

## 1.1 Vocabulary

Personality adjectives • adjective + preposition

*I can describe people and talk about personal qualities*1  
one  
Personality*Wanting to be someone else is a waste of the person you are.*

Kurt Cobain

UNIT LANGUAGE  
AND SKILLS

## Vocabulary:

- Show what you know – personality
- adjective antonyms
- negative prefixes: *un-*, *in-*, *ir-*, *dis-*
- adjective + preposition
- Words for free – personality
- word families

## Grammar:

- present tenses – question forms
- subject and object questions
- *wh-* questions ending with prepositions
- verb + *-ing* form or verb + *to* infinitive

## Listening:

- an interview and a conversation about voluntary work

## Reading:

- a text on teenage stereotypes

## Speaking:

- showing interest

## Writing:

- a personal email/letter

## MATURA FOCUS

## Temat maturalny:

- człowiek

## Słuchanie:

- dobieranie str. 15

## Czytanie:

- dobieranie str. 16
- dobieranie nagłówek str. 23

## Środki językowe:

- tłumaczenie fragmentów zdań str. 22
- wybór wielokrotny str. 22

## Mówienie:

- rozmowa z odgrywaniem roli str. 23

## Pisanie:

- e-mail str. 23

## FOCUS EXTRA

- Grammar Focus Reference and Practice str. 112
- WORD STORE booklet str. 2–3
- Workbook str. 16–25
- MyEnglishLab

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## REFERENCES

AUDIOSCRIPT &gt;&gt;&gt; p. 141

## EXTRA ACTIVITIES

- Photocopiable Resource 1 (personality adjectives – 10 min.) pp. 164, 176
- Photocopiable Resource 2 (question words and prepositions – 5 min.) pp. 164, 177

- Test Yourself Pairwork Activity, WB pp. 113–114
- Students write more gap fill sentences like the ones in ex. 10 for the WORD STORE vocabulary. They exchange and complete sentences.

## SHOW WHAT YOU KNOW

1 Match adjectives 1–5 with their opposites a–e.

- |               |          |            |
|---------------|----------|------------|
| 1 clever      | <b>d</b> | a boring   |
| 2 funny       | <b>c</b> | b negative |
| 3 interesting | <b>a</b> | c serious  |
| 4 kind        | <b>e</b> | d stupid   |
| 5 positive    | <b>b</b> | e unkind   |

2 In pairs, look at the photos and guess what each person is like. Choose an adjective from Exercise 1 for each person.

3 **CD•1.12** **MP3•12** Listen to Rani describing Sara, David and herself. Check your ideas in Exercise 2.

Sara: funny, positive David: serious, interesting, clever Rani: serious, happy

4 **CD•1.13** **MP3•13** What do Sara, David and Rani want to be? Listen and complete the interview with the jobs they want to do.TEENAGE DREAMS  
AND AMBITIONSTHEY'RE YOUNG, AMBITIOUS AND OPTIMISTIC.  
WE MEET THREE TEENAGERS AND ASK THEM ABOUT  
THEIR DREAMS AND AMBITIONS.

Interviewer: So Sara, what do you want to be?

Sara: I want to be a <sup>1</sup> journalist.Interviewer: Are your parents involved in journalism?Sara: No, not at all. In fact, journalists are pretty unpopular in my house. My father's interested in the news, but he isn't very keen on journalists. He thinks most of them are **arrogant**, dishonest and irresponsible.Interviewer: David, why do you want to be a <sup>2</sup> politician?David: I'm really disappointed with our government. Young people have a lot to say, but politicians don't listen to them. They just think teenagers are lazy and **miserable**.

Interviewer: Why do you think you could be a politician?

David: I'm passionate about my country. I also have the right character: I'm not at all shy! In fact, I'm very **outgoing**, and I'm good at public speaking. I'm only sixteen now, so I'm very inexperienced, but I'm serious about politics.Interviewer: Rani, why do you want to be a <sup>3</sup> surgeon?Rani: Well, most surgeons in the UK are men, and I think that's unfair and wrong in the twenty-first century. I think my generation is responsible for getting more women into important jobs.

Interviewer: What special qualities do you think you need to be a surgeon?

Rani: I think I need to be **caring**, **sensible** and very **hard-working**.

**5 In pairs, discuss the questions.**

- 1 Do you know anybody like Rani, Sara or David?
- 2 Which one is the most like/unlike you?
- 3 What are your dreams and ambitions?

**6 Replace the adjectives in brackets with appropriate adjectives in red in the interviews.**

- 1 Surgeons are (not selfish). They are kind and helpful.  
*Surgeons are caring. They are kind and helpful.*
- 2 Teenagers are (not cheerful). They are always in a bad mood. *miserable*
- 3 Business people are (not lazy). They put a lot of effort into their work. *hard-working*
- 4 Journalists are (not modest). They think they are better than other people. *arrogant*
- 5 Politicians are (not shy). They are confident and sociable. *outgoing*
- 6 Farmers are (not crazy). They don't make silly decisions. *sensible*

**7 In pairs, discuss the statements in Exercise 6. Which ones do you agree with?**



**Go to WORD STORE 1 page 3**

**WORD STORE 1A**

**8** CD•1.14 MP3•14 Complete WORD STORE 1A with adjectives from Exercise 6. Then listen, check and repeat.

**WORD STORE 1B**

**9** CD•1.15 MP3•15 Complete WORD STORE 1B with the opposites from the interviews. Then listen, check and repeat.

**10 Complete the sentences with the appropriate adjectives from WORD STORE 1B.**

- 1 Phil is an experienced skier. He goes to the mountains every year.
- 2 Ted's an honest guy. He never tells lies.
- 3 I never ask Sarah to look after my pet. She is so irresponsible.
- 4 Mr Morgan is very fair. He treats all his students equally.
- 5 Everybody likes Emma. She's really popular.
- 6 I'm worried about going in a car with Cara because she's an inexperienced driver. She only passed her test recently.
- 7 Paul's only sixteen, but he seems to be much older. He's so sensible and responsible.

**11 Can you change the names in Exercise 10 to describe people you know? Tell your partner.**

**WORD STORE 1C**

**12** CD•1.16 MP3•16 Look at the underlined phrases in the interview. Complete WORD STORE 1C with the correct prepositions. Then listen, check and repeat.

**13 Complete the questions with the correct prepositions.**

- 1 What sort of things are you interested in ?
- 2 What after-school activities are you involved in ?
- 3 What bands and singers are you keen on ?
- 4 What sports or games are you good at ?
- 5 What sort of things are you serious about ?
- 6 What jobs at home are you responsible for ?
- 7 Which marks in your last exams were you disappointed with ?
- 8 What are you most passionate about ?

**14 In pairs, ask each other the questions in Exercise 13.**

**WORD STORE 1D**

**15** CD•1.17 MP3•17 Complete WORD STORE 1D. Translate the Words for free. Then listen and repeat.

**16 In pairs, write true example sentences for each of the Words for free.**

**WORKBOOK**

pp. 16–17, including Show What You've Learnt

**NEXT CLASS**

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.
- Ask students to do Show What You Know 1.2 in the WB, p. 18.

# 1.2 Grammar

Temat lekcji: *Uczeń posługuje się czasami teraźniejszymi, zadając pytania w zakresie tematu „Człowiek”.*

## Present tenses – question forms

*I can ask questions using present tense forms*

1 In pairs, discuss who your role models are. Think about business people, sports people, entertainers or people you know.

2 **CD•1.18 MP3•18** Match the questions with the answers. Then listen and check.

- |  |   |
|--|---|
| 1 Who inspires you?                      | d |
| 2 What does he do?                       | f |
| 3 Why do you admire him?                 | h |
| 4 Does he give any money to charity?     | g |
| 5 Which charities does he give money to? | b |
| 6 Have you ever met him?                 | a |
| 7 What is he doing now?                  | c |
| 8 Are you similar to him in any way?     | e |

- a No, never.  
 b Different African charities, I think.  
 c He's developing the first ever spaceport.  
 d Richard Branson.  
 e Yes, in some ways I am.  
 f He owns Virgin Atlantic.  
 g Yes, he's very generous.  
 h Because he's so energetic and successful.



3 Read the GRAMMAR FOCUS. Complete the examples using the questions in blue in Exercise 2.

### GRAMMAR FOCUS

#### Present tenses – question forms

• To make questions, you put an auxiliary verb (*do, be, have*) before the subject of the main verb.

**Present Simple** → Why <sup>1</sup> do you admire him?

**Present Continuous** → What <sup>2</sup> is he doing now?

**Present Perfect** → <sup>3</sup> Have you ever met him?

• When you ask about the subject, you don't use the Present Simple auxiliary *do/does*.

*Who inspires* you? NOT *Who does inspire* you?

• Notice the position of the preposition in *wh-* questions:  
 Which charities does he give money **to**?

4 **CD•1.19 MP3•19** Complete the questions for the interview about Aung San Suu Kyi. Then listen and check.

- 1 'Who inspires?' 'The person who inspires me is Aung San Suu Kyi.'  
 2 'Who is she/that?' 'She's the Burmese Nobel Peace laureate.'  
 3 'Why do you admire her?' 'I admire her because she's 100 percent loyal to the people of her country.'  
 4 'What does she believe in?' 'She believes in non-violent action.'  
 5 'Have you (ever) seen her?' 'No, I haven't seen her, but I've listened to her speaking.'  
 6 'What is she doing (now)?' 'She's working for peace, democracy and human rights.'



5 Complete the questions about the subject (a) and about the object (b) of each statement.

- 1 <sup>a</sup> Viv enjoys <sup>b</sup> swimming.  
 a Who enjoys swimming?  
 b What does Viv enjoy?  
 2 <sup>a</sup> Neil has tried <sup>b</sup> Japanese food.  
 a Who has tried Japanese food? b What has Neil tried?  
 3 <sup>a</sup> Rosie can speak <sup>b</sup> three languages.  
 a Who can speak three languages? b How many languages can Rosie speak?  
 4 <sup>a</sup> Dave has visited <sup>b</sup> London.  
 a Who has visited London? b Which capital city has Dave visited?  
 5 <sup>a</sup> Tom is thinking about <sup>b</sup> food.  
 a Who is thinking about food? b What is Tom thinking about?  
 6 <sup>a</sup> Emily and Peter listen to <sup>b</sup> jazz.  
 a Who listens to jazz? b What do Emily and Peter listen to?

6 Complete the sentences to make them true for you.

- 1 I'm reading \_\_\_\_\_ at the moment.  
 2 I spend most money on \_\_\_\_\_.  
 3 It takes me \_\_\_\_\_ minutes to get to school.  
 4 I go shopping for clothes \_\_\_\_\_ a month.  
 5 I usually have lunch with \_\_\_\_\_.  
 6 \_\_\_\_\_ inspires me.

7 In pairs, ask each other questions about the information in Exercise 6. Use different question words, e.g. *what, how long* or *how often*.

A: *What are you reading at the moment?*

B: *A book about Steve Jobs.*  
 What do you spend most money on?  
 How long does it take you to get to school?  
 How often do you go shopping for clothes?  
 Who do you usually have lunch with?  
 Who inspires you?

Grammar Focus page 112

### REFERENCES

CULTURE NOTES >>> p. 134

AUDIOSCRIPT >>> p. 141

### EXTRA ACTIVITIES

- Photocopiable Resource 3 (questions – 15 min.) pp. 164, 178
- In pairs, students interview each other

about a person they admire using the questions in ex. 2, making any necessary changes, e.g. if it is a woman: *What does she do? Why do you admire her?* etc.

### WORKBOOK

p. 18, including *Show What You've Learnt*

### NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.
- Ask students to read ex. 1 on p. 15 and make notes to discuss in class.

# 1.3 Listening

Temat lekcji: *Uczeń rozumie ze słuchu krótkie wypowiedzi w zakresie tematu „Praca” i znajduje w nich określone informacje.*

## Matching

*I can understand an interview and a conversation about voluntary work*

- 1 In pairs, look at some of the places where people do voluntary work. Discuss why you would or wouldn't like to volunteer in each place.

in a developing country    in a nursery  
in a hospital    in a library    on a farm  
in an old person's home    in a prison  
in a soup kitchen for homeless people

- 2 **CD-1.20 MP3-20** Listen to two volunteers Karen and Martin. Where do they do their voluntary work?



- 3 Read questions 1–8 in the EXAM FOCUS. Match the underlined words and phrases with these words and phrases from the interview.

confident 7    elderly 1    two or three 3  
impresses people 8    Saturday and Sunday 4  
more likely to do something 5  
in a team 6    pigs and chickens 2

### EXAM FOCUS Matching

- 4 **CD-1.20 MP3-20** Listen to Karen and Martin again and answer the questions. Write K (Karen) or M (Martin).

Who ...

- 1 helps old people in the local area? **K**  
2 works with farm animals? **M**  
3 volunteers a few hours a week? **K**  
4 does volunteering work every weekend? **M**  
5 thinks that volunteers are more active than other people? **K**  
6 enjoys working with other people? **M**  
7 thinks that voluntary work makes you more sure of yourself? **M**  
8 thinks that doing voluntary work makes a good impression? **K**

- 5 In pairs, imagine you could volunteer anywhere in the world. Which country would you choose? Why?

- 6 **CD-1.21 MP3-21** Listen to Tim giving Becky some advice about international volunteering. Answer the questions.

- 1 Where does Becky want to do voluntary work? *In Africa.*  
2 Does Tim think she has the right personal qualities? *Yes*  
3 Is Becky inspired by the conversation? *Yes*

- 7 **CD-1.21 MP3-21** Listen again and complete each gap with one or two words from the dialogue.

## 5 Key Questions before you volunteer for work overseas



### 1 Are you fit and healthy?

You often work in difficult conditions, and you sometimes need to work <sup>1</sup> long hours.

### 2 Can you adapt to new situations?

You need to adapt to <sup>2</sup> the weather, the food, the accommodation and a new <sup>3</sup> culture.

### 3 Are you a good team-player?

All volunteers work in teams so you need to have good <sup>4</sup> communication skills. You need to be cooperative and above all <sup>5</sup> responsible.

### 4 Are you sensitive to other cultures?

You need to be open to people and remember that your <sup>6</sup> way of life is not the only way there is.

### 5 Do you want to learn from the experience?

Volunteering can change your life and you as a person. It's an excellent opportunity to help people, learn <sup>7</sup> new skills and make new friends for life.

- 8 Work in pairs. Are you good candidates for international volunteer work? Ask each other the questions in Exercise 7 and decide.

## PRONUNCIATION FOCUS

- 9 **CD-1.22 MP3-22** Listen and put the adjectives into groups A, B, C or D depending on the stress.

ambitious    disappointed    interested  
optimistic    outgoing    passionate  
responsible    unpopular

A ■■■	B ■■■	C ■■■■	D ■■■■
<u>interested</u>	<u>ambitious</u>	<u>responsible</u>	<u>disappointed</u>
<u>passionate</u>	<u>outgoing</u>	<u>unpopular</u>	<u>optimistic</u>

- 10 **CD-1.23 MP3-23** Listen, check and repeat.

## WORD STORE 1E

- 11 **CD-1.24 MP3-24** Complete WORD STORE 1E. Write the positive adjectives to make pairs of opposites. Then listen, check and repeat.

15

### REFERENCES

AUDIOSCRIPT >>> p. 142

### EXTRA ACTIVITIES

• Students add any words from pp. 12–13 that they can to the 4 groups in the PRONUNCIATION FOCUS.

### WORKBOOK

p. 19

### NEXT CLASS

• Ask students to write 2–3 sentences to answer the question: *What are teenagers in your country like?*

# 1.4 Reading

Temat lekcji: *Uczeń rozumie krótkie wypowiedzi pisemne w zakresie tematu „Człowiek” i określa główną myśl poszczególnych części tekstu.*

## Matching

*I can understand a text on teenage stereotypes*

- 1 In pairs, look at the phrases in the box and decide what parents say about teenagers and what teenagers say about themselves.

able to get up early    bad-tempered  
generous    interested in the world  
loyal to their friends    unhelpful  
obsessed with their phones    lazy  
passionate about music    selfish  
uncommunicative    hard-working

Parents say teenagers are ...

*bad-tempered, lazy, obsessed with their phones, selfish, uncommunicative, unhelpful*

Teenagers say they are ...

*able to get up early, generous, hard-working, loyal to their friends, passionate about music, interested in the world*

- 2 Read the survey report and comments. Compare your ideas in Exercise 1 with the information you read.
- 3 Read the comments section again and write the names.

Who thinks ...

- Teenagers work really hard.  
Sarah, Andrew
- Teenagers have lots of positive personal qualities. Sarah
- Teenagers are not only interested in themselves. Mel
- Teenagers are all different people.  
Ryan
- Teenagers think friends are very important.  
Janet

### EXAM FOCUS Matching

- 4 Complete gaps 1–5 in the comments section with sentences A–F. There is one extra sentence.

- A Teenagers are definitely not lazy.
- B We don't have time to tidy our rooms.
- C Why are people so negative about teenagers?
- D I don't think I'm selfish.
- E I hate stereotypes.
- F The most important thing in my life is not my phone.



Andrew, 17

Mel, 18

Ryan, 16

# What are teenagers

CD•1.25 MP3•25

A recent survey shows that there are reasons why teenagers behave badly. The study suggests that teenagers need to sleep more, and that is why 65 percent of parents say their teenagers are bad-tempered, uncommunicative and lazy. The report also shows that most teenagers are obsessed with their phones. They spend more time chatting online or playing computer games than doing homework. Most parents also say that their teenage children are selfish and unhelpful. Only a few of them help with housework at home.

## Your comments



Sarah

1 C Most of us are adorable, cheerful, very hard-working, interesting, brave, generous, loyal, helpful and very good cooks. Oh, and very modest!

5.54 p.m. 03 May



Janet

2 F It's my friends. We love each other.

We don't argue or fight. We go to the park after school and we sit under a tree, eat ice cream and talk about guys. We like cooking and camping, not just texting and computer games. I don't have time to read much, but I play the guitar and sing. I'm not a bad-tempered monster – I (usually) apologise when I'm wrong, and I like spending time with my grandparents.

7.18 p.m. 03 May

### EXTRA ACTIVITIES

- Students share the sentences that they prepared for this class about teenagers in their country and compare their ideas to the ideas in the text.
- Students work in pairs. Each student chooses 5 adjectives from the lesson

they find most difficult to remember and writes anagrams for their partner, e.g. SREONGUE (generous), ETOSDM (modest), RPMUYG (grumpy). They can tell their partner if the adjective is positive or negative.

- Students work in pairs. They take turns to say a word from the text for their partner to translate into their own language. Then they take turns saying words in their own language for their partner to translate into English.



Sarah, 16

Janet, 17

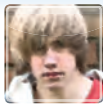
## really like?



### Andrew

<sup>3</sup> A I get up at 6.30 a.m. every school day, and I work hard all day. I never make plans to meet friends in the evening – that's when I do my homework. I think I need about nine and a half hours sleep a night, but I usually get only seven hours. So I'm sometimes a bit grumpy! (Like my parents 😊)

10.13 a.m. 04 May



### Ryan

<sup>4</sup> E Not all teenagers are the same. Some of us are lazy, some of us aren't. Some of us like chatting online or playing computer games, but some of us prefer to play football or go for a run. OK, some of the things people say about teenagers are true. For example, music is really, really important to us, but we like different kinds of music. We are INDIVIDUALS!

3.22 p.m. 05 May



### Mel

<sup>5</sup> D I care about other people. I'm interested in the world. I want to travel and learn about other cultures. Then I want to get a job in a developing country. Most of my friends are like me! Where did you find your information? It's wrong!

6.20 p.m. 05 May

### 5 Match 1–5 with a–e to make questions. Then answer the questions.

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 Who likes spending             | <input type="checkbox"/> |
| 2 Who wants to get               | <input type="checkbox"/> |
| 3 Who doesn't have               | <input type="checkbox"/> |
| 4 Who does                       | <input type="checkbox"/> |
| 5 Who thinks some teenagers play | <input type="checkbox"/> |

- a his homework in the evening? **Andrew**  
 b football? **Ryan**  
 c time with her grandparents? **Janet**  
 d a job in a developing country? **Mel**  
 e time to read much? **Janet**

### 6 Find antonyms in Sarah's comment for the following adjectives. Use a dictionary if necessary.

- 1 arrogant ≠ modest  
 2 cowardly ≠ brave  
 3 disloyal ≠ loyal  
 4 dull ≠ interesting  
 5 grumpy ≠ cheerful  
 6 mean ≠ generous

### 7 Complete the descriptions with an appropriate adjective from Exercise 6.

- 1 Teenagers are arrogant. They think they know everything.  
 2 Teenagers are grumpy. They never get enough sleep and are always in a bad mood.  
 3 Teenagers are loyal to their friends. They are always there for their friends.  
 4 Teenagers are mean. They never give money to charity and always buy cheap presents.  
 5 Teenagers are interesting. They have lots of things to talk about.  
 6 Teenagers are cowardly. They avoid dangerous situations and don't take risks.

### 8 In pairs, discuss the statements in Exercise 7 with other people in the class. Which ones do you agree/disagree with? Why?

## WORD STORE 1F

- 9 **CD 1.26 MP3 26** Complete WORD STORE 1F. Add adjectives to the table. Mark the stress. Then listen, check and repeat.

## WORKBOOK

pp. 20–21

## NEXT CLASS

• Ask students to do *Show What You Know* 1.5 in the WB, p. 22.

# 1.5 Grammar

Temat lekcji: *Uczeń posługuje się konstrukcjami bezokolicznikowymi i gerundialnymi w zakresie tematu „Człowiek”.*

## Verb + -ing form or verb + to infinitive

*I can use different verb patterns*

- 1 In pairs, match the words in the box to the clothes in the pictures. Which of the clothes do you own?

[ jacket **b** hoodie **a** tie **d**  
sweatpants **c** uniform **f** suit **e** ]

- 2 Tick a sentence that best describes your opinion about clothes.

- 1 I **want to look** good at all times.   
2 I **enjoy wearing** comfortable things.   
3 I'm not interested in clothes.

- 3 Read the GRAMMAR FOCUS. Complete the examples using the verb patterns in blue in Exercise 2.

### GRAMMAR FOCUS

#### Verb + -ing form or verb + to infinitive

- After some verbs and verb phrases you usually use the -ing form of a verb.

Examples: *avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time*

*I enjoy* <sup>1</sup> wearing comfortable things.

- After some verbs and verb phrases you usually use the to infinitive.

Examples: *agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer*

*I want* <sup>2</sup> to look good at all times.

- 4 Complete the questionnaire. For each gap, put the verb in brackets in the correct form.
- 5 Do the questionnaire. What is your attitude to clothes? Compare your answers with a partner.
- 6 Complete the sentences with *wear* or *wearing*. Then tick sentences that are true for you.
- 1 I can't stand wearing formal clothes like suits.   
2 I don't mind wearing sweatpants at home.   
3 I refuse to wear skinny jeans. They're too uncomfortable.   
4 I hate wearing heavy winter coats.   
5 I can't afford to wear designer clothes. They're too expensive.   
6 I avoid wearing anything yellow or pink.
- 7 Complete the sentences with information about yourself. Write five true sentences and one false one.
- 1 I love to wear formal clothes.  4 I spend a lot of time wearing casual clothes.   
2 I need to buy new clothes every season.  5 I sometimes pretend to wear designer clothes.   
3 I've decided to wear comfortable clothes.  6 I hope to wear a uniform.
- 8 Work in pairs. Read your sentences from Exercise 7 to your partner. Guess which sentence is false.

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## WHAT IS YOUR ATTITUDE TO CLOTHES?

### 1 (SPEND)

- A I spend a lot of money on clothes.  
B I can't afford <sup>1</sup> to spend much money on clothes.  
C I prefer <sup>2</sup> spending my money on going out.

### 2 (GO)

- A I enjoy <sup>3</sup> going shopping for clothes.  
B I don't mind <sup>4</sup> going shopping for clothes.  
C I refuse <sup>5</sup> to go shopping for clothes.

### 3 (BUY)

- A I love <sup>6</sup> buying new clothes every season.  
B I only buy clothes when I need them.  
C I avoid <sup>7</sup> buying new clothes for as long as possible.

### 4 (WEAR)

- A I refuse <sup>8</sup> to wear sweatpants.  
B I love <sup>9</sup> wearing sweatpants at home for comfort.  
C I wear sweatpants all the time.

### 5 (GET)

- A I hope <sup>10</sup> to get a job where I can wear all my favourite clothes.  
B I want <sup>11</sup> to get a job where I can wear practical, comfortable clothes.  
C I'd like <sup>12</sup> to get a job where I can wear a uniform or a suit.

### 6 (THINK)

- A In the morning, I spend a lot of time <sup>13</sup> thinking about my clothes.  
B In the morning, I don't spend much time <sup>14</sup> thinking about my clothes.  
C I wear the same clothes every day.



## WHAT DOES IT MEAN?

### Mainly As I LOVE THEM

You enjoy <sup>15</sup> thinking (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

### Mainly Bs I NEED THEM

You don't mind <sup>16</sup> thinking (think) about clothes, but they are not your priority. You prefer casual clothes because you need <sup>17</sup> to be (be) comfortable.

### Mainly Cs I HATE THEM

You hate <sup>18</sup> thinking (think) about clothes! You choose <sup>19</sup> to spend (spend) your time and money on other things. But don't forget, clothes can be fun.

### EXTRA ACTIVITIES

- Test Yourself Pairwork Activity, WB pp. 113–114
- Students complete sentences about themselves using the same sentence beginnings as in ex. 6 (*I can't stand ... I don't mind ... I refuse ... etc.*)

Feedback with the class, checking the verb forms.

### WORKBOOK

p. 22, including *Show What You've Learnt*

### NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.5, Grammar.

# 1.6 Speaking

Temat lekcji: *Uczeń reaguje ustnie w typowych sytuacjach, okazując zainteresowanie rozmówcą i udzielając informacji na swój temat.*

## Showing interest

*I can show interest in what somebody is saying and say whether or not we are similar*

1 In pairs, look at the activities in the box and discuss the questions.

- How much free time do you spend on each activity?
- What other things do you do in your free time?
- How similar or different are you to your partner?

eating and drinking   travelling   doing sport  
listening to music   shopping   being online  
watching DVDs   meeting new people  
socialising with friends

2 **CD-1.27 MP3-27** Listen to two dialogues and answer the questions.



- What do Ed and Nick have in common?
- What do Rachel and Kate have in common?

3 **CD-1.27 MP3-27** Listen again and complete the SPEAKING FOCUS with responses a–e.

- a Do you? Right ...      d Really? I love it.  
b Really? That's cool!      e Me too.  
c Is she?

### SPEAKING FOCUS

**Statement**      **Showing interest**  
A: I've got loads of friends and they want to meet you.      B: 1 Really? That's cool!

A: I've just got one sister. She's a model.      B: 2 Is she?

A: She's training to be a pilot.      B: Wow, that's interesting!

**Statement**      **Saying you are similar**  
A: I love travelling and meeting new people.      B: 3 Me too.

A: I don't really like rock or heavy metal.      B: Me neither.

**Statement**      **Saying you are different**  
A: I'm not very keen on tea.      B: 4 Really? I love it.  
A: I don't like travelling.      B: Don't you? Oh I do.  
A: I play the violin.      B: 5 Do you? Right ...

4 **CD-1.28 MP3-28** Cross out the response that is NOT possible in each case. Then listen, check and repeat.

- A: I've got thousands of songs on my iPod.  
B: Have you? / Cool! / ~~Is it?~~
- A: I love Spanish and Italian food.  
B: Really? / ~~Are you?~~ / Do you?
- A: My parents have got an apartment in Paris.  
B: Wow, that's interesting! / Have they? / ~~Are they?~~
- A: There are forty students in my class.  
B: ~~Is it?~~ / Are there? / Really?
- A: I can play the guitar.  
B: Cool! / ~~Are you?~~ / Can you?
- A: I'm passionate about politics.  
B: Really! / ~~Do you?~~ / Are you?

5 **CD-1.29 MP3-29** Listen to six dialogues and decide if the two speakers are similar ✓ or different ✗.

- 1       3       5   
2       4       6

6 Complete the table.

Statement	Say you are similar	Say you are different
a I'm worried about the world.	Me too.	Are you? <u>1 I'm not.</u>
b I'm not worried about the world.	<u>2 Me neither.</u>	Aren't you? I am.
c I love reading poetry.	<u>3 Me too.</u>	<u>4 Do you?</u> I don't.
d I don't like reading poetry.	Me neither.	Don't you? <u>5 I do.</u>
e I've got lots of cousins.	<u>6 Me too.</u>	<u>7 Have you?</u> I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? <u>8 I have.</u>

7 Complete the sentences to make them true for you.

- I'm really into ...
- I haven't got ...
- I really like ...
- I'm very interested in ...
- I'm not very keen on ...
- I'm not very good at ...

8 In pairs, follow the instructions below to make dialogues.

**Student A:** Choose a statement from Exercise 7. Say it to Student B.

**Student B:** Say if you are similar or different. Use the SPEAKING FOCUS to help you.

### Exercise 2

1 Both love travelling and meeting new people, they don't like rock or heavy metal and they have sisters.

2 Rachel and Kate have different tastes in drink, sport, music and shopping, but they both play a musical instrument (Rachel plays drums and Kate the violin)

### REFERENCES

AUDIOSCRIPT >>> p. 142

### EXTRA ACTIVITIES

• Copy the AUDIOSCRIPT of the dialogues from ex. 2 and take out Ed and Rachel's parts. Students try to complete the dialogues. Then they listen again.

### WORKBOOK

p. 23

### NEXT CLASS

• Ask students to find examples of emoticons and what they mean, e.g. 😊 (= happy) or ☹️ (= sad).



# 1.7 Writing

Temat lekcji: *Uczeń tworzy e-mail lub list prywatny, w którym opisuje siebie i swoje zainteresowania.*

## A personal email/letter

*I can write to someone and tell them about myself*



1 In pairs, choose five qualities to describe the ideal exchange student.

confident and independent	friendly and outgoing
generous	good-looking
interested in computers	good at sport
keen on the same hobbies as me	honest
	into the same music as me
	sensible

2 Read the email from an exchange student. Tick the topics in the box that the student writes about.

family	<input checked="" type="checkbox"/>	food	<input type="checkbox"/>	hobbies	<input checked="" type="checkbox"/>
music	<input checked="" type="checkbox"/>	school	<input checked="" type="checkbox"/>	sport	<input checked="" type="checkbox"/>

To: Jo  
Subject: C U soon!

7 Hi Jo,

1 I hope you're well. I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.

As you know, I'm 16 and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is art. What about you? What's your favourite subject?

In my free time, I'm keen on sports and I'm pretty good at volleyball. I'm also passionate about music, especially American bands. At the moment I'm listening to Black Eyed Peas all the time.

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends? Are you involved in any groups or clubs?

3 I can't wait to see you next month! I'm sure we'll have fun.

2 OK, time to finish. Write soon 😊

6 Bye 4 now.

Carlo

- 3 Does the person in the email sound like your ideal exchange student? What details would you change? Tell your partner.
- 4 Put the sentences summarising the email in the correct order (1–5).
- a basic information about yourself 2
  - b a greeting and information about why you are writing 1
  - c say you are looking forward to seeing him/her 4
  - d finish with a friendly goodbye 5
  - e information about your likes/dislikes/hobbies, etc. 3
- 5 Complete the WRITING FOCUS with the underlined examples from the email.

### WRITING FOCUS

#### A personal email/letter

- Start the email/letter with a friendly greeting:  
Dear Nick/<sup>1</sup> Hi Jo.
- Don't use full forms. Use contractions:  
you're (not you are)/<sup>2</sup> I'm (not I am).
- Use emoticons (😊) or abbreviations but don't overuse them:  
Bye for now = Bye 4 now.
- Use useful phrases to give information about yourself: I'm interested in/ I'm good at/  
I'm <sup>3</sup> keen on
- Ask questions to show you want a reply: What do you enjoy doing at weekends?/What <sup>4</sup> about you ?
- Finish the email/letter with a friendly goodbye:  
All the best/<sup>5</sup> Bye 4 now.

6 Mark these phrases as F – usually used in the first paragraph, or L – usually used in the last paragraph.

- 1 How are you?/How are you doing? F
- 2 I must be going now. L
- 3 Looking forward to hearing from you/seeing you. L
- 4 Give my love to .../Say hello to ... L
- 5 It was good to hear from you. F
- 6 Cheers, L
- 7 Dear ... F
- 8 I'm writing to tell you about .../say sorry about .../thank you for ... F
- 9 C U (see you) soon/next week/in a few months. L

- 7 Replace the phrases in purple from the email with suitable phrases from Exercise 6.
- 8 You are going to spend two weeks with an English family in London. Write a friendly email of about 80–130 words to their teenage son or daughter giving some information about yourself. Use the WRITING FOCUS to help you.

#### EXTRA ACTIVITIES

- Students roleplay a conversation between Jo and Carlo, using the information in the email. They ask and answer, e.g. Jo: *How old are you?* Carlo: *I'm sixteen.*

#### WORKBOOK

p. 24, including *Show What You've Learnt* and *Show That You've Checked*

#### NEXT CLASS

- Ask students to study the WORD LIST p. 21.

## Personality Osobowość

able to /'eɪbəl tə/ zdolny do  
 adorable /ə'dɔːrəbəl/ zachwycający, uroczy  
 ambitious /æm'bɪʃəs/ ambitny  
 arrogant /'ærəɡənt/ arogancki, bezczelny  
 bad-tempered /'bæd 'tempəd/ wybuchowy  
 boring /'bɔːrɪŋ/ nudny  
 brave /breɪv/ odważny  
 bravery /'breɪvəri/ odwaga  
 caring /'keərɪŋ/ troskliwy  
 cheerful /'tʃɪəfəl/ radosny  
 clever /'kleɪvə/ mądry, inteligentny  
 confident /'kɒnfɪdənt/ pewny siebie  
 cooperative /kəʊ'pɒrətɪv/ skłonny do współpracy  
 cowardly /'kaʊədli/ tchórzliwy  
 crazy /'kreɪzi/ zwariowany  
 dishonest /dɪs'hɒnɪst/ nieuczciwy  
 disloyal /dɪs'lɔɪəl/ niełojalny  
 dull /dʌl/ nudny, nieciekawy  
 emotional /ɪ'məʊʃənəl/ emocjonalny, uczuciowy  
 energetic /,enə'dʒetɪk/ energiczny  
 enthusiastic /ɪn'θjuːzɪ'æstɪk/ entuzjastyczny  
 experienced /ɪk'spɪəriənst/ doświadczony  
 fair /feə/ sprawiedliwy  
 fit /fɪt/ sprawny  
 friendly /'frendli/ przyjazny, życzliwy  
 funny /'fʌni/ wesoły, zabawny  
 generosity /,dʒenə'reɪsəti/ hojność  
 generous /'dʒenərəs/ hojny, wspaniatołyślny  
 good at /'ɡʊd ət/ dobry w  
 grumpy /'ɡrʌmpi/ zrzędlawy, gburowaty  
 hard-working /,hɑːd 'wɜːkɪŋ/ pracowity  
 helpful /'helpfəl/ uczynny  
 honest /'hɒnɪst/ szczerzy, uczciwy  
 inexperienced /,ɪnɪk'spɪəriənst/ nieodpowiedzialny  
 insensitive /ɪn'sensətɪv/ niewrażliwy  
 interesting /'ɪntrəstɪŋ/ interesujący  
 irresponsible /,ɪrɪ'spɒnsəbəl/ nieodpowiedzialny  
 kind /kaɪnd/ dobry, życzliwy  
 laziness /'leɪzɪnəs/ lenistwo  
 lazy /'leɪzi/ leniwy  
 loyal to /'lɔɪəl tə/ lojalny wobec  
 loyalty /'lɔɪəlti/ lojalność  
 mean /miːn/ skąpy  
 miserable /'mɪzəərəbəl/ ponury, zbolęły  
 modest /'mɒdɪst/ skromny  
 modesty /'mɒdɪsti/ skromność  
 negative about /'negətɪv ə,baut/ negatywnie nastawiony do  
 optimistic /,ɒptə'mɪstɪk/ optymistyczny  
 outgoing /,aʊt'ɡəʊɪŋ/ otwarty, towarzyski  
 pessimistic /,pesə'mɪstɪk/ pesymistyczny  
 popular /'pɒpjələ/ popularny, lubiany  
 positive /'pɒzətɪv/ pozytywny  
 responsibility /rɪ'spɒnsə'bɪləti/ odpowiedzialność  
 responsible for /rɪ'spɒnsəbəl fə/ odpowiedzialny za  
 selfish /'selfɪʃ/ egoistyczny  
 sensible /'sensəbəl/ rozsądny  
 sensitive to /'sensətɪv tə/ wrażliwy na  
 serious /'sɪəriəs/ poważny  
 shy /ʃaɪ/ nieśmiały  
 sociable /'səʊʃəbəl/ towarzyski  
 stupid /'stjuːpɪd/ głupi  
 successful /sək'sesfəl/ be successful – odnosić sukcesy  
 uncommunicative /,ʌnkə'mjuːnɪkətɪv/ niekomunikatywny  
 uncooperative /,ʌnkəʊ'pɒrətɪv/ niechętny do współpracy  
 unfair /,ʌn'feə/ niesprawiedliwy  
 unfit /ʌn'fɪt/ w słabej kondycji  
 unhelpful /ʌn'helpfəl/ niechętny do pomocy  
 unkind /,ʌn'kaɪnd/ niemiły  
 unpopular /ʌn'pɒpjələ/ be unpopular – nie cieszyć się sympatią  
 unsuccessful /,ʌnsək'sesfəl/ be unsuccessful – nie odnieść sukcesu

## Feelings and emotions Uczucia i emocje

bad mood /,bæd 'muːd/ zły nastrój  
 crazy about sth /'kreɪzi ə,baut ,sʌmθɪŋ/ be crazy about sth – szaleć za czymś  
 disappointed with sth /,dɪsə'pɔɪntəd wɪð ,sʌmθɪŋ/ rozczarowany czymś  
 inspired by sth /ɪn'spaɪəd baɪ ,sʌmθɪŋ/ zainspirowany czymś  
 interested in sth /'ɪntrəstəd ɪn ,sʌmθɪŋ/ zainteresowany czymś  
 involved in /ɪn'vɒlvɪd ɪn/ zaangażowany w  
 keen on /'kiːn ɒn/ be keen on sth – lubić coś  
 obsessed with /əb'sest wɪð/ be obsessed with sth – mieć obsesję na punkcie czegoś  
 passionate about /'pæʃənət ə,baut/ be passionate about sth – pasjonować się czymś  
 serious about /'sɪəriəs ə,baut/ be serious about sth – poważnie podchodzić do czegoś

## Clothes Ubrania

casual clothes /,kæʒʊəl 'kleɪðz/ swobodne ubrania  
 designer clothes /dɪ'zaɪnə 'kleɪðz/ ubrania od znanych projektantów  
 hoodie /'hudi/ bluza z kapturem  
 jacket /'dʒækət/ kurtka, marynarka  
 skinny jeans /,skɪni 'dʒiːnz/ dżinsy rurki  
 suit /suːt/ garnitur  
 sweatpants /'swetpænts/ spodnie dresowe  
 tie /taɪ/ krawat  
 uniform /'juːnɪfɔːm/ mundur  
 winter coat /,wɪntə 'kəʊt/ kurtka zimowa

## Other Inne

adapt to /ə'dæpt tə/ przystosować się do  
 admire /əd'maɪə/ podziwiać  
 argue /'ɑːɡjuː/ kłócić się  
 avoid sth /ə'vɔɪd ,sʌmθɪŋ/ unikać czegoś  
 can't afford sth /kɑːnt ə'fɔːd ,sʌmθɪŋ/ nie móc pozwolić sobie na coś  
 can't stand doing sth /,kɑːnt stænd 'duːɪŋ ,sʌmθɪŋ/ nie znosić robienia czegoś  
 care about sth /'keə ə,baut ,sʌmθɪŋ/ przejmować się czymś  
 charity /'tʃærəti/ organizacja charytatywna  
 developing country /dɪ'veləpɪŋ 'kʌntri/ kraj rozwijający się  
 elderly /'eldəli/ starszy  
 experience /ɪk'spɪəriəns/ doświadczenie  
 get a job /,get ə 'dʒɒb/ znaleźć pracę  
 have sth in common /hæv ,sʌmθɪŋ ɪn 'kɒmən/ mieć coś wspólnego  
 healthy /'helθi/ zdrowy  
 homeless /'həʊmləs/ bezdomny  
 housework /'haʊswɜːk/ prace domowe  
 human rights /,hjuːmən 'raɪts/ prawa człowieka  
 identity /aɪ'dentəti/ tożsamość  
 impress /ɪm'pres/ robić wrażenie na  
 inspire /ɪn'spaɪə/ inspirować  
 make a good impression /meɪk ə ɡʊd ɪm'preʃən/ zrobić dobre wrażenie  
 opportunity /,ɒpə'tjuːnəti/ okazja  
 peace /piːs/ pokój  
 priority /praɪ'ɒrɪti/ priorytet  
 prison /'prɪzən/ więzienie  
 refuse to do sth /rɪ'fjuːz tə duː ,sʌmθɪŋ/ odmówić zrobienia czegoś  
 role model /'rɔːl ,mɒdl/ wzór do naśladowania  
 spend money on /,spend 'mʌni ɒn/ wydawać pieniądze na  
 spend time /spend 'taɪm/ spędzać czas  
 stereotype /'steriətaɪp/ stereotyp  
 survey /'sɜːveɪ/ sondaż  
 take risks /,teɪk 'rɪskz/ podejmować ryzyko  
 team-player /'tiːm ,pleɪə/ osoba umiejąca pracować w zespole  
 unhealthy /ʌn'helθi/ niezdrowy  
 voluntary work /'vɒlɒntəri wɜːk/ wolontariat  
 volunteer /,vɒlənt'ɪə/ wolontariusz/wolontariuszka



Nagrania list słów w formacie MP3 dostępne są na stronie [www.pearson.pl/angielski/matura](http://www.pearson.pl/angielski/matura)

## WORD STORE page 2



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## WORD LIST ACTIVITIES

• Students work in pairs. They write words for their partner with missing letters and say the category for each word, e.g. personality: o \_ t \_ \_ \_ s \_ (optimist), feelings and emotions: d \_ s \_ \_ p \_ \_ \_ t \_ d w \_ \_ h (disappointed with), clothes:

h \_ \_ d \_ \_ (hoodie) etc. Their partner tries to complete the words.

• Divide students into teams. Call out a word for the first team. They have to say the category and explain the meaning.

# MATURA FOCUS REVIEW 1

## SŁOWNICTWO I GRAMATYKA

### 1 Uzupełnij zdania właściwymi przymiotnikami. Pierwsza litera każdego słowa została podana.

- Shona never smiles and is always depressed. She's a really miserable person.
- Tim always thinks he's right. He's so arrogant.
- I'm disappointed with my exam results. I didn't do well.
- My parents always give me and my brother the same things. They're very fair.
- Has Marion always been so lazy? She always stays in bed until midday!
- Everyone knows Katie's name and everyone likes her. She's so popular.

### 2 Uzupełnij zdania właściwymi formami podanych słów.

- Tom has some health problems. He's quite unhealthy.  
**HEALTHY**
- He saved a boy from the river and won a prize for bravery.  
**BRAVE**
- Neil eats chips and hamburgers every day and never exercises. He's really unfit. **FIT**
- She sends money to her family. I admire her generosity.  
**GENEROUS**
- Marie told everyone my secrets. She's so disloyal. **LOYAL**
- Modesty is not one of Zafira's qualities – she tells everybody that she's the best student in the class.  
**MODEST**

### 3 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.

- Have you ever swum in a river before? (swim)
- Who enjoys eating Italian food? I know a good restaurant. (enjoy)
- Does Eve usually go to bed very late? (go)
- What music do your friends like listening to? (like)
- What are you reading at the moment? Is it a novel? (read)
- Who has taken my book? It's not on the desk! (take)

### 4 Używając podanych słów, napisz pełne zdania.

- I / not mind / wear / my sister's old clothes / if they suit me  
I don't mind wearing my sister's old clothes if they suit me.
- They / miss / live / in the city  
They miss living in the city.
- you / ever / refuse / help / your friends?  
Have you ever refused to help your friends?
- Police officers / not always need / wear a uniform  
Police officers don't always need to wear a uniform.
- I / always like / dance  
I have always liked dancing.
- you / spend / a long time / studying / when you get home from school?  
Do you spend a long time studying when you get home from school?

## ŚRODKI JĘZYKOWE

### TŁUMACZENIE FRAGMENTÓW ZDAŃ, WYBÓR WIELOKROTNY

### 5 Z podanych odpowiedzi A–C wybierz właściwe tłumaczenie fragmentu zdania podanego w nawiasie.

#### Wskazówka maturalna

Zwracaj uwagę nie tylko na fragment, który należy przetłumaczyć, lecz także na całe zdanie. Czasami więcej niż jedna odpowiedź może być poprawnym tłumaczeniem podanego fragmentu, ale tylko jedna z nich pasuje do kontekstu i prawidłowo uzupełnia całe zdanie.

- Johann \_\_\_ (*nie interesuje się*) art at all. He has never been to an art gallery or an exhibition.  
A isn't involved in      C isn't responsible for  
**B** isn't keen on
- \_\_\_ (*Kto pomaga Mary*) with the project today?  
A Who helps Mary      **C** Who is helping Mary  
B Who has helped Mary
- X: I don't like shopping for clothes.  
Y: \_\_\_ (*Ja też nie.*)  
A Me too.      **B** Me neither.      C Not me.
- Sally is a vegetarian and she \_\_\_ (*odmawia noszenia*) clothes made of leather.  
A avoids wearing      **C** refuses to wear  
B doesn't mind wearing
- X: My older sister is a fashion designer.  
Y: \_\_\_ (*Naprawdę?*)  
A Have you?      **B** Is she?      C Are there?

### 6 Przeczytaj tekst. Z podanych odpowiedzi A–C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

WOULD YOU LIKE TO LOOK MORE

STYLISH?

**MOST TEENAGERS WANT TO <sup>1</sup> \_\_\_\_\_ GOOD, BUT MOST OF US CAN'T AFFORD <sup>2</sup> \_\_\_\_\_ THE LATEST FASHIONS OR DESIGNER CLOTHES. BUT THERE IS ANOTHER WAY.**

Have you ever <sup>3</sup> \_\_\_\_\_ buying clothes from a charity shop? You can find unique, stylish items at a much lower price than in high-street shops. Tasmin Childs, 16, is a big fan of charity shops. 'I enjoy <sup>4</sup> \_\_\_\_\_ through all the rails of clothes. I always find something interesting, and I prefer <sup>5</sup> \_\_\_\_\_ unusual items that no one else has.' Tasmin doesn't mind that someone else has worn the clothes before her. 'I wash the clothes, of course. I'm passionate <sup>6</sup> \_\_\_\_\_ recycling. If you're worried about the planet and climate change, reuse old clothes and visit your local charity shop.'

- |                  |                  |                     |
|------------------|------------------|---------------------|
| 1 <b>A</b> look  | B see            | C watch             |
| 2 A buy          | <b>B</b> to buy  | C buying            |
| 3 A preferred    | B wanted         | <b>C</b> considered |
| 4 A search       | B to search      | <b>C</b> searching  |
| 5 A putting      | <b>B</b> wearing | C clothing          |
| 6 <b>A</b> about | B with           | C to                |

### EXTRA ACTIVITIES

- Photocopiable Resource 41 (translation – 15 min.) pp. 175, 222
- Photocopiable Resource 4 (speaking – 5 min.) pp. 164, 179

• Photocopiable Resource 5 (writing – 13 min.) pp. 165, 180

### NEXT CLASS

• Ask students to do Self-check 1.8, WB p. 25 as homework.

• Ask students to prepare for Unit 1 Minimatura: Testing Programme, Unit 1 (WORD LIST p. 21, WORD STORE p. 2).

## CZYTANIE

### DOBIERANIE NAGŁÓWKÓW

- 7 Do każdej części tekstu 1–4 dopasuj nagłówek A–F. Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

#### Wskazówka maturalna

Pamiętaj – do każdego fragmentu tekstu należy dopasować zdanie, które go **podsumowuje**, a nie tylko odnosi się do zawartej w nim informacji szczegółowej.

- A Schools today offer a better education.
- B Teachers criticise the exams for being very easy.
- C The Internet helps students prepare for exams.
- D Exams today are more difficult than in the past.
- E Students today are not more intelligent than in the past.
- F Young people study a lot because they want a better future.

News Groups Photos Mail

### Are exams really getting easier?

Every summer in the UK, worried students wait for the results of their exams. And every summer, the number of students with top grades increases. In some subjects, the number of students achieving A grades has doubled in less than ten years. Is this because students are becoming more intelligent? Do teaching standards rise each year? Or is it because exams are getting easier?

1 C

These days, students don't just learn in the classroom. We can go online and find out all kinds of things: how to revise, how to prepare for an exam, how to answer difficult exam questions. We have lots of tools to help us be successful. I think that's why exam passes are going up.

Julia, 16

2 E

Do you really believe humans are becoming so much more intelligent with every generation? If more young people pass their exams, it's because politicians make the exams easier. When I was a teenager, I was just as clever as the teenagers of today.

David, 58

3 A

Over the past twenty years, people have invested lots of money in education. We now have more energetic, experienced and imaginative teachers than ever before. Teachers want to help their students succeed, and they spend a lot of time working with students to achieve this. We should be saying 'thank you' to teachers, not criticising the exams.

Maria, 25

4 F

Exam passes are increasing because students are working harder. We know that there aren't many jobs out there for us after we finish school. We know that if we want an interesting job we have to have good exam results. So we're keen to study and to do well. I studied until midnight every night before my exams. It's simple: hard work = good results.

Jennifer, 17

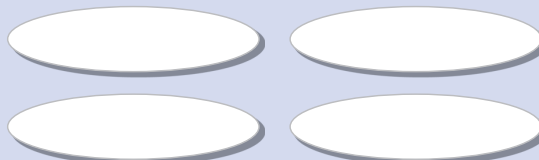
## MÓWIENIE

### ROZMOWA Z ODGRYWANIEM ROLI

- 8 Zapoznaj się z poniższą kartą ucznia A. Zdecyduj, które cztery z podanych opcji a–f najbardziej pasują do tematu zadania i wpisz je w dymki.

#### UCZEŃ A

Wraz z kolegą/koleżanką, który/która bardzo dobrze rysuje, chcesz stworzyć komiks internetowy o sprawach interesujących młodych ludzi. Zastanawiacie się, kim powinien być bohater waszego komiksu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.



- a Ubiór
- b Przyjaciele
- c Stan zdrowia
- d Zainteresowania
- e Cechy osobowości
- f Plany dotyczące pracy

- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne. Zadanie ucznia A: użyj karty z ćwiczenia 8. Zadanie ucznia B: użyj karty poniżej.

#### UCZEŃ B

Jesteś kolegą/koleżanką ucznia A z Anglii i bardzo dobrze rysujesz. Wspólnie planujecie tworzenie komiksu internetowego o sprawach interesujących młodych ludzi. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.

- So, what kind of person do you want to write about?
- I'm not sure if it's a good idea.
- What exactly do you mean by young/miserable?
- What does he/she like doing in his/her free time?

## PISANIE

### E-MAIL

- 10 Przeczytaj zadanie egzaminacyjne. Do każdego podpunktu napisz po jednym pasującym zdaniu. Następnie wymień się zdaniami z partnerem i rozwiń je.

W tym semestrze jesteś na wymianie uczniowskiej w Wielkiej Brytanii. Napisz e-maila do kolegi ze Stanów Zjednoczonych.

- Wyjaśnij, gdzie jesteś, i wyraż opinię na temat tego miejsca.
- Opowiedz o rodzinie, u której przebywasz.
- Opisz kolegę/koleżankę, którego/którą poznałeś/poznałaś w nowej szkole.
- Napisz, jak spędziłeś/spędziłaś poprzedni weekend.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

- 11 Wykonaj zadanie egzaminacyjne z ćwiczenia 10.