

1one Looks

You never get a second chance to make a first impression.

Andrew Grant

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – personality, appearance, clothes
- clothes and accessories
- verb phrases to do with clothes
- synonyms – appearance and personality
- Words for free – personality
- relationship phrases
- compound adjectives
- Word in focus – look

Grammar:

- dynamic and state verbs
- Present Perfect Continuous

Listening:

- a radio programme about friendship

Reading:

- an article about genes

Speaking:

- describing a photo

Writing:

- describing a person

MATURA FOCUS

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- człowiek

Słuchanie:

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Czytanie:

- wybór wielokrotny str. 17, 23

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- minidialogi str. 22
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1.1 Vocabulary

Appearance • personality

I can describe people's appearance and talk about their personality

SHOW WHAT YOU KNOW

1 In pairs, put the words in the box under an appropriate heading.

blond	caring	curly hair	hard-working
trainers	outgoing	top	selfish
		suit	tall

Personality

Appearance

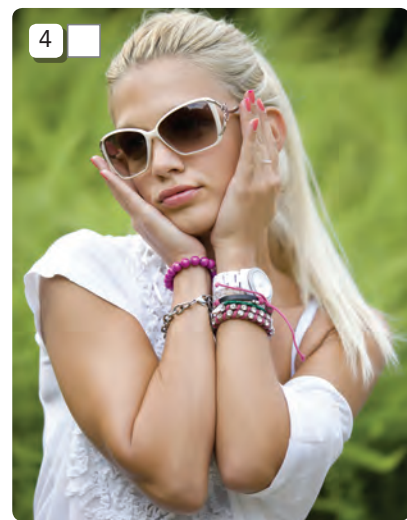
Clothes

blond

2 Add more words to each list. Which words can you use to describe your partner?

Julia is tall with dark hair. She's hard-working and she usually wears ...

3 Read the text about Facebook profile photos. Match photos 1–4 with descriptions A–F. There are two descriptions that you do not need.



4 **CD•1.13 MP3•13** Listen to four Facebook users describing their profile photos. Which photo in Exercise 3 does each person describe?

- | | | | |
|---------|--------------------------|---------|--------------------------|
| • Angie | <input type="checkbox"/> | • Becky | <input type="checkbox"/> |
| • Tim | <input type="checkbox"/> | • Jon | <input type="checkbox"/> |

Facebook profile photos and what they mean

Did you know that you reveal something about your personality each time you choose a new profile photo? Here are some of the most common photos, and what they say about you.

A the pretty portrait

Girls often take photos of themselves. They do their hair, put their make-up on, look straight into the camera, and 'click'.

What it means: Look at me – I'm **gorgeous**, fascinating and **mischievous!**

B the strange close-up

You can just see one eye, or a mouth, or part of the face from an unusual angle.

What it means: Hey, I'm creative and **imaginative**, but I'm also cool, sophisticated and **stylish**.

C the party shot

A group of friends at a party, laughing with their arms in the air.

What it means: I'm **charming**. I'm really popular, I'm one of the gang!

D the romantic shot

Two people with their arms around one another (or in extreme cases, kissing).

What it means: Look at me – I'm on a date. I'm going out with somebody! We're a couple! Are you jealous?

E doing something interesting

You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.

What it means: I'm dynamic and **adventurous** and I like taking risks.

F you as baby

You're in your late teens, but you post a cute photo of yourself as a baby.

What it means: Look, I used to be cute and adorable, and I still am! And maybe I'm a bit **immature** and childish and I don't want to grow up.

5 CD•1.13 MP3•13 Listen again and tick the items of clothing that you hear.

Angie: **bangles** , **a silver ring** , **vintage sunglasses** , **a scarf** , **a white cotton top**

Tim: **a suit** , **a designer dress** , **a bracelet** , **a waistcoat** , **a tie**

Becky: **mittens** , **a winter coat** , **a woollen hat** , **thick tights**

Jon: **shorts** , **a sweatshirt** , **a fleece** , **hiking boots** , **a baseball cap**

6 In pairs, discuss the questions.

- What other types of Facebook profile photos can you think of? Describe them.
- What Facebook profile photo do/would you use? Describe it and say why.

WORD STORE 1A

7 CD•1.14 MP3•14 Complete WORD STORE 1A with the words from Exercise 5. Then listen, check and repeat.

8 In pairs, describe the type of clothes you would wear in the following situations. Add any useful words to WORD STORE 1A.

at school at home on a night out
at a wedding on a walk in the mountains
at the beach at a house party

WORD STORE 1B

9 CD•1.15 MP3•15 Complete WORD STORE 1B. Match the verb phrases in the box below with the definitions. Then listen, check and repeat.

clothes fit you clothes match get undressed
get changed get dressed clothes suit you

10 Complete the questions with an appropriate verb. Then ask your partner.

- 1 Do you try to buy clothes that **match** the colour of your eyes or hair?
- 2 Which colours and styles do you think _____ you best?
- 3 How long does it take you to _____ dressed for a party?
- 4 Do your last year's clothes still _____ you?
- 5 Do you _____ changed when you get home from school?

WORD STORE 1C

11 CD•1.16 MP3•16 Complete WORD STORE 1C with the adjectives in red from the text. Then listen, check and repeat.

12 Choose the best alternative to complete the sentences.

- 1 Ania knows a lot about art and fashion. She's very *adventurous* / *sophisticated*.
- 2 Greg's really childish. I think boys are more *gorgeous* / *immature* than girls at that age.
- 3 He's a very nice young man. But he can be *cheeky* / *charming* sometimes.
- 4 What a beautiful baby! Look at her *cute* / *stylish* little nose!
- 5 The two older children are quite rude, but the youngest is absolutely *adorable* / *imaginative*.

13 Think of three people you have a photo of – on your phone, on your desktop or in your wallet. Describe them to your partner. Use words from WORD STORE 1C.

Magda's my best friend. She's gorgeous and ...

WORD STORE 1D

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

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

1.2 Grammar

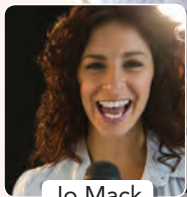
Dynamic and state verbs

I can understand the difference between dynamic and state verbs and use them correctly

- 1 Imagine you are going to a weekend music festival in the summer. In pairs, discuss what you would wear.
- 2 **CD•1.18 MP3•18** Read and listen to Jo Mack and answer the questions.
 - 1 Who does she work for?
 - 2 Where is she now?
 - 3 What is she doing there?

HOW TO DRESS: FESTIVAL FASHION

Welcome to our regular feature. This week we are looking at what people wear to music festivals.



Jo Mack



Jo: Hi! I'm Jo Mack and I **work** as a fashion editor for HIP magazine. I **think** I must have the best job in the world because today I'm **working** at the COACHELLA music festival in California. The question I'm **asking** is 'What is the "Festival Look" this year?' Ten thousand people **are listening** to music here and I **believe** the temperature is 32°. I **know** the Killers are on later and I'm **thinking** about going to see them, but right now I'm **speaking** to people about what they're **wearing** and why.

- 3 Read the GRAMMAR FOCUS and look at the verbs in blue in the text. Which verbs describe an action and which describe a state?

GRAMMAR FOCUS

Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something 'happens'. You can use them with simple or continuous forms.

I **work** as a fashion editor for HIP magazine.

Today I'm **working** at the COACHELLA music festival.

- Some verbs have stative meanings. They describe states: nothing 'happens'. You cannot use them with continuous forms.

I **believe** the temperature is 32°. (NOT *I'm believing*)

Note:

A few verbs (e.g. *think, have, look*) have both dynamic and stative meanings. The meanings are different:

I **think** I must have the best job in the world. (*think = believe* → stative)

I'm **thinking** about going to see them. (*think = consider* → dynamic)

- 4 **CD•1.19 MP3•19** Read and listen to Jo's interview with Anna. Decide which of the underlined verb phrases are state verbs and which are dynamic verbs.



Anna

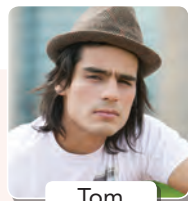
Jo: Hi! I'm reporting on festival fashion for HIP magazine. I like your hat.

Anna: Thanks. I don't usually wear hats. But it's really hot, so I'm wearing this baseball cap. It belongs to my boyfriend. He doesn't need it because he isn't here today. He's revising for his exams!

Jo: Oh, that's a shame.

Anna: No, it's OK. My boyfriend hates festivals. He prefers listening to music at home. I really want to see the White Stripes – I listen to their music all the time!

- 5 **CD•1.20 MP3•20** Complete Jo's interview with Tom with the correct present form of the verbs in brackets. Then listen and check.



Tom

Jo: Hi! I'm reporting on festival fashion for HIP magazine. ¹Are you enjoying (you/enjoy) the festival?

Tom: Yes, I ²_____ (have) a really good time.

Jo: I ³_____ (love) your T-shirt.

Tom: Oh, thanks! It's my festival T-shirt!

Jo: Oh, it ⁴_____ (look) great. But why ⁵_____ (you/wear) jeans? It's so hot!

Tom: My legs are very skinny and so I ⁶_____ (never/wear) shorts, even in summer. In fact, I ⁷_____ (not have) any shorts!

Jo: So which bands ⁸_____ (you/want) to see today?

Tom: I ⁹_____ (like) the Foo Fighters, but I ¹⁰_____ (not know) when they're on. I ¹¹_____ (look) for a festival programme.

Jo: I have one here – oh, they ¹²_____ (play) now.

Tom: Oh right – thanks! See you.

- 6 Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings and explain the differences in meaning.

- 7 Write true sentences about yourself with the affirmative or negative form of an appropriate present tense.

1 I _____ (need) a new pair of trainers.

2 I _____ (wear) my favourite T-shirt today.

3 I _____ (buy) all my clothes online.

4 I _____ (like) shopping.

5 I _____ (think) most clothes are too expensive.

6 I _____ (think) of going shopping later.

- 8 In pairs, ask each other questions based on the sentences in Exercise 7.

Do you need a new pair of trainers?

1.3 Listening

True/False

I can understand a radio programme about friendship

A 'A friend is someone who knows everything about you and still likes you.'

B 'The best mirror you can have is an old friend.'

C 'There is nothing better than a friend, apart from a friend with chocolate.'

1 Work in pairs. Read sayings A–C about friendship and discuss the questions.

- Which saying do you like best? Why?
- What qualities should a close friend have?
- How would you complete the sentence:
A true friend ...?

2 **CD•1.21 MP3•21** Listen to a radio programme about friendship and choose the correct numbers. What numbers would be true for you?

- Jenny's got 2 / 5 or 6 / more than 10 close friends.
- Jenny's got 313 / 330 / 333 online friends.
- Fraser's got no / 2 / 3 or 4 close friends of the opposite sex.

3 Match words and phrases a–f from the radio programme with the underlined phrases in Exercise 4.

- socialises – hangs out
- lose touch with – _____
- has a lot in common with – _____
- is always there for you – _____
- fallen out – _____
- gets on well with – _____

6 **CD•1.22 MP3•22** Listen to four dialogues. Match the dialogues with descriptions A–E. There is one extra description.

- | | |
|----------------------------|--|
| 1 <input type="checkbox"/> | A They get on really well together. |
| 2 <input type="checkbox"/> | B They've lost touch. |
| 3 <input type="checkbox"/> | C They don't have much in common. |
| 4 <input type="checkbox"/> | D They're always there for each other. |
| | E They've fallen out. |

7 Complete the questions with an appropriate preposition or particle.

- What do you have in common with your best friend?
- Why do you get _____ so well together?
- Have you ever fallen _____?
- Where do you usually hang _____?
- Do you think you'll ever lose touch _____ each other?

8 In pairs, think about your best friend and ask and answer the questions in Exercise 7.

EXAM FOCUS True/False

4 **CD•1.21 MP3•21** Listen to the radio programme again. Are statements 1–6 true (T) or false (F)?

- Jenny has a good relationship with all her online friends.
- Jenny thinks it takes time to become close friends.
- Jenny says friends sometimes stop seeing each other when they've had an argument.
- Fraser has similar interests to all his close friends.
- Fraser doesn't think a good friend is always reliable in a crisis.
- Fraser hangs out with both boys and girls.

5 How many different kinds of friends do you have? For example, close friends, online friends, etc. Tell your partner.

PRONUNCIATION FOCUS

9 **CD•1.23 MP3•23** Write the numbers in full. Then listen, check and repeat.

- 515 – five hundred and fifteen
- 214 – two hundred _____ fourteen
- 3,330 – three thousand, _____ hundred _____ thirty
- 19,901 – nineteen _____ nine _____ and _____
- 717,880 – seven hundred _____ thousand, _____
- 4,460,416 – four million, _____, four _____

10 Choose two numbers and dictate them to your partner. Check the number and the spelling.

[80,990 4,018,313 17,013 440,615 60,930]

WORD STORE 1E

11 **CD•1.24 MP3•24** Complete the phrases in WORD STORE 1E with the correct prepositions. Then listen, check and repeat.

1.4 Reading

Multiple choice

I can understand an article about genes

- 1 Match part-words in box A with words in box B to make at least ten more family words.

A ex- grand great- great-great-
half- -in-law second step

+

B aunt brother daughter father
grandmother grandfather husband
mother nephew niece sister
son uncle wife

granddaughter, great-great-grandfather,
mother-in-law ...

- 2 Use different family words from Exercise 1 to describe yourself. Draw a diagram.

I'm Adam's great-grandson.



I'm Monika's
brother.

I'm Simon's
nephew.



- 3 Look at the diagram in Exercise 2. Choose three people from your family and describe them to your partner. Who do you look like most?

- 4 Read the article. Tick the things you can inherit from your parents and/or ancestors.

- | | |
|----------------------------------|--------------------------|
| 1 your health | <input type="checkbox"/> |
| 2 your eye, hair and skin colour | <input type="checkbox"/> |
| 3 your facial features | <input type="checkbox"/> |
| 4 your lifestyle | <input type="checkbox"/> |
| 5 poor eyesight | <input type="checkbox"/> |
| 6 baldness | <input type="checkbox"/> |
| 7 left-handedness | <input type="checkbox"/> |

- 5 In pairs, describe the things that you think you have inherited from your parents and ancestors.

I've inherited my hair and my eyes from my father. I've inherited my mother's small feet.

CD•1.25 MP3•25

Who do you look like? Are you good-looking like your mum, well-built like your dad, fair-haired like your brother or sister, or really, really tall like your great-great-grandparent? Do people say you're just like your father, or just like your mother, or that you take after your grandparent in every way? Or do people ask where you come from because you look so different from the rest of your family?

Your genes are responsible for your appearance and your health. Half your genes are from your mother, the other half from your father. You are not identical to your mother or your father, but you probably look a bit like both of them. Or you may resemble one of your ancestors, for example a great-great-grandparent. But even if you are like other members of your family, you are unique. Your genes are different from everyone else's genes. The only people who have exactly the same genes are identical twins.

Some of the features you inherit from your parents are hair, eye colour, skin colour and facial features like the size and shape of your nose.

You probably have the same hair colour as one of your parents, but this is not always true. Two dark-haired parents can have a blond or red-headed child. This happens when there was a blond or red-headed ancestor. It is common for red-headed children to have freckles, even if the parents don't have them.

The strongest, or dominant gene in eye colour is brown. If both parents have brown eyes, their children probably have brown eyes too. It's also common for two



Twin sisters Hayleigh and Lauren with their parents and baby twin sisters

45 brown-eyed parents to have a blue-eyed child, but unusual for two blue-eyed parents to have a brown-eyed child. As well as eye colour you can inherit poor eyesight from your parents. So if you're short-sighted you're probably not the only person in your family who wears glasses.

Tall parents usually have tall children and short parents usually have short children. But this isn't always true – in fact, children are getting taller thanks to improved diets and healthier lifestyles.

55 50% of men with bald fathers will lose their hair. But the gene for baldness can come from the mother's family too – boys should look at their mother's father. They may take after him.

60 There are many different skin colours: from black, dark brown, brown, light brown to white. Most families share the same skin colour, but black parents can give birth to a lighter-skinned child if they have pale-skinned ancestors.

65 Usually, a black and a white parent have dark-skinned children because black is a dominant gene. But twin sisters Hayleigh and Lauren are exceptions. One twin is black, and the other is white. Hayleigh looks exactly like her black father and Lauren is the image of her white mother. This was only possible because their father had a white relative in his past.

Finally, if you are left-handed, or if you have dimples in your cheeks or chin, you can thank your genes.

EXAM FOCUS Multiple choice

6 Read the article again. For questions 1–6, choose the correct answer A–D.

- 1 Your genes
 - A come mainly from your mother.
 - B mean you always resemble one of your parents.
 - C determine what you look like.
 - D are always unique to you.
- 2 Two blue-eyed parents with a brown-eyed child is
 - A uncommon. C impossible.
 - B common. D extremely common.
- 3 Some children are very tall because
 - A their parents are very healthy.
 - B they have short parents.
 - C they enjoy their lifestyle.
 - D they eat well and live well.
- 4 Bald men
 - A always lose their hair because of their father's genes.
 - B nearly always have sons who go bald.
 - C sometimes inherit baldness from their mother's side.
 - D never pass on baldness through their daughter's genes.
- 5 Black and white twins are only possible when
 - A a black parent has white-skinned ancestors.
 - B black is the dominant gene in the family.
 - C the parents are both black.
 - D the parents are both white.
- 6 The most appropriate title for the text is
 - A What do you look like? C Where are you from?
 - B A family tradition D It's all in the genes

7 In pairs, discuss the meanings of the words and phrases in blue from the article. Which of the following strategies can help you guess the meaning?

- 1 It looks like a word in my language.
- 2 It looks like a member of a word family I know.
- 3 It is made up of words I understand.
- 4 The context can give me clues.

8 Match the words and phrases in blue from the article with the definitions below.

- 1 small brown spots on the skin – *freckles*
- 2 small areas on your cheek or chin that go inwards – _____
- 3 looks exactly like – _____
- 4 be like – _____
- 5 look like – _____
- 6 family members who lived a very long time ago – _____

9 Choose three words or phrases in blue from the article and use them in sentences about your own family.

Everybody says that I am the image of my great-grandmother.

WORD STORE 1F

10 **CD•1.26 MP3•26** Complete WORD STORE 1F with the compound adjectives in the box. Then listen, check and repeat.

1.5 Grammar

Present Perfect Continuous

I can use the Present Perfect Simple and Continuous

1 In pairs, look at the different versions of the Mona Lisa and answer the questions:

- Which version do you like best? Why?
- What do you know about the original painting?



2 Read about the real Mona Lisa. Why does the curator think that the Mona Lisa is smiling?

STOP ASKING SILLY QUESTIONS!

My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the Mona Lisa for nearly ten. So, for the past ten years I've been watching people's faces when they first see the Mona Lisa. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the Mona Lisa has been in the Louvre since 1804. But it isn't quite true. The Mona Lisa hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately the painting was returned two years later.



The other questions are impossible to answer: they ask me, 'Who was she? What is she thinking? Why is she smiling?' Why is the Mona Lisa smiling? Because she's been listening to people's silly questions for over two hundred years! Stop asking questions and look at the painting – it's beautiful!

3 Read the GRAMMAR FOCUS and then underline six more examples of the Present Perfect Continuous in the text in Exercise 2.

GRAMMAR FOCUS

Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use *for* or *since* to say how long.

I've been working at the Louvre museum in Paris for twenty-one years.

Present Perfect Continuous: has/have + been + -ing form

+	<i>I've been working.</i>
-	<i>He hasn't been working.</i>
?	<i>Have you been working ...?</i> Yes, I <i>have</i> ./No, I <i>haven't</i> .

Note:

State verbs (*be, have, know, etc.*) do not take the continuous form.

The Mona Lisa has been in the Louvre since 1804.

(NOT *has been being ...*)

4 Complete the dialogue between the Manager (M), a guest (G) and the guest's son Jack (J). Use the Present Perfect Continuous.

M: I'm sorry, the museum is really busy today. How long have you been waiting (wait)?

G: It's OK. We ² _____ (not wait) long. We ³ _____ (stand) in this queue for about twenty minutes.

M: Right. Well, I'll introduce you to Henri, our curator. He ⁴ _____ (work) here for over twenty years.

G: Thanks. My son, Jack, is very excited. He ⁵ _____ (learn) about Leonardo da Vinci at school.

M: Well, I'm sure Henri can answer any questions. He ⁶ _____ (look after) the Mona Lisa for ten years.

J: Er ... How long ⁷ _____ (she/hang) in the Louvre?

5 Complete the sentences with the Present Perfect Simple or Continuous. Add a time expression to make the sentences true for you.

1 I 've had (have) the same computer for 3 years.

2 I _____ (study) English since _____.

3 I _____ (listen) to the same music since _____.

4 I _____ (go) to the same hairdresser's for _____.

5 I _____ (know) my oldest friend since _____.

6 I _____ (sit) in this chair since _____.

6 Write questions for the sentences in Exercise 5 beginning with *How long have you ...?* Ask your partner.

How long have you had the same computer?

REMEMBER THIS

You use the **Present Perfect Simple** to talk about finished actions in time 'up-to-now'. You can say 'how many' but not 'when'.

Piotr has visited the Louvre seven times. He has visited twenty-seven other museums.

7 Choose the most appropriate Present Perfect form. Then tick any sentences that are true for you.

- I've seen I've been seeing the Mona Lisa twice.
- My mum *has bought* / *has been buying* a new car.
- It's snowed* / *It's been snowing* since yesterday.
- I've learnt* / *I've been learning* the piano for years.
- My parents *have never been going* / *have never been abroad*.
- I haven't done* / *haven't been doing* my English homework yet.

8 Write questions in the Present Perfect Simple or Continuous. Begin the questions with *How long ...?* or *How many ...?* Ask your partner.

- texts / receive / today?
How many texts have you received today?
- wear / the same watch?
- have / the same bag?
- foreign countries / visit?
- books / read / in the past three months?
- go / the same dentist?

1.6 Speaking

Describing a photo

I can describe clothes and speculate about people in photos

- 1 Look at the adjective order key and put the clothes descriptions 1–5 in the right order. Is anybody in the class wearing one of these items?

Adjective order key

Opinion	Size/age	Colour/pattern	Material	Make/type	Noun
a lovely	big old	brown	leather	flying	jacket

- 1 trainers / Nike / New *New Nike trainers*
 2 A / cotton / shirt / patterned
 3 jeans / blue / Fashionable / skinny
 4 leather / high-heeled / Black / boots
 5 A / striped / jumper / big / woollen
- 2 In pairs, take it in turns to describe clothes in the class. Use at least two adjectives to describe each item. Guess who your partner is describing.
- 3 In pairs, describe clothes you have at home. Talk about the following:
- Something you wear ...**
- when you go out
 - in winter
 - to do sport
 - for a formal occasion
 - at the weekend.
- 4 Look at photo A. Describe the clothes that the people are wearing.
- 5 **CD-1.27 MP3-27** How would you describe the situation in photo A? Think of two adjectives to describe how the woman is feeling. Then listen and check your ideas.



- 6 **CD-1.27 MP3-27** Read the SPEAKING FOCUS and complete the description of photo A with one word in each gap. Then listen again and check.

The photo ¹ shows a man and a woman shopping together. It's ² _____ to say exactly how old they are, but I ³ _____ they're in their twenties, and they're ⁴ _____ a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she ⁵ _____ bored. On the floor, ⁶ _____ to her chair there are several shopping bags. I'm not ⁷ _____ what's in them, but I think they're probably clothes, and I ⁸ _____ they've been shopping for a few hours already.

It's hard to ⁹ _____ out exactly what kind of shop they are in, but it ¹⁰ _____ to be a men's clothes shop. It looks as ¹¹ _____ they're near the changing rooms because there's a white curtain in the ¹² _____. The man is holding up a shirt or a pair of trousers. He looks ¹³ _____ if he's thinking about trying it on. I ¹⁴ _____ think the woman looks very interested. ¹⁵ _____, I think she wants to go to a women's clothes shop.



- 7 Look at photo B. Then follow the instructions below and describe it. Use the phrases from the SPEAKING FOCUS to help you.
- Say what the photo shows.
 - Speculate about the people and the situation.
 - Take it in turns to describe the photo to your partner.
- 8 In pairs, ask and answer three more questions based on photos A and B.
- 1 How often do you go shopping?
 - 2 Who do you usually go with? Why?
 - 3 What are your favourite or least favourite shops? Why?

SPEAKING FOCUS

Beginning a description

The photo shows ...

In this photo, I can see ... /there is .../there are ...

Saying where (in the photo)

in the background/in the middle/in the foreground

on the left/on the right

in front of/behind/next to

Showing uncertainty

It's hard to say/make out what ..., but ...

I'm not sure ..., but ...

Speculating

He/She/It looks ... He/She/It looks as if/as though/like ...

It seems to be .../Perhaps it's .../Maybe it's ...

I imagine they're .../They're probably ...

Giving your opinion

I (don't) think .../I prefer .../Personally, .../In my opinion ...

1.7 Writing

Describing a person

I can describe a person in writing

- 1 Work in pairs. Look at your partner for ten seconds. Then close your eyes and describe their appearance and clothing in as much detail as you can.
- 2 Below, Maggie describes her friend Claire. Before you read, make a list of the things you think she might include.
age, hair (length and colour), interests ...
- 3 Now read Maggie's message and see which things on your list in Exercise 2 she mentioned.



Maggie

Hi Dominic,

Zara told me you are looking for a new singer for your band. If so, I think my friend might be perfect.

Her name's Claire and she's **our** age, though she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to go with one of them. She's **into** all sorts of music, from classical to punk and I think she's the sort of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty 😊 She's about **medium height** and **slim**, and she's got long, **straight, dark** hair. She **dresses** fashionably, though usually in black. I think she looks a bit **like** a vampire, but without the sharp teeth 😊

Watch her video (attached) and let me know what you think.

Love

Maggie



Dominic is not online at the moment. We'll deliver your message next time
Dominic logs in.

- 4 Do you think you would get on well with Claire? Why?/ Why not?

- 5 Read the WRITING FOCUS and complete the examples with the words in purple from the message in Exercise 3.

WRITING FOCUS

Describing a person

- Mention age
He's (about) my/your/¹ **our** age.
He's in his teens/² _____/mid/late twenties.
- Describe personality and interests
He's a very easy-going/interesting person.
She's the sort/type/kind of person ³ _____ always remembers your birthday/loves kids.
She'd ⁴ _____ a great teacher/doctor/friend.
He's ⁵ _____ music/fashion/skateboarding.
- Describe hair, eyes, skin and face
He's got cool, short, ⁶ _____ hair.
She's got beautiful, long ⁷ _____, blond hair.
She's got a kind/friendly/unusual smile/face.
- Mention height/build
She's short/⁸ _____/tall.
He's fairly well-built/⁹ _____.
- Give general impressions
She looks (kind of) cool/unusual/mysterious/unhappy/nervous.
He looks a bit ¹⁰ _____ you/me/Mr Bean/Ronaldo.
- Mention clothes
She ¹¹ _____ casually/smartly/well/in black.
He always wears casual/smart/scruffy/fashionable/stylish clothes.

- 6 Some adjectives can be very negative when used to describe a person. Replace the underlined negative adjectives in the sentences below with the kinder phrases in the box.

not really interested in fashion
not always hard-working mature
a little overweight a bit too slim
sometimes forgets his/her manners

- 1 Jo is skinny. She doesn't eat very much.
Jo is a bit too slim.
 - 2 Ryan is fat. He doesn't do much exercise.
 - 3 Harry is scruffy. He doesn't care what he wears.
 - 4 Ellie is rude. She needs to be more polite.
 - 5 Ken is a(n) old student. He's back at university because he wants a career change.
 - 6 Kelly is lazy. Her parents are worried that she'll fail her exams.
- 7 A friend is going to visit the city where your cousin lives. Your cousin has agreed to show your friend around the city. They have never met before. Write an email of at least 100 words to your cousin and:
 - describe your friend's appearance
 - describe your friend's personality
 - mention some of your friend's interests
 - thank your cousin for agreeing to show your friend around.

Use the information in the WRITING FOCUS to help you.

Personality Osobowość

adventurous /əd'ventʃərəs/ śmiały, odważny
aggressive /ə'grɛsɪv/ agresywny
arrogant /'ærəgənt/ arogancki
brave /breɪv/ odważny, dzielny
caring /'keərɪŋ/ troskliwy
charming /'tʃɑ:mɪŋ/ czarujący, uroczy
cheeky /'tʃi:ki/ zuchwały
childish /'tʃaɪldɪʃ/ dziecinny
creative /kri'eɪtɪv/ kreatywny
dynamic /daɪ'næmɪk/ dynamiczny
easy-going /i:zi 'gəʊɪŋ/ spokojny, wyluzowany
fascinating /'fæsəneɪtɪŋ/ fascynujący
friendly /'frendli/ zycliwy, przyjazny
hard-working /'hɑ:d 'wɜ:kɪŋ/ pracowity
imaginative /ɪ'mædʒɪnətɪv/ pomysłowy, obdarzony wyobraźnią
immature /ɪ,mə'tʃʊə/ niedojrzały
jealous /'dʒeləs/ zazdrośny
kind /kaɪnd/ miły, zycliwy
lazy /'leɪzi/ leniwy
mature /mə'tʃʊə/ dojrzały
mischievous /'mɪʃɪvəs/ szelmowski, zuchwały, beczelny
nervous /'nɜ:vəs/ nerwowy
open to sth /'əʊpən tə ,sʌmθɪŋ/ otwarty na coś
outgoing /'aʊt'gəʊɪŋ/ otwarty, towarzyski
popular /'pɒpjələ/ lubiany
reliable /rɪ'laɪəbəl/ niezawodny
realistic /rɪə'lɪstɪk/ *be realistic* – być realistą
rude /ru:d/ nieuprzejmy
selfish /'selfɪʃ/ samolubny
sense of humour /,sens əv 'hju:mə/ poczucie humoru
sophisticated /sə'fɪstəkətəd/ wyrafinowany, obyty
tolerant /'tɒlərənt/ tolerancyjny
unhappy /ʌn'hæpi/ niezadowolony

Appearance and age Wygląd i wiek

adorable /ə'dɔ:ərəbəl/ zachwycający, rozkoszny
attractive /ə'træktɪv/ atrakcyjny
bald /bɔ:ld/ łysy
baldness /'bɔ:ldnəs/ łysienie
blond /blɒnd/ blond, jasnowłosy
blue-/brown-eyed /,blu:/,braʊn 'aɪd/ o niebieskich/brązowych oczach
cheek /tʃi:k/ policzek
chin /tʃɪn/ podbródek
cool /ku:l/ świetny, odłotowy
curly/straight/dark/short/long hair /,kɜ:li/,streɪt/ ,dɑ:k/,ʃɔ:t/,lɒŋ 'heə/ kręcone/proste/ciemne/krótkie/długie włosy
cute /kju:t/ śliczny, uroczy
dark-/fair-/long-/short-haired /,dɑ:k/,feə/,lɒŋ/ ,ʃɔ:t 'heəd/ o ciemnych/jasnych/długich/krótkich włosach
dark-/lighter-/pale-skinned /,dɑ:k/,laɪtə/,peɪl 'skɪnd/ o ciemnej/jasniejszej/bladej karnacji
dimples /'dɪmplz/ dołeczki
elegant /'eləgənt/ elegancki
facial features /,feɪʃəl 'fi:tʃəz/ rysy twarzy
fat /fæt/ gruby
freckles /'frekəlz/ piegi
good-looking /,gʊd 'lʊkɪŋ/ przystojny
gorgeous /'gɔ:dʒəs/ olśniewający
in his early/mid/late twenties /ɪn ɪz ,ɜ:li/,mɪd/ ,leɪt 'twentɪz/ w wieku dwudziestu kilku/około dwudziestu pięciu/prawie trzydziestu lat
in his teens /ɪn ɪz 'ti:nz/ w wieku nastoletnim
make-up /'meɪkʌp/ makijaż
medium height /,mi:diəm 'haɪt/ średniego wzrostu
middle-aged /,mɪdl ə'ɪdʒd/ w średnim wieku
mysterious /mɪ'stɪəriəs/ tajemniczy
overweight /,əʊvə'weɪt/ z nadwagą
red-headed /,red 'hedəd/ rudowłosy
scruffy /'skrʌfi/ niechlujny
short /ʃɔ:t/ niski
skinny /'skɪni/ chudy

slim /slɪm/ szczupły
smart /smɑ:t/ elegancki
stylish /'stɑɪlɪʃ/ stylowy
tall /tɔ:l/ wysoki
well-built /,wel 'bɪlt/ dobrze zbudowany
well-dressed /,wel 'drest/ dobrze ubrany

Clothes and accessories Ubrania i akcesoria

bangle /'bæŋɡəl/ orientalna bransoletka
baseball cap /'beɪsbɔ:l kæp/ czapka z daszkiem
boots /bu:ts/ buty (za kostkę)
bracelet /'breɪslət/ bransoletka
casual/formal clothes /,kæʒuəl/,fɔ:məl 'kləʊðz/ ubrania swobodne/eleganckie
coat /kəʊt/ płaszcz, kurtka
cotton /'kɒtn/ bawełniany
designer dress /dɪ'zɑ:mə dres/ sukienka od znanego projektanta
fashionable /'fæʃənəbəl/ modny
fleece /fli:s/ bluza polarowa
flying jacket /'flaɪɪŋ ,dʒækət/ kurtka pilotka
gloves /glɒvz/ rękawiczki
hat /hæt/ czapka, kapelusz
high-heeled /,haɪ 'hi:əld/ na wysokim obcasie
jeans /dʒi:nz/ dżinsy
jumper /'dʒʌmpə/ sweter
leather /'leðə/ skórzany
look /lʊk/ styl, stylizacja
patterned /'pætənd/ wzorzysty
scarf /skɑ:f/ szalik, apaszka
shirt /ʃɜ:t/ koszula
shorts /ʃɔ:ts/ szorty
silver ring /,sɪlvə 'rɪŋ/ srebrny pierścionek
striped /straɪpt/ w pasy
suit /su:t/ garnitur
sunglasses /'sʌŋ,glɑ:sɪz/ okulary przeciwsłoneczne
sweatshirt /'swetʃɜ:t/ bluza dresowa
T-shirt /'ti: ʃɜ:t/ T-shirt
tie /taɪ/ krawat
top /tɒp/ top, bluzka, koszulka
trainers /'treɪnəz/ buty sportowe
trousers /'traʊnz/ spodnie
vintage /'vɪntɪdʒ/ klasyczny
waistcoat /'weɪskəʊt/ kamizelka
woollen /'wʊlən/ wełniany

Clothes and appearance – verbs and verb phrases Ubrania i wygląd – czasowniki i zwroty z czasownikami

be the image of /,bi ðə 'ɪmɪdʒ əv/ być bardzo podobnym do
dress casually/smartly/fashionably/well/in black /,dres 'kæʒuəli/'smɑ:tli/'fæʃənəbli/'wel/ ɪn 'blæk/ ubierać się swobodnie/elegancko/modnie/dobrze/na czarno
fit /fɪt/ pasować (pod względem rozmiaru)
get changed /,get 'tʃeɪndʒd/ przebrać się
get dressed/undressed /,get 'drest/,ʌn'drest/ ubrać się/rozbierać się
look /lʊk/ wyglądać
look like sb /'lʊk laɪk ,sʌmbɒdi/ być podobnym do kogoś
match /mætʃ/ pasować do (siebie), dobrze łączyć się z
put on /,put 'ɒn/ zakładać, nakładać
resemble sb /rɪ'zembəl ,sʌmbɒdi/ przypominać kogoś
suit /su:t/ pasować (do kogoś, czyjejś urody, sylwetki)
try on /,traɪ 'ɒn/ przymierzyć
wear /weə/ zakładać, nosić

Relationships Związki międzyludzkie

be always there for /,bi ,ɔ:lweɪz 'ðəə fɔ/ być zawsze wsparciem dla
close friend /kləʊs 'frend/ bliski przyjaciel/bliska przyjaciółka
date /deɪt/ randka

fall out with /,fɔ:l 'aʊt wɪð/ pokłócić się z
get on well with /,get ɒn 'wel wɪð/ być w dobrych stosunkach z
hang out with /,hæŋ 'aʊt wɪð/ spędzać czas z
have a lot in common with /hæv ə ,lɒt ɪn 'kɒmən wɪð/ mieć dużo wspólnego z
have a good relationship with /hæv ə ,gʊd rɪ'leɪʃənʃɪp wɪð/ mieć dobre relacje z
have similar interests /hæv ,sɪmələ 'ɪntrəsts/ mieć podobne zainteresowania
have an argument /hæv ən 'ɑ:gjəmənt/ pokłócić się
look after sb /,lʊk 'ɑ:ftə ,sʌmbədi/ opiekować się kimś
lose touch with /,lu:z 'tʌtʃ wɪð/ stracić kontakt z
online friend /ɒnlaɪn 'frend/ internetowy znajomy
opposite sex /ɒpəzət 'seks/ płeć przeciwna
socialise with /'səʊʃəlaɪz wɪð/ utrzymywać kontakty towarzyskie z
stop seeing each other /,stɒp 'si:ɪŋ ɪtʃ ,ʌðə/ przestać się spotykać

Family members Członkowie rodziny

ancestor /'ænsəstə/ przodek
ex-husband/ex-wife /,eks 'hʌzbənd/,eks 'waɪf/ były mąż/była żona
father-in-law/mother-in-law /'fa:ðər ɪn ,lə/ 'mʌðər ɪn ,lə/ teść/teściowa
great-grandfather/great-grandmother /,greɪt 'grænd,fɑ:ðə/,greɪt 'græn,mʌðə/ pradiadek/prababcia
great-great-grandfather/great-great-grandmother /,greɪt ,greɪt 'grænd,fɑ:ðə/,greɪt ,greɪt 'græn,mʌðə/ prapradziadek/praprababcia
great-great-grandson/great-great-granddaughter /,greɪt ,greɪt 'grænsən/,greɪt ,greɪt 'græn,dɔ:tə/ praprawnuczek/praprawnuczka
half-brother/half-sister /'ha:f ,brʌðə/'ha:f ,sɪstə/ brat przyrodni/siostra przyrodnia
nephew /'nefju:/ siostrzeniec/bratanek
niece /ni:s/ siostrzenica/bratanica
second husband/wife /,sekənd 'hʌzbənd/'waɪf/ drugi mąż/druga żona
son-in-law/daughter-in-law /'sʌn ɪn ,lə/ 'dɔ:tər ɪn ,lə/ zięć/synowa
stepbrother/stepmother /'stepbrʌðə/'stepsmʌðə/ brat przyrodni/siostra przyrodnia (dziecko macochy lub ojczyma)
stepfather/stepmother /'stepfɑ:ðə/'stepmʌðə/ ojczym/macocha
stepson/stepdaughter /'stepsʌn/'stepdɔ:tə/ pasierb/pasierbica
uncle/aunt /'ʌŋkəl/,'aʊnt/ wujek/ciocia

Other Inne

exception /ɪk'sepʃən/ wyjątek
eyesight /'aɪsaɪt/ wzrok
gene /dʒi:n/ gen
inherit sth from sb /ɪn'herət ,sʌmθɪŋ frəm ,sʌmbɒdi/ odziedziczyć coś po kimś
left handedness /,left 'hændɪdnəs/ leworęczność
left-/right-handed /,left/,raɪt 'hændɪd/ lewo-/praworęczny
look as if/as though /'lʊk əz ɪf/əz ðəʊ/ *it looks as if/as though it's going to rain* – wygląda jakby miało padać
look out! /,lʊk 'aʊt/ uważaj!
look up /,lʊk 'ʌp/ szukać
pass sth on /,pɑ:s ,sʌmθɪŋ 'ɒn/ przekazać coś (potomnym)
report on sth /rɪ'pɔ:t ɒn ,sʌmθɪŋ/ relacjonować coś
she'd make a great ... /ʃɪd meɪk ə greɪt.../ byłaby świetną...
short-sighted /,ʃɔ:t 'saɪtəd/ krótkowzroczny
take after sb /,teɪk 'ɑ:ftə ,sʌmbɒdi/ odziedziczyć po kimś (np. wygląd, zachowanie)
unique /ju:'ni:k/ unikalny



MATURA FOCUS REVIEW 1

SŁOWNICTWO I GRAMATYKA

1 Uzupełnij zdania właściwymi formami podanych słów.

- 1 Don't worry, I'm sure John will be here any minute. He's the most _____ person I know. **RELY**
- 2 Helen's almost 20 years old but she's still very _____. She often does silly things. **MATURE**
- 3 Lucy is a very _____ person and is always ready to help her friends. **CARE**
- 4 Jason is not particularly _____. Every summer he goes to the same beach resort in Spain. **ADVENTURE**
- 5 All Yvonne's stories are full of surprises. She's a very _____ writer. **IMAGINATION**
- 6 Charles is a _____ young man. **CHARM**

2 Zastąp podkreślone wyrażenia odpowiednimi słowami. Pierwsze litery brakujących słów zostały podane.

- 1 He wanted to ask Betty out on a **d**_____ (when you go out with someone you fancy), but he was too shy.
- 2 Most of my **a**_____ (family members who lived in the past) came from Ireland.
- 3 It's important to protect your **e**_____ (ability to see). Remember to wear sunglasses on sunny days.
- 4 Laura was a gorgeous girl with red hair and **f**_____ (small brown spots) on her nose.
- 5 Scientists are still looking for new ways to treat **b**_____ (the condition of having little or no hair).

3 Przetłumacz wyrażenia podane w nawiasach na język angielski. Użyj czasu Present Simple lub Present Continuous.

- 1 Why _____ (patrzysz) at me like that? Is there something wrong with my hair?
- 2 Pam _____ (nie pamięta) when her mother let her put make-up on for the first time.
- 3 Tom _____ (je) lunch and we have to wait for him.
- 4 I _____ (nie myślę) that his sense of humour is very sophisticated.
- 5 Stuart _____ (wygląda) very smart in his new woollen suit and black leather shoes.
- 6 Jane, _____ (czy rozumiesz) why people should be kind to each other?

4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach. Użyj czasu Present Perfect Simple lub Continuous.

- 1 Our uncle is on holiday and we _____ (look) after his dog since Monday.
- 2 How many bracelets _____ (you/make) this morning? Enough for everyone?
- 3 I think I _____ (inherit) most genes from my mum because we have similar looks.
- 4 How long _____ (Gina/work) on the project about family resemblance?
- 5 Helen is very busy at university but she _____ (not lose) touch with her friends.
- 6 My older brother _____ (go) to the same music festival for five years now.

ŚRODKI JĘZYKOWE

MINIDIALOGI, WYBÓR WIELOKROTNY

5 Przeczytaj poniższe minidialogi. Z podanych odpowiedzi A–C wybierz właściwe uzupełnienie wypowiedzi.

Wskazówka maturalna

Sprawdź, czy wybrana przez siebie odpowiedź pasuje do luki pod względem poprawności językowej i czy najlepiej uzupełnia zdanie pod względem znaczenia.

- 1 **X:** What's that? ___ a new T-shirt in this photo?
Y: It's not new. It's my dad's old T-shirt from the 80s.
A Do you wear **B** Are you wearing **C** Have you worn
- 2 **X:** I was happy to see Jessica at the school reunion.
Y: And who's she exactly?
X: She used to be my best friend in primary school but we ___ when my family moved to Bristol.
A took after **B** lost touch **C** hanged out
- 3 **X:** What have you been doing?
Y: Nothing special. I ___ an email to Lucy to ask her about the class project. I hope she replies soon.
A 'm writing **B** 've written **C** 've been writing
- 4 **X:** I guess Tom must be really ___ now that his brother has inherited a cottage from their aunt.
Y: He says he isn't, but I know that 's not true.
A selfish **B** arrogant **C** jealous
- 5 **X:** Can you have a look at this picture? ___
Y: Well, I'm not sure either.
A I can't make out what it shows.
B I don't think it is very interesting.
C It looks as though you could help me.

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

PARENTS ON FACEBOOK

Young people ¹_____ Facebook actively for a long time. In fact, not long ago people under 25 were the biggest group of users. But now more and more ²_____ sign up for Facebook, with the 40–54-year-olds becoming particularly interested in it.

So, what ³_____ Facebook? Do they like it? If they haven't created a profile yet, they will probably do so in the near future. And then, they will want to be your ⁴_____ friends and follow your profile!

When this happens, should you accept or reject their invitation? There is no good answer for everyone. If you have ⁵_____ with your parents and tell them everything about your life, you may say yes. The worst thing is to do nothing. You can't pretend you haven't seen the invitation or say that you're busy with school work and you're not using Facebook. Be ⁶_____ about it. You will have to take a decision one day.

- 1 **A** use **B** have used **C** have been using
- 2 **A** people in their teens **C** people of medium-height
B middle-aged people
- 3 **A** do your parents think about **C** have your parents thought about
B are your parents thinking about
- 4 **A** close **B** online **C** half
- 5 **A** a good relationship **C** a lot in common
B similar interests
- 6 **A** reliable **B** brave **C** realistic

CZYTANIE

WYBÓR WIELOKROTNY

- 7 Przeczytaj tekst. Z podanych odpowiedzi A–D, wybierz właściwą, zgodną z treścią tekstu.

Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, becoming a success took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of 26, she became the head designer at Chloé – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection in 2001.

Since then her company has been growing steadily. In that time, it has developed a reputation as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings share the planet with other creatures. These beliefs have had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes for some time. Recently, Stella decided not to work with a fabrics factory because the process used by it to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

Stella McCartney has an interesting philosophy. Instead of just creating new designs season after season, she believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

- 1 According to the text, Stella McCartney
 - A succeeded with the help of her father.
 - B had a high position at a relatively young age.
 - C experienced difficulty finding the right job.
 - D created her own company straight after college.
- 2 Which statement about Stella McCartney is true?
 - A As a child, she found out about ethical fashion.
 - B When she was a child, she wore organic cotton clothes.
 - C She often gets ideas for her designs from nature.
 - D No animal products are used in her fashions.

- 3 Why did Stella refuse to work with the factory?
 - A The production method was not ethical.
 - B The water used for the colours was polluted.
 - C The factory could not supply the fabric she wanted.
 - D The wrong colour was used for the fabrics.
- 4 In Stella's opinion, what should designers do?
 - A Create better designs every year.
 - B Question the methods of their production.
 - C Develop their own fashion philosophy.
 - D Make their clothes more luxurious.
- 5 The aim of the text is to
 - A show why some production methods are better than others.
 - B suggest how fashion designers can help the community.
 - C explain the philosophy behind Stella's collections.
 - D describe how Stella became a fashion designer.

MÓWIENIE

ILUSTRACJA

- 8 Popatrz na zdjęcie i w każdej z poniższych kategorii zapisz po trzy słowa lub wyrażenia, które przydadzą się do opisu zdjęcia. Następnie opisz zdjęcie.

- People
- Clothes
- Feelings



- 9 Odpowiedz na pytania dotyczące zdjęcia z ćwiczenia 8.
- 1 What do you think the woman is telling the girl?
 - 2 Do your parents ever comment on your clothes? Why?/ Why not?
 - 3 Tell me about a situation when you or someone you know had to wear formal clothes.

PISANIE

E-MAIL

- 10 Wykonaj zadanie egzaminacyjne.

Twój kolega / Twoja koleżanka z Wielkiej Brytanii odbywa staż w czasopiśmie młodzieżowym. Jego/Jej zadaniem jest przeprowadzić wywiady z osobami z różnych krajów, które interesują się modą. Zaproponuj mu/jej kogoś spośród swoich znajomych. Napisz e-mail, w którym:

- przedstawisz zainteresowania wybranej osoby związane z modą;
- napiszesz, jak zwykle się ona ubiera;
- opiszesz jej osobowość;
- zapewnisz, że polecana osoba zgodzi się na udział w wywiadzie.

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

2two

Just do it!

The most important thing in the Olympic Games is not to win but take part.

Baron Pierre de Coubertin – founder of the modern Olympic Games

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – sports
- compound nouns; sport collocations
- people in sport
- Words for free – sport
- word families – personal qualities
- phrasal verbs
- Word in focus – just

Grammar:

- narrative tenses
- verb patterns

Listening:

- interviews about role models

Reading:

- an article about a Paralympic athlete

Speaking:

- asking for and giving an opinion
- agreeing and disagreeing

Writing:

- a narrative

MATURA FOCUS

Temat maturalny:

- sport

Słuchanie:

- dobieranie str. 27, 35

Czytanie:

- dobieranie nagłówków do akapitów str. 28, 35

Środki językowe:

- pary zdań str. 34
- parafraza zdań str. 34

Mówienie:

- rozmowa z odgrywaniem roli str. 35

Pisanie:

- blog str. 35

FOCUS EXTRA

- Grammar Focus Reference and Practice str. 117
- WORD STORE booklet str. 4–5
- Workbook str. 26–35
- MyEnglishLab

2.1 Vocabulary

Sport • compound nouns • collocations

I can talk about sports

SHOW WHAT YOU KNOW

1 Add the verb *do*, *go* or *play* to each list of sports.

- _____ basketball, golf, squash, table tennis, volleyball
- _____ canoeing, cycling, sailing, skating, skiing
- _____ athletics, boxing, judo, karate, kung fu

2 In pairs, name the sports in photos A–F below and add them to the lists in Exercise 1. Add any other sports you know.



1 pass a ball



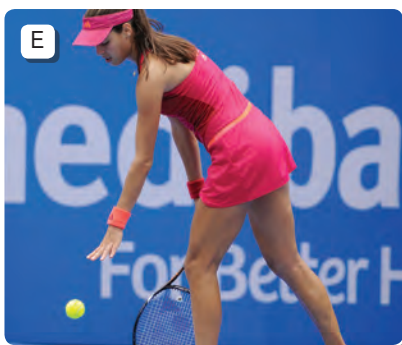
2 _____ a ball



3 _____ a ball



4 _____ a ball



5 _____ a ball



6 _____ a ball

3 What can you do with a ball? Complete the captions for photos A–F with a verb from the box.

[bounce catch hit kick pass throw]

4 In pairs, think about other ball sports. Discuss what you can and can't do with the ball.

In basketball you can bounce the ball. You can pass it and catch it, but you can't kick it.

5 Do the *Sports Quiz* and then compare your answers with a partner.



SPORTS QUIZ

1 Which is the biggest?

- a a football **pitch**
- b a golf **course**
- c an athletics **track**

2 Where will you not see a man with a beard taking part in a competition?

- a on a motor racing track
- b in a boxing **ring**
- c in an Olympic swimming **pool**

3 In which sports do you hit a ball with a racket on a court?

- a squash and tennis
- b cricket and table tennis
- c golf and hockey

4 Which is made of metal, rubber and sometimes wood?

- a a golf **club**
- b a table tennis **bat**
- c a hockey **stick**

5 Where is the highest ski resort in the world?

- a Bolivia
- b Canada
- c France

6 What can you find on the roof of the Burj Al Arab hotel in Dubai?

- a an ice **rink**
- b a tennis court
- c a cycle track



5-6 correct



3-4 correct



1-2 correct

6 **CD•1.28 MP3•28** Listen and check your answers. Have you won a gold, a silver or a bronze medal?

7 In pairs, discuss what you think about sport. Do you prefer:

- individual sports or team sports?
- indoor sports or outdoor sports?
- winter sports or summer sports?
- doing sport or watching sport?
- sport or no sport?!

WORD STORE 2A

8 **CD•1.29 MP3•29** Complete WORD STORE 2A with the words in red from the *Sports Quiz*. Then listen, check and repeat.

9 Complete the questions with the nouns from WORD STORE 2A.

- 1 Does your school have a football **pitch**?
- 2 How far away is the nearest ski _____?
- 3 Is there a squash _____ at your local sports centre?
- 4 Have you ever used a baseball _____ or a hockey _____?
- 5 Is there an ice _____ or a golf _____ in your city?
- 6 Have you ever run a race on an athletics _____?
- 7 Do you own a badminton _____ or a table tennis _____?

10 In pairs, ask and answer the questions in Exercise 9.

WORD STORE 2B

11 **CD•1.30 MP3•30** Complete WORD STORE 2B. Match the people with the definitions. Then listen, check and repeat.

12 Read the sentences and identify the people.

- 1 I follow my team everywhere. They are the best. – fan
- 2 I have a whistle, a red and a yellow card. – _____
- 3 I buy a ticket and watch the game. – _____
- 4 We wear the same kit. We're in the same team. – _____
- 5 I play against you. You want to beat me and I want to beat you. – _____
- 6 I organise training sessions and help you improve. – _____
- 7 I do the 100m, the 200m and the long jump. – _____

WORD STORE 2C

13 **CD•1.31 MP3•31** In pairs, put the lines of one person's views about sport into the correct order. Then listen and check.

I'm not into competitive sport. I'll never **break a goal!** I like being healthy and **keeping first.** I've even seen men cry when the opposing team **scores a prize** for sport. In fact, I usually **come a world record**, and I'm sure I'll never **win last** in races and if I'm in a team we always **lose the fit.** But I don't need to **beat match.** I don't understand people who need to **come my opponent** – I just need to enjoy the game.

1
2

14 **CD•1.32 MP3•32** Complete WORD STORE 2C with the base form of the verbs in red from Exercise 13. Then listen, check and repeat.

15 What do you think is more important: to win or to enjoy the game?

WORD STORE 2D

16 **CD•1.33 MP3•33** Complete WORD STORE 2D. Translate the *Words for free*. Then listen and repeat.

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

2.2 Grammar

Narrative tenses

I can use narrative tenses

1 Read *Running Wild*. Answer the questions.

- Had Chris Stewart run in Africa before?
- Why wasn't he running very fast?
- Why did a local runner overtake him at high speed?

RUNNING WILD



Chris Stewart and two other British **athletes were competing** in a 20-kilometre race in Kenya. **They hadn't competed** in Africa before, but **Chris believed** that it was important to save energy on a long-distance race so **he wasn't running** very fast. After three kilometres, **he was leading** when suddenly, **a local runner overtook** him at high speed. **He knew** his rival would get tired later in the race so **he didn't speed up** – but then **he looked round** and **saw** that **a large rhinoceros had crashed through** the trees next to the road and **it was chasing** after them ...

2 Look at all the verb phrases in blue in the text. List them next to the correct heading in the table.

- Past Simple: *Chris believed, ...*
- Past Continuous: *athletes were competing, ...*
- Past Perfect: *They hadn't competed*

3 Read and complete the GRAMMAR FOCUS with the name of the appropriate tense.

GRAMMAR FOCUS

Narrative tenses

- You use the ¹**Past Continuous** to set the scene.
... athletes **were competing** in a 20-kilometre race in Kenya.
- You use the ²_____ to describe the main events.
He **didn't speed up** – but then he **looked round** and **saw** ...
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).
He **was leading** when suddenly, a local runner **overtook** him.
- You use the ³_____ to make it clear that one past action happened before another past action.
He saw that a large rhinoceros **had crashed through** the trees.

4 In pairs, choose the best ending for each sentence.

- 1 Tom couldn't play because
a he had forgotten his trainers. **b** he forgot his trainers.
- 2 Jeff broke his leg when
a he skied. **b** he was skiing.
- 3 The referee blew his whistle and
a the game started. **b** the game was starting.
- 4 Sue and Jenny were excited because
a they hadn't been to a football match before.
b they didn't go to a football match before.
- 5 It was snowing when
a the marathon had begun. **b** the marathon began.
- 6 Paula was leading the cycle race when
a she fell off her bike. **b** she had fallen off her bike.

5 **CD•1.34 MP3•34** Read *Lucky Break* and choose the correct verb form. Then listen and check.

LUCKY BREAK

In 1956, goalkeeper Bert Trautmann ¹**was playing** / **had played** for Manchester City in his first FA Cup final when he ²**dived** / **was diving** for the ball in the 75th minute. He ³**was knowing** / **knew** that he ⁴**hurt** / **had hurt** himself but he ⁵**was carrying on** / **carried on** playing. He ⁶**helped** / **had helped** his team to beat Birmingham City 3-1. He then ⁷**had gone** / **went** to hospital where the doctors couldn't believe he ⁸**had been** / **was** still alive. He ⁹**was breaking** / **had broken** his neck!



6 Write questions about *Lucky Break* using the correct tense.

- 1 Who / win / the 1956 FA Cup final and what / be / the score?
Who won the 1956 FA Cup final and what was the score?
- 2 Trautmann / ever play / in an FA Cup final before?
- 3 What position / Trautmann / play / when he got injured?
- 4 How / Trautmann / hurt himself?
- 5 Trautmann / stay / on the pitch for the whole game?
- 6 Why / doctors / think / Trautmann was lucky?

7 Answer the questions in Exercise 6.

8 You are going to tell your partner a story. Choose option A or B. Think about what to say and how to say it. Then tell the story.

Option A: Think of an exciting sports event you've seen or an exciting game you've played in.

Option B: Choose one of the true stories in this lesson. Close your book.

I'll never forget the time I scored the winning goal for our school team. We were playing in the final of ...

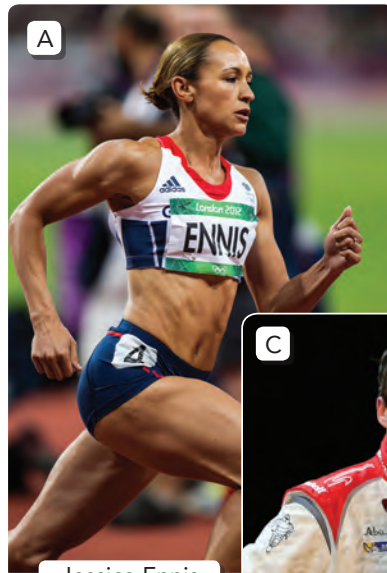
2.3 Listening

Matching

I can understand interviews about role models

- In pairs, discuss what you know about the sports people in photos A–C.
- CD•1.35 MP3•35 Listen and match each speaker with their favourite sports star A–C. What human quality do all three sports stars have in common?
Speaker 1: Speaker 2: Speaker 3:
- CD•1.35 MP3•35 Match three different adjectives with each sports star according to the speakers' opinions. Put JE for Jessica Ennis, RK for Robert Kubica and RF for Roger Federer. Then listen again and check.

caring courageous generous
 determined healthy modest
 realistic passionate positive



Jessica Ennis



Roger Federer



Robert Kubica

- In pairs, discuss which sports star you would choose as a good role model. Give reasons for your choice.
- CD•1.36 MP3•36 Listen to an interview with Jackie Smith, a windsurfing champion. Answer the questions.
 - Who were her role models when she started windsurfing?
 - Who are her role models now?



Jackie

- Rewrite the statements in Exercise 7. Replace the underlined words and phrases with words and phrases from Jackie's interview.

competitions do the same as entered
 got into has always looked up to her
 joined takes after as-a-teenager
 thought it was a good idea for

- This person entered windsurfing competitions as a teenager, but was unsuccessful.

EXAM FOCUS Matching

- CD•1.36 MP3•36 Listen to the interview again. Who do statements 1–6 refer to: Mum or Rachel?

	Mum	Rachel
1 This person <u>took part in</u> windsurfing events in her teens, but was unsuccessful.	<input type="checkbox"/>	<input type="checkbox"/>
2 Jackie <u>has admired her</u> since she was a child.	<input type="checkbox"/>	<input type="checkbox"/>
3 This person <u>became a member of</u> the sailing club.	<input type="checkbox"/>	<input type="checkbox"/>
4 This person <u>encouraged</u> Jackie when she <u>took up</u> rowing.	<input type="checkbox"/>	<input type="checkbox"/>
5 Jackie always wanted to <u>copy</u> this person.	<input type="checkbox"/>	<input type="checkbox"/>
6 Jackie thinks she's <u>like</u> this person.	<input type="checkbox"/>	<input type="checkbox"/>

- Complete the sentences to make them true for you. Then compare them with a partner.

- | | |
|--------------------------------|---|
| 1 People say I take after ... | 4 One day I think I'll take up ... |
| 2 I've never taken part in ... | 5 The person I look up to most is ... |
| 3 I'd like to join ... | 6 When I was a child, I always copied ... |

PRONUNCIATION FOCUS

- CD•1.37 MP3•37 Listen and repeat the words in the table.

1 /i:/	2 /ɜ:/	3 /ɔ:/	4 /u:/	5 /a:/
team	serve	sport	shoe	start
_____	_____	_____	_____	arm
_____	_____	_____	_____	_____

- CD•1.38 MP3•38 Add the words in the box to the table in Exercise 9. Then listen, check and repeat.

arm court first draw grew
 ski lose heart speed world

WORD STORE 2E

- CD•1.39 MP3•39 Complete WORD STORE 2E with the correct adjectives. Then listen, check and repeat.

2.4 Reading

Matching

I can understand an article about a Paralympic athlete

1 Read UK TODAY and answer the questions.

- 1 What percentage of the UK population are disabled?
- 2 How many disabled people use wheelchairs?
- 3 Who was the 'inspiration' behind the Paralympic Games?
- 4 How many athletes took part in the first disabled games in 1948?
- 5 How many countries were represented in London 2012 Paralympic Games?

UK TODAY

UK disability facts

- There are 11 million disabled people in the UK – nearly 18% of the population.
- Only 17% of disabled people were born with their disabilities.
- Many disabilities are not visible and fewer than 10% of disabled people need wheelchairs.

The Paralympics

- Doctor Ludwig Guttman, a spinal injury specialist at a London hospital, was the inspiration behind the modern Paralympic Games.
- Guttman treated soldiers with terrible injuries from the Second World War. He believed passionately in the benefits of competitive sport for his patients.
- Guttman organised the first disabled games in 1948. 16 disabled soldiers took part and the only sport was archery.
- The first Paralympic Games took place in Rome in 1960. There were 400 athletes from 23 countries competing in 9 events.
- Since 1960 the games have grown in size and importance. London 2012 welcomed 4,200 athletes from 164 countries to compete in 20 different sports.



2 In pairs, discuss the kinds of jobs that a person with no legs could find difficult.

an actor a writer a doctor an athlete
a teacher a software developer

3 Read an article about Katy Sullivan and answer the questions.

- 1 Which of the professions from Exercise 2 did she choose to do?
- 2 How old was she when she started competing as a runner?
- 3 What did she achieve at the London 2012 Paralympics?

EXAM FOCUS Matching

4 Read the article again. Match headings A–F with paragraphs 1–4. There are two extra headings.

- A A new pair of legs and new challenges
- B Athletics – the wrong choice
- C A positive attitude and a good sense of humour
- D Tragedy, then triumph on the track
- E Katy in the TV role of a runner
- F A brave career choice

5 Complete the statements about Katy Sullivan with a word from the box.

ambitions chance childhood degree
disability record roles shape

- 1 Katy had an **active** childhood .
- 2 Katy moved to Los Angeles to **do a** _____ .
- 3 Katy loves acting but she **hasn't played any** _____ in television.
- 4 Katy took up running because she wanted to **stay in** _____ .
- 5 Katy wanted to compete in Beijing but had a fall and **missed the** _____ .
- 6 At the London 2012 Paralympics, in the 100 metres, Katy **set a new** world _____ .
- 7 Her family, friends and fans think Katy has **overcome her** _____ .
- 8 Everybody thinks Katy has **fulfilled her** _____ .

6 Are the statements in Exercise 5 true (T) or false (F)? Check your answers in the article.

7 Complete the questions with the correct form of the collocations from Exercise 5.

- 1 Did you have a very **active** childhood?
- 2 Do you think most people **f** _____ their **a** _____ in life?
- 3 Do your parents do anything to **s** _____ in **s** _____ ?
- 4 Have you ever **p** _____ a **r** _____ in a play?
- 5 Do you want to **d** _____ a **d** _____ when you leave school?

8 In pairs, ask each other the questions in Exercise 7.

WORD STORE 2F

9 CD•1.41 MP3•41 Complete WORD STORE 2F. Match the phrasal verbs in the box with their definitions. Then listen, check and repeat.

SHE WAS BORN THIS WAY

CD•1.40 MP3•40

1

Katy Sullivan is an actor, an athlete, a motivational speaker and a person who refuses to accept the words 'no' or 'I can't'.

5 She was born without the lower half of her legs and has worn prosthetic legs all her life. She grew up in Alabama, USA and had an active childhood. It was a normal childhood and she kept up with her siblings at the gym and at the local swimming pool. She feels lucky because her family treated her in just the same way as her other siblings.

10 When Katy was a child, she didn't like to put her prosthetic legs on because she was much faster without them. Other children would ask 'What happened to you?' Katy's favourite thing to say was, 'Shark attack!' She enjoyed making up stories because she thought it was boring to say 'I've been like this all my life.'

2

When a person is born without legs, there are plenty of things that are difficult or even impossible to do. But Katy believed she could achieve anything. So she chose two occupations that are difficult, even with both legs. When she was a teenager she saw a production of *Charlie and the Chocolate Factory*. One of the actors was Katy's classmate at school. Before the play was over, Katy had made her mind up to be an actor.

3

35 She did a degree in theatre and then moved to Los Angeles where she has played roles in theatre, television and film. She has a positive outlook on life.



Photo courtesy Hanger Clinic – www.hanger.com

40 She thinks that if you believe you can do something, you should go for it, and you shouldn't let anyone tell you that you can't do it. So when Katy's prosthetist asked her if she'd like to try running, she said 'yes'. She was twenty-five and she had never run before, but as an actor, she liked to stay in shape. She thought running would be a good way to do that. She was given a pair of running legs, and she set out on a new chapter of her life.

4

50 Katy was the first person in the world with two prosthetic legs to take up running as a competitive sport. In 2007 she was chosen for the US Paralympic team but during training she fell over

55 and missed the chance to compete in the 2008 Beijing Paralympic Games. She was devastated, and gave up running for two years. But then she took it up again and qualified for the final of the 100 metres in the 2012 London Paralympics. She didn't win, but she did beat her personal best time and set a new American record. She said that it was one of the most amazing moments of her life.

65 Katy's family, friends and fans look up to her as an example of someone who has overcome her disability and fulfilled her ambitions.

GLOSSARY

prosthetic legs – protezy nóg
prosthetist – protetyk

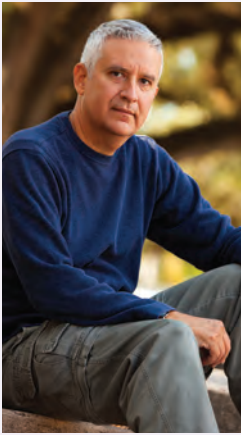
2.5 Grammar

Verb patterns

I can recognise and use different verb patterns

- 1 What does a sports psychologist do? Discuss in pairs. Then read the text to find out.

Think like a winner



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing**

their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

- 2 Complete the GRAMMAR FOCUS with the phrases in blue in the text in Exercise 1.

GRAMMAR FOCUS

Verb patterns

• verb + to infinitive

Of course, they **need** *to prepare* physically.

Examples: aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want

• verb + object + to infinitive

I **help them** *for important competitions*.

Examples: advise, allow, encourage, force, remind, teach, urge, warn (not)

• verb + -ing

But after they've **spent time** *their body, I ...*

Examples: avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time

• modal verb + infinitive without to

... they **should** *plenty of sleep ...*

Examples: can, could, might, should, would

• verb + object + infinitive without to

I **make them** *and prepare the mind*.

Examples: make, let

- 3 **CD-1.42 MP3-42** Complete the text with the correct verb patterns. Use the verbs and objects in brackets. Then listen and check.

Visualisation

Before an important event, I **advise** *athletes to visit* (athletes/visit) the stadium. This **allows** *_____* (them/visualise) the day of the competition. They **can** *_____* (imagine) the smells and the sounds in the stadium, and they imagine *_____* (win) the competition. Then, when the day of the competition arrives, they **try** *_____* (recreate) the success they imagined.

Positive thinking

I **encourage** *_____* (athletes/talk) to themselves before a big race. I **force** *_____* (them/concentrate) on the times when they won. They **need** *_____* (stay) in the present and tell the negative voice in their head to **stop** *_____* (talk). Good athletes **want** *_____* (win), but top athletes **expect** *_____* (win). That's positive thinking!

Relaxation

Even top athletes **can't help** *_____* (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** *_____* (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** *_____* (control) their nerves, they **tend** *_____* (do) better. Winning – it's all in the mind!

- 4 In pairs, list some sports that you like watching or doing. In your opinion, which sports need more mental preparation and which ones need more physical preparation?
- 5 Use the verb phrase in brackets to write a similar sentence. Then tick sentences that are true for you.
- 1 I'm happy to lend my bike to my friends. (don't mind)
I don't mind lending my bike to my friends.
 - 2 I don't have enough money to buy new trainers. (can't afford)
 - 3 It is my intention to learn how to skate one day. (hope)
 - 4 My uncle showed me how to swim. (teach)
 - 5 I don't want to take up jogging. (not intend)
 - 6 My parents won't allow me to stay out all night with my friends. (let)
- 6 Complete the sentences about yourself. Write four true sentences and one false one.
- 1 I can't stand ...
I can't stand watching sport on TV.
 - 2 I enjoyed ...
 - 3 I wasted a lot of time ...
 - 4 I spend a lot of time ...
 - 5 I've decided ...
- 7 In pairs, read your sentences in Exercise 6. Guess which of your partner's sentences is false.

2.6 Speaking

Asking for and giving an opinion • agreeing and disagreeing

I can ask for, give, agree and disagree with an opinion

- 1 In pairs, look at the jobs in the box and number them from most (5) to least (1) important for society.

an actor	<input type="checkbox"/>	a farmer	<input type="checkbox"/>	a football player	<input type="checkbox"/>
a nurse	<input type="checkbox"/>	a pilot	<input type="checkbox"/>	a police officer	<input type="checkbox"/>
a surgeon	<input type="checkbox"/>	a scientist	<input type="checkbox"/>		

- 2 **CD•1.43 MP3•43** Read and listen to a conversation between a brother and sister and answer the questions.

- 1 What do they disagree about?
- 2 Who does their father agree with?
- 3 Who do you agree with?

- 3 **CD•1.43 MP3•43** Use the **SPEAKING FOCUS** to complete the phrases in the conversation. Then listen again and check.



Tom: Woah! Ronaldo's just scored a fantastic goal! He's definitely the best footballer in the world!

Amy: Hm, I'm not ¹ so sure about that.

Tom: What do you know about football?

Amy: I know that some football players get a million euros a month! If ² _____, they earn too much.

Tom: That's ³ _____. Only a few players earn that much and they deserve it.

Amy: No way! Football players don't save lives! Football's just a game!

Tom: Are ⁴ _____? It's the most popular game in the world.

Amy: That's true but they don't do anything important. They just kick a ball!

Tom: The ⁵ _____, football players can only play when they're young so they have to earn a lot in a short time.

Amy: I'm ⁶ _____. I just don't think footballers are good role models.

Tom: I'm sorry, ⁷ _____ – they're great role models. They train really hard ...

Dad: Hey, what's going on in here? Calm down you two.

Amy: He thinks it's OK to pay Ronaldo a million euros a month! What ⁸ _____ that?

Dad: That's ridiculous.

Amy: You see!

Dad: To ⁹ _____, I think he should get at least ten million!

SPEAKING FOCUS

Asking for someone's opinion

What do you think about ...?

Giving an opinion

I think .../I (just) don't think .../If you ask me ...

The thing is .../To be honest ...

Agreeing with an opinion

I agree./That's true./Absolutely!

Half agreeing with an opinion

I'm not so sure about that./I'm not convinced.

Disagreeing

That's not true./I'm sorry, I don't agree with you.

Disagreeing strongly

No way! (informal)/Are you kidding? (informal)

I'm afraid I completely disagree.

Note:

If you have no strong opinions, you can say:

Personally, I don't feel strongly one way or the other.

- 4 **CD•1.44 MP3•44** Read the opinions below and choose the appropriate responses in a and b. Then listen and check.

1 I think female athletes should earn the same salary as male athletes.

a I agree ✓ No way! All athletes should be paid equally.

b Absolutely / I'm not convinced. Men have to work harder.

2 If you ask me, running is the best sport in the world.

a I'm afraid I completely disagree. / That's true. You can do it anywhere and any time.

b Absolutely. / That's not true. Playing team sports is much better.

3 In my opinion, golf is for old people.

a I agree. / I'm not convinced. It's too slow for young people.

b Are you kidding? / I agree. I'm twenty and I love playing golf.

4 I think boxing should be banned. It's too dangerous.

a Absolutely. / No way! I think it's great.

b I'm sorry, I don't agree with you. / That's true. It's too violent.

- 5 In pairs, practise the dialogues in Exercise 4. Choose answer a or b according to your own opinion.

- 6 In pairs, discuss the topics below. Use the **SPEAKING FOCUS** to help you.

- Extreme sports should be banned.
- We should do more sport at school.
- There's too much sport on TV.
- Animals should not be used in sport.

2.7 Writing

A narrative

I can describe events in the past in writing

- 1 Make lists of the following. Then compare your ideas with a partner.
 - 4 sports I have tried
 - 3 sports I haven't tried but would like to
 - 2 sports I would never try
- 2 Read Rob's blog entry. Did he enjoy the experience he describes?

www.robsblog.eu


16 Feb, added by Rob

Last month, **my girlfriend and I** went to Austria and tried snowboarding. We'd both skied before, but snowboarding was a completely new sport for us.

We'd booked some lessons **before** we arrived, and on the first morning we hired our helmets, boots and boards. We were both feeling quite nervous, but very excited as we took the lift up the mountain. The first lesson was really challenging and we fell over A LOT! **By the end of** the first day, we were exhausted.

The **following** morning, our legs were aching and tired, but we didn't give up. After three days of lessons, we felt more confident and we were really starting to enjoy ourselves. On the fourth day, we tried a more difficult slope and I'm proud to say I got all the way to the bottom without falling over.

By the end of the week, we'd both fallen in love with snowboarding and we didn't want to go home. Snowboarding requires determination, but I'd definitely recommend it. We can't wait for next winter and the chance to do it all again.



Comments (8)

- 3 Read the blog again and put the events in chronological order.

a They didn't want to go home.	<input type="checkbox"/>
b They took the lift up the mountain.	<input type="checkbox"/>
c They booked snowboarding lessons.	<input type="checkbox"/>
d Rob got to the bottom without falling over.	<input type="checkbox"/>
e They went skiing.	<input checked="" type="checkbox"/>
f They had their first lesson.	<input type="checkbox"/>
g They hired helmets, boots and boards.	<input type="checkbox"/>

- 4 Discuss the questions in pairs.
 - 1 Have you ever tried snowboarding or skiing? In what ways was your experience similar or different to Rob's?
 - 2 If you haven't tried the two sports yet, would you like to? Why?/Why not?
- 5 Read the **WRITING FOCUS**. Then complete it with the words and phrases in purple from the blog entry in Exercise 2.

WRITING FOCUS

A narrative

- In the first paragraph, say where and when the events took place and who was involved.
Last winter, **my girlfriend and I** went to Austria ...
- In the main paragraphs, use narrative tenses to say what happened and how you felt. (see lesson 2.2)
- Use linkers to describe the events in sequence.
 - Beginning: ²_____ we arrived/left/got there, (at) first, on the first morning/day
 - Middle: then, later, the ³_____ morning, after that, on the third day
 - End: eventually (= after a long time), finally, in the end
 - Other: ⁴_____ the first day/lesson/journey
- In the final paragraph say what happened in the end and how the people involved felt.
By the end of the week, we'd both fallen in love with snowboarding.
- Finish with a general point, something for the reader to think about, or something about the present or future.
Snowboarding requires determination, but I'd definitely recommend it.

- 6 Find and underline examples of each narrative tense (Past Perfect, Past Continuous and Past Simple) in the blog entry.
- 7 Choose the correct linkers to complete the story.
Last weekend, **after** / **then** three months of training, my friends and I completed our first 100-kilometre walking race. **Finally** / **On the first morning** 76 competitors met at the start and at 8 a.m. the race began. **After six hours** / **At first** our group reached the very first rest stop. **Finally** / **By the end of the first day** we'd walked 43 kilometres. **The following morning** / **The day before**, we started walking again at 5 a.m. **Eventually** / **Before**, we reached the finish after 32 hours of walking. We were extremely tired but very proud of ourselves.
- 8 Think of a time when you had a new experience or tried a new activity for the first time. Write a blog entry of at least 100 words and:
 - say where and when the experience took place and who was involved
 - describe what happened
 - say how you and the other people involved felt
 - say what happened in the end.

Use the **WRITING FOCUS** to help you.

Types of sport Dyscypliny sportu

archery /'ɑ:tʃəri/ łucznictwo
 athletics /æθ'letiks/ lekkoatletyka
 badminton /'bædmɪntən/ badminton
 baseball /'beɪsbɔ:l/ baseball
 basketball /'bɑ:skɒtbɔ:l/ koszykówka
 boxing /'bɒksɪŋ/ boks
 canoeing /kə'nu:ɪŋ/ kajakerstwo
 competitive sport /kəm'petətɪv 'spɔ:t/ sport wyczynowy
 cricket /'krɪkət/ krykieta
 cycling /'saɪklɪŋ/ kolarstwo
 extreme sport /ɪk'stri:m 'spɔ:t/ sport ekstremalny
 football /'fʊtbɔ:l/ piłka nożna
 golf /gɒlf/ golf
 hockey /'hɒki/ hokej na trawie
 ice hockey /'aɪs 'hɒki/ hokej na lodzie
 individual/team sport /ɪndə'vɪdʒuəl'ti:m spɔ:t/ sport indywidualny/zespołowy
 indoor/outdoor sport /ɪndə'aʊt'dɔ: spɔ:t/ sport halowy/sport uprawiany na świeżym powietrzu
 jogging /'dʒɒŋɪŋ/ jogging
 judo /'dʒu:dəʊ/ judo
 karate /kə'reɪti/ karate
 kung fu /kʌŋ 'fu:/ kung fu
 long jump /'lɒŋ dʒʌmp/ skok w dal
 motor racing /'məʊtə'reɪsɪŋ/ wyścigi samochodowe
 rugby /'rʌɡbi/ rugby
 sailing /'seɪlɪŋ/ żeglarstwo
 skating /'sketɪŋ/ łyżwiarstwo
 skiing /'ski:ɪŋ/ narciarstwo
 snowboarding /'snəʊbɔ:rdɪŋ/ snowboarding
 squash /skwɒʃ/ squash
 summer/winter sport /'sʌmə'wɪntə spɔ:t/ sport letni/zimowy
 swimming /'swɪmɪŋ/ pływanie
 (table) tennis /('teɪbəl) 'tenəs/ tenis (stołowy)
 volleyball /'vɒləibɔ:l/ siatkówka
 wind-surfing /'wɪnd,sɜ:ʃɪŋ/ windsurfing
 wrestling /'reslɪŋ/ zapasy, wrestling

Places where you do sport Miejsca uprawiania sportu

athletics track /æθ'letɪks træk/ bieżnia
 basketball/volleyball court /'bɑ:skɒtbɔ:l/vɒləibɔ:l kɔ:rt/ boisko do koszykówki/siatkówki
 boxing/wrestling ring /'bɒksɪŋ/'reslɪŋ rɪŋ/ ring bokserki/do wrestlingu
 cricket/football/rugby/hockey pitch /'krɪkət/'fʊtbɔ:l/'rʌɡbi/'hɒki pɪtʃ/ boisko do krykieta/piłki nożnej/rugby/hokeja na trawie
 cycle/motor racing track /'saɪkəl/'məʊtə'reɪsɪŋ træk/ tor kolarski/samochodowy
 golf course /'gɒlf kɔ:rs/ pole golfowe
 gym /dʒɪm/ siłownia, sala gimnastyczna
 ice rink /'aɪs rɪŋk/ lodowisko
 (Olympic) swimming pool /(ə,lɪmpɪk) 'swɪmɪŋ pu:l/ basen (olimpijski)
 sailing club /'seɪlɪŋ klʌb/ klub żeglarski
 ski resort /'ski: rɪ,zɔ:rt/ ośrodek narciarski
 (ski) slope /('ski:) sləʊp/ stok (narciarski)
 squash/tennis court /'skwɒʃ/'tenəs kɔ:rt/ kort tenisowy/do squasha
 stadium /'steɪdɪəm/ stadion

Sports equipment Sprzęt sportowy

badminton/squash/tennis racket /'bædmɪntən/'skwɒʃ/'tenəs 'rækət/ rakieta do badmintona/squasha/tenisa
 baseball/cricket bat /'beɪsbɔ:l/'krɪkət bæ't/ kij do baseballa/krykieta
 boots /bu:ts/ buty (np. narciarskie/do snowboardu)
 golf club /'gɒlf klʌb/ kij golfowy
 helmet /'helmət/ kask
 hockey stick /'hɒki stɪk/ kij do hokeja
 kit /kɪt/ strój

red/yellow card /,red,jeləʊ 'kɑ:d/ czerwona/zółta kartka
 (snow)board /('snəʊ)bɔ:d/ deska do snowboardu
 table tennis bat /'teɪbəl ,tenəs bæ't/ rakieta pingpongowa
 trainers /'treɪnəz/ buty sportowe

People in sport Ludzie sportu

athlete /'æθlɪt/ lekkoatleta/lekkoatletka
 captain /'kæptən/ kapitan
 coach/trainer /kəʊtʃ/'treɪnə/ trener/trenerka
 fan /fæn/ kibic
 footballer /'fʊtbɔ:lə/ piłkarz/piłkarka
 goalkeeper /'gəʊl,kɪ:pə/ bramkarz/bramkarka
 opponent /ə'pəʊnənt/ przeciwnik/przeciwniczka
 opposing team /ə'pəʊzɪŋ 'ti:m/ przeciwna drużyna
 player /'pleɪə/ gracz
 referee /,refə'reɪ/ sędzia
 rival /'raɪvəl/ rywal/rywalka
 runner /'rʌnə/ biegacz/biegaczka
 spectator /spek'teɪtə/ widz
 team-mate /'ti:m meɪt/ kolega/koleżanka z drużyny

Types of sports competitions Rodzaje zawodów sportowych

cycle race /'saɪkəl reɪs/ wyścig kolarski
 FA Cup /,ef 'ei kʌp/ Puchar Anglii w piłce nożnej
 final /'faɪnəl/ finał
 league /li:ɡ/ liga
 (long-distance) race /,(lɒŋ 'dɪstənts) reɪs/ bieg (długodystansowy)
 marathon /'mærəθən/ maraton
 match /mætʃ/ mecz
 Paralympics/Paralympic Games /,pærə'lɪmpɪks/ ,pærə'lɪmpɪk geɪmz/ paraolimpiada
 sporting/sports event /'spɔ:tɪŋ/'spɔ:ts ɪ'vent/ wydarzenie sportowe
 tournament /'tuənəmənt/ turniej
 walking race /'wɔ:kɪŋ reɪs/ zawody w chodzie sportowym

Competing in sports Współzawodnictwo w sporcie

beat an opponent/the champion /bi:t ən ə'pəʊnənt/ðə 'tʃæmpɪən/ pokonać przeciwnika/mistrza
 blow a whistle /bləʊ ə 'wɪsəl/ zagwizdać, odgwizdać
 bounce/catch/hit/kick/pass/throw a ball /baʊns/kætʃ/hɪt/kɪk/pɑ:s/θrəʊ ə 'bɔ:l/ odbijać/złapać/uderzyć/kopnąć/podać/rzucić piłkę
 break a world record /breɪk ə ,wɜ:ld 'rekɔ:d/ pobić rekord świata
 chase after sb /tʃeɪs ,ɑ:ftə ,sʌmbədɪ/ gonić kogoś
 come first/second/last /kʌm 'fɜ:st/'sekənd/'lɑ:st/ być pierwszym/drugim/ostatnim na mecie
 compete /kəm'pi:t/ współzawodniczyć
 dive for the ball /daɪv fə ðə 'bɔ:l/ rzucić się na piłkę
 do sport /,du: 'spɔ:t/ uprawiać sport
 enter a competition /,entə ə ,kɒmpə'tɪʃən/ przystąpić do zawodów
 gold/silver/bronze medal /gəʊld/'sɪlvə,'brɒnz 'medl/ złoty/srebrny/brązowy medal
 keep/stay fit /ki:p,'steɪ 'fɪt/, keep/stay in shape /ki:p,'steɪ ɪn 'ʃeɪp/ utrzymywać dobrą formę
 lead /li:d/ prowadzić
 lose a match/a game /,luz ə 'mætʃ/ə 'geɪm/ przegrać mecz
 lose a point /,luz ə 'pɔɪnt/ stracić punkt
 overtake /əʊvə'teɪk/ wyprzedzić
 position /pə'zɪʃən/ pozycja
 qualify for /'kwɒlɪfaɪ fə/ zakwalifikować się do
 score /skɔ: / wynik
 score a goal/a point /,skɔ: ə 'gəʊl/ə 'pɔɪnt/ zdobyć gola/punkt

set a new (world) record /,set ə nju: (wɜ:ld) 'rekɔ:d/ ustanowić nowy rekord (świata)
 speed /spi:d/ prędkość
 speed up /,spi:d 'ʌp/ przyspieszać
 take part in /,teɪk 'pɑ:t ɪn/ brać udział w
 training session /'treɪnɪŋ ,seʃən/ sesja treningowa
 win a prize/a match/a game /,wɪn ə 'praɪz/ə 'mætʃ/ə 'geɪm/ wygrać nagrodę/mecz
 win a point /,wɪn ə 'pɔɪnt/ zdobyć punkt

Injuries and disabilities Urazy i niepełnosprawność

ache /eɪk/ boleć
 break your neck /breɪk jə 'nek/ skrzywić kark
 disabled /dɪs'æɪbəl/ niepełnosprawny
 fall over/have a fall /fɔ:l 'əʊvə,hæv ə 'fɔ:l/ upaść
 get injured /get ɪndʒəd/ doznać urazu
 (spinal) injury /('spɑɪn)l ɪndʒəri/ uraz (kręgosłupa)
 hurt yourself /hɜ:t jə: self/ zrobić sobie krzywdę
 overcome your disability /əʊvə'kʌm jə ,dɪs'æɪbəlɪ/ przezwyciężyć niepełnosprawność
 prosthetic leg /prɒs'tetɪk 'leg/ proteza nogi
 tragedy /'trædʒədi/ tragedia
 wheelchair /'wi:l'tʃeə/ wózek inwalidzki

Personal qualities Przymioty charakteru

caring /'keərɪŋ/ troskliwy
 courage /'kʌrɪdʒ/ odwaga
 courageous /kə'reɪdʒəs/ odważny
 determination /dɪ,tɪ:zmə'neɪʃən/ determinacja
 determined /dɪ'tɜ:mənd/ zdeterminowany
 generosity /,dʒenə'reɪsəti/ hojność
 generous /'dʒenərəs/ hojny
 inspiration /ɪn'spə'reɪʃən/ inspiracja
 inspiring /ɪn'spaɪrɪŋ/ inspirujący
 likeable /'laɪkəbəl/ sympatyczny
 modest /'mɒdəst/ skromny
 modesty /'mɒdəstɪ/ skromność
 passion /'pæʃən/ pasja
 passionate /'pæʃənət/ be passionate about sth – pasjonować się czymś
 positive /'pɒzətɪv/ optymistyczny, z pozytywnym nastawieniem
 positive attitude /,pɒzətɪv 'ætətju:d/ pozytywne nastawienie

Other Inne

achieve /ə'tʃi:v/ osiągnąć
 become a member of (a club) /bɪ,kʌm ə 'membə əv (ə ,klʌb)/ zostać członkiem (klubu)
 challenge /'tʃæləndʒ/ wyzwanie
 copy /'kɒpi/ naśladować
 crash through /'kræʃ θru:/ przedzierać się przez
 devastated /'devəsteɪtəd/ zdruzgotany
 fulfil your ambitions /fʊl,fɪl jə: əm'bɪʃənz/ zaspokoić ambicje
 give up/give sth up /gɪv (,sʌmθɪŋ) 'ʌp/ poddać się/rzucić coś
 grow up /grəʊ 'ʌp/ dorastać
 join a club /,dʒɔɪn ə 'klʌb/ wstąpić do klubu
 keep up with sb /ki:p 'ʌp wɪð ,sʌmbədɪ/ dotrzymać komuś kroku
 look up to sb /lʊk 'ʌp tə ,sʌmbədɪ/ podziwiać kogoś
 make up /meɪk 'ʌp/ wymyślić
 make your mind up /meɪk jə 'maɪnd ʌp/ zdecydować się
 miss the chance /mɪs ðə 'tʃɑ:ns/ stracić szansę
 play a role /pleɪ ə 'rəʊl/ grać rolę
 role model /'rəʊl ,mɒdl/ wzór do naśladowania
 set out on sth /set 'aʊt ɒn ,sʌmθɪŋ/ rozpocząć coś
 take sth up /teɪk ,sʌmθɪŋ 'ʌp/ zająć się czymś (np. zacząć uprawiać sport)
 triumph /'traɪəmf/ triumf



MATURA FOCUS REVIEW 2

SŁOWNICTWO I GRAMATYKA

1 Wykreśl słowo, które nie pasuje do pozostałych wyrazów w danej grupie.

- 1 ice hockey cricket skating skiing
- 2 squash badminton volleyball tennis
- 3 race stadium ice rink ring
- 4 bat stick club whistle
- 5 opponent spectator athlete goalkeeper
- 6 lead break hurt ache

2 Wybierz poprawne słowo.

- 1 The *coach* / *referee* showed two red cards during the first half of the match.
- 2 First, practise *bouncing* / *kicking* a basketball with your right hand; then, stop and continue with your left hand.
- 3 Tony showed great *determination* / *courage* to win when he decided to continue the race with a serious injury.
- 4 I'm sure Britain will *win* / *beat* France tomorrow.
- 5 When she turned 18, Eva decided it was time to grow up and *give up* / *set out* certain childish habits.
- 6 We've booked a volleyball *pitch* / *court* for Friday. Do you want to come and play with us?

3 Napisz pełne zdania, używając podanych słów i czasów: Past Simple, Past Continuous lub Past Perfect.

- 1 The match / not / start / at 7 o'clock / because / it / snow / then

- 2 Ann / get / lots of money / when / she / win / the tennis competition?

- 3 John / buy / a squash racket / even though / he / not / play / squash / before

- 4 you / play / golf / when / you / hurt / yourself?

- 5 I / swim / leisurely / when / suddenly / someone / jump / into the pool

- 6 When / Juliet / get home / Henry / already / go to / the match

4 Wybierz poprawne odpowiedzi.

- 1 I don't think my parents will let me *go* / *to go* to the rugby championship on my own.
- 2 The doctor has advised me *give up* / *to give up* professional sport if I don't want to get injured seriously.
- 3 Tim tends *gaining* / *to gain* weight easily, so he has to be very active to stay in shape.
- 4 You really should stop *wasting* / *to waste* your time at table tennis practice.
- 5 Everyone at the stadium expected their team *winning* / *to win* the match.
- 6 I can't help *laughing* / *to laugh* when I see that video of me trying to learn to ski.

ŚRODKI JĘZYKOWE

PARY ZDAŃ, PARAFRAZA ZDAŃ

5 Z podanych odpowiedzi A–C wybierz tę, która poprawnie uzupełnia luki w obydwu zdaniach każdej pary.

- 1 I lost my favourite golf ____ while travelling to Scotland last week.
If I were you, I would look for a sailing ____ in your town.
A course B race C club
- 2 Tim and Liam have known each other for ages, but they have never ____ on very well.
The British team lost after one of their players had ____ seriously injured.
A been B got C reported
- 3 Has the ____ jump competition finished yet? Who's the winner?
Ann used to have ____ blond hair when she was a little girl.
A long B high C medium
- 4 No one has managed to ____ this world record for more than 10 years.
Be careful on the stairs – you don't want to ____ your neck!
A hit B hurt C break
- 5 Jason nearly won the competition, but he came ____ .
Mark's ____ wife was a goalkeeper in a women's professional league.
A first B second C last
- 6 When we first started running together, I couldn't ____ up with my sister.
The best way to ____ fit is to do some exercise every day.
A keep B be C do

6 Z podanych odpowiedzi A–C wybierz tę, która ma znaczenie najbliższe podkreślonemu fragmentowi zdania.

Wskazówka maturalna

W przypadku parafraz znaczenie wybranej odpowiedzi powinno być jak najbliższe znaczeniu podkreślonego fragmentu, tak aby całe zdanie zachowało ten sam sens.

- 1 Joanna Smith is now an international star, but I remember when she became a member of our local karate club.
A pursued B joined C set
- 2 If you ask me, golf is a very boring sport.
A I agree that B I'm sorry but C I think that
- 3 The athletes completed the 20-kilometre run and they were getting ready for the swimming race.
A After the athletes had completed the 20-kilometre run,
B Before completing the 20-kilometre run,
C While the athletes were completing the 20-kilometre run,
- 4 John is thinking about taking up a sport: rugby or squash. But he still hasn't decided which one to do.
A blown a whistle C fulfilled his ambitions
B made up his mind
- 5 The local football team coach tries not to talk to the press after his team loses a match.
A stops talking B refuses to talk C avoids talking

SŁUCHANIE

DOBIERANIE

- 7 **CD-1.45 MP3-45** Usłyszysz dwukrotnie rozmowę Jima i Beth. Odpowiedz na pytania 1–5, zaznaczając odpowiednią rubrykę.

Wskazówka maturalna

Pamiętaj, że na dany temat mogą wypowiadać się obie osoby, jednak informacja podana w pytaniu jest prawdziwa tylko w przypadku jednej z nich.

Which person ...	Jim	Beth
1 needs to get new equipment?	<input type="checkbox"/>	<input type="checkbox"/>
2 has improved his/her performance recently?	<input type="checkbox"/>	<input type="checkbox"/>
3 has already won a competition?	<input type="checkbox"/>	<input type="checkbox"/>
4 is optimistic?	<input type="checkbox"/>	<input type="checkbox"/>
5 has a competition at 1 o'clock?	<input type="checkbox"/>	<input type="checkbox"/>

CZYTANIE

DOBIERANIE NAGŁÓWKÓW

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

- A A ceremony difficult to understand
- B Celebration of a bright future
- C A special place in history
- D The people who built the stadium
- E The story of the country's people and places
- F The greatest ever show on earth

Olympic Opening Ceremonies

The Olympic Opening Ceremony is always a highlight of the games. Read on to find out how different cities have used the ceremony to promote their countries.

1

Sydney 2000: This opening ceremony was a colourful display of what Australia was and what it is now. It told the story of Australia from its earliest history to the youthful, energetic, multi-cultural country it has become. The show celebrated Aboriginal culture, the great Australian landscape, the cities, the people that built them, and the country's immigrant population who helped it grow.

2

Athens 2004: The Olympics had returned to their home and Greece proudly presented a stunning picture of its achievements. The centre of the stadium filled with water and a young boy in a simple boat sailed across it. It looked like a tiny boat on a huge ocean, but the meaning wasn't difficult. It symbolized Greece as a small country with big ideas that changed the world.

3

Beijing 2008: In the spectacular Bird's Nest Stadium, the opening ceremony was an awesome display with 15,000 performers, including about 2,000 drummers, incredible acrobatics and 30,000 fireworks. China aimed to show the world just how powerful and wealthy it had become, and it certainly made its point that night. Will any future ceremony ever be bigger than Beijing?

4

London 2012: This ceremony was a huge contrast with Beijing's. It replaced Chinese power and precision with British eccentricity, fun and a sense of humour. However, that humour left many international viewers surprised at the sight of sheep, Lord Voldemort, dancing nurses and Queen Elizabeth II parachuting with James Bond into a packed Olympic Stadium.

MÓWIENIE

ROZMOWA Z ODGRYWANIEM ROLI

- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne.

UCZEŃ A

Twoja szkoła chce zorganizować Rodzinny Dzień Sportu. Twoja klasa jest odpowiedzialna za przygotowanie zawodów w dowolnie wybranej dyscyplinie sportu. Wraz z kolegą/koleżanką opracujecie plan tych przygotowań. Poniżej podane są cztery kwestie, które musicie omówić. Rozmowę rozpoczynasz ty.

Nagrody

Grupy wiekowe

Sędziowie

Dyscyplina sportu

UCZEŃ B

Jesteś kolegą/koleżanką ucznia A. Wasza szkoła chce zorganizować Rodzinny Dzień Sportu, a twoja klasa jest odpowiedzialna za przygotowanie zawodów w dowolnie wybranej dyscyplinie sportu. Razem z uczniem A zastanawiacie się, jak to zrobić. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna uczeń A.

- So, tell me, what kind of sports competition should we organise?
- I'm not sure it's a good idea.
- I think we need to organise the competition for different age groups.
- What exactly do you mean by (a small prize)?

PISANIE

BLOG

- 10 Przeczytaj zadanie egzaminacyjne. Spośród podanych opcji a–c wybierz tę, która najlepiej pasuje do zadania.

W twojej szkole organizowany był niedawno Dzień Sportu. Podziel się wrażeniami z niego na swoim anglojęzycznym blogu.

- Wyraź i uzasadnij swoją opinię na temat wydarzeń tego typu.
- Opisz przebieg zawodów sportowych, w których brałeś/brałaś udział.
- Wyjaśnij, kiedy spróbowałeś/spróbowałaś tego sportu po raz pierwszy.
- _____

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

- a Przedstaw wady uprawiania sportu przez młodzież.
- b Przedstaw swoje plany dotyczące uprawiania sportu.
- c Przedstaw najpopularniejszy sport w twoim kraju.

- 11 Wykonaj zadanie egzaminacyjne z ćwiczenia 10.