 We use **as ... as** to say that two people or things are the same.  
*Dogs are as clever as cats.*
- 6 We use **not as ... as** or **not so ... as** to say that the second person or thing is more ... than the first one.  
*Animals aren't as intelligent as humans.*  
*(= Humans are more intelligent than animals.)*
- 7 We use **the + comparative, the + comparative** to talk about two things that happen together.  
*The faster I run, the more tired I feel.*  
*The harder you study, the better your results.*

### Articles

#### A/An

- 1 We use **a/an** with singular, countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of things or people.  
*I've got a computer. It's a laptop.*
- 2 We use **a/an** to say what somebody's profession is.  
*He's a scientist.*

#### The

- 1 We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.  
*I've got a computer. The computer's really fast.*
- 2 We also use **the** to talk about specific things or people.  
*The computer I bought was quite cheap.*  
*The lecturers at that university are really good.*

### So, such, too, enough

#### Use

- 1 We use **so** to intensify the meaning of adjectives and adverbs.  
*She's so hard-working. She works so hard.*
- 2 We use **too** to say that something is excessive. It is not the same as very because it has a negative meaning.  
A: *He's very clever. (= positive)*  
B: *Yes, but sometimes he's too clever. (= negative)*
- 3 We use **such** to intensify the meaning of nouns, with or without adjectives. We use **a/an** after **such** when it is followed by a singular countable noun, but not by uncountable/plural nouns.  
*It's such an interesting topic. It's such a pity.*  
*He asks such difficult questions.*
- 4 We use **enough** to say that something is sufficient and **not enough** to say that something is insufficient.  
*He's gifted enough to win a Nobel Prize.*  
*I'm not patient enough to wait.*

# Self-check Unit 4

## ▶ Grammar revision

### Making comparisons

**1 Choose the correct alternative. In some sentences, both alternatives are correct.**

- 1 She doesn't work as hard/hardly as me.
- 2 My classmates are a lot less hard-working than/as me.
- 3 The sunnier it is, it gets hotter/the hotter it gets.
- 4 She speaks quieter/more quietly than a mouse.
- 5 The Theory of Relativity is not as/so difficult as people imagine.
- 6 They're the most/least confident people I know.
- 7 The sooner she finishes her work, the earlier/earliest she can get home.
- 8 When you write your composition, do it more careful/carefully than the last one you did.

WORKBOOK ▶ page 30

/ 8 points

### Articles

**2 There are no articles in these sentences. Add seven articles in the correct places.**

- 1 I met friend yesterday in city centre.
- 2 Most important thing in life is good friends.
- 3 Experts say government is having problems.
- 4 When I'm bored, I pick up book and read.
- 5 I like listening to actors and things they say about life in Hollywood.
- 6 Programmes I watch on TV are all on late at night.

WORKBOOK ▶ page 32

/ 7 points

### So, such, too, enough

**3 Match the sentence halves and complete the sentences with so, such, too or enough.**

- |   |   |
|---|---|
| 1 The test was ..... long                                       | a to see the start of the film.                   |
| 2 My uncle was ..... serious                                    | b that we didn't stay to see the end.             |
| 3 My friend wasn't patient .....                                | c that we've decided to go there again this year. |
| 4 He arrived ..... late   | d to carry all the dictionaries.                  |
| 5 It was ..... a long film                                      | e to wait for me.                                 |
| 6 He was strong .....   | f that he never laughed.                          |
| 7 His assignment was ..... bad                                  | g that the teacher gave it a 0.                   |
| 8 We went to ..... a beautiful place for our holidays last year | h to finish in just one lesson.                   |

WORKBOOK ▶ page 32

/ 8 points

## ▶ Vocabulary revision

### Personality

**1 Complete the sentences with adjectives of personality.**

- 1 A ..... person is someone who is very careful in the way they speak and behave so that they do not make other people unhappy.
- 2 If you are ....., it means you aren't generous with your money.
- 3 A ..... person is someone who accepts many different types of behaviour and is not easily shocked.
- 4 Being ..... is the opposite of being self-confident.
- 5 If someone is ambitious but in a negative way, they are .....
- 6 His friends say he's determined, but other people say he's .....
- 7 She's twenty-five but she's quite ..... because she acts as if she was still a child.
- 8 A ..... student is one who has an impressive natural ability.
- 9 She never gets nervous, she's always relaxed and .....

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/ 9 points

### Noun suffixes

**2 Complete the sentences with a noun formed from the words given.**

- 1 One day, she'd like to become a professional ..... (**MUSIC**).
- 2 What an ..... (**IMPROVE**)! Your work is much better now.
- 3 Playing a sport well is often a question of ..... (**CONFIDENT**).
- 4 They're spending more and more money on health and .....
- 5 There was no light, just ..... (**DARK**) everywhere.
- 6 Hilary Hahn is one of the best ..... (**VIOLIN**) in the world nowadays.
- 7 The lights aren't working. We need to call an ..... (**ELECTRIC**).
- 8 Your ..... (**APPEAR**) is important in creating a good impression.

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/ 8 points

**Total**

/ 40 points



▶ Rozumienie tekstów pisanych – dobieranie

1 Read the text and complete points 1–6 below.

**TIP** A text should be *cohesive*, i.e. its elements should be linked together by different cohesive devices, e.g. *linking words, pronouns, synonyms*, etc. A text should also be *coherent*, i.e. it should make sense as a whole.

(1.) When Mary's son, Matt, turned out to be a maths genius, she was delighted but not surprised. (2.) In fact, she had suspected for quite a while that her child was exceptional. (3.) He had to be! (4.) Hadn't she done everything to boost his potential from birth or even earlier? (5.) Two years before she discovered she was going to be a mum, Mary had changed her lifestyle and eating habits. (6.) She knew that whatever she did might have a tremendous impact on her future baby. (7.) Later, when Matt was born, she gave him all her love and attention. (8.) But not only that - she also did her best to make his diet rich in omega-3 fatty acids, which are essential for optimal brain development. (9.) What is more, she made sure that his naps went undisturbed since, as she had read somewhere, good sleep could considerably boost a baby's IQ. (10.) However, now when she was reading her son's email, she wasn't quite so sure whether she had always been a good mother. (11.) If she had, he wouldn't have run away from home, or would he?

1. Sentence 2 **she** refers to .....; **her child** refers to .....; **exceptional** is close in meaning to ..... in sentence 1.
2. Sentence 3 **He had to be!** (be what?) ..... in sentence 2 because (why?) ..... in sentence 4.
3. Sentence 4 ... **or even earlier** (when?) ..... in sentence 5.
4. Sentence 5 ... **Mary had changed her lifestyle and eating habits.** (why?) ..... in sentence 6 (what happened next?) ..... in sentence 7.
5. Sentence 8 **But not only that ...** (what else?) ..... in sentence 8 and ..... in sentence 9.
6. Sentence 11 **If she had ...** (done/been what?) ..... in sentence 10.

2 Read the sentences and match the linking devices in bold to the appropriate categories.

.....	<b>Therefore</b> , Matt's mother should try to boost her son's self-confidence and help him believe what a special boy he is.
.....	He <b>also</b> tends to be overly critical of himself.
.....	<b>Undoubtedly</b> , Matt is a very talented teenager.
.....	<b>The reason for this</b> is that Matt is very sensitive, which makes it very hard for him to deal with academic stress.
.....	It would be good if they could spend more time together. For example, they could do sports or spend more time with the rest of the family.
.....	<b>Besides</b> , he has really low self-esteem and, <b>due to</b> this, he often gives up trying after just one unsuccessful attempt.
.....	<b>Even though</b> he excels at maths and can effortlessly outclass his colleagues in other school subjects, Matt's school achievements are far from outstanding.

<b>Addition</b>	.....
<b>Contrast</b>	.....
<b>Emphasis</b>	.....
<b>Reason</b>	.....
<b>Result</b>	.....

3 Read the sentences in 2 again and put them in the correct order.

**TIP** Pay attention to various linking devices. They help to carry over a thought from one sentence or paragraph to another so that there are no sudden breaks between ideas.

▶ Zadanie maturalne

4 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 4.1.–4.4. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

*The Battle Hymn of the Tiger Mother* is a parenting memoir written by Amy Chua. (4.1.) ..... The reason for this is that the author claims that Chinese mothers, whose children have long been famous for their outstanding achievements, know best how to raise gifted and successful children.

In her book, Amy Chua describes her own experiences of a mother struggling to bring up two teenage daughters. (4.2.) ..... Amy's ambition is that her daughters become terrific musicians. While encouraging the girls to play their instruments, she keeps in mind the Chinese motto: 'nothing is fun until you're good at it.' (4.3.) ..... Therefore, Amy forces them to do so by threatening and even insulting them. And she does all of this not to humiliate them, but, on the contrary, to boost their self-esteem.

What I liked best about the book was that apart from autobiographical details, the plot revolves around the differences between Asian and western mothers. There is also a lot of interesting information about the culture and dissimilar lifestyles of the Chinese and the Americans. (4.4.) ..... In fact, it is the style that makes the book exceptional. Amy's account of her family life is ironic and, in my opinion, if we take what she says with a pinch of salt, we would not sense controversy, but instead, we could benefit from seeing a different point of view on bringing up children.

I sincerely recommend this book to anyone interested in the role of a parent in a child's life. This book can be a good read for both parents and children as it will definitely help the two parties understand each other better.

- A. This task turns out to be much more challenging than she expected.
- B. Other things I enjoyed include the uncomplicated but engaging story and the witty style.
- C. Furthermore, she believes that she knows best what is good for her children, and so, unlike western parents, she does not let her daughters follow their desires or even have hobbies.
- D. Sophia and Louisa have to practise at least three hours a day, but no child would make such a sacrifice of their own free will.
- E. The book has raised a lot of controversy and generated both positive and negative responses since it was published in 2011.



▶ Część ustna – zestaw zadań

▶ Zadanie 1. (4 minuty)

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

**Uczeń A**

Wraz z klasą przygotowujesz raport dotyczący nastolatków i różnych typów ich osobowości. Przeprowadź ankietę z osobą mieszkającą w USA. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Cechy charakteru, z których jest dumny/dumna

Cechy, które przeszkadzają w osiągnięciu sukcesu

Wpływ wychowania na osobowość

Cechy odróżniające nastolatków z USA od rówieśników z innych krajów

**Uczeń B**

Pochodzisz z USA i jesteś kolegą/koleżanką ucznia A. Uczeń A chce przeprowadzić z Tobą ankietę dotyczącą nastolatków i różnych typów ich osobowości. 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,
- dowiedz się, w jakim celu uczeń A wraz z klasą przygotowuje raport,
- zaproponuj inny sposób przeprowadzenia ankiety.

▶ 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 girl on the right is telling her friend?
2. What qualities do you think are important in a friend?
3. Tell us how you met your best friend.

**Uczeń B**



1. What do you think the two girls in the background are saying?
2. What personality trait would you like to develop and why?
3. Tell us about the last time a colleague or a friend let you down.

▶ Zadanie 3. (5 minut)

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

Twoja klasa przygotowuje plakat reklamujący waszą szkołę, który jest skierowany do uczniów gimnazjów i ich rodziców. Masz do wyboru trzy plakaty.

- Wybierz plakat, który byłby najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. What kind of personality should a good teacher have?
2. What kind of people do you get along with?



▶ Znajomość środków językowych

**Słownictwo**

1 Complete the gaps (1–4) with the words from the box. You may have to change the form of the word. There are two words you do not need to use.

able educate important invent relevant sensitive

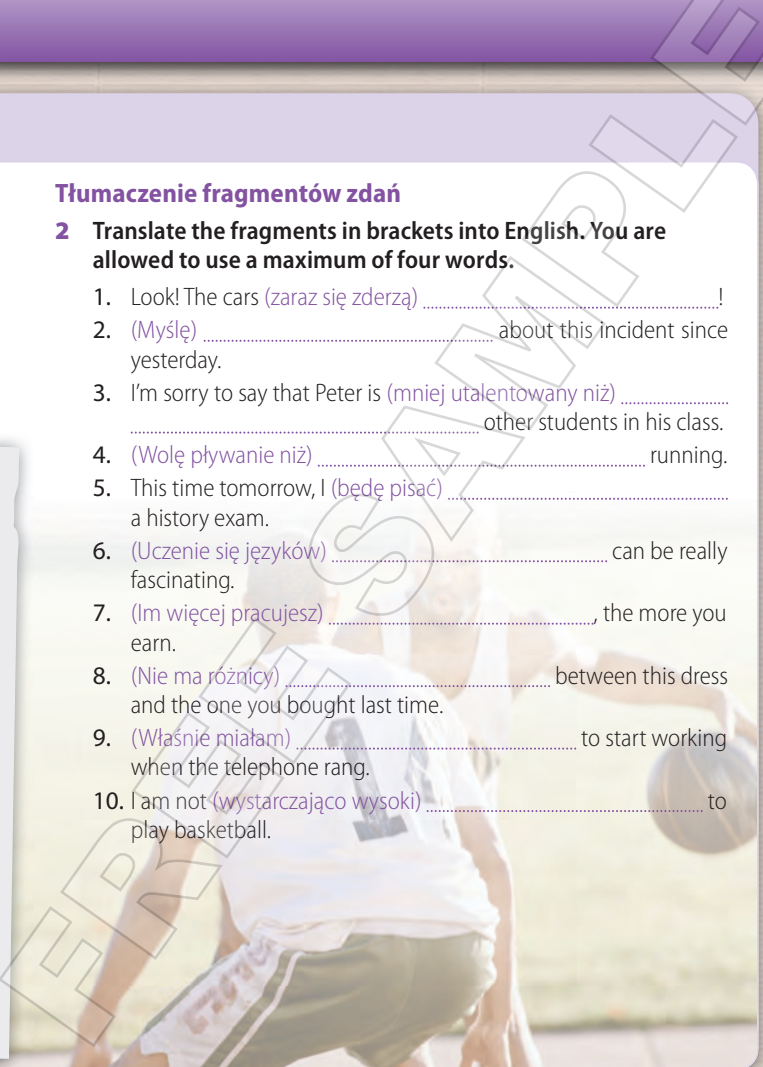
Most jobs seem to match a mix of personality traits, but there are a few which require very specific qualities, for example, the job of a teacher or a sales representative. It is commonly believed that in order to be a good teacher, you need to be fond of kids. Yet, there are more important attributes than that. First of all, a good (1.) ..... should be inquisitive and knowledgeable. What is more, they should also have the (2.) ..... to step in when students need support and withdraw whenever necessary to let them discover things for themselves.

The managers of sales representatives usually believe in the (3.) ..... of developing self-confidence in their employees. While this is true, there is also another quality that is crucial, namely (4.) ..... A successful sales representative needs to be able to read people like a book and only sensitive people can do such things well. So don't be surprised when you are given a personality test during your next job interview. Your character may matter more to your future employer than your qualifications.

**Tłumaczenie fragmentów zdań**

2 Translate the fragments in brackets into English. You are allowed to use a maximum of four words.

- Look! The cars (zaraz się zderzą) .....
- (Myśle) ..... about this incident since yesterday.
- I'm sorry to say that Peter is (mniej utalentowany niż) ..... other students in his class.
- (Wolę pływanie niż) ..... running.
- This time tomorrow, I (będę pisać) ..... a history exam.
- (Uczenie się języków) ..... can be really fascinating.
- (Im więcej pracujesz) ....., the more you earn.
- (Nie ma różnicy) ..... between this dress and the one you bought last time.
- (Właśnie miałam) ..... to start working when the telephone rang.
- I am not (wystarczająco wysoki) ..... to play basketball.



▶ **Vocabulary plus**

1 Match words 1–10 to their definitions (a–j).

- |                        |  |
|------------------------|--|
| 1. big-headed .....    | a. feeling angry and unhappy and not wanting to talk to anyone                       |
| 2. brusque .....       | b. working hard and carefully in order to do things well                             |
| 3. cheerful .....      | c. happy and lively  |
| 4. conscientious ..... | d. speaking quickly in an unfriendly way using very few words                        |
| 5. constrained .....   | e. polite and showing respect for other people                                       |
| 6. courteous .....     | f. behaving in a way that is very controlled and not natural                         |
| 7. modest .....        | g. failing to pay attention or take care so that it causes harm or damage            |
| 8. negligent .....     | h. behaving in a way that shows that you think you are very important or intelligent |
| 9. outgoing .....      | i. friendly and enjoying meeting and talking to people                               |
| 10. sulky .....        | j. not talking much about their abilities or achievements                            |

2 Match the words from 1 so that they form opposites.

- |         |   |       |
|---------|---|-------|
| 1. .... | ≠ | ..... |
| 2. .... | ≠ | ..... |
| 3. .... | ≠ | ..... |
| 4. .... | ≠ | ..... |
| 5. .... | ≠ | ..... |

3 Choose the best answer A or B.

- Peter hasn't got many friends because he tends to be rather .....  
A. mature                      B. aloof
- Don't be so .....! A wise man changes his mind, a fool never will!  
A. stubborn                      B. modest
- She is a very ..... student and never skips lessons.  
A. conscientious                      B. pushy
- She's got such a ..... personality and is always fun to be with.  
A. courteous                      B. vivacious
- Michael is ..... about American literature.  
A. knowledgeable                      B. generous
- My sister is really ..... and never buys presents for her family.  
A. spendthrift                      B. tight-fisted
- A good waiter should be attentive but not .....  
A. broad-minded                      B. obtrusive

4 Choose five words from 3 and describe your personality.

.....

.....

.....

.....

.....



★★★ = słowo bardzo często używane

★★ = często używane

★ = dosyć często używane

## Człowiek – cechy charakteru

ambitious (adj) ★★	/æm'biʃəs/	ambitny
arrogant (adj) ★	/'ærəgənt/	arogancki
assertive (adj)	/ə'sɜ:(r)ti:v/	asertywny
big-headed (adj)	/'big'hedid/	zarozumiały
bossy (adj)	/'bɒsi/	apodyktyczny
broad-minded (adj)	/'brɔ:d'maɪndɪd/	tolerancyjny
brusque (adj)	/'bru:sk/	szorstki, opryskliwy
clever (adj) ★★	/'klevə(r)/	inteligentny, mądry
determined (adj) ★★	/'di:tɜ:(r)mɪnd/	zdeteterminowany
dumb (adj)	/'dʌm/	tępy
easygoing (adj)	/'i:zi'gəʊɪŋ/	łatwy w obejściu
frank (adj) ★	/'fræŋk/	szczerzy
friendly (adj) ★	/'fren(d)li/	przyjazny
fun-loving (adj)	/'fʌn'lʌvɪŋ/	lubiący zabawę
generous (adj) ★★	/'dʒenərəs/	hojny
gifted (adj)	/'gɪftɪd/	utalentowany
hard-working (adj)	/'hɑ:(r)d'wɜ:(r)kɪŋ/	pracowity
immature (adj)	/'ɪmə'tjʊə(r)/	niedojrzały
impatient (adj) ★	/'ɪm'peɪʃ(ə)nt/	niecierpliwy
impolite (adj) ★	/'ɪmpə'laɪt/	nieuprzejmy
insecure (adj)	/'ɪnsɪ'kjʊə(r)/	niepewny
lazy (adj) ★★	/'leɪzi/	leniwy
mature (adj) ★★	/'mə'tjʊə(r)/	dojrzały
messy (adj)	/'mesi/	niechlujny, brudny
modest (adj) ★★	/'mɒdɪst/	skromny
narrow-minded (adj)	/'nærəʊ'maɪndɪd/	ograniczony
nervous (adj) ★★	/'nɜ:(r)vəs/	nerwowy
noisy (adj) ★	/'nɔɪzi/	hałaśliwy
outgoing (adj)	/'aʊt'gəʊɪŋ/	otwarty, towarzyski
patient (adj) ★★	/'peɪʃ(ə)nt/	cierpliwy
polite (adj) ★	/'pə'laɪt/	uprzejmy
pushy (adj)	/'puʃi/	nachalny, natrętny
quiet (adj) ★★	/'kwaɪət/	cichy
reserved (adj)	/'ri:zɜ:(r)vd/	powściągliwy
rude (adj) ★★	/'ru:d/	niegrzeczny
self-confident (adj)	/'self'kɒnfɪd(ə)nt/	pewny siebie
serious (adj) ★★	/'sɪəriəs/	poważny
slow (adj) ★★	/'sləʊ/	mało pojętny
stubborn (adj) ★	/'stʌbə(r)n/	uparty
stupid (adj) ★★	/'stju:pɪd/	głupi
tactful (adj)	/'tækt(ɪ)f(ə)l/	taktowny
tactless (adj)	/'tækt(ɪ)ləs/	nietaktowny
tidy (adj) ★	/'taɪdi/	schludny
tight-fisted (adj)	/'taɪt'fɪstɪd/	skąpy
unfriendly (adj) ★	/'ʌn'fren(d)li/	nieprzyjazny
untidy (adj) ★	/'ʌn'taɪdi/	nieporządkny, niechlujny

## Inne

ability (n) ★★	/ə'biləti/	zdolność, umiejętność
action (n) ★★	/'ækʃ(ə)n/	działanie
activity (n) ★★	/'æk'tɪvəti/	aktywność, działalność
actor (n) ★★	/'æktə(r)/	aktor
appearance (n) ★★	/ə'piərəns/	wygląd

confidence (n) ★★	/'kɒnfɪd(ə)ns/	pewność siebie
creation (n) ★★	/'kri:ejʃ(ə)n/	tworzenie
creativity (n) ★	/'kri:er'ɪvətəti/	kreatywność
creator (n) ★	/'kri:etə(r)/	twórca
difference (n) ★★	/'dɪfrəns/	różnica
distinguish (v) ★★	/'dɪstɪŋɡwɪʃ/	odróżniać
drop out of (v)	/'drɒp'aʊtəv/	wycofać się, porzucić
education (n) ★★	/'edʒʊ'keɪʃ(ə)n/	edukacja
educator (n)	/'edʒʊ'keɪtə(r)/	pedagog
effortlessly (adv)	/'efə(r)tləsli/	bez wysiłku
electrician (n)	/'ɪlek'trɪʃ(ə)n/	elektryk
electricity (n) ★★	/'ɪlek'trɪsətəti/	elektryczność
elite (adj)	/'ɪli:t/	stanowiący elitę
employer (n) ★★	/'ɪm'plɔɪə(r)/	pracodawca
employment (n) ★★	/'ɪm'plɔɪmənt/	zatrudnienie
encouraging (adj) ★★	/'ɪn'kʌrɪdʒɪŋ/	zachęcający
expertise (n) ★★	/'ekspə(r)'ti:z/	kompetencja, biegłość
happiness (n) ★★	/'hæpɪnəs/	szczęście
hardly (adv) ★★	/'hɑ:(r)dli/	ledwie, ledwo
improvement (n) ★★	/'ɪm'pru:vmənt/	poprawa
invention (n) ★★	/'ɪn'venʃ(ə)n/	wynalazek
inventor (n) ★	/'ɪn'ventə(r)/	wynalazca
investigation (n) ★★	/'ɪn'vestɪ'geɪʃ(ə)n/	badanie, dochodzenie
madness (n) ★	/'mædnəs/	szaleństwo
musician (n) ★★	/'mju:zɪʃ(ə)n/	muzyk
outstanding (adj) ★★	/'aʊt'stændɪŋ/	wybitny
performer (n) ★	/'pɜ:(r)'fɔ:(r)mə(r)/	artysta, showman
potential (n) ★★	/'pə'tenʃ(ə)l/	potencjał
prodigy (n)	/'prɒdɪdʒɪ/	cudowne dziecko
professor (n) ★★	/'prə'fesə(r)/	profesor
relevance (n) ★★	/'reləv(ə)ns/	znaczenie
roughly (adv) ★★	/'rʌfli/	mniej więcej
scientist (n) ★★	/'saɪəntɪst/	naukowiec
sensitive (adj) ★★	/'sensətɪv/	wrażliwy
soloist (n)	/'səʊləɪst/	solista
supportive (adj)	/'sʌpə:(r)ti:v/	wspierający
talented (adj) ★	/'tæləntɪd/	utalentowany
touch (n) ★★	/'tʌtʃ/	dotyk
violinist (n)	/'vɪə'laɪnɪst/	skrzypek

## ▶ Vocabulary plus

aloof (adj)	/ə'lu:f/	zdystansowany
cheerful (adj) ★	/'tʃɪə(r)f(ə)l/	pogodny
conscientious (adj)	/'kɒnʃɪ'ensjəs/	sumienny
constrained (adj)	/'kɒn'streɪnd/	skrępowany
courteous (adj)	/'kɜ:(r)tiəs/	uprzejmy
knowledgeable (adj)	/'nɒlɪdʒəb(ə)l/	mądry, znający się na rzeczy
negligent (adj)	/'neglɪdʒ(ə)nt/	niedbały
obtrusive (adj)	/əb'tru:sɪv/	natrętny
spendthrift (adj)	/'spendθrɪft/	rozzrutny
sulky (adj)	/'sʌlki/	nadąsany
vivacious (adj)	/'vɪveɪʃəs/	pełen energii



## ► Rozumienie tekstów pisanych

### ► Matura pointer



In some reading activities, you complete a text with missing sentences. Remember that if there are gaps which you cannot complete, continue with other easier gaps first and then go back to the difficult ones later.

### Zadanie 1.

Wpisz w luki 1.1.–1.4. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst.

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- A. Of course not. The success of Silverdale Road was about the coming together of factors similar to those that have, from time to time, elevated other places into the sporting ascendancy (for example, Spartak, a Moscow tennis club, created more top 20 women players between 2005 and 2007 than the whole of the USA).
- B. In Omega, I began by playing with a boy who was at my skill level or even a little better but who wasn't aggressively competitive. This way I could have fun learning how to play.
- C. Sometimes I would marvel that I had these skills in such abundance that they were capable of elevating me – little me! – beyond hundreds of thousands of others aspiring to that precious top spot.
- D. You can imagine that there were not many youngsters of my age (I was eight at the time) in my home town who possessed a full-size, tournament-specification table.
- E. He was the coach of almost all of the after-school sporting clubs, the organiser of school sports days and the inventor of a game called 'bucket ball' – a kind of improvised basketball.



## ► Wypowiedź pisemna

### ► Matura pointer



An article should give opinions and thoughts as well as facts, and it should be written in an attention-grabbing manner. Always remember to give it a title.

### Zadanie 2.

Znany magazyn dla młodzieży ogłosił konkurs na artykuł poświęcony osobowości nastolatków. Napisz artykuł, w którym wyjaśnisz, jaki jest, Twoim zdaniem, wpływ rodziców na osobowość nastolatków oraz opisziesz, jak Twoi rodzice kształtują Twój charakter. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

## What makes a champion?

In January 1995, I became the British No. 1 table tennis player for the first time – which, I am sure you will agree, is a heck of an achievement. Table tennis is a pretty big sport in the UK, with 2.4 million participants, 30,000 paid-up members of the governing body, thousands of teams and serious riches for those who excel. But what made me special? What had marked me out for greatness? I came up with various attributes: speed, mental strength, adaptability, agility and reflexes.

**1.1.** ..... And all this was doubly amazing considering that I had been born into a family in an ordinary suburb of an ordinary town in south-east England. Mine was a triumph of individuality – a personal odyssey of success.

This, of course, is the way that many who have reached the top in sport, or indeed in any other field, choose to tell their stories. We live in a culture that encourages this kind of individualism. But while these stories are inspirational and entertaining, are they true?

Here is my table tennis story, retold with the bits that I chose to ignore the first time round as they diminished the romance and individuality of my triumph.

In 1978, my parents, for reasons they are still unable to explain, decided to buy a table tennis table – a super-deluxe 1000 with gold lettering (since you ask) – and put it in our garage.

**1.2.** ..... Fewer still had a garage in which it could be housed full-time. This was my first bit of good fortune.

My second piece of good fortune was having an older brother, Andrew, who came to love table tennis as much as I did. We would play for hours after school – duelling, battling, testing each other's reflexes, experimenting with new spins and investigating new paddles.

Mr Charters was a teacher at the local primary school: a tall man with a moustache and a disdain for conventional teaching methods. **1.3.** ..... However, Charters cared about one thing above all – table tennis. He was the nation's top coach and a senior figure in the English Table Tennis Association. He invited my brother and me to join the local club, Omega, in 1980, just when we were beginning to outgrow the garage.

Omega was not a luxurious club: it was a one-table hut in suburban Reading, cold in winter, ferociously hot in summer and with plants growing through the roof and floor. But it had one advantage that made it almost unique in the county: it was open 24 hours a day for the exclusive use of its tiny group of members, each of whom had a set of keys.

My brother and I took full advantage, training after school, at weekends and during school holidays. We were joined by other alumni who had been spotted by Charters so that by 1981, Omega was becoming something of a sensation. One street alone (Silverdale Road, where the school was) contained an astonishing number of the nation's top players.


Had some genetic mutation spread through the area without touching the surrounding roads and villages? **1.4.** ..... In our case, all the local sporting talent was focused on table tennis, and all the aspiring players were nurtured by an outstanding coach.

We like to think that sport is a meritocracy, in which achievement is driven by talent and hard work, but it is nothing of the sort. Think of thousands of potential table tennis champions not fortunate enough to live in Silverdale Road, with its particular set of advantages. Think of the thousands of potential Wimbledon champions who have never been fortunate enough to own a tennis racket or receive specialised training. Practically every man or woman who triumphs is, on closer inspection, a beneficiary of unusual circumstances.



## ► Znajomość środków językowych

### ► Matura pointer

 In word formation cloze tests, remember that to change the type of word, you will usually need a suffix (e.g. *-ion* to make a noun, *-ly* to make an adverb). To change the meaning of the word, you will usually need a prefix (e.g. *im-*, *re-*).

### Zadanie 3.

Przeczytaj tekst. Uzupełnij każdą lukę (3.1.–3.10.), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.


Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

accident appear believe different estimate expect  
important improve late usual vanish want

Recently, pupils at a local school had a(n) **3.1.** ..... visit from students who were at the school 100 years ago. How? Thanks to the **3.2.** ..... of a time capsule which construction workers **3.3.** ..... discovered when they were knocking down a wall as part of a(n) **3.4.** ..... to the school buildings. They were surprised to see a(n) **3.5.** ..... old box hidden inside the wall. The box was full of old objects and letters chosen by the students who were studying in the school in 1912! The point was to give future generations of students an idea of how life was at the time. The students would be amazed to see the **3.6.** ..... in life now. The **3.7.** ..... of inventions, such as televisions, computers and mobile phones, have completely transformed the world. But let's not get too clever or **3.8.** ..... our own intelligence. Just imagine preparing your own time capsule today. Put in a copy of the **3.9.** ..... computer magazine. In 100 years' time, no doubt people will find the technology shown in the magazine **3.10.** ..... primitive.

## ► Część ustna

### ► Matura pointer

 When choosing a particular photo/poster over another, always justify your choice and explain why you haven't picked the other option(s).

### Zadanie 4.

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

Twoja klasa ma za zadanie przygotować plakat zachęcający uczniów waszej szkoły do uczestniczenia w pozalekcyjnych zajęciach dotyczących nauk ścisłych i technologii. Masz do wyboru trzy projekty plakatów.

- Wybierz plakat, który byłby najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. How has technology changed education?
2. Do you support investing large amounts of money in space exploration? Why?/Why not?

## ► 'Can Do' Progress Check

### 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- |  |   |
|--|---|
| <b>a</b> I can talk about the future and the future in the past, using different verbs and tenses, including future perfect, future continuous and future perfect continuous. <input type="checkbox"/> | <b>f</b> I can compare different people, things and actions, using a variety of structures, including comparative and superlative adverbs. <input type="checkbox"/> |
| <b>b</b> I can talk about space and space travel. <input type="checkbox"/>   | <b>g</b> I can form nouns by using suffixes. <input type="checkbox"/>   |
| <b>c</b> I can use prefixes to change the meaning of words. <input type="checkbox"/>   | <b>h</b> I can understand written and spoken texts about usual and unusual human behaviour. <input type="checkbox"/>  |
| <b>d</b> I can express personal opinions when discussing topics and stimuli. <input type="checkbox"/>  | <b>i</b> I can give structured presentations on different topics. <input type="checkbox"/>  |
| <b>e</b> I can write stories, using a variety of tenses, structures and linkers. <input type="checkbox"/>  | <b>j</b> I can write detailed personal descriptions. <input type="checkbox"/>   |

### 2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ► **WORKBOOK** page 36
- 3 Other: .....

- |                             |
|-----------------------------|
| 1 = I can do it very well.  |
| 2 = I can do it quite well. |
| 3 = I have some problems.   |
| 4 = I can't do it.          |



## Vocabulary

### Buying and selling

**1a** Work in pairs. How many different names for shops can you write down in two minutes?

**1b** Work with another partner. Say things that you can buy in the different shops in your list. Can your partner name the shops?

Where do you buy chops and steaks?

At the butcher's.



**2** Complete the text with these words. Use a dictionary if necessary.

afford   bargain   cash   change   discount   receipt  
refund   sale   value for money   waste

There's a clothes shop that I really like in the shopping centre near where I live. I don't often buy clothes there because I can't (a) ..... it, it's just too expensive for me. But last week, they had a special (b) ..... there and everything was cheaper than usual. They had a (c) ..... of between 20 per cent and 70 per cent on most of the things there. I found a real (d) ..... – a jacket that cost just £35 instead of £120! That's great (e) ..... because it's really cheap for a jacket made by a top designer. Anyway, I didn't have any ID so I couldn't use my credit card. I paid in (f) ..... I gave them a £50 note and they gave me £15 (g) ..... I asked for the (h) ..... because if you have problems afterwards, you need to have proof that you bought it in that particular shop. Once I bought a coat but then I decided I didn't like it. I didn't want to (i) ..... my money so I took it back and, luckily, they gave me a (j) .....

**3 SPEAKING** Work in pairs. Ask and answer the questions.

- Do you have any change in your pocket at the moment?
- How do your parents usually pay in shops?
- Do you or your family usually buy things in the sales?
- Do you usually keep the receipt when you buy something?
- Have you or your family ever asked for a refund in a shop? When? Why?
- Do students get special discounts in Poland? Where or when?
- Have you ever wasted your money? When?
- Think of something that you have bought that was a real bargain or that was good value for money. What was it? Where and when did you buy it?

### Money and banking

**4** Match these words and phrases with their definitions. Use a dictionary if necessary.

bank charges/fees   bill   cashpoint  
credit/debit   current account  
get into debt   interest  
lend money/give somebody a loan  
overdraft   savings account  
withdraw money

- an agreement with your bank that allows you to spend money when there is no money in your account
- a bank account that you use to keep and save money
- give money to somebody for a period of time, after which they give it back
- amount of money you have to pay a bank for the services that they give you
- a bank account that you can take money out of when you want
- take money from a bank account
- money you get from a bank for keeping your money there, or money that you pay to a bank when you borrow money from them
- a written statement saying how much money you owe for goods or services you have received
- a machine that gives you money when you put a bank card in it
- money that you add to/take out of a bank account
- start to owe money

**5 LISTENING** 1.21 Listen and answer the questions. You will hear each question twice.

- |         |         |
|---------|---------|
| 1 ..... | 5 ..... |
| 2 ..... | 6 ..... |
| 3 ..... | 7 ..... |
| 4 ..... | 8 ..... |

**6** How do you say these words? What do they all have in common?

card   climb   cupboard   debt  
doubt   eight   honest   knowledge  
listen   litre   psychological   receipt  
through   withdraw   written

**7 PRONUNCIATION** 1.22 Listen to the words and correct your pronunciation if necessary.



**1 SPEAKING** Work in pairs. Imagine that you are going to open a bank account. What information would you like to know before you do it? Make a list of questions.

*Do they give you a credit card?*

**2** Read these two texts in five minutes. What is the purpose of each text? Where might you find each text?

**Text 1**

When you live at home, you usually don't really need a current account. But when you go to university, you should definitely consider opening one. It makes it easier for people to send you money and it also means that you can pay bills and shop without cash.

Most banks are happy about opening current accounts for students. They hope that if you start banking with them now, later when you start earning large amounts of money, you'll stay with them. Banks use typical advertising techniques to attract you. They sometimes offer free CDs, concert tickets, MP3 players or other incentives. But before you open a bank account just because of a free gift, you ought to think twice about the conditions the account offers.

Firstly, do they offer an overdraft? If the answer is yes (and it usually is), how high are the overdraft fees? You must find this out *before* you need to use the overdraft or you can get a very unpleasant surprise.

Do you get a credit or debit card with the account? Obviously, these are the easiest ways to pay nowadays in most shops, bars and restaurants. But be careful with credit cards. They're so easy to use that, before you know it, you've got yourself into debt. And the bank charges can be high.

Check whether your bank offers free banking. This means that for basic services, you don't have to pay any bank charges, provided that you have money in your account. Remember, you mustn't get into debt if you don't want the bank to start charging you interest.

Another important question is location. Some banks have branches near the university campus. You had better make sure that there is a branch near where you study or live because it can save so much time. Most banks offer Internet banking, and that is a great way of knowing the exact situation that your finances are in. But there are times when you just have to go to your bank in person. Apart from anything, some banks have special Student Advisers there, who can give you useful advice.



**Text 2**

That's a really good question. I opened my first bank account much too quickly. I should have looked around more carefully at the terms and conditions at different banks but I just went to the branch nearest the university and opened it there. It was only after that I found that it had the worst conditions for students! So my first piece of advice to you is to look around carefully at the different offers.

To actually open the account, I had to take my passport, of course. I'm from outside the European Union so I also needed to take my visa. I was worried because there was only five months left on my visa and the year before a friend of mine hadn't been allowed to open an account because he had only had three months left. But I was fine.

The other thing I had to take was a thing called a 'letter of introduction' from the university. It's simply an official letter that you can get from your uni. It needs to give your name, your date of birth, your UK address and your home address. It must also say what course you're studying. When I went, I also took my driving licence but I needn't have taken it because the passport, visa and letter of introduction were enough. I suggest you check with the bank you're interested in because different banks ask for different things. I know a friend who had to give proof that there would be money coming into his account in the future. But I didn't have to do that for my bank.

I hope that helps. Good luck!

**3** Answer these questions with information from the texts. Write where you found the answers (text and line number).

- 1 What problems can credit cards create?  
*With credit cards, it's easy to spend too much, and then you have to pay more money back to the bank. Text 1, lines 21-24*
- 2 I'm from Egypt and I want to open a bank account in the UK. Is my passport sufficient?  
.....
- 3 Should I accept a free gift for opening a bank account?  
.....
- 4 How important is the location of a bank?  
.....
- 5 If a bank offers me free banking, what does it mean?  
.....
- 6 How can Internet banking help me?  
.....
- 7 Who can students ask for help with their finances?  
.....
- 8 What are the advantages of opening a current account?  
.....
- 9 My bank says I need a letter of introduction. What's that?  
.....
- 10 Do all banks ask for the same documents to open an account?  
.....

**4** Find underlined words in the texts that mean:

- 1 an office representing a bank in a particular area
- 2 not nice
- 3 information that shows that something is true
- 4 on condition that
- 5 the things that you accept when you make a business or financial agreement
- 6 things that make you want to do something

**5 SPEAKING** What about you?

When do you think you will open your own bank account or have your own credit card?



**GRAMMAR GUIDE**

*Modal verbs of obligation, prohibition and advice – present*

**1a Match sentences a–l to functions 1–4.**

- a You **ought to** think twice about the conditions.
- b You **should** consider opening a current account.
- c With free banking, you **don't have to** pay any bank charges.
- d The letter **must** say what course you're studying.
- e You **have to** be eighteen to open an account without your parents.
- f You **mustn't** get into debt.
- g You'd **better** make sure that there is a branch near you.
- h You **aren't allowed to** open an account until you're sixteen.
- i The letter **needs to** give your address and date of birth.
- j You **needn't** take a driving licence.
- k You **don't need to** take a driving licence.
- l You **can't** open a bank account without identification.

- 1 express obligation or necessity
- 2 say there is no obligation or necessity
- 3 say something is prohibited or not possible
- 4 give advice or recommendations

**1b Answer these questions.**

- 1 Which structures need *to* + infinitive? Which need the infinitive without *to*?
- 2 How do you make sentence e into a question?
- 3 How do you make sentences b and g negative?
- 4 How do you make sentence j affirmative?
- 5 Does 'd stand for *had* or *would* in sentence g?

**GRAMMAR REFERENCE** ▶ page 74

**2 Decide if the sentences are correct. Rewrite the incorrect sentences.**

- 1 You shouldn't arrive late for a meeting with a bank manager.
- 2 You don't have to use somebody else's passport to open a bank account.
- 3 Have you to sign your name on your credit card?
- 4 Aren't foreigners allowed have a student account?
- 5 When you live at home, you usually needn't to open a current account.
- 6 You would better get a debit card because it isn't safe to have lots of cash on you.
- 7 We ought to ask for advice because we don't know much about banking.
- 8 You must take all the documents to the bank yourself to open an account.

**3 Complete the sentences with these words. There are four extra words you do not need to use.**

allowed   are   aren't   had   has   have   must  
mustn't   needn't   needs   ought

- 1 You ..... better hurry or you'll miss the bus.
- 2 My dad ..... to wear a uniform because he's a firefighter.
- 3 We've just eaten. In my opinion, we ..... to have a rest before we swim again.
- 4 Sixteen-year-olds ..... allowed to drive in Europe.
- 5 You ..... buy me a present for my birthday. I don't really want anything.
- 6 Parents always tell their children that they ..... lie to them.
- 7 We're ..... to use calculators in maths exams but I've forgotten to take mine today.

**4a SPEAKING** Work in pairs. A British student is coming to study for one month at your school. Prepare eight sentences with advice, using each of these words and expressions.

are allowed to   can't   don't have to   had better not  
must   mustn't   needn't   ought to

*You must learn some basic expressions in Polish because most of our lessons aren't in English.*

**4b SPEAKING** Work in groups. Compare your answers. Decide on the five most useful pieces of information.

**GRAMMAR GUIDE**

*Modal verbs of obligation, prohibition and advice – past*

**5 Match sentences a–i to functions 1–5.**

- a I **had to** take my passport.
- b I **didn't have to** do that for my bank.
- c I took my driving licence but I **needn't have taken** it.
- d A friend of mine **wasn't allowed to** open an account.
- e I **needed to** take my visa.
- f I **should/ought to have looked** around.
- g I **shouldn't have done** that.
- h I **didn't need to** go to the bank yesterday.
- i He **couldn't** open an account.

- 1 express obligation and necessity in the past
- 2 say that something happened but it was not necessary
- 3 say that something didn't happen because it was not necessary
- 4 say something was prohibited or not possible
- 5 criticise a past action or say that it was a mistake

**GRAMMAR REFERENCE** ▶ page 74



**6 Write these sentences in the past.**

- 1 You should ask them for advice.
- 2 She must arrive on time every morning.
- 3 Do you have to go to the meeting?
- 4 We mustn't wear jeans and T-shirts.
- 5 I don't need to get up early (but I do).
- 6 She doesn't need to wear a uniform (so she doesn't).
- 7 We ought to work as a team.
- 8 They need to ask the university for a letter of introduction.

**7 Complete the sentences for the situations given. Use each of these expressions once.**

couldn't    didn't have to    had to    needed to  
 needn't have    ought to have    should(n't) have  
 wasn't/weren't allowed to

- 1 I did the exercises last night because they were obligatory.  
I .....
- 2 Taking food to the party was unnecessary, but we took some.  
We .....
- 3 She didn't revise for the exam and that was a big mistake.  
She .....
- 4 They didn't have permission to go into the office.  
They .....
- 5 It was necessary for the plane to land.  
The plane .....
- 6 It wasn't necessary to show my receipt to the shop assistant, so I didn't.  
I .....
- 7 I got angry with you yesterday and that was a silly thing to do.  
I .....
- 8 It was impossible for her to speak to the bank manager.  
She .....

**8a Think about when you were at primary school. Write sentences about things that were obligatory, not obligatory, prohibited, and that you should or shouldn't have done. Use the structures on this page.**

*I didn't have to wear a tie, but I had to wear short trousers.*



**8b SPEAKING** Work in groups. Compare your sentences. Were your experiences similar?

**Phrasal verbs connected with money and shopping**

**1 Read the sentences and match the phrasal verbs with definitions a–h.**

- 1 If you want to buy a new computer, you need to start **saving up**.
  - 2 The government say that they are going to **cut back** on education.
  - 3 She lent me some money last week but next week I have to **pay it back**.
  - 4 The bill **comes to** £43.50.
  - 5 At the local supermarket, they're **giving away** CDs when you buy six cans of cola.
  - 6 I **picked up** some amazing bargains in the sales.
  - 7 I couldn't buy that new computer game because they'd already **sold out**.
  - 8 She's going to **splash out** on that designer jacket.
- a give someone the same amount of money they lent you  
 b not spend money so that you can buy something  
 c reduce the amount of money you spend  
 d buy  
 e buy something expensive (informal)  
 f let somebody have something without paying  
 g reach a total when you add all the parts together  
 h have no more of a particular product left to sell

**2 Rewrite the sentences, using the correct form of one of the phrasal verbs in 1.**

- 1 Can you buy some milk on the way home?
- 2 That coat is expensive but I'm going to buy it.
- 3 We need to reduce the amount we spend on luxury items.
- 4 That shop gives you a free video game with each console.
- 5 I can't go to the concert because I need money for the summer holidays.
- 6 You should buy the DVD now because it's disappearing fast.
- 7 I'll give you the money you lent me tomorrow.
- 8 The book was £10 and the magazine was £2.50 so the total was £12.50.

**3 Choose the correct alternative.**

- 1 Are you saving back/up to buy something?
- 2 Do you need to pay somebody back/up at the moment?
- 3 Have you or your family ever splashed away/out on something?
- 4 Have you ever gone to buy something and found that they had already sold out/up?
- 5 Have you or your family ever bought something because they were giving something away/in with it?
- 6 Have you ever picked away/up a bargain in the sales?

**4 SPEAKING** Work in pairs. Ask your partner the questions in 3. If your partner's answers is positive, ask questions to find out more information.





**1 SPEAKING** Work in pairs. Look at the pictures. What do you think they show? What do they have in common?

**2** Read this text and check your answers to 1.

One of the earliest ways of paying somebody was to give them (a) ..... because you can use them for different things.

On the Yap Islands in Micronesia, they used stone disks which could have a diameter of (b) ..... Roman soldiers got coins and (c) ..... for their work. This is the origin of the English word (d) .....

The Greek historian Herodotus said the Lydians made the first coins in around 600 BC. The very first coins weren't gold coins or silver coins, they were made of (e) .....

But it was in China that they used paper notes for the first time. This may have been because they didn't have enough (f) .....

In the 1920s, Americans started using cards to pay for (g) ..... or to buy things in department stores. The first real credit card appeared in the USA in (h) ..... Some people think that physical money may disappear in the future because people will use their (i) ..... to pay. And somebody has already designed money to use in space. The coins come in five different sizes and colours. The coins are specially made so that they (j) ..... you when they fly around a spaceship in zero gravity.

**3** Look at the gaps in the text. Predict what words or types of word could fill each one.

**4 LISTENING** 1.23 You will hear a report by an expert on the history of money. Complete gaps a–j in 2 with no more than two words and/or a number.

**5 SPEAKING** What about you?

- 1 In your opinion, what are the two most surprising pieces of information?
- 2 Do you think that physical money will disappear one day? Why?/Why not?

**GRAMMAR GUIDE**

*Modal verbs of speculation and deduction – present and future*

**1** Read sentences a–f and complete rules 1–4 with the verbs in bold.

- a One day we **might** stop using cash.
- b Stone disks **must** be the most unusual type of money ever.
- c He **may** have a credit card, but he **may not**.
- d We **might not** use metal coins in space.
- e That **can't** be the real price.
- f This **could** mean the end of credit cards.

- 1 We use ..... and ..... when there is a 50 per cent possibility that something is or will be true. The negative forms are ..... and ..... We cannot use the negative form of ..... when there is a 50 per cent possibility that something isn't true.
- 2 We use ..... when we are 90 per cent certain that something is true.
- 3 We use ..... when we are 90 per cent certain that something isn't true.
- 4 When we are speculating and making deductions, the opposite of *must* is .....

**GRAMMAR REFERENCE** ▶ page 74

**2** Look at these pictures. What do you think they may, must or can't be? Explain why.





**3 Complete the sentences with *must, can't, may, or might (not)*.**

- 1 He's seen that film ten times. He ..... love it.
- 2 It's unusual that Beth hasn't come to school yet. She ..... be well, or perhaps her bus is just late.
- 3 That ..... be Jack's wallet because his is brown and this one's black.
- 4 I ..... go to the party tomorrow but I'm not sure. I hope my parents let me.
- 5 She ..... have a lot of money because she spends a fortune on clothes.
- 6 He ..... play the guitar very well because nobody wants to listen to him.
- 7 It ..... be hard to become a millionaire because not many people manage it.
- 8 My parents ..... lend me some money or they ..... I don't really know because I've never asked them before.

**GRAMMAR GUIDE**

*Modal verbs of speculation and deduction – past*

**4 Read sentences a–d and complete rules 1–3 with the verbs in bold.**

- a It **must have** been difficult to carry the big stone disks.
- b It **can't have** been easy for thieves to steal them.
- c They **may/might/could have** used salt as money because you could use it anywhere.
- d They **mightn't/may not have** had enough metal to make coins.

- 1 We use ..... and ..... when there is a 50 per cent possibility that something was true. The negative forms are ..... and ..... We cannot use ..... in the negative form with this meaning.
- 2 We use ..... when we are 90 per cent certain that something was true.
- 3 We use ..... when we are 90 per cent certain that something wasn't true.

**GRAMMAR REFERENCE** ▶ page 74

**5 Correct the mistakes in these sentences.**

- 1 It's only lunchtime and you look terrible. You must have a bad morning.
- 2 Somebody's unlocked the door. It must have been Mike because he hasn't got a key.
- 3 I think Josh might sent me an email last night.
- 4 Emma hasn't replied to my email. She mightn't has received it.
- 5 William isn't here. He must have went already.
- 6 Let's not buy her that DVD. I'm not sure but I think she might buy it already.
- 7 You can't be read that book already! It's 600 pages long and you only started yesterday!
- 8 It mustn't have rained last night because all the streets are dry.

**6 Complete the text with past modal verbs of speculation and the verbs given.**



Something very mysterious happened in Tokyo in 2007. For a few weeks, many civil servants who went to the toilet found a 10,000-yen note waiting for them. Nobody knows who left the notes but it (a) ..... (be) the same person because they left handwritten messages with the notes and the writing was always the same. They are quite sure that a woman (b) ..... (leave) the notes because they always appeared in the men's toilet. More than 425 people found notes, so the man (c) ..... (have) a lot of money. He always left the message 'Please be happy' with the money. This suggests that the man (d) ..... (be) happy himself, but, of course, we can't be sure. Again, nobody can be sure, but other people think that the man (e) ..... (work) as a civil servant himself once and he gave the money away to make other civil servants happy. One thing is clear: he (f) ..... (move) quickly because in one morning, he left eighteen 10,000-yen notes in eighteen different toilets in Tokyo. The man's handwriting was getting worse and worse and so people think he (g) ..... (have) a terminal illness. That probably explains why he was giving away all his money. Unfortunately, the man (h) ..... (die) because the notes suddenly stopped appearing.

**7a SPEAKING** Work in pairs. Look at these situations and think of at least two sentences with *must have, might have* and *can't have* to explain them.

- 1 My uncle didn't use to be rich but now he's a millionaire.
- 2 Susan always passes her exams but last week she failed one.
- 3 Ben can usually go out with his friends at the weekend but last weekend his parents didn't let him.
- 4 Justin is a very careful driver but yesterday he had an accident.
- 5 Gemma usually beats everybody at tennis but last weekend she lost.
- 6 Jamie loves watching football matches but he was really angry the last time he saw a match.
- 7 Sarah used to be really unhealthy but now she's really fit.
- 8 The last time I saw my cousin she couldn't speak a word of English but now she's really fluent.

**7b SPEAKING** Compare your ideas with the rest of the class.





**1 SPEAKING** Work in pairs. Look at the photos. Write down similarities and differences between the two photos.

Similarities	Differences
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**2 LISTENING** 1.24 Read the task below. Listen to a student doing this task and answer the questions.

*Compare the photographs and tell us how you feel when you go shopping in such places.*

- Does the student mention any of your ideas?
- Does she describe each photo in detail?
- Does she do both parts of the task?

**3** Complete what the student said, using phrases from the Speaking Bank. Listen again if necessary.

(a) ..... people shopping. (b) ..... there is a family and they're shopping in a big, modern supermarket, (c) ..... in the second photograph, there is a mother and daughter and they're shopping in a small market.

(d) ..... the people are buying things, but (e) ..... the people in the supermarket don't seem very happy or relaxed. I think they might be arguing or something. But the two people in the market must be having a good time because I can see them smiling.

(f) ..... is that the food in the supermarket can't be very good or natural, (g) ..... the food in the market looks much healthier.

As for me, I prefer shopping in supermarkets because you can buy more things in a supermarket. I think it's more convenient to buy things there because you can get everything you want in just one shop. (h) ..... a supermarket, shopping in a traditional market is much slower and you can't pick things up yourself, you have to ask for everything from the person who's selling.

▶ **Speaking Bank**

**Useful expressions for comparing and contrasting photos**

- Both photographs show ...
- In both pictures, ...
- In the first/second photograph, ...
- One big difference between the photos is that ...
- Another important difference ...
- Compared with ...
- whereas/while (e.g., The first photograph shows a supermarket, whereas/while the second shows a market.)
- bigger/more important/(not) as ... as/less ... than

**4 SPEAKING** Work in pairs. Take it in turns to do the task in 2.

**Practice makes perfect**

**5a** Work in pairs. Look at the photos and think about similarities and differences between them.



**5b SPEAKING** Take it in turns to do this task.

*Compare the photographs and say what you think are important factors when buying a house.*





**1 Read these instructions about how to use a cashpoint to withdraw money. Put the steps in the correct order.**

- a Select a language.
- b Select *cash* and select or enter the amount to withdraw.
- c When you approach the cashpoint, check that there is nobody suspicious around.
- d Choose whether you want a receipt and select *yes* or *no*.
- e Don't wait more than 30 seconds to take your card out of the machine or it will swallow the card so that nobody can steal it.
- f Insert your card into the machine.
- g Enter your PIN (Personal Identification Number) and press *enter*.
- h Wait while the machine processes your transaction. When the machine beeps, take your card and money (and the receipt if you asked for one).

**2 SPEAKING Work in pairs. Can you remember the different steps without reading them? Use *should*, *ought to*, etc, to explain what to do.**

**3 Read this letter and answer the questions.**

- 1 Why is the person writing?
- 2 What solution does he want?
- 3 What will he do if there is no solution?

Dear Sir or Madam,

- 1 I am writing to complain about the incident that took place last week at your cashpoint on Anderson Street. The incident has left me without my debit card and has caused me a great deal of inconvenience.
- 2 On the evening of Sunday 21st December, I inserted my debit card into your bank's cashpoint in order to withdraw £40. I selected the amount that I wished to withdraw but the machine immediately told me that it had retained my card. I tried to cancel the transaction but the machine had already swallowed my card.
- 3 I contacted my bank the next day and they informed me that they could see no reason why the machine had swallowed the card as there was sufficient money in my account. They then informed me that they had to cancel my card and send me another one. This will take between seven and ten days.
- 4 I am very disappointed with the treatment I have received from your bank. I now have no easy access to cash, through no fault of my own. I demand an apology and I expect you to send my new card urgently. I would also like an assurance that you will charge me no bank fees for issuing me with a new card. If I do not hear from you in the next fourteen days, I shall be forced to consider moving my current account to another bank.

I look forward to hearing from you very soon.

Yours faithfully

*Jonathan Squire*

**4 Find the formal equivalents of these words and expressions in the letter.**

- 1 something happened (paragraph 1) *an incident took place*
- 2 made a lot of trouble for me (paragraph 1) .....
- 3 take out (paragraph 2) .....
- 4 chose (paragraph 2) .....
- 5 wanted (paragraph 2) .....
- 6 kept (paragraph 2) .....
- 7 called (paragraph 3) .....
- 8 enough (paragraph 3) .....
- 9 told (paragraph 3) .....
- 10 I want you to say you're sorry (paragraph 4) .....
- 11 I'm going to have to (paragraph 4) .....

**5 Read the information in the Writing Bank and find examples of the characteristics in the letter in 3.**

**▶ Writing Bank**

**Characteristics of formal letters**

- If we don't know the name of the person we are writing to, we begin with *Dear Sir or Madam*. We finish with *Yours faithfully*.
- If we know the name of the person we are writing to, we begin with *Dear Mr/Mrs/Ms* and the surname. We finish with *Yours sincerely*.
- We do not use contractions.
- We use longer, more formal words and expressions.
- We do not use many phrasal verbs.
- We write complete sentences.
- We do not usually use abbreviations.
- We use formulaic expressions to begin and end the letter.

**6 Work in pairs. Read this task. Make notes. You can add your own details.**

*Last week you were at a train station. In the station, there was a vending machine selling books. You wanted a book to read on the train so you put money in but it didn't give you the book or any change. Write a letter of complaint to the company that is responsible for the vending machine and demand a solution.*

**Plan**

Paragraph 1:

- Why are you writing?

Paragraphs 2 and 3:

- What happened?
- What are the facts?

Paragraph 4:

- What solution do you demand?
- What will you do if there is no solution?

**Practice makes perfect**

**7 Write your letter individually. Use your notes and the information in the Writing Bank.**



# Grammar reference *Unit 5*

## ▶ Grammar reference

### *Modal verbs of obligation, prohibition and advice – present*

#### Use

- 1 We use **have to** to talk about things which are obligatory or necessary. It often describes obligations imposed on us by other people and authorities.
- 2 We use **don't have to** to talk about things which are not obligatory or necessary.
- 3 We use **must** to talk about rules, regulations and obligations. It often describes internal obligations, the feelings and wishes of the speaker.
- 4 We use **mustn't** to talk about prohibitions.
- 5 We use **need to** to talk about things which are obligatory or necessary.
- 6 We use **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 We use **can't** to refuse permission.
- 8 We use **should, shouldn't, ought to, had ('d) better** to give and ask for advice and recommendations. We use **had better** especially 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.

### *Modal verbs of obligation, prohibition and advice – past*

#### Use

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

### *Modal verbs of speculation and deduction – present and future*

#### Use

- 1 We use **must** when we are 90 per cent certain that something is true.
- 2 We use **may, might, could, may not, mightn't** when there is a 50 per cent possibility that something is true (or not).
- 3 We use **can't** when we are 90 per cent certain that something is not true.

### *Modal verbs of speculation and deduction – past*

#### Use

- 1 We use **must have** + past participle when we are 90 per cent certain that something was true.
- 2 We use **may have, might have, could have, may not have, mightn't have** + past participle when there is a 50 per cent possibility that something was true (or not).
- 3 We use **can't have** + past participle when we are 90 per cent certain that something was not true.

# Self-check Unit 5

## ▶ Grammar revision

### Modal verbs of obligation, prohibition and advice – present

#### 1 Choose the correct alternative. In two sentences, both alternatives are correct.

- You needn't/don't need come to class tomorrow.
- You mustn't/aren't allowed to take your own food into a restaurant.
- Usually at university, you mustn't/don't have to go to classes all day.
- You d better not/shouldn't hand in your work late.
- Should/Ought we leave at six o'clock?
- You don't have to/mustn't leave your bags unattended at an airport.

WORKBOOK ▶ page 40

/6 points

### Modal verbs of obligation, prohibition and advice – past

#### 2 Complete the sentences with the correct form of the modal verbs and the verbs given.

- Yesterday I ..... (talk) to the bank manager. **HAVE TO**
- I ..... (worry) about the exam because it was easy. **NEED**
- Usually students ..... (write) their exam answers in red because teachers use it for corrections. **MUST**
- I ..... (read) the instructions, but I didn't and I got the whole exercise wrong. **OUGHT TO**
- I'm sorry. I ..... (lie) to you. It was wrong. **SHOULD**
- She ..... (get) up early this morning so she stayed in bed. **NEED**
- We ..... (write) the essay this week, we can do it next week. **HAVE TO**

WORKBOOK ▶ page 40

/7 points

### Modal verbs of speculation and deduction – present and future

#### 3 Match the pairs of sentences.

- |   |  |
|---|--|
| 1 He looks exhausted.                                     | a He must be really cold.  |
| 2 Somebody is knocking at the door.                       | b He must have run all the way here.                                   |
| 3 His lips are blue and he's shivering.                   | c It can't be the postman because he's already been here this morning. |
| 4 Somebody's taken my red pen.                            | d It may be next week.   |
| 5 My friend climbed a mountain that's 5,000 metres high.  | e That can't have been easy!   |
| 6 I don't know when the final of the Champions League is. | f He may not have received it.   |
| 7 Mike hasn't replied to my email.                        | g It might have been Jack because I saw him using one earlier.         |

WORKBOOK ▶ page 42

/7 points

## ▶ Vocabulary revision

### Buying and selling

#### 1 Match the words to the appropriate definitions. There are three extra words.

afford    bargain    cash    change    discount  
receipt    refund    sale    value for money    waste

- Money that you get back when you return something you have paid for.
- A document that you get from someone showing that you have given them money.
- The money that someone gives back to you when you pay more than something actually costs.
- Something you buy that costs much less than normal.
- An event or period of time during which a shop reduces the price of some of the things it sells.
- Something that is of very good quality but relatively inexpensive.
- Have enough money to buy something.

WORKBOOK ▶ page 38

/7 points

### Money and banking

#### 2 Match the words or parts of a word.

- |                 |           |
|-----------------|-----------|
| 1 current       | a point   |
| 2 with          | b a loan  |
| 3 over          | c bill    |
| 4 cash          | d debt    |
| 5 give somebody | e draft   |
| 6 get into      | f draw    |
| 7 pay a         | g account |

WORKBOOK ▶ page 38

/7 points

### Phrasal verbs connected with money and shopping

#### 3 Rewrite the sentences without the phrasal verb. Use another verb or phrase with a similar meaning.

- Last week we **splashed out** on a meal in a famous restaurant.
- That newspaper is **giving away** DVDs this week.
- People are **cutting back** on holidays abroad this year.
- The bill **comes to** £24.
- I couldn't get you that new football shirt because they'd **sold out**.
- I need to **pick up** something for dinner tonight.

WORKBOOK ▶ page 41

/6 points

**Total**

/40 points



► Rozumienie ze słuchu – dobieranie

**1** You are about to listen to three teenagers talking about their pocket money and you need to match options A–C to the right person. Work in pairs. Decide what kind of information you have to listen for in each option.

**TIP** Always read the options in an exam task carefully and try to predict what kind of information you need to listen for.

- A. On one occasion, I spent half of my pocket money on clothes.
- B. I usually spend half of my pocket money on food.
- C. I get £50 a month, but I try to save half of it for my hobby.

**2** Read the extracts below and match them to the appropriate options (A–C) in 1. Underline the sentences containing the relevant information.

**TIP** You need to focus on the differences between the speakers because very often a word which appears in one of the answers may appear in more than one extract.

**Ann:** I get £40 a month, which I think is enough. I normally spend about £20 on snacks and sweets and about £10-15 on various odds and ends - you know - some girly stuff. I try to put aside a fiver a month 'cause I'm saving up for a new MP3 player. When I want to go to the cinema or chip in to buy a birthday present for one of my friends, I either ask my parents for extra cash or pay with my own money and then try to spend less on other things.

**Paul:** I'm very careful with my money, which means I don't spend it all at once. I save up for things I'm keen on, like skateboarding. Do you know that a good skateboard can cost up to £300?! That's why I try to save about £25 a month, which is half of what I get. I spend the rest of the money on magazines, stationery and books. I never waste money on junk food, but I sometimes eat out with my friends and then I always pay with my own money.

**Christina:** I don't get a lot - only 20 quid a month - but for me it's plenty. My parents buy me everything I need, so I only really spend my pocket money on different bits and bobs. Sometimes I buy sweets and canned drinks and twice a month I buy a skateboarding magazine, which costs £3. But once, a few weeks ago, I came across a really nice woollen scarf and a pair of gloves on sale and I bought them for a tenner. It was a real bargain!

**3 SPEAKING** Work in pairs. Decide how sentences A–C in 1 differ from the sentences you underlined in 2.

**4** Read the extracts in 2 again and find a synonym for each word (1–8).

1. pound (£)	.....
2. £5	.....
3. £10	.....
4. money	.....
5. save	.....
6. more than enough	.....
7. spend (money) badly	.....
8. odds and ends	.....

**5** Read the extracts in 2 again and find fragments which can be replaced with words 1–3.

1. thrifty	.....
2. to economise	.....
3. found	.....

**6** In each set of sentences (1–4), put a cross next to the sentence that does not mean the same as the other two.

**TIP** Beware of the words which may completely change the meaning of what a person says, e.g. *I've got **few** expensive gadgets.*  
*I've got **a few** expensive gadgets.*

1. A. Earning money isn't a problem for me.  
B. I used to earn money.  
C. I'm used to earning money.
2. A. He advised me to take the job.  
B. 'If I were you, I'd take the job.'  
C. I was advised against taking the job.
3. A. I get enough money to buy everything I want.  
B. I get hardly enough money to buy everything I want.  
C. I don't get enough money to buy everything I want.
4. A. She's gone to the bank.  
B. She should be in the bank now.  
C. She's been to the bank.

► Zadanie maturalne

**7 LISTENING** **1.25** Usłyszysz dwukrotnie cztery wypowiedzi na temat nastolatków i pieniędzy. Do każdej wypowiedzi (7.1.–7.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli.

**Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. I'm not sure whether giving teenagers a lot of money is a good idea.
- B. Children shouldn't earn money doing household duties.
- C. Pre-school children aren't too young to receive pocket money.
- D. Teenagers should be taught about the consequences of spending too much money.
- E. Teenagers need to be taught basic financial literacy.

7.1.	
7.2.	
7.3.	
7.4.	





▶ Część ustna – zestaw zadań

▶ Zadanie 1. (4 minuty)

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

**Uczeń A**

Wraz z klasą przygotowujesz zbiórkę pieniędzy na leczenie waszego kolegi. Pomaga wam w tym nauczyciel języka angielskiego. Poniżej podane są cztery kwestie, które musicz omówić w rozmowie z uczniem B.

Nagłośnienie akcji w szkole i poza nią

Czas i miejsce zbiórki pieniędzy

Sposoby zbierania pieniędzy

Podział obowiązków

**Uczeń B**

Jesteś nauczycielem języka angielskiego, który pomaga swojej klasie w zbiórce pieniędzy na leczenie chorego ucznia. 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,
- dowiedz się, ile pieniędzy potrzeba na leczenie,
- zasugeruj inne sposoby zbierania pieniędzy,

▶ Zadanie 2. (3 minuty)

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

**Uczeń A**



1. Do you think that the children in the picture would be happier if they had expensive toys?
2. Do you give money to charity? Why?/Why not?
3. Tell us about the last time you had a lot of fun without having to spend much money.

**Uczeń B**



1. Why do you think the people have gone to the casino?
2. Do you ever buy lottery tickets? Why?/Why not?
3. Tell us about the last time you or someone you know won some money in the lottery or a competition.

▶ Zadanie 3. (5 minut)

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

Twoja klasa przygotowuje plakat promujący oszczędzanie, skierowany do nastolatków. Masz do wyboru trzy plakaty.

- Wybierz plakat, który byłby najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. What are the best ways to save money?
2. Do you think that young people should be encouraged to save money for their retirement? Why?/Why not?



▶ Znajomość środków językowych

**Słownictwo**

**1 Read the text and then complete each gap with the correct form of the word in brackets.**

Planning a home budget can be quite easy if you have enough determination and (1.) ..... (MOTIVATE). What you need to do first is sit down and calculate your (2.) ..... (MONTH) income. The next step is to estimate your likely expenses for each month. Remember to include not only your everyday expenses but also the annual expenditures such as insurance (3.) ..... (PAY) or Christmas presents and holidays. Once you have done that, you can determine if your income exceeds your expenses or vice versa. If you earn more than you spend, decide how much money you can put aside every month. However, if your expenses surpass your (4.) ..... (EARN), you need to plan what to economise on. It's easiest to cut down on variable expenses such as food, telephone bills or (5.) ..... (ENTERTAIN) because they change over time and it's only up to you how much you spend. The last thing you need to remember is to take into account different (6.) ..... (EXPECT) events and emergencies and always have a certain amount of money set aside for such purposes.

**Parafraza zdań**

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

- Max has the irritating habit of borrowing money from everyone. **ALWAYS**  
Max ..... money from everyone.
- The evening was so warm and pleasant that we decided to go for a walk. **SUCH**  
It was ..... and pleasant evening that we decided to go for a walk.
- The watch was too expensive for me to buy. **ENOUGH**  
I ..... money to buy the watch.
- I think David worked in this café last summer, but I'm not sure. **HAVE**  
David ..... in this café last summer.
- It was really surprising to meet Lucy on the train. **TO**  
I didn't ..... Lucy on the train.
- I wrote the report and then my boss told me that it wasn't necessary. **WRITTEN**  
I ..... the report.
- Tomorrow I start my hockey lesson at 6:00 pm and I finish it at 7:30 pm. **PLAYING**  
By 7:00 pm tomorrow, I ..... tennis for an hour.

▶ **Vocabulary plus**

**1 Complete the gaps in the dialogue with the appropriate words from the box.**

application form	bank fee	bank transfers
current account	online banking	overdraft
personal security number	withdraw money	

- A: Good morning, sir. How can I help you?  
 B: Good morning. I'm interested in opening a (1.) .....  
 A: I see. Here is the (2.) ..... to fill in.  
 B: When will I receive my bank card?  
 A: In about 10 days. Once you've chosen your (3.) ....., you'll be able to (4.) ..... or make (5.) .....  
 B: Do you charge a(n) (6.) ..... for this type of account?  
 A: No, we normally don't, only if you apply for a(n) (7.) ....., for example, to make payments when you haven't got enough money in your account.  
 B: I see. Do you offer (8.) .....?  
 A: Yes, of course. We also have an application which will allow you to check your latest transactions on your smartphone. Do you have any other questions?  
 B: No, not really. You've been very helpful. Thank you.

**2 Choose the correct alternative.**

- If we all chip in/splash out, we should be able to buy mum something really nice for her 50th birthday.
- Due to serious financial problems, the university laboratory must shell out/cut back on research this year.
- Today, our local cinema is paying off/giving away free tickets for the latest horror film.
- I can't afford to pay my bills this month and that's why I've decided to dip into/pick up my savings.
- I hope we won't have to cash in/sell out my jewellery in order to pay for John's medical treatment.
- Our holiday expenses coughed up/came to £1,200.

**3 Read the mini dialogues and match the idioms in bold to their definitions (a–e).**

- |   |   |
|---|---|
| 1. A: Can you really afford a private education for your daughter?<br>B: I hope so. You see, we want Fiona to go to the best school <b>at all costs</b> . | a. at a very cheap price                                |
| 2. A: How is your brother?<br>B: Well, he lost his job last month but he is <b>back on his feet</b> now. He's working in a bank.                          | b. at any expense of time, effort or money              |
| 3. A: Can you lend me £50?<br>B: Are you <b>flat broke</b> again?<br>A: I'm afraid I am. I can't even pay my rent.  | c. to divide a bill in half                             |
| 4. A: This dress is lovely! Did it cost a lot?<br>B: No, not at all. In fact, I <b>bought it for a song</b> .   | d. to be well or successful again after having problems |
| 5. A: The bill is on me today.<br>B: No, Peter, it's too much. Let's <b>go Dutch</b> .<br>A: Well, OK, if you really want to.                             | e. to have no money at all                              |



(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

## Zakupy i usługi – kupowanie

afford (v) ***	/ə'fɔ:(r)d/	móc sobie pozwolić na coś
bank charges/fees (n)	/ˌbæŋk tʃɑ:(r)dʒɪz/fi:z/	opłaty za usługi bankowe
bargain (n) **	/'bɑ:(r)ɡɪn/	okazja
bill (n) ***	/bɪl/	rachunek
cashpoint (n)	/'kæʃˌpɔɪnt/	bankomat
change (n) ***	/tʃeɪndʒ/	reszta
come to (v)	/'kʌm tə/	wynosić
credit (n) ***	/'kredɪt/	kredyt
current account (n)	/'kʌrənt əˌkaʊnt/	rachunek bieżący
cut back (v)	/kʌt 'bæk/	ograniczać (wydatki)
debit (n)	/'deɪbɪt/	debet
discount (n) **	/'dɪsˌkaʊnt/	rabat
get into debt (phr)	/ˌget 'ɪntə det/	wpaść w dług
give away (v)	/ˌɡɪv ə'weɪ/	rozdawać
give somebody a loan (phr)	/ˌɡɪv 'sʌmbədi ə ləʊn/	pożyczyć komuś pieniądze
interest (n) ***	/'ɪntrəst/	odsetki
lend money	/ˌlend 'mʌni/	pożyczyć komuś pieniądze
overdraft (n)	/'əʊvə(r)dra:ft/	przekroczenie stanu konta
pay back (v)	/peɪ 'bæk/	zwrócić pieniądze
pick up (v)	/pɪk 'ʌp/	kupować
receipt (n) **	/'ri:si:t/	paragon
refund (n)	/'ri:fʌnd/	zwrot pieniędzy
sale (n) ***	/seɪl/	wyprzedaż
save up (v)	/seɪv 'ʌp/	oszczędzać
savings account (n)	/'seɪvɪŋz əˌkaʊnt/	konto oszczędnościowe
sell out (v)	/sel 'aʊt/	wyprzedawać
splash out (v)	/splæʃ 'aʊt/	kupić coś drogiego
value for money (phr)	/'vælju: fɔ:(r) 'mʌni/	wart swojej ceny
waste (v) ***	/weɪst/	marnować
withdraw money (phr)	/'wɪð'drɔ: 'mʌni/	wypłacać pieniądze

## Zakupy i usługi – środki płatnicze

cash (n) ***	/kæʃ/	gotówka
coin (n) **	/kɔɪn/	moneta
credit card (n) **	/'kredɪt kɑ:(r)d/	karta kredytowa
debit card (n) ***	/'deɪbɪt kɑ:(r)d/	karta debetowa
note (n) ***	/nəʊt/	banknot

## Inne

a great deal of (phr)	/ə greɪt di:l əv/	dużo
abbreviation (n) *	/əˌbrɪ:vi'eɪʃ(ə)n/	skrót
apology (n) *	/əˌpɒlədʒi/	przeprosiny
assurance (n) **	/əˌʃʊ:rəns/	zapewnienie
bleep (v)	/bli:p/	wydawać sygnał dźwiękowy
branch (n) ***	/brɑ:ntʃ/	filia, oddział
civil servant (n)	/ˌsɪv(ə)l 'sɜ:(r)v(ə)nt/	urzędnik

convenient (adj)	/kən'vi:niənt/	dogodny, praktyczny
demand (v) ***	/dɪ'mɑ:nd/	żądać, domagać się
designer (n) **	/dɪ'zaɪnə(r)/	projektant
diameter (n) *	/daɪ'æmɪtə(r)/	średnica
doubt (n) ***	/daʊt/	wątpliwość
driving licence (n)	/'draɪvɪŋ ˌlaɪs(ə)ns/	prawo jazdy
finances (n) ***	/'faɪnənsɪz/	finanse
gravity (n) *	/'grævəti/	grawitacja
handwriting (n) *	/'hændˌraɪtɪŋ/	pismo ręczne
incentive (n) **	/ɪn'sentɪv/	zachęta
insert (v) ***	/ɪn'sɜ:(r)t/	wkładać, wsuwać
issue (v) ***	/'ɪʃu:/	wydać, wyemitować
optional (adj) *	/'ɒpʃ(ə)nəl/	nieobowiązkowy
PIN (n)	/pɪn/	kod PIN
precious (adj)	/'preʃəs/	szlachetny
proof (n) **	/pru:f/	dowód
provided that (phr)	/prə'vaɪdɪd ðæt/	pod warunkiem, że
reach (v) ***	/'ri:tʃ/	osiągać
reduce (v) ***	/'ri:dju:s/	ograniczać
retain (v) **	/'ri:teɪn/	zatrzymać
sign (v) ***	/saɪn/	podpisywać
swallow (v) **	/'swɒləʊ/	połykać
terminal illness (n)	/'tɜ:(r)mɪn(ə)l 'ɪlnəs/	śmiertelna choroba
terms and conditions (n)	/'tɜ:(r)mz ənd kən'dɪʃ(ə)nz/	warunki
transaction (n) **	/'trænzækʃ(ə)n/	transakcja
unattended (adj)	/'ʌnətendɪd/	bez nadzoru
unpleasant (adj) **	/'ʌnplez(ə)nt/	nieprzyjemny
vending machine (n)	/'vendɪŋ mə'ʃɪ:n/	automat sprzedający
whereas (conj) ***	/'weə'ræz/	podczas gdy

## ▶ Vocabulary plus

application form (n) **	/'æplɪ'keɪʃ(ə)n fɔ:(r)m/	wniosek aplikacyjny, formularz
at all costs (phr)	/ət 'ɔ:l kɒsts/	za wszelką cenę
bank transfer (n)	/ˌbæŋk træns'fɜ:(r)/	przelew
be back on sb's feet (phr)	/'bi: bæk ɒn 'sʌmbədis fi:t/	stanąć z powrotem na nogi
be flat broke (phr)	/'bi: flæt brəʊk/	być kompletnie splukanym
buy sth for a song (phr)	/'baɪ sʌmθɪŋ fə(r) ə 'sɒŋ/	kupić coś za bezcen, za grosze
cash in (v)	/kæʃ 'ɪn/	spieniężyć
cough up (v)	/kɒf 'ʌp/	wybulić
chip in (v)	/'tʃɪp 'ɪn/	zrzucić się
dip into (v)	/dɪp 'ɪntu/	sięgnąć do
go Dutch (phr)	/gəʊ 'dʌtʃ/	zapłacić za siebie
online banking (n)	/'ɒnlaɪn 'bæŋkɪŋ/	bankowość elektroniczna
pay off (v)	/peɪ 'ɒf/	splacić
personal security number (n)	/'pɜ:(r)s(ə)nəl sɪ'kjʊərəti 'nʌmbə(r)/	osobisty kod zabezpieczający
shell out (v)	/'ʃel 'aʊt/	wydać



# 6 Healthy habits

Zdrowie ▶ samopoczucie, choroby, ich objawy i leczenie; higieniczny tryb życia

## Vocabulary

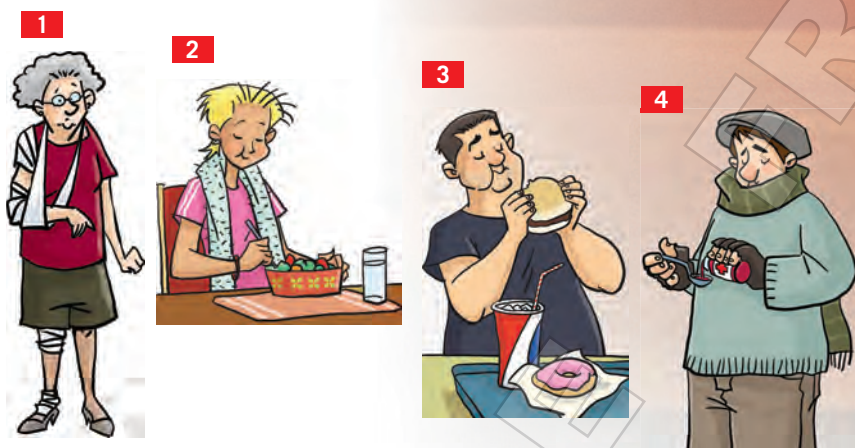
### Parts of the body

- 1 SPEAKING** As a class, take it in turns to say a part of the body. If you repeat a word, say an incorrect word or can't think of a word, you are out.
- 2** Work in pairs. Read the words in the box and check that you know where and what they are.

ankle bone chest chin heart heel  
hip kidney liver lungs skin thigh  
throat tongue veins and arteries wrist

### Words connected with health

- 3 SPEAKING** Work in pairs. Take it in turns to give brief descriptions of the people in the pictures.



- 4** Read the texts and match each one to the correct picture.

- A** I think that generally, I have quite a healthy lifestyle. I take regular exercise. I **work out** in a gym three or four times a week. I also have a **(a)** ..... diet, including fresh fruit and vegetables. I go to the doctor's for a **check-up** every six months and I take my **blood pressure** regularly too. The only problem I have is that I'm **(b)** ..... to pollen, but I have a special **injection** from time to time and it **relieves** all the **symptoms**.
- B** Last year the doctor told me to stop eating so much **fatty food** and **processed food** that's **high in** salt and sugar. I was **(c)** ..... a lot of weight and the doctor said I was **in danger of** becoming **obese**. My diet was **increasing the risk of heart disease**. To be honest, I think I was becoming **(d)** ..... to junk food because I was eating it all the time, but I was able to stop and now I'm back to my ideal weight.
- C** Last week I picked up some sort of throat **(e)** ..... I had a **temperature** and felt **dizzy** all the time. I couldn't stop **shivering** either. My doctor **treated** me for the illness. He wrote me a **(f)** ....., which I took to the chemist's. As soon as I started taking the medicine, I **got over** the illness.
- D** Last month I fell down the stairs and **injured myself** quite badly. I **twisted** my ankle, **sprained** my wrist and **(g)** ..... my shoulder. The only good news was that I didn't **fracture** or **break** any bones and I didn't need an **operation** or anything. But it was still really **(h)** ....., as you can imagine.

- 5** Complete the texts with these words.

addicted allergic balanced  
dislocated infection painful  
prescription putting on

- 6 LISTENING** 1.26 Listen and check your answers. Then look again at the words in bold and check you understand what they mean. Use a dictionary if necessary.

- 7 SPEAKING** Work in pairs. Ask and answer the questions. Give reasons.

- Do you take regular exercise or work out in a gym?
- Do you have a balanced diet or do you eat a lot of junk or processed food?
- Are you allergic to anything?
- Have you ever taken your blood pressure?
- Have you ever injured yourself playing sport?
- Have you ever twisted, sprained or dislocated a part of your body?
- Are you afraid of injections?
- Do you feel dizzy when you see blood?



**1 SPEAKING** Work in pairs. Discuss the question.

Do you think these habits are good or bad for your health? Why?

- eating breakfast
- walking in a park
- playing computer games

**2** Read the texts. Do they say the activities in 1 are healthy or not?

**1** Video games that contain a high level of action can actually improve your sight. Researchers at the University of Rochester have shown that people who played action video games for a few hours a day over the course of a month improved by about 20 per cent in their ability to do a visual test, where they had to identify letters that were difficult to read. After just thirty hours, players could see letters and figures like those on an eye chart more clearly. Action games push the human visual system to the limits and the brain adapts to it. But it only works if there is a lot of fast action, when the eye has to quickly spot things happening in all parts of the screen, not just the centre.

**2** Living near parks or woodlands can improve people's health and stop the negative effects of poverty and bad inner-city conditions. Richard Mitchell and a team from Glasgow University found that in the greenest parts of the country, the difference in health between rich and poor people was much smaller than in the least green parts of the country. One reason for this is that living close to a green space encourages people to take more exercise and keep in shape.

If you take more exercise, your heart gets stronger. The researchers confirmed that for people living near green areas, there were fewer cases of heart disease. There is also evidence that just living close to a park or woodland can reduce blood pressure and stress levels and may even help you to get over operations faster. If we had more green spaces, it wouldn't just make neighbourhoods pretty. It would make a real difference to people's health.

**3** Eating breakfast may be the key to keeping slim. In a five-year study of almost 7,000 people, researchers found that people who ate breakfast regularly put on the least weight. They consumed more food overall than those who ate less in the mornings, but they still lost more weight. Big breakfasts will help you to lose weight as long as you don't eat fatty foods like bacon, sausages or cakes with lots of sugar. One reason that big breakfasts help to control your weight is that if you eat a big breakfast, you will feel full and this should stop you from eating unhealthy snacks before lunch.

**3** Read the texts again. Are these statements true (T), false (F) or is the information not given (NG)?

- 1 To improve your sight, a computer game has to make your eyes move around. T/F/NG
- 2 Parks contribute to creating more social equality. T/F/NG
- 3 The bigger the breakfast you eat, the more weight you will lose. T/F/NG
- 4 The quality of your breakfast is important, not just the quantity. T/F/NG
- 5 Game addiction starts to become dangerous when someone plays for days without a break. T/F/NG
- 6 Experts say we must avoid cereals and bread at breakfast time. T/F/NG
- 7 Midday is not a bad time for hay fever sufferers to go out. T/F/NG
- 8 So far, doctors have not produced anything that can relieve the symptoms of hay fever. T/F/NG

**4** Work out the meaning of the underlined words in the texts by looking at the context. Use a dictionary to check your answers.

**5 SPEAKING** What about you?

Which information from the texts could make the biggest difference to you and your habits? Why?

**4** Some people are calling the computer game *World of Warcraft* the world's deadliest game after a Swedish teenager nearly died after apparently playing for 24 hours without a break. Doctors said that the fifteen-year-old boy had suffered convulsions and blacked out as a result of sleep deprivation, lack of food and trying to concentrate for too long. The phenomenon of 'game addiction' is associated particularly with MMORPGs – massively multi-player online role-playing games. *World of Warcraft* is one of the most popular examples of this type of game, with more than 11 million people worldwide playing it. Psychiatrists only partly understand how the addiction to games affects people. The Swedish teenager's father is trying to draw attention to the risks of the game in case the same thing happens to others.

**5** Unless you choose your breakfast carefully, you'll probably find that you have consumed half your recommended daily intake of salt before the day has really begun. Most organisations recommend consuming no more than 6g of salt a day. If you have a full English breakfast (sausages, bacon, fried egg, toast with butter), you'll pass the 6g limit immediately. But even a big bowl of breakfast cereal can be much worse than you think. 100g of some of today's cereals can contain almost 2g of salt, as well as 40g of sugar. Processed white bread can also contain surprisingly large amounts of salt. Consuming large amounts of salt is dangerous because it increases blood pressure and the risk of a heart attack.

**6** A researcher has claimed that half the population could be suffering from hay fever by 2060. Hay fever is the name we give to an allergic reaction to pollen, one of the most common allergies in the UK. Many teenagers suffer, and the worst period is usually just when they have their final exams. Experts recommend avoiding parks and woodland at this time of the year, especially between 7:00 am and 10:00 am or 4:00 pm and 7:00 pm because this is when there is most pollen in the air. They also suggest combining the avoidance of pollen with medical treatment. Unfortunately, although it is effective, a lot of the medicine makes patients sleepy, which is not ideal in the exam period. An alternative is a course of injections to increase the patient's tolerance to pollen. However, this can be expensive and it can take a lot of injections to relieve the patient's symptoms.





**GRAMMAR GUIDE**

*Zero, first and second conditionals*

**1a** Read the sentences. Which type of conditional is each one?

- a If you **take** more exercise, your heart **gets** stronger.
- b If we **had** more green spaces, it **would** make a real difference to people's health.
- c If you **eat** a big breakfast this morning, you'll **feel** full.

**1b** Read the rules. Which type of conditional does each rule apply to?

- 1 It describes an improbable or imaginary situation in the present or future and its consequence.
- 2 It describes a possible situation in the present or future and its consequence.
- 3 It describes something that is generally true.
- 4 We use present simple in the half of the sentence with *if*, and *will/won't + infinitive* in the other half.
- 5 We use present simple in both halves of the sentence.
- 6 We use past simple in the half of the sentence with *if*, and *would/wouldn't + infinitive* in the other half.

**GRAMMAR REFERENCE** ▶ page 88

**2** Complete each sentence to make a general statement, using the zero conditional.

- 1 If you drink too much coffee, .....
- 2 If you never do any exercise, .....
- 3 If you only sleep three or four hours a night, .....
- 4 If you eat a lot of junk food, .....
- 5 If you sit in front of a computer all day, .....
- 6 If you sit in the sun all day without skin protection, .....
- 7 If you have a temperature, .....
- 8 If you eat food that's high in salt, .....

**3** Decide if the sentences are correct. Rewrite the incorrect sentences.

- 1 If I am the prime minister, I would ban junk food.
- 2 We'll go to the concert if the tickets weren't too expensive.
- 3 I wouldn't do that if I were you.
- 4 What would you do if it rains all day tomorrow?
- 5 If I had a million pounds, I travelled around the world.
- 6 If you mix blue and yellow, you would get green.
- 7 If you don't drink any liquids for a long period, you die.
- 8 What will you do if you lost the match?

**4** Complete the questions with the correct form of the verbs given.

- 1 Which country ..... you ..... (live) in if you could choose any country in the world?
- 2 If you pass all your exams this year, how ..... you ..... (celebrate)?
- 3 If you ..... (have) the powers of a superhero, what powers would you like to have?
- 4 If you ..... (go) out this weekend, where will you go?
- 5 If you were a journalist and could meet any famous person for an interview, who ..... you ..... (meet) and why?
- 6 If you could choose a special meal to celebrate an important occasion, what ..... you ..... (eat)?

**5a SPEAKING** Work in pairs. Ask and answer the questions in 4.

**5b SPEAKING** Tell the class something interesting you discovered about your partner.

**GRAMMAR GUIDE**

*Unless, as long as, provided/providing (that), in case*

**6** Read sentences a–d and match the words in bold with words and expressions 1–3.

- a Big breakfasts will help you to lose weight **as long as** you don't eat fatty foods.
  - b **Unless** you choose your breakfast carefully, you'll probably find that you have consumed too much salt.
  - c Going out for a walk will do you good **provided/providing that** you aren't allergic to pollen.
  - d I won't have that cereal for breakfast **in case** it's too salty.
- 1 *if... not, except if:* .....
  - 2 *if, only if:* .....
  - 3 *because maybe:* .....

**GRAMMAR REFERENCE** ▶ page 88

**7** Choose the correct alternative.

- 1 You can't use this swimming pool as long as/unless you're a member of the sports club.
- 2 Don't forget to take a snack in case/providing that you're hungry.
- 3 She'll eat anything as long as/unless it's fresh and healthy.
- 4 I wouldn't speak to him provided that/unless he said he was sorry.
- 5 He'll work this weekend as long as/unless they pay him a bonus.
- 6 You can play that game all morning in case/providing you study in the afternoon.
- 7 I'll give you a key as long as/in case there's no one at home when you get back.
- 8 I don't care about money as long as/unless I'm fit and healthy.

**8 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. Use between two and five words.**

1 If you don't want to lose weight, don't go on a diet.

**UNLESS**

Don't go on a diet ..... weight.

2 Bring something to eat and you can come to the party.

**PROVIDED**

You can come to the party ..... something to eat.

3 I want to be a professional basketball player but I'm not tall enough.

**IF**

I would play basketball professionally ..... enough.

4 It's obvious that it won't work unless you switch it on.

**IF**

It's obvious that ..... it on, it won't work.

5 I'll only come if you promise to help me.

**LONG**

I'll come ..... to help me.

6 I wouldn't say it if I didn't mean it.

**UNLESS**

I wouldn't say it ..... it.

7 I'm not you, but I think you should go.

**WOULD**

I ..... you.

8 Take an umbrella because it might rain.

**CASE**

Take an umbrella ..... rains.

**9 Complete these sentences in a logical way.**

1 You should always make a copy of your computer files in case ...

2 She always does her homework on time unless ...

3 She'll go out with her friends this week providing ...

4 I'll make dinner tonight as long as ...

5 Don't make any noise in case ...

6 You can get into that club provided that ...

7 I can go on holiday with my friends this year as long as ...

8 I can't do my homework unless ...

**Idioms connected with health and illness**



**1 Match the idioms in bold with explanations a–h.**

1 Phil has got a cold and he's feeling a bit **under the weather**.

2 There's an infection going round the school. The students are **dropping like flies**.

3 I work out in the gym to **keep in shape**.

4 **A:** Are you sure you're OK? **B:** Yes, I'm **as right as rain**.

5 She's really dizzy. I think she's going to **black out**.

6 It's only a cold. You'll soon **be back on your feet**.

7 You look terrible. You look like you're **on your last legs**.

8 I eat really healthily and feel **as fit as a fiddle**.

- a lose consciousness
- b keep fit, in good physical condition
- c fall ill in large numbers
- d very weak or about to die
- e in excellent physical condition
- f recover after an illness
- g not very well
- h very healthy

**2 Correct the mistakes in these sentences.**

1 I was tired but, after having a shower, I now feel as right as the weather.

2 Everybody is catching colds at the moment. People are dropping like dogs.

3 Once you take this medicine, you'll be back on your legs straight away.

4 My neighbour is fifty but he keeps in the weather by running 10 kilometres every morning.

5 Our dog is really old. The poor thing is on its last feet.

6 I don't feel well. I think I'm going to black down.

7 She's recovered from her illness and now is as fit as a violin.

8 Are you feeling OK? You look a bit under the rain.

**3 SPEAKING** Work in pairs. Draw a cartoon to represent one of the idioms. Can your partner guess the idiom?





a



b



c

- SPEAKING** Work in pairs. Look at these sports. Have you ever tried them? If not, would you like to? Why?/Why not?
- LISTENING** 1.27 You will hear five different people talking about a sport they do. Which sport does each person do?
- Listen again. Choose from the list (A–F) what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.
  - A You have to learn theory and practise before you can do this sport.
  - B I want to get better at my favourite sport so that I can win matches.
  - C I couldn't start my favourite sport when I was younger.
  - D To do my favourite sport well, I should have started earlier.
  - E My favourite sport is more tiring than it looks.
  - F In the past, I took my favourite sport too seriously.

Speaker 1 ..... Speaker 2 ..... Speaker 3 .....  
 Speaker 4 ..... Speaker 5 .....

**GRAMMAR GUIDE**

*Third conditional*

- Read sentences a–b and answer questions 1–2.
  - a If I'd lived closer to the sea, I **would have begun** surfing much earlier.
  - b If I **hadn't passed** my exams, they **wouldn't have let** me do the course.
- 1 How do we form third conditional sentences?
- 2 Do we use the third conditional for imaginary situations in the present or the past?

**GRAMMAR REFERENCE** ▶ page 88

**2 Complete the sentences about these past situations, using the third conditional.**

- If I/know how to play tennis properly/I/not injure/myself last week.  
If I .....
- She/not catch a cold/if/she/not go running in the rain.  
She .....
- The stadium/be full/if/the match/be important.  
The stadium .....
- She/win the race/if/she/not twist her ankle.  
She .....
- If/we/drink water before the race/we/not be so thirsty.  
If .....
- If/the sun/shine/we/swim in the sea.  
If .....
- If/he/need extra vitamins/he/take them.  
If .....
- My dad/not keep fit/if/not enjoy doing sport.  
My dad .....

**GRAMMAR GUIDE**

*Mixed conditionals*

- Read sentences a–b and answer questions 1–3.
  - a If I **had started** to swim when I was younger, I **would** be a much better swimmer now.
  - b If I **didn't like** Pilates, I **would have stopped** a long time ago.
- 1 Are mixed conditionals a mixture of first and second conditionals, or second and third conditionals?
- 2 Which sentence describes an imaginary past situation and its present consequence?
- 3 Which sentence describes an imaginary present situation and its past consequence?

**GRAMMAR REFERENCE** ▶ page 88

**4 Which sentence endings are possible? There may be more than one possible answer. How is the meaning of each sentence different?**

- I would have gone to see the concert if
  - I like opera.
  - I liked opera.
  - I had liked the opera.
- She would be ill now if
  - she doesn't take the medicine.
  - she didn't take the medicine.
  - she hadn't taken the medicine.
- If I'd practised ten hours a day,
  - I am a great tennis player.
  - I would be a great tennis player.
  - I would have been a great tennis player.
- If penicillin didn't exist,
  - many people will die.
  - many people would die.
  - many people would have died.
- I wouldn't be happy if
  - you lie to me.
  - you lied to me.
  - you had lied to me.

**5 Look at the situations and complete the sentences, using mixed conditionals.**

- Becky loves gymnastics so she joined a club.  
If Becky didn't love gymnastics, .....
- Alice spent lots of time studying and now she's a doctor.  
If Alice .....
- Their new film is great because they spent years making it.  
If they .....
- They don't know where the key is. That's why they haven't opened the door.  
If they .....
- They didn't speak to the famous actor because they can't speak English.  
If they .....
- I don't have anything for you to eat because I didn't know you were coming.  
If I .....
- Liam has a new mobile phone because he lost his old one.  
Liam .....
- I'm doing my homework now because I didn't remember to do it yesterday.  
If I .....

**GRAMMAR GUIDE**

*I wish/If only*

**6 Read sentences a–c and answer questions 1–6.**

- I wish/If only **I'd learnt** to swim properly when I was a kid.
- I wish/If only I **was** taller.
- I wish/If only people **wouldn't** make fun of my favourite sport.

- What tense is used after *I wish/If only* in sentence a?
- Does this sentence talk about a present or past situation that we would like to be different?
- What tense is used after *I wish/If only* in sentence b?
- Does this sentence talk about an imaginary wish for a present or past situation?
- What verb form is used after *I wish/If only* in sentence c?
- Do we use sentence c to talk about habitual behaviour that we like or that we want to criticise and change?

**GRAMMAR REFERENCE** ▶ page 88

**7 Decide if the sentences are correct. Rewrite the incorrect sentences.**

- I wish I'm on a beach right now.
- I wish you didn't interrupt me when I'm talking.
- If only I studied more last night.
- I wish you would arrived on time. You're always late.
- If only I'd won that competition last week.
- I wish today was a holiday.
- If only I can pass my exams without studying.
- I wish you'd tell me the truth.



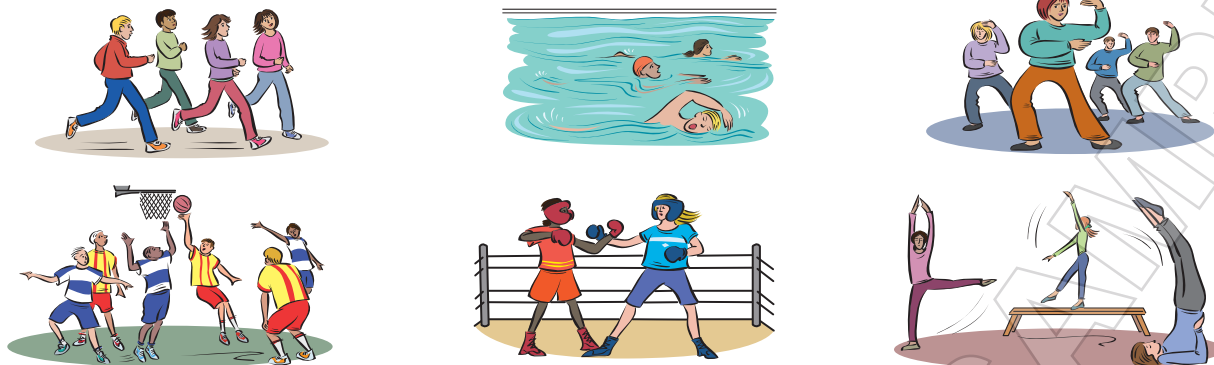
**8 Write three true sentences with *I wish*. Write one about a present situation that you would like to be different, one about a past situation, and one about somebody who does something that you would like to change.**

- a I wish ...      b I wish ...      c I wish ...

**9 SPEAKING** Work in groups. Compare your sentences. Ask follow-up questions to find out more information.



**1 SPEAKING** Work in pairs. Look at the pictures. What do they show?



**2 LISTENING** 1.28 Read the instructions for the speaking task. Then listen to two people doing the task. Which sports do they choose in the end and why? Do you agree with their decision?

Look at the pictures of different sports. You have a friend of your age who wants to find a sport that can help him/her keep in shape. First, say what you think about the different sports. Then decide which two sports you think would be best for your friend to try.

**3** Listen again and answer these questions.

- 1 Do the two students talk about all of the sports?
- 2 Do they do both parts of the task?
- 3 Do they listen to each other and respond to each other's comments?
- 4 Do they ask each other's opinions?
- 5 Do they always agree?
- 6 Do they come to a decision at the end of the conversation?
- 7 Do they both speak the same amount, more or less?

**4** Read the expressions in the Speaking Bank. What are the three different categories? Write titles.

**5 SPEAKING** Work in pairs. Practise doing the task in 2, giving your own opinions.

**Practice makes perfect**

**6 SPEAKING** Work in pairs and do this task. Remember to use expressions from the Speaking Bank.

Teenagers sometimes suffer from stress. Here are some different ways to beat stress. First, talk to each other about how these different activities can help to reduce stress. Then decide which two are the best ways to beat stress.

**▶ Speaking Bank**

**Useful expressions for negotiating and collaborating**

- 1** .....
- What do you think?
  - What do you think about (running)?
  - What about you?
  - What about (gymnastics)?
  - So what shall we (recommend)?
  - Why don't we choose (basketball)?
  - Do you agree?
  - Don't you think so?
- 2** .....
- Yes, I agree.
  - Yes, you're right.
  - I think you're right.
  - That's true.
  - I agree with you.
  - I see what you mean.
  - That's a good idea.
  - Sure.
  - OK.
- 3** .....
- I see what you mean, but ...
  - I suppose so, but ...
  - I'm not sure.
  - Maybe, but ...
  - I agree up to a point, but ...





**1 SPEAKING** Work in pairs. Look at these pictures. Describe what you can see. What do they say about modern life?

**2 SPEAKING** Work in pairs. Read this essay task and write down your ideas.

'Life today is healthier than in the past.' Write an essay giving arguments for and against this statement.

Arguments for	Arguments against
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**3** Read this essay. Tick any of your ideas that appear in the essay. Do you agree with the writer and his/her conclusion? Why?/Why not?

In the last fifty years or so, new technology has made massive changes to the world. Mobile phones, computers and the Internet have all made the world faster, and so have cars and heavy industry. Not everybody agrees whether these changes have had a positive or negative effect on our health.

Our health has certainly improved in some ways. Firstly, medical science has improved, which means that doctors are better at curing illnesses and can help us to prevent them. What is more, new technology has made our lives easier by doing many of the hard or dangerous physical jobs and tasks that we used to have to do with human strength.

On the other hand, technology has made our lives too easy in some respects. Some people go everywhere by car or take the lift instead of the stairs, and in the end, they never get any exercise. Furthermore, today's diet has changed greatly. Nowadays people eat a lot of unhealthy processed food, whereas people in the past ate natural, organic food. As a result, the risk of heart disease is greater now. In addition, today's lifestyle is very stressful because of the pressures of work and faster communication.

All in all, I think that despite the advantages that modern technology has brought, today's world is healthier than in the past for the reasons I have mentioned above. However, it is up to us as individuals to be aware of the dangers and to take measures to make sure our own lives are as healthy as possible, by eating well and getting sufficient exercise.

**4** Read the essay again and answer the questions.

- 1 What is the purpose of each paragraph?
- 2 How are for-and-against essays different from opinion essays?

**5** Put the underlined words from the essay in the correct place in the Writing Bank.

▶ Writing Bank

Useful expressions for 'for-and-against' essays

Introducing and sequencing arguments

- .....
- Secondly, ...
- Lastly, ...

Adding arguments

- .....
- .....
- not only ... but also

Making contrasts

- On the one hand, ...
- .....
- In contrast, ...
- .....
- In spite of (+ noun/ gerund/the fact that ...)
- .....

Expressing consequences

- Therefore, ...
- and so ...
- .....

Expressing opinions

- In my opinion, ...
- Personally, ...
- As far as I'm concerned, ...
- .....

Concluding

- In conclusion, ...
- To sum up, ...
- .....

**6 SPEAKING** Work in pairs and read the essay task. Make a plan and write notes for each paragraph.

'Eating meat is wrong and is bad for our health.' Write an essay giving arguments for and against this statement.

Practice makes perfect

**7** Write your essay individually. Use your notes and the expressions in the Writing Bank.



# Grammar reference Unit 6

## ▶ Grammar reference

### Zero, first, second and third conditionals

- 1 We use the zero conditional to talk about situations that are generally or always true.  
**If + present simple, ... present simple**  
*If you don't water plants, they die.*
- 2 We use the first conditional to talk about possible and probable situations in the future, and their consequences.  
**If + present simple, ... will + infinitive**  
*If you eat junk food, you will put on weight.*
- 3 We use the second conditional to talk about imaginary or improbable situations, in the present or future and their consequences.  
**If + past simple, ... would/wouldn't + infinitive**  
*If I had a beard, I'd look older.*
- 4 We use the third conditional to talk about imaginary or impossible situations in the past, and their consequences. The situations are impossible because we cannot change them now that they have happened.  
**If + past perfect, ... would/wouldn't have + past participle**  
*If I had studied, I would have passed the exam.*

### Mixed conditionals

- 1 Mixed conditionals are a mixture of the second and third conditionals. They can describe an imaginary present situation and its past consequence.  
**If + past simple, ... would/wouldn't have + past participle**  
*If I liked that group I would have gone to see them in concert.*
- 2 Mixed conditionals can also describe an imaginary past situation and its present consequence.  
**If + past perfect, ... would/wouldn't + infinitive**  
*If I had had breakfast, I wouldn't be hungry now.*

### Unless, as long as, provided/providing (that), in case

- 1 **Unless** = if ... not, except if  
*We won't be able to swim unless the swimming pool is open.*
- 2 **As long as, provided/providing (that)** = if, only if  
*We'll be able to swim as long as/provided the swimming pool is open.*
- 3 **In case** = because maybe  
*We'll take our swimsuits in case the swimming pool is open.*

### I wish/If only

- 1 We use **I wish/If only + past simple** to talk about imaginary situations in the present. They express wishes for things to be different in the present.  
*I wish I was on the beach right now.*
- 2 We use **I wish/If only + past perfect** to talk about past situations that we would have liked to be different. They express regrets.  
*If only I hadn't spent all my money last weekend.*
- 3 We use **I wish/If only + would/wouldn't + infinitive** to talk about somebody's habitual behaviour that we want to criticise and change.  
*My dad smokes. I wish he wouldn't do it.*

# Self-check Unit 6

## ▶ Grammar revision

### Zero, first, second and third conditionals

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

- If I were you, I ..... (not eat) that!
- I would have prepared something special for dinner if I ..... (know) you were coming.
- If I knew your number, I ..... (call) you last night.
- If you multiply two by five, the answer ..... (be) ten.
- I ..... (be) tired right now if I'd gone to bed late last night.
- I would have had a good time if I ..... (go) to your party last Saturday.
- If you knew the answer, ..... you ..... (not tell) me?
- I ..... (buy) a cola from that machine if I had any money.

WORKBOOK ▶ page 48, 50

/ 8 points

### Unless, as long as, provided/providing (that), in case

#### 2 Rewrite the sentences, using the words given.

- You won't finish in time if you don't hurry. **UNLESS**  
You .....
- Take your mobile phone because you may need to call me. **IN CASE**  
Take .....
- They will win the match, but only if they do their best. **PROVIDED**  
They .....
- We won't need Danny in the team except if someone is ill. **UNLESS**  
We .....
- We'll be able to make sandwiches if Kate remembers to bring the bread. **AS LONG AS**  
We .....
- They'll let you in, but only if you have your ID card. **PROVIDING THAT**  
They .....

WORKBOOK ▶ page 48

/ 6 points

### I wish/If only

#### 3 Complete the sentences for these situations.

- You aren't fit but you would like to be.  
I wish .....
- Your sister always takes a long time in the bathroom in the mornings.  
I wish my sister .....
- You didn't buy tickets for the concert yesterday and now they're all sold out.  
If only .....
- Your parents don't let you have parties at home and you're not happy about it.  
If only my parents .....
- You ate two hamburgers and now you regret it.  
I wish .....
- You're allergic to cats but you really like them.  
I wish .....

WORKBOOK ▶ page 50

/ 6 points

## ▶ Vocabulary revision

### Parts of the body

#### 1 Write the letters in the correct order to make names of parts of the body.

- pih .....
- gsnul .....
- ghiht .....
- nidkye .....
- ritsw .....
- enob .....
- eleh .....

WORKBOOK ▶ page 46

/ 7 points

### Words connected with health

#### 2 Complete the sentences with these words. There are five extra words.

addicted to   allergic to   disease   dislocated   dizzy   fractured  
increase   over   prescription   pressure   relieve   twist

- He felt ..... and had to sit down.
- He's ..... gluten so if he eats bread, he feels sick.
- The doctor wrote me a ..... but I couldn't understand what he wrote.
- She's got very high blood .....
- He hit his arm against the wall and ..... it.
- She was suffering from a virus but she's started to get ..... it.
- If you take this medicine, it will ..... the symptoms of the infection.

WORKBOOK ▶ page 46

/ 7 points

### Idioms connected with health and illness

#### 3 Complete the idioms with the correct word.

- I feel as fit as a ..... today.
- I've been feeling a little under the ..... recently.
- I walk to school to keep in .....
- I'm fine. I'm as right as .....
- Nearly all of our family are ill. We're dropping like .....
- I'm not so good at the moment but I hope I'll be back on my ..... soon.

WORKBOOK ▶ page 49

/ 6 points

**Total**

/ 40 points



Znajomość środków językowych – układanie fragmentów zdań

1 Read the pairs of sentences (1–5) and match them to the appropriate tenses from the box. Some tenses can be used more than once.

**TIP** Be careful! The same adverb of time/frequency can be used with different tenses, e.g. He **later** became a doctor and I'll talk to you **later**.

present simple    present continuous    past simple  
past continuous    present perfect    past perfect  
future simple    future in the past

1.	a. The doctor has just finished the operation.	.....
	b. I had just gone to bed when my mother called.	.....
2.	a. Tim called to say he'd be in the gym soon.	.....
	b. I'll soon let you know if I can help you.	.....
3.	a. While I was working out yesterday, I felt a sharp pain in my chest.	.....
	b. I met Peter at the swimming pool yesterday.	.....
4.	a. In 2009, I played squash every day.	.....
	b. I go running in the park every day before school.	.....
5.	a. So far, Mary's temperature has been taken three times today.	.....
	b. I'm meeting my friends in the park today.	.....



2 Read sentences 1–4 and decide which tense in 1 should be used in each one and why.

**TIP** While doing the exam task, read each sentence carefully and decide whether it refers to the past, present or future.

1. My brother (*fly/Italy/today*).
2. When I came back from school, my mum (*just start/prepare/dinner*).
3. My dad told me (*he/start/cycle*) regularly soon.
4. When I was at primary school, (*I/play/volleyball*) every day.

3 Read sentences 1–4 in 2 again. Put the verbs in *italics* in the correct form and make all the necessary changes to get grammatically correct sentences.

1. ....
2. ....
3. ....
4. ....

4 Match sentences 1–4 with structures a–d. What helped you identify the structures?

**TIP** Sometimes you will need to use reported speech or conditional sentences, or to put the verb in its passive form.

- |   |                         |
|---|-------------------------|
| 1. Mary said she ( <i>know/name/medicine</i> ) that could help my mother. | a. passive voice        |
| 2. The ( <i>hospital/paint</i> ) at the moment.                           | b. reported speech      |
| 3. If she hadn't been given antibiotics, ( <i>she/be/hospital</i> ) now.  | c. relative clause      |
| 4. This is ( <i>gym/I/work out</i> ) three times a week.                  | d. conditional sentence |

5 Read sentences 1–4 in 4 again. Put the verbs in *italics* in the correct form and make all the necessary changes to get grammatically correct sentences.

1. ....
2. ....
3. ....
4. ....

6 Answer the questions below.

**TIP** Apart from putting the verb in the correct form, you may need to add a preposition (*of, on, from*), a relative pronoun (*who, where, that*) or an article (*a/an, the*).

In which sentence in 5 did you need to:

- a. add a preposition .....?
- b. use a relative pronoun .....?
- c. add an article .....?

Zadanie maturalne

7 Uzupełnij zdania (7.1.–7.4.), wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

- 7.1. Jack said he (*be/tired/study*) ..... so hard.
- 7.2. I (*promise/take/medicine*) ..... every day.
- 7.3. If (*I/live/country*) ....., I'd go running every morning.
- 7.4. My mum (*believe/alternative/medicine*) .....



▶ Część ustna – zestaw zadań

▶ Zadanie 1. (4 minuty)

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

**Uczeń A**

Chciałbyś/Chciałabyś zmienić swój tryb życia na zdrowszy. Prosisz o pomoc kolegę/koleżankę ze Skandynawii. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Sporty, które poprawią Twoją kondycję

Zdrowe odżywianie

Czas potrzebny na zrzucenie 10 kg

Sprzęt oraz ubrania potrzebne do uprawiania sportu

**Uczeń B**

Jesteś kolegą/koleżanką ucznia A ze Skandynawii i masz mu doradzić, jak zmienić tryb życia na zdrowszy. 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,
- dowiedz się, jaki jest jego ulubiony sport, a jakich sportów nie lubi,
- zasugeruj, jakie jedzenie powinien ograniczyć, jeśli chce schudnąć.

▶ Zadanie 2. (3 minuty)

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

**Uczeń A**



1. How much sleep do you think the girl in the picture normally gets? Why?
2. How important is sleep for our health? Why?
3. Tell us about the last time you felt drowsy.

**Uczeń B**



1. Why do you think the teenagers in the picture aren't eating healthier food?
2. Do you think schools should educate students about the dangers of an unhealthy diet?
3. Tell us about the last time you ate junk food and enjoyed it.

▶ Zadanie 3. (5 minut)

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

Twoja klasa przygotowuje plakat mający zachęcić rodziców uczniów waszej szkoły do regularnych badań medycznych. Masz do wyboru trzy plakaty.

- Wybierz plakat, który byłby najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



**Mum, Dad!**  
*It's your turn now!*



**See your doctor before it's too late!**



**If you really love me,**  
**have regular check-ups!**

1. What can you do to prevent infectious diseases or serious illness?
2. Do you think it is important to go for regular medical check-ups? Why?/Why not?



▶ Znajomość środków językowych

**Układanie fragmentów zdań**

**1** Make complete sentences, using the words in italics. Make any necessary changes and remember that you are allowed to use a maximum of six words.

- I wish my older (*brother/criticise/me*) ..... so often.
- Buy some painkillers (*case/have/headache*) ..... again.
- These (*cough sweets/good*) ..... the ones the doctor prescribed me before.
- The more I sleep, (*more/relax*) ..... I feel.
- You (*only/allow/smoke*) ..... in the hall but not in the rooms.
- Phone me (*soon/he/arrive*) .....
- I (*imagine/he/be*) ..... here any minute now.
- You (*better/follow/doctor*) ..... advice and go on a diet.
- If I had studied in Paris, my (*French/be/good*) ..... yours.
- I switched off the TV because (*I/see/documentary*) ..... during last summer's film festival.

**Uzupełnianie luk — wybór wielokrotny**

**2** Complete gaps 1–6 to get a logical and grammatically correct text.

Recent research indicates that because (1.) ..... sports takes hard work, discipline and time, it positively influences both teenagers' physical and mental life. First of all, sport helps teenagers to keep fit. Young people who have a sedentary lifestyle and don't regularly engage in different physical activities are not as (2.) ..... as their peers who often do sports. Moreover, physically active teenagers are more content (3.) ..... the way they look and often consider themselves to be attractive. Also, sport enables teenagers to learn different skills e.g. dribbling a basketball or leaping over a hurdle. If you (4.) ..... your best to become good at something and you succeed, no wonder your self-esteem grows. Therefore, parents (5.) ..... encourage their children to get involved in sport but they mustn't force them. (6.) ..... children are constantly nagged, they can get many positive benefits from doing sports.

- A. to do    B. do    C. doing    D. having done
- A. vigorous    B. more vigorous    C. vigorously    D. the most vigorous
- A. of    B. with    C. at    D. about
- A. will do    B. did    C. do    D. would do
- A. need    B. should    C. ought    D. don't have to
- A. If    B. As long as    C. Provided    D. Unless

▶ Vocabulary plus

**1** Match the medical supplies and equipment to their names.

antiseptic    eye chart    gauze    scales    stethoscope  
 stretcher trolley    surgical instruments    syringe  
 test tubes

**2** Write the appropriate word from 1 next to each statement (1–9).

- Let's check the patient's vision. ....
- I'd like to see how much this child weighs. ....
- We need to disinfect the wound in order to prevent inflammation. ....
- Let's dress the wound. ....
- Let's take a sample of the patient's blood. ....
- I need to listen to this patient's heart. ....
- I'm going to give this patient an injection. ....
- We are starting the operation in five minutes. ....
- Let's take the patient to the operating theatre. ....

**3** Complete the text with the appropriate expressions from the box. There are three expressions you do not need to use.

a balanced diet    become obese    a good source of protein  
 increase the risk of    processed food    put on weight  
 tooth decay    wholegrain varieties    a wide range of foods

Nowadays, more and more people live in an never-ending rush and don't have time to cook. As a result, a lot of us eat (1.) ..... such as prepacked high-calorie snacks. Having (2.) ..... is an important part of staying in good shape and can be easy if you follow these few tips. First of all, if you don't want to (3.) ....., try to balance the energy you consume with the energy you use by eating the right amount of calories: 2,500 calories for a man and 2,000 calories for a woman on average. Secondly, eat (4.) ..... to ensure that your body receives all the nutrients it needs. It's recommended that we eat at least five portions of fruit or vegetables a day. Also, try to eat some fish as it is (5.) ..... and contains many vitamins and minerals. Even though carbohydrates are said to be fattening, don't give up eating starchy foods. Choose (6.) ..... whenever possible as they contain more fibre and can make you feel full for longer.

\*\*\* = słowo bardzo często używane

\*\* = często używane

\* = dosyć często używane

## Zdrowie – choroby i ich objawy

addicted to (phr)	/ə'dɪktɪd tə/	uzależniony od
allergic to (phr)	/ə'lɜ:(r)dʒɪk tə/	uczulony na coś
black out (v)	/blæk 'aʊt/	stracić przytomność
break (v) ***	/breɪk/	złamać
convulsion (n)	/kən'vʌlj(ə)n/	drgawki, konwulsje
dislocate (v)	/'dɪsləkeɪt/	zwichnąć
feel dizzy (phr)	/'fi:l 'dɪzi/	mieć zawroty głowy
fracture (v)	/'fræktʃə(r)/	złamać
get over (v)	/'get 'əʊvə(r)/	dojść do siebie
hay fever (n)	/'heɪ 'fi:və(r)/	katar sienny
heart disease (n)	/'hɑ:(r)t dɪ'zi:z/	choroba serca
in danger of (phr)	/'ɪn 'deɪndʒə(r) ,əv/	zagrożony czymś
infection (n) **	/'ɪnfekʃ(ə)n/	infekcja
injure (v)	/'ɪndʒə(r)/	zranić
obese (adj)	/əʊ'bi:s/	otyły
painful (adj) **	/'peɪnf(ə)l/	bolesny
shiver (v) *	/'ʃɪvə(r)/	dygotać, mieć dreszcze
sprain (v)	/'spreɪn/	skręcić, nadwyrężyć
temperature (n) ***	/'tempərɪtʃə(r)/	temperatura
twist (v) **	/'twɪst/	skręcić

## Zdrowie – higieniczny tryb życia

avoidance (n)	/ə'vɔɪd(ə)ns/	unikanie
balanced diet (n)	/'bælənst 'daɪət/	zbilansowana dieta
ban (v) **	/'bæn/	zakazać
blood pressure (n)	/'blʌd ,preʃə(r)/	ciśnienie krwi
cereal (n) *	/'sɪəriəl/	płatki zbożowe
check-up (n)	/'tʃekʌp/	badanie kontrolne
deadly (adj) *	/'dedli/	zabójczy
fatty food (n)	/'fæti ,fu:d/	tłuste jedzenie
gluten (n)	/'glu:t(ə)n/	gluten
increase the risk of (phr)	/'ɪnkrɪ:s ðə rɪsk 'əv/	zwiększyć ryzyko
keep in shape (phr)	/'ki:p ɪn 'ʃeɪp/	trzymać formę
organic (adj) *	/'ɔ:(r)gənɪk/	organiczny
processed food (n)	/'prəʊses ,fu:d/	żywność przetworzona
put on/lose weight (phr)	/'pʊt 'ɒn/lu:z weɪt/	przybrać/stracić na wadze
reduce (v) ***	/'ri:dju:s/	zredukować, ograniczyć
relieve symptoms (phr)	/'ri:li:v ,sɪmptəmz/	złagodzić objawy
treat somebody (v)	/'tri:t 'sʌmbədi/	leczyć kogoś
work out (v)	/'wɜ:(r)k 'aʊt/	ćwiczyć

## Zdrowie – części ciała

ankle (n) **	/'æŋk(ə)l/	kostka
artery (n)	/'ɑ:(r)təri/	arteria
bone (n) ***	/'bəʊn/	kość
chest (n) ***	/'tʃest/	klatka piersiowa
chin (n) **	/'tʃɪn/	podbródek
heart (n) ***	/'hɑ:(r)t/	serce
heel (n) **	/'hi:l/	pięta
hip (n) **	/'hɪp/	biodro
kidney (n) *	/'kɪdni/	nerka
liver (n) **	/'lɪvə(r)/	wątroba
lung (n) **	/'lʌŋ/	płuco
skin (n) ***	/'skɪn/	skóra
thigh (n) **	/'θaɪ/	udo
throat (n) ***	/'θrəʊt/	gardło
tongue (n) **	/'tʌŋ/	język
vein (n) **	/'veɪn/	żyła
wrist (n) **	/'rɪst/	nadgarstek

## Inne

as long as (phr)	/əz lɒŋ əz/	jeśli tylko, o ile
as fit as a fiddle (phr)	/əz ,fɪt əz 'fɪd(ə)l/	zdrow jak ryba
as right as rain (phr)	/əz raɪt əz reɪn/	zdrow jak ryba
back on your feet (phr)	/'bæk ɒn jə(r) 'fi:t/	z powrotem stanąć na nogi
bowl (n) **	/'bəʊl/	miska
computer file (n)	/'kəm'pjʊ:tə(r) 'faɪl/	plik
consciousness (n) **	/'kɒnʃənsnəs/	świadomość
deprivation (n)	/'deɪprɪ'veɪʃ(ə)n/	niedostatek, brak
despite (prep) ***	/'dɪ'spaɪt/	pomimo, mimo czegoś
drop like flies (phr)	/'drɒp laɪk 'flaɪz/	padać jak muchy
encourage (v) ***	/'ɪn'kʌrɪdʒ/	zachęcać
heavy industry (n)	/'hevi 'ɪndəstri/	przemysł ciężki
in case (phr)	/'ɪn keɪs/	w razie, na wypadek
in spite of (phr)	/'ɪn'spaɪt ɒv/	pomimo czegoś
injection (n)	/'ɪn'dʒekʃ(ə)n/	zastrzyk
inner-city (adj)	/'ɪnə(r)'sɪti/	podupadła część śródmieścia
intake (n) *	/'ɪnteɪk/	spożycie
lack (n) ***	/'læk/	brak
liquid (n) **	/'lɪkwɪd/	płyn
multiply (v) *	/'mʌltɪplaɪ/	mnożyć
neighbourhood (n) **	/'neɪbə(r)'hʊd/	sąsiedztwo
on your last legs	/'ɒn jə(r) ,lɑ:st 'legz/	padać z nóg
operation (n) ***	/'ɒpə'reɪʃ(ə)n/	operacja
overall (adv) **	/'əʊvə'l: /	w sumie
oxygen (n) **	/'ɒksɪdʒ(ə)n/	tlen
pollen (n)	/'pɒlən/	pyłek
poverty (n) **	/'pɒvə(r)ti/	ubóstwo
prescription (n)	/'pre'skrɪpʃ(ə)n/	recepta
provided/providing (that) (phr)	/'prə'vaɪdɪd/prə'vaɪdɪŋ ðæt/	pod warunkiem, że
regret (v) **	/'rɪ'gret/	żałować
researcher (n)	/'ri:sə:(r)tʃə(r)/	badacz
spot (v) **	/'spɒt/	zauważać, dostrzegać
strength (n) ***	/'streŋθ/	siła
suffer from (phr)	/'sʌfə(r) frəm/	cierpieć z powodu, cierpieć na
therefore (adv) ***	/'ðeə(r)fɔ:(r)/	dlatego
under the weather	/'ʌndə(r) ðɪ 'weðə(r)/	kiepsko
unless (conj) ***	/'ʌn'les/	chyba że, jeśli nie

## ▶ Vocabulary plus

antiseptic (n)	/'æntɪ'septɪk/	środek antyseptyczny
eye chart (n)	/'aɪ ,tʃɑ:(r)t/	tablica do badania wzroku
gauze (n)	/'gɔ:z/	gaza
obese (adj)	/əʊ'bi:s/	otyły
protein (n) **	/'prəʊti:n/	białko
scales (n)	/'skeɪls/	waga
source (n) ***	/'sɔ:(r)s/	źródło
surgical instruments (n)	/'sɜ:(r)dʒɪk(ə)l 'ɪnstɹʊmənts/	przyrządy chirurgiczne
stethoscope (n)	/'steθə'skəʊp/	stetoskop
stretcher trolley (n)	/'stretʃə(r) 'trɒli/	nosze
syringe (n)	/'sɪ'rɪndʒ/	strzykawka
test tube (n)	/'test ,tju:b/	probówka
tooth decay (n)	/'tu:θ dɪ'keɪ/	próchnica
variety (n) ***	/'vəriəti/	różnorodność
wholegrain (adj)	/'həʊl'greɪn/	pełnoziarnisty
wide range of (phr)	/'waɪd reɪndʒ ,əv/	szeroki zakres, wachlarz








## ► Znajomość środków językowych

### ► Matura pointer

 When you finish doing the exam task, always read the sentences again to check whether you haven't forgotten to add a preposition or an article.

### Zadanie 3.


Uzupełnij zdania (3.1.–3.6.), wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.

**Uwaga:** w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

- 3.1. My brother (*be/allergic/chocolate*) ..... since he was 3 years old.
- 3.2. Your daughter (*ought/eat/more*) ..... fish and less meat.
- 3.3. I'm overworked, so (*I/consider/take*) ..... a holiday.
- 3.4. Lots of (*people/suffer/stress*) ..... every day.
- 3.5. Last month, (*I/go/gym*) ..... regularly and I lost a few kilos.
- 3.6. If (*I/start/play*) ..... tennis when I was younger, I would be a much better player now.

## ► Część ustna

### ► Matura pointer

 While describing a photo, focus on relevant information. Say **who** you can see, **where** the people are and **what** they are doing. Don't let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don't stop completely.

### Zadanie 4.

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

#### Uczeń A

1. What do you think the girl needs the money for?
2. How important is money to you?
3. Tell us about the last time you bought something that made you happy.



#### Uczeń B

1. What do you think the girls are going to spend the money on?
2. Are you good at saving money?
3. Tell us about the last time you saved up for and bought something you wanted to have.



## ► 'Can Do' Progress Check

### 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- |   |  |
|---|--|
| a I can talk about obligation, prohibition and advice in the present and past. <input type="checkbox"/> | f I can talk about possible, imaginary and impossible situations and their consequences, using different types of conditional structures. <input type="checkbox"/> |
| b I can make speculations and deductions about the present, past and future. <input type="checkbox"/>   | g I can talk about wishes for the present, past and future. <input type="checkbox"/>   |
| c I can understand written and spoken texts on topics related to money. <input type="checkbox"/>        | h I can talk about the body and health, using a range of vocabulary and idioms. <input type="checkbox"/>   |
| d I can compare and contrast photos. <input type="checkbox"/>   | i In discussions, I can negotiate and collaborate with a partner. <input type="checkbox"/>   |
| e I can write a formal letter of complaint. <input type="checkbox"/>                                    | j I can express opinions, contrasts and consequences in for-and-against essays. <input type="checkbox"/>   |

### 2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ► WORKBOOK page 54
- 3 Other: .....

- |                             |
|-----------------------------|
| 1 = I can do it very well.  |
| 2 = I can do it quite well. |
| 3 = I have some problems.   |
| 4 = I can't do it.          |