

01

A fresh start

Read, listen and talk about personality and changes.

Practise present and past tenses; opposites.

Focus on agreeing and disagreeing.

Write an article.

Topic: People: appearance, features of character, feelings and emotions

GRAMMAR AND LISTENING

1 In pairs, look at the photos of Colin and answer the questions.

1 In what ways has he changed in the last year?

Use the adjectives in the box below.

2 Why do you think he changed his image?

Appearance: sporty, cute, untidy, slim, plain, sloppy, well-groomed, fit

Clothes: professional, casual, smart, trendy, scruffy, unfashionable, elegant, sophisticated

Personality: good-natured, serious, ambitious, fun-loving, self-conscious, reserved, outgoing, nice, a bit lost, full of himself

2 **CD1.2** Listen to three conversations. Did they happen before or after Colin changed his image? How can you tell?

3 **CD1.2** Listen again and answer these questions.

Conversation 1

1 How is Colin feeling? Why?

2 How long has Colin been looking for a job?

3 What had Colin done to prepare for the job interview last month?

4 Why didn't Colin get the job?

Conversation 2

5 How has Colin changed in the way he looks and the way he feels?

6 What has he been doing to keep fit?

7 What does he do for a living now?

8 What was he doing when he found out about the job?

Conversation 3

9 How many jobs has Colin had before?

10 Has Colin prepared well for the interview? How do you know?

11 What does Colin do in his free time?

12 How long has Colin had his motorbike?

dream makeovers

BEFORE



AFTER



4 In pairs, discuss these questions.

- 1 Robert says 'I think I know where you've been going wrong.' Where has Colin been going wrong?
- 2 Sue asks Colin if he misses the old Colin. Do you think he does? Would you miss 'the old you'?
- 3 The interviewer says 'How interesting!' What is she suggesting? Why?

Work it out

5 Find examples of the following tenses and meanings in the questions in Exercise 3.

Present Simple

- 1 states *How do you know?*
- 2 routines and habits
- 3 permanent situations and facts

Present Continuous

temporary situations/actions in progress now or around now

Past Simple

actions completed at a specific time in the past

Past Continuous

actions in progress at a specific time in the past or when something else happened

Present Perfect Simple

- 1 states that began in the past and continue up to now
- 2 actions completed at an unspecified time up to now, with important results now
- 3 experiences during an unfinished period of time (e.g. during my life)

Present Perfect Continuous

- 1 actions in progress over a period of time up to now
- 2 processes in the past with important results now

Past Perfect

the earlier of two past actions

► Check it out page 143

6 Which sentence beginnings 1–8 match endings a–h? Explain your decisions.

- 1 I've been trying to get a job
- 2 I tried to get a job
- 3 I've tried to get a job
- 4 I was trying to get a job
- 5 He didn't recognise her because
- 6 She couldn't get a job so
- 7 Every six months
- 8 She looks much better now

- a when I decided to start my own business.
- b but I think it's time to give up.
- c for about six months now.
- d but I gave up after six months.
- e she changed her image.
- f she's changed her image.
- g she changes her image.
- h she'd changed her image.

7 CD1.3 Listen and answer the questions.

- 1 Who are the people and what is their relationship to Colin?
- 2 Who is more positive and who is more negative? How do they describe Colin?
- 3 Whose opinion do you agree with more? Why?

8 CD1.3 Copy the sentences into your notebook and complete them with the correct form of the verbs in brackets. Then listen again and check.

- 1 So you **?** (have) a good look at him then!
- 2 How **?** (you/know)? **?** (you/speak) to him?
- 3 Well, he **?** (have) problems with the photocopier yesterday, so I **?** (show) him how it worked and ...
- 4 Yes, I **?** (see) him with a gym bag. I expect he **?** (work out) on the way home.

9 In your notebook, write the correct form of the verbs in brackets.

About a year ago, a TV company ¹ **?** (look) for people to appear on a show called *Total Makeover*, and my sister ² **?** (write) to suggest I take part. And stupidly, I ³ **?** (agree) to do it.

I remember at one point I felt like a princess: one person ⁴ **?** (cut) my hair and another ⁵ **?** (paint) my nails. I couldn't see what they ⁶ **?** (do) – that's part of the programme, to make it a surprise.

Anyway, in the end it was time to see what they ⁷ **?** (do) to me. The presenter ⁸ **?** (turn) round the mirror and I nearly ⁹ **?** (scream). They ¹⁰ **?** (cut) off almost all my hair. I ¹¹ **?** (have) to smile and pretend to be happy, but inside I ¹² **?** (cry).

Now I ¹³ **?** (try) to grow my hair long again. It ¹⁴ **?** (grow) back a bit, but I still ¹⁵ **?** (wear) a hat most of the time.

10 In groups, discuss the questions.

- 1 Do you think Colin did the right thing? Why?
- 2 Why do people have makeovers?
- 3 Would you ever change your image? If so, why?

READING AND LISTENING

- 1** In pairs, look at the pictures of Flame Warriors. What do you think they represent? Then read the introduction to check.
- 2** **CD1.4** Look at the names of the ten Flame Warriors. Which adjectives might describe each one? Explain your choices. Then read the article and choose the best adjective for each character.
- annoying chatty even-handed
frustrating harmless nasty disruptive
rambling unsteady critical
- 3** Read the article again. Answer the questions.
- 1 Who attacks other people's characters rather than their arguments?
 - 2 Who doesn't know what to do?
 - 3 Who doesn't take the time to understand the argument?
 - 4 Who expects others to entertain them?
 - 5 Who is invisible most of the time?
 - 6 Who just wants others to reply to them?
 - 7 Who never writes long responses?
 - 8 Who prefers the social side of online discussions?
 - 9 Who tries to be fair but is often unwelcome in disputes?
 - 10 Who uses humour to spoil discussions?
- 4** **Vocabulary** Which underlined words in the article match definitions 1–6? What is the connection between the words?
- 1 the culture that comes from the Internet
 - 2 online etiquette – rules for how to behave
 - 3 to get involved in a discussion after lurking for some time
 - 4 'citizens' of the online community
 - 5 to read the messages on an online forum but never write anything
 - 6 a list of frequently asked questions on a website
- 5** **Collocations** Find nouns in the article that collocate with these adjectives and verbs. In your notebook, make more collocations with the words from the box.
- | | | |
|------------|--------------|--------------|
| 1 bare | 4 disrupt | 7 lengthy |
| 2 rambling | 5 irrelevant | 8 reveal |
| 3 in-depth | 6 avoid | 9 unexpected |

analysis comments feet a meeting
offending someone process reply
a secret visitor

- 6** **Metaphors and images** Find all the words and phrases in the article connected with fire and war. Why do you think the writer has used so many powerful images?
- 7** Look at these phrases from the text. In pairs, discuss the image created by the phrases in the context of online discussions.
- ... they put their heads down ...
... snappy replies ...
... someone ... will take the bait
... disrupt the delicate ecology ...
... stumbling their way into discussion forums
- 8** In pairs, discuss these questions.
- 1 Which of the adjectives from Exercise 2 describe your online personality?
 - 2 Which Flame Warrior is most like you? Why?
- 9** **CD1.5** Listen to an expert on online personalities. Which Flame Warrior(s) would benefit from Alice's advice? Why?
- 10** **CD1.5** Listen again. Are the statements true or false?
- 1 When we are online, we can be more honest than when we are offline.
 - 2 Alice thinks flaming is acceptable.
 - 3 Flaming can make us feel stressed.
 - 4 Alice was a regular contributor to the Psychology forum.
 - 5 Alice sent an angry reply to the man on the forum.
 - 6 Alice's Internet problems actually helped her to avoid a bigger problem.
 - 7 You should never write a message to a forum when you're angry.
 - 8 Jokes are dangerous in online discussions.
- 11** Alice uses the following metaphors. What does she mean?
- 1 hold your tongue
 - 2 fall into a trap
 - 3 get something off your chest
- 12** Choose another one of the Flame Warriors. Work in pairs. In your notebook, write some 'golden rules' for your Flame Warrior. Read your advice to another pair. Can you guess which warrior their advice is for?

Some years ago, a calm and quiet discussion forum that I belonged to erupted into a burning flame war. While the forum burnt, I amused myself by drawing caricatures of the main participants. Over the years, the list of online fighters has grown into the Flame Warriors – the different personalities we become when we go online.



Furious Typers combat strategy is to drown their enemies in a sea of angry words. They have no understanding of subtlety and ignore everything except the bare essentials of any argument. After a brief look at their opponent's arguments they put their heads down and rapidly fire off long rambling messages full of grammatical and factual errors.

Diplomats get involved in hot disputes, presuming that the combatants will welcome and appreciate their even-handed and reasonable mediation. They try to be a force for good, helping to bring everyone together, but they usually only manage to turn all the other netizens against them. Frankly, they get what they deserve.



Evil Clowns are very quick with a joke, but their jokes always have a nasty side. They are impatient of in-depth discussions and will often disrupt exchanges between serious forum participants by introducing irrelevant topics or silly jokes and comments. Their greatest thrill is to make fun of weaker Warriors with their snappy replies. Evil Clowns will attempt to avoid defeat by accusing their attacker of having no sense of humour.

For **Coffee Mornings** the discussion forum is a social gathering. Coffee Mornings prefer a friendly, chatty environment and almost always limit their participation to non-technical forums. Coffee Mornings prepare the battlefield by filling it with pleasant but empty messages – their favourite phrase is 'thanks for sharing'.



Bores only get involved in order to criticise other Warriors for not being interesting enough – without, of course, ever contributing anything of interest themselves. When under pressure in battle they will announce their intention of moving on to a more stimulating forum, but instead they will generally lurk quietly until the threat passes.



Therapists can be highly annoying and therefore very effective Warriors. Instead of making a frontal attack, Therapists attempt to move the focus of the conflict to the fighters' psychological motivations and problems. They will freely speculate about other Warriors' insecurities, personalities and relationships, but they will almost never directly deal with the subject of the dispute.

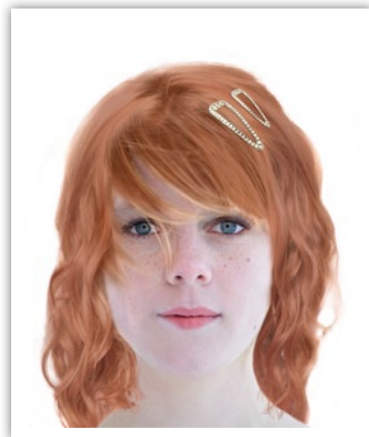
Trollers are looking for a response ... ANY response, and they will fill the forum with complaints, insults and compliments hoping that someone ... ANYONE, will take the bait. They can disrupt the delicate ecology of a discussion forum.

Unsteady in their knowledge of computers and cyberculture, **Newbies** explore the Internet, stumbling their way into discussion forums. They rarely read the FAQs and are clueless about the basics of netiquette. In battle, the Newbie's usual tactic is to pretend to be helpless. Most Warriors will either ignore Newbies or treat them with mild pity, but a few, such as Evil Clown, take special pleasure in torturing them.



Grunters always respond to discussion forum messages with a single word or a short phrase. Other Warriors find Grunters particularly frustrating because they will answer their lengthy arguments with a simple 'Yeah!', 'Get a life', 'Whatever', 'I agree', 'Wrong', etc. Grunters are difficult to engage in direct battle, and the only indication that they have been defeated in battle is when they go silent.

Lurkers do not participate in normal forum discussions, but they're out there ... watching, reading every message. They're usually quite harmless. If a fight breaks out they will quietly observe to avoid revealing their position. Occasionally, however, some mysterious impulse drives them to de-lurk and attack. This totally unexpected assault is universally seen as an ambush, and other Warriors will attack them. Lurkers rarely stay around to fight, however, and after a brief exchange, they once again disappear.



SPEAKING AND LISTENING

- 1** In pairs, look at the photos. Which image suits Julia best? Why? Use words from the box or any other words you remember.

Hair: straight, spiky, shoulder-length, frizzy, ginger, wavy, blonde, etc.

Accessories: hat, glasses, earrings, a nose-stud, hair clips, etc.

Other: heavy make-up, freckles, etc.

- 2** **CD1.6** Listen to Julia talking to her friend, Alex, and answer the questions.

- How were the photos made?
- What opinions do they have?
- Do they agree with each other?

- 3** Which sentence beginnings 1–6 match endings a–f? Copy **Speak Out** into your notebook and complete it.

- | | |
|-----------------------|--------------|
| 1 I wouldn't | a enough. |
| 2 But that's not | b are you? |
| 3 OK, fair | c the point. |
| 4 I'd never thought | d right. |
| 5 You're absolutely | e say that. |
| 6 You're not serious, | f of that. |

SPEAK OUT | Agreeing and disagreeing

Strong agreement

You're telling me!
¹ ? That's exactly what I think.
 So do I./Me too./Neither do I.
 Spot-on!/Exactly!/Absolutely!

Mild agreement

I have to admit, you've got a point there.
² ? Yes, I suppose so.
 That's a valid point.
 True, ³ ? .
 You may/could be right.

Strong disagreement

Nice? I think it's horrible.
⁴ ? Come on!
⁵ ? Frankly, that's rubbish!
 So? What's wrong with that?

Mild disagreement

I don't entirely agree with that.
⁶ ? I hear what you're saying,
 but ...
 To be honest, I don't think that's true.
 I'm not totally convinced.

- 4** **CD1.7** Copy the conversations into your notebook and use **Speak Out** to complete them. Listen and check. Then practise the conversations in pairs.

- 1** A That was one of the worst films I've ever seen.
 B ? me! It was awful, wasn't it?
- 2** A I don't understand why they need to spend an hour doing their hair.
 B ? I. We're just going to the shops!
- 3** A I know I'll have my phone with me, but what if I drop it and it breaks?
 B That's a ? . I hadn't thought of that. I'll take mine too.
- 4** A You spend more time with your new friends than with us!
 B So? ? Maybe I like them better.
- 5** A Alan says parachuting is completely safe as long as you know what you're doing.
 B Maybe, but I'm not ? . I don't think I'll risk it.
- 6** A But all my friends have got spiky hair. I just want to be like them.
 B I hear ? , but I still don't like it.

- 5** **CD1.8** Before you listen to a discussion, read the sentences and think how you could complete the sentences. Then listen and complete the sentences in your notebook with one word in each gap.

Ruth says she doesn't care what's ¹ ? this season, but Dan thinks she copies the models in the ² ? .

Ruth admits that she changes her ³ ? quite regularly.

Dan says the trendsetters are young people in ⁴ ? , ⁵ ? and Milan who experiment with new styles.

Dan believes the fashion industry is just a marketing ⁶ ? .

Ruth thinks Dan's clothes are ⁷ ? and up-to-date.

According to Ruth, a person who wears all the latest styles is called a fashion ⁸ ? .

- 6** In pairs, prepare your arguments for or against the statements below. Then discuss the statements with another pair using language from **Speak Out**.

- The fashion industry works by making people feel bad about the way they look.
- It's not important to look fashionable if you want to succeed in life.
- You shouldn't judge people by the clothes they wear.

VOCABULARY | Opposites

1 Which opposites a–e match adjectives 1–5? Do they all describe people?

- | | |
|------------------|-------------|
| 1 self-conscious | a biased |
| 2 chatty | b snappy |
| 3 nasty | c quiet |
| 4 rambling | d confident |
| 5 even-handed | e nice |

2 **CD1.9** In your notebook, rewrite the sentences 1–10, swapping the underlined word in each sentence with its opposite from the box. Then listen, check and mark the stress on each adjective.

cautious complimentary ignorant
infantile inferior intriguing modest
relaxed well-matched worrying

- 1 Have a bath and you'll feel more tense.
- 2 Steve's a great musician but he's very conceited about his abilities.
- 3 I'm really knowledgeable about politics. You'll have to ask someone else.
- 4 Tom's nasty comment really made me feel superior.
- 5 They're proud because the teacher said some really critical things about their project.
- 6 The week before exams is a reassuring time for everybody.
- 7 Harvey told us some dull stories about his visit to China – he should write a book about it.
- 8 Although their personalities are different, Phil and Amy are very incompatible.
- 9 I really can't forgive Sylvia for her mature behaviour: she's nearly nineteen.
- 10 I'm quite adventurous about trying new food in a restaurant – I don't want to get an unpleasant surprise!



3 Work in pairs. Student A, look below. Student B, look at page 135.

Student A

On a piece of paper, write down the names of:

- a famous couple who are incompatible.
- a TV presenter who pretends to be knowledgeable.
- an actor who always takes predictable roles.

Close your book. Show the names to Student B and explain why you wrote them.

4 **CD1.10** Listen to the first line of each conversation. What is the correct answer in the responses below?

- 1 Did you? I thought he was very *even-handed* / *biased*.
- 2 Do you think so? I think he's quite *knowledgeable* / *ignorant*.
- 3 Haven't you? She always seems very *self-conscious* / *confident* to me.
- 4 Actually, I think he's quite *infantile* / *mature*.
- 5 Really? Her emails are usually so *snappy* / *rambling*.

5 In your notebook, rewrite the sentences with a suitable opposite adjective to show that the speakers agree. Then act out the conversations.

- A Jackie looked very tense today, didn't she?
B Well, she certainly didn't look ¹ ? .

- A That programme about the future of mankind was quite worrying, I thought.
B Mmm, it wasn't exactly ² ? .

- A Mr Palmer's critical of everything we do.
B I know, he's certainly not very ³ ? .

- A Geri's always so cautious in her choice of clothes.
B That's true. She's not very ⁴ ? at all.

- A I'm surprised Kim and Greg are still together – they're so incompatible.
B I know. They're not exactly ⁵ ? , are they?

- A That new boy in our class is so conceited!
B I agree. He isn't what you'd call ⁶ ? , is he?

6 Act out similar conversations to those in Exercise 5, using pairs of opposites from Exercises 1 and 2.

1



WRITING | Article

- 1 Which categories from the box match the groups of adjectives 1–6? In your notebook, add more adjectives to each group.

complexion	character	eyes
general appearance	hair	posture

- 1 calm, aggressive, impulsive
 2 straggly, curly, windswept
 3 sparkling, tired, unfocused
 4 drawn, grey, wrinkled
 5 stooped, upright, unsteady
 6 exhausted, weak, rough
- 2 Which adjectives from Exercise 1 can you use to describe the women in the pictures? What do you think their jobs are?
- 3 Read the task below and discuss the questions in pairs.

Istnieje pogląd, że przy wyborze zawodu najważniejsze są względy finansowe. Napisz artykuł do magazynu młodzieżowego, w którym przedstawisz swoją opinię na ten temat oraz opisz doświadczenia znanej ci osoby, która dokonała zmiany w swoim życiu zawodowym, aby osiągnąć większą satysfakcję z wykonywanej pracy.

- 1 Do you agree with the opinion presented in the task?
 2 What would be most important in a job for you?
 3 Would you follow your dream job even if it meant getting a lower salary?
- 4 Read an article about a woman who made a change in her professional life. Answer the questions.
- 1 How did the events in Maria's life affect her appearance?
 2 What impression does the writer give of Maria's character?
 3 Do you agree with the writer's opinion in the conclusion? Why/Why not?
 4 What is the best title for the article?
 a An easy decision
 b What's your dream job?
 c Getting your priorities right

2



- 5 Read **Writing Skills**. Which beginnings 1–6 match endings a–f?

WRITING SKILLS | Article

An article requires you to present your opinion on the topic given in the task and support it with examples from your own experience. It may include elements of a review or description, or ask you to relate a past event.

- 1 Begin with an interesting, catchy title
- 2 Include an intriguing introduction
- 3 Plan to have around four logical and well-organised paragraphs
- 4 Think about the grammar structures and vocabulary you are going to use
- 5 Finish with a conclusion
- 6 Check your writing for grammar mistakes and make sure
 - a in which you address the exam task.
 - b summarising your point of view.
 - c before you start writing.
 - d to draw the reader's attention.
 - e you've answered the task completely and that you stayed within the word limit.
 - f which can include a short anecdote, an interesting fact, a question or a quotation.

TOUGH CHOICES

True Stories

Having finished university with top grades and glowing references, you land a well-paid job in a major company. It seems you are destined for great success. But what if the job fails to bring you satisfaction, leaving you feeling rough and exhausted instead?

After two years of working around the clock in an investment bank, my sister Maria was a shadow of her former self. Her life revolved around deadlines and meetings, day in, day out. Her complexion seemed greyer and her eyes were tired and unfocused. She had lost weight and looked weak and drawn. That was when she decided to take a leap into the unknown. She quit and decided to take part in a nature conservation project in Africa. People thought she was crazy to throw away a good salary like hers in order to go and live an adventurous life in a South African nature reserve.

I saw her last month and her transformation left me speechless. She looked ten years younger and had a spring in her step again. Her eyes sparkled with joy when she told me about the places she had seen. She doesn't mind earning less, because she feels she has finally got her priorities right.

Maria's career change has worked for her incredibly well, but it's a decision that everyone has to make for themselves. It sounds stereotypical, but a great salary may not be enough to give you a fulfilling and happy life. Maria's story is a great example that there is more than one way to live your life!

6 Look at these idiomatic phrases from the text. What are the missing words?

- 1 glowing ?
- 2 to land ?
- 3 to be destined ?
- 4 to be a shadow of ?
- 5 to work around ?
- 6 day in, ?
- 7 to revolve ?
- 8 to lose ?
- 9 to take a leap ?
- 10 to get your priorities ?
- 11 to have a spring ?

7 Copy the questions into your notebook and complete them with the expressions from Exercise 6. Then answer the questions in pairs.

- 1 Is it important to have ? when you apply for a job?
- 2 Would it be fair if your employer expected you to work ?, day in, day out?
- 3 Would you take ? and go abroad to work as a volunteer?
- 4 How can you improve your chances of landing ??

8 Follow the instructions.

Wiele młodych osób decyduje się podjąć pracę jako wolontariusze zanim zdecydują o swojej karierze zawodowej. Napisz artykuł do gazety w odpowiedzi na zaproszenie do debaty na ten temat. Przedstaw swoją opinię oraz opisz doświadczenia znanej ci osoby, która dokonała takiego właśnie wyboru.

Długość twojego tekstu powinna wynosić od 200 do 250 słów.

WRITING CHECKBOX

- Make sure your article includes an intriguing title and an interesting introduction.
- Check that the main body is well-organised and logical, and that the conclusion summarises your point of view.
- Make sure you have included all the necessary information.
- Check that you have used a wide variety of language structures and vocabulary.
- Make sure your article is within the word limit.

SŁOWNICTWO I GRAMATYKA

- 1 Przepisz podane wyrażenia do zeszytu. Następnie połącz słowa 1–6 i a–f, aby otrzymać poprawne wyrażenia.

1 rambling	a hair
2 spring	b the bait
3 straggly	c your tongue
4 take	d comments
5 in-depth	e analysis
6 hold	f in your step

- 2 Przetłumacz na język angielski umieszczone w nawiasach fragmenty zdań.

- I'm going to (*wykonać skok w nieznaną*) and move to India for a year.
- What's worrying you? Come on, (*wyrzucić to z siebie*) !
- I hate getting up so early (*dzień w dzień*) .
- With the deadline approaching so quickly, we had to (*pracować całą dobę*) to finish the project.
- Simon is so irresponsible. He should (*ustalić swoje priorytety*) before he starts another project.

- 3 Które zakończenia a–e poprawnie uzupełniają początki zdań 1–5?

- Mark has been studying German
 - Last week was the second time
 - I was planning to take a gap year
 - Jeremy had already made some friends
 - It's a long time
- a since I visited my aunt Victoria.
b by the time his first day at work ended.
c for three months now.
d I have changed the colour of my hair this year.
e but I decided against it in the end.

- 4 Przekształć czasowniki podane w nawiasach tak, aby poprawnie uzupełniły tekst.

LOST IN TRANSLATION

Almost everyone I spoke to ¹ (have) an amusing anecdote involving misinterpreted communication attempts. One of them ² (come) from Kate Smith, who ³ (work) as an English teacher in Japan for ten years now. Although she is a language teacher, Kate ⁴ (experience) numerous misunderstandings.

During one of her first stays in Japan, she ⁵ (share) a flat with a Japanese girl, Shoko. One of the first questions Shoko asked was how old Kate was. Kate ⁶ (feel) a bit taken aback by the question, but realised later that her flatmate ⁷ (ask) that question to establish her own position in relation to her. Realising the importance of such cultural differences, Kate decided to address the issue. Currently she ⁸ (prepare) a series of workshops on Japanese etiquette and ⁹ (hope) that she will draw attention to this often ignored aspect of communication.

ŚRODKI JĘZYKOWE

- 5 Przekształć wyrazy podane w nawiasach tak, aby poprawnie uzupełniły tekst.

● Body Art ●

Long before the Western world took a serious interest in tattooing, body art had been playing an important role in ¹ (NUMBER) tribes across the globe, accompanying such rituals as coming of age or mourning. These days, however, body art is an increasingly popular way of expressing personality and individuality and often is an ² (INDICATE) of belonging to a certain group.

People who want to have tattoos need to be able to endure a fair amount of pain. For those more sensitive, there is another method – body painting, which is extremely decorative but also ³ (REMOVE), so you can easily get a new design when you're bored with the old one.

Body painting became so popular that an international festival was set up in the Austrian town of Portschach. Each year it attracts ⁴ (PARTICIPATE) from over 40 countries who compete in several categories.



- 6 Przepisz zdania 1–4 do zeszytu i uzupełnij je wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy, tak aby otrzymać poprawne zdania. W każdej luce możesz użyć maksymalnie pięciu wyrazów.

- Shelley wondered (*she / ever / talk*) to such a conceited person before.
- My feet are aching. I (*wear / high heels*) all day long.
- Please, don't tell anybody yet, but (*I / not / see*) Mark anymore. We fell out a couple of days ago.
- I went on a hiking trip to Scotland in July while my brother (*work / restaurant*) .

CZYTANIE

- 7 Przeczytaj tekst, z którego usunięto cztery zdania. Które zdania A–E poprawnie uzupełniają luki 1–4? Jedno zdanie zostało podane dodatkowo.

THE TEACHER I REMEMBER – EXTRACT FROM A BIOGRAPHY

Mrs Thompson was very old and incredibly tall. She wore heavy make-up, had white frizzy hair and large bushy eyebrows. She seemed to hate children and I could never understand why she had become a teacher in the first place. I didn't actually have classes with her but she caught me on several occasions idling the time away with my schoolmates. ¹ **?** We didn't dare to do that for fear of being overheard, because we knew that she would punish us harshly if she'd ever found out about it. On the other hand, there was a great respect for her from the other teachers at school – perhaps equal in measure to the fear that the pupils had.



One particular incident comes to mind when I think of her. ² **?** And of course, as luck would have it, I ran straight into Mrs Thompson. 'Don't run!' she screeched, fixing me to the spot with her cold gaze. 'Where are you going, young man?' she asked gravely. I struggled for words and mumbled something about Geography class. 'And what time does it start?' she quizzed, knowing the answer all too well. ³ **?** After a pause which seemed like an eternity I stuttered 'I really must go' and hurried away, my heart still beating fast in my chest, palms sweaty with stress.

Many years later I ran into her on the street near my home. She greeted me kindly, smiled warmly and asked how I was getting on in my university studies. ⁴ **?** At first I wanted to tell her how I really felt about her when I was at school, but then I decided to hold my tongue. Lots of time had passed since then and I guess there's no use living in the past, is there?

- A It was totally baffling, but very nice as well – she almost seemed like an old friend of mine.
- B None of us ever made fun of her, however, or laughed at her behind her back.
- C And, as I'm sure you've worked out by now, I was never going to be the student of the year.
- D I was racing to the classroom because I was late for class, which happened to me quite often, to tell you the truth.
- E I was speechless, trying to figure out how best to answer her question, but she really demanded no response.

SŁUCHANIE

- 8 **CD1.11** Usłyszysz dwukrotnie cztery wypowiedzi na temat studiowania. Które zdanie A–E najlepiej podsumowuje każdą z nich? Jedno zdanie zostało podane dodatkowo.

This speaker

A works with some of the people they met at university.

B expected university life to involve a lot of work.

C didn't find studying particularly difficult.

D hadn't realised how hard they would need to study.

E was not interested in the social side of university life.

MÓWIENIE

- 9 Wykonajcie w parach poniższe zadanie.

Uczeń A

Studiujesz na zagranicznej uczelni i zamierzasz zapisać się na warsztaty komputerowe. Proponujesz wzięcie w nich udziału koledze/koleżance. Poniżej podane są cztery kwestie, które musicie omówić.

Terminy
i miejsce zajęć

Liczebność grupy

Sposób
prowadzenia
warsztatów

Korzyści
płynące z udziału
w kursie

Rozmowę rozpoczyna uczeń A.

Skrypt dla ucznia B znajduje się na stronie 135.

PISANIE

- 10 Wykonaj poniższe zadanie.

Istnieje pogląd, że w obecnych czasach trudno jest znaleźć osoby, które mogą być autorytetami dla młodzieży. Napisz artykuł do magazynu młodzieżowego, w którym przedstawisz swoją opinię na ten temat oraz opiszesz osobę, którą podziwiasz i uważasz za autorytet.

Długość twojego tekstu powinna wynosić od 200 do 250 słów.