

Express Publishing

Matura

Repetitorium

Poziom podstawowy

Podręcznik
do języka
angielskiego

Virginia Evans
Jenny Dooley

konsultacja:

Barbara
Czarnecka-Cicha

Bożena
Sendor-Lis



**Nowa
Matura**



Express Publishing

Express Publishing
Matura
Repetytorium
Poziom podstawowy

Virginia Evans - Jenny Dooley



Express Publishing

CONTENTS

Wstęp	.....	p. I
Opis egzaminu	.....	p. II
Module 1	People	p. 4
Module 2	Houses & Homes	p. 16
Culture I	Ireland: <i>The Emerald Isle</i>	p. 26
Module 3	School	p. 28
Module 4	Work	p. 40
Module 5	Family & Social Life	p. 50
Culture II	New Zealand: <i>Paradise of the Pacific</i>	p. 62
Module 6	Food	p. 64
Module 7	Shops & Services	p. 74
Module 8	Travelling & Tourism	p. 86
Culture III	Jamaica: <i>The jewel of the English Crown</i>	p. 96
Module 9	Culture	p. 98
Module 10	Sports	p. 110
Module 11	Health	p. 120
Culture IV	USA: <i>Land of opportunity</i>	p. 132
Module 12	Science & Technology	p. 134
Module 13	The Natural World	p. 144
Module 14	State & Society	p. 156
Culture V	Scotland: <i>Land of the Gaels</i>	p. 166
Speaking Bank	.....	p. 168
Writing Bank	.....	p. 178
Vocabulary Bank	.....	p. 186
Grammar Section	.....	p. 215
Przykładowy zestaw egzaminacyjny	.....	p. 277
Tapescripts	.....	p. 285

MODULE 1 People

Vocabulary Personal identification

- 1 Ask your partner questions and fill in the form below with information about him/her.

Personal Details	
1) FIRST NAME	2) SURNAME
3) Male <input type="checkbox"/> Female <input type="checkbox"/> GENDER	4) DATE OF BIRTH
5) NATIONALITY	6) ADDRESS
7) TELEPHONE NUMBER	8) EMAIL
9) Married <input type="checkbox"/> Single <input type="checkbox"/> MARITAL STATUS	10) OCCUPATION
11) PERSONAL INTERESTS	


Appearance

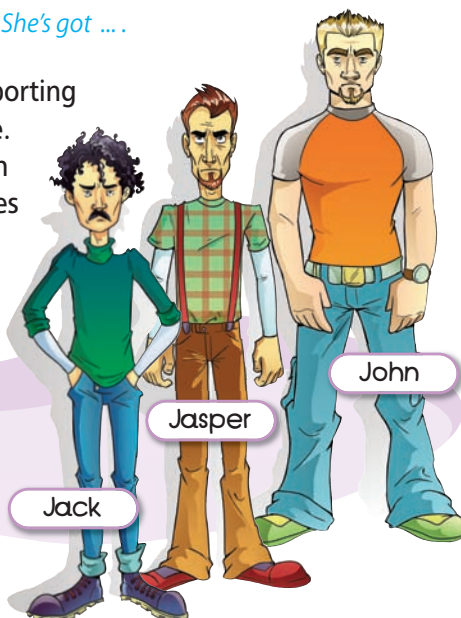
- 2 Write the words under the correct headings in your notebooks. Then write sentences describing yourself and your classmates.

- short • glasses • fair • mid-thirties • well-built • ugly
- green • dark • expressive • late/early teens • freckles • fat
- of medium height • curly • slim • blue • wrinkles • tall
- good-looking • bald • middle-aged • teenager • plump
- shoulder-length • completely white • handsome • elegant
- skinny • beard • straight • moustache • of medium build

Age	Height	Build	Hair	Eyes	Special Features	General
mid-thirties	short	well-built	fair	green	glasses	ugly

I am in my early teens. I'm tall and slim. I've got straight, dark hair and green eyes. I've got glasses and my friends say I'm quite elegant.
Mark is ... He's got ... / Jennifer is ... She's got ...

- 3  Listen to a person reporting a burglary to the police. Which of the people in the pictures matches the description?



Clothes

- 4 a) Match the words (1-15) to the clothes and accessories (A-O).



1	hat	9	shoes
2	jeans	10	dress
3	sunglasses	11	jacket
4	skirt	12	scarf
5	shirt	13	coat
6	tie	14	gloves
7	belt	15	jumper
8	suit		

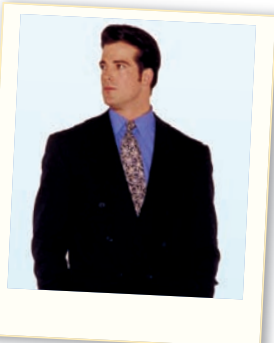
- b) Now choose a classmate and describe him/her to your class.

Peter is tall and thin. He's got dark hair and brown eyes. He's wearing blue jeans, a white shirt and a red jacket.

• Collocations

- 5 a) Look at the pictures. Fill in: *denim, cotton, woollen, tailored, dark, thick, patterned*.

This man is wearing formal clothes. He's wearing a black, 1) suit, a blue, 2) shirt and a red and white 3) tie.



This couple are wearing casual sportswear. They are both wearing 4) jeans. The man is wearing a bright-coloured, 5) jumper while the woman is wearing a blue one. They've both got 6) sunglasses to protect their eyes and 7) gloves on their hands.

- b) Find a picture from a magazine and describe the person's/people's clothes.

Personality

- 6 a) Match the adjectives in A with their opposites in B.

A

impatient optimistic
dishonest modest
talkative hard-working
disorganised gentle
rude mean

B

organised patient
quiet arrogant
generous pessimistic
polite
honest aggressive
lazy

- b) Now choose words from Ex. 6a to fill in the gaps.

- 1 people always see the bright side of things.
- 2 people think they are more important or more talented than others.
- 3 people always tell the truth.
- 4 people like to chat a lot.
- 5 people always want to start fights.
- 6 people have very good manners.
- 7 people don't mind waiting for things.
- 8 people can't keep things in order.
- 9 people don't like to work.
- 10 people don't like talking about their achievements.

- c) Fill in the gaps with *and, but, nevertheless, not only ... but also, however*.

- 1 Terry is hard-working, well-organised.
- 2 Emma is patient with her friends., she can get impatient with her little brother.
- 3 He is a talkative boy, he can be quiet at times.
- 4 Sam is usually polite to other people. He was,, rude to me yesterday.
- 5 Sue is both honest generous.
- 6 He is a gentle boy, a very modest one.

- 7 a) Put the adjectives in the right column.

- easygoing • bad-tempered
- enthusiastic • caring • spoilt
- friendly • loving • energetic
- popular • selfish • helpful
- calm • indifferent • creative
- bossy • outgoing • ambitious
- responsible • cheerful • chatty
- immature • reserved

Positive	Negative
<i>easygoing</i>	<i>bad-tempered</i>

- b) In pairs describe members of your family using adjectives from Exs. 6a and 7a and the following words: *and, but, however, not only ... but also, nevertheless*.

A: *My mum is honest and loving but she can be a bit pessimistic at times.*

B: *My elder brother is not only spoilt but he's also bossy. However, he is caring when he sees me sad.*

Czytanie Dobieranie

Study Skills

Przeczytaj polecenie, aby zapoznać się z zadaniem. Następnie przeczytaj nagłówki i podkreśl w nich słowa kluczowe, a potem przeczytaj tekst pobieżnie, aby poznać jego ogólną myśl. Na koniec przeczytaj uważnie każdy akapit i podkreśl w nim synonimy słów kluczowych. Pamiętaj, że jeden nagłówek nie pasuje do żadnego akapitu.

- 1 Read the rubric. What is the text about?

Matura Przeczytaj tekst składający się z krótkich ogłoszeń internetowych. Do każdej części tekstu (1–7) dopasuj nagłówek, podsumowujący jej treść (A–H). Jeden nagłówek został podany dodatkowo i nie odnosi się do żadnej części tekstu.

- 2 Underline the key words/phrases in the headings. In pairs, think of synonymous or related words/phrases.

Heading A: *action: energetic, active, on the go etc*

- A READY FOR ACTION
- B INTERNATIONAL FRIENDSHIPS WANTED
- C BUSINESS CONTACTS NEEDED
- D SIMPLE PLEASURES
- E HUNGRY FOR BRITISH CULTURE
- F LOOKING FOR A TASTE OF HOME
- G LONELY IN THE BIG CITY
- H LOGGING ON TO LEARN

1 Cathy

I'm a 16-year-old from New York and I'm new in London. I'd love to chat with other Americans to **share experiences** and tips for good places to eat here. Has anyone found anywhere that serves a good American-style steak?!

2 Michael

I'm a 19-year-old Brit who's interested in talking to people from other countries to **broaden** my social circle. I enjoy nights out at the theatre and the cinema.

3 Abdul

I'm 18, I'm from Turkey and I came to Britain to study English. Is there anyone else out there who can help me practise my written English? I find Web chats are a great way to improve.



4 Abbey

I'm a Scottish 17-year-old who has **relocated** to London for work. I haven't made any friends here yet, so I'd love to chat with some Londoners and maybe do some socialising because I have nobody to go out with.

5 Silvio

I'm an energetic Italian **looking for adventure** in England. I'm 18 and I'll be spending my **gap year** in the UK. I love the outdoors, so if you're a cyclist, a mountain climber or a hiker, please **get in touch**.

6 Maria

I'm a 17-year-old from Barcelona who is looking for work in London. Does anyone know of an office looking for a Spanish-speaking secretary? I would also **consider** waitress jobs, if anyone can help.

7 George

I'm a 19-year-old Dutchman looking for a flat to share in London. I live quietly and enjoy the small things in life – home-cooked food, a good book and walks in the park. I'll be in London from September. Please **drop me a line** if you have a room.

- 3 Read Silvio's website profile which matches heading A. Look at the underlined words. They are synonymous phrases to the key words in heading A.

- 4 a) Now do the reading task. Underline words/phrases synonymous/similar to the words you underlined in the headings in Ex. 2. Check your answers with your partner.

b) Explain the words in bold.

Pisanie

List prywatny

- 1 Read the rubric and answer the questions.

Matura Przeprowadziłeś/-aś się do nowego miasta i zawarłeś/-aś nowe przyjaźnie. W liście do kolegi/koleżanki z Irlandii (120–150 słów) napisz:

- jak nazywa się Twój nowy przyjaciel/Twoja nowa przyjaciółka i gdzie się poznaliście,
- ile ma lat i jak wygląda,
- jaką jest osobą i podaj przykład zachowania oddającego jego/jej cechy charakteru,
- dlaczego ta osoba jest dla Ciebie kimś wyjątkowym i jakie budzi w Tobie odczucia.

- What are you going to write?
- Who is going to read it?
- Which of the following should your email include:
 - the person's appearance?
 - the person's family details?
 - how you met?
 - where the person lives?
 - what the person is like, with an example?
 - what languages the person speaks?
 - reason you like this person?
 - how your pen-friend can meet this person?

- 2 Read the email and match the paragraphs to the headings.

- the person's appearance & character
- opening remarks/reason for writing
- closing remarks
- feelings towards the person

- 3 Find examples of informal style in the email.

Dear Jean,

1 Hi from Poland! How's life with you? Good, I hope. I wanted to drop you a line to tell you about a friend I've made in my new town.

2 I met Petra at the school running club. She's in her early 20s and is very fit and athletic-looking – tall and slim, with a nice tan.

Petra's a great person too. She's very energetic and she's always on the go. She's chatty and has a great sense of humour. She always cheers me up when I feel down.

3 Petra is very special and we get on so well. She makes me feel like I've known her for a long time.

It's a pleasure to be with her and I'm sure we'll always be friends.

4 Got to go now. I'm going out with Petra. Email me with all your news soon!

Take care,
Helena



- 4 Mark the sentences O (opening remarks), C (closing remarks).

- | | |
|--|--|
| 1 That's all my news. Write back. | 6 Have to go now. Mum wants me to help her with the cooking. |
| 2 How are you doing? | 7 Hi from London. |
| 3 I'd better go and do some work! | 8 Got to go now. |
| 4 Hi! How are you? | |
| 5 Sorry I didn't write earlier but I ... | |

Study Skills

Zanim zaczniesz pisać, przygotuj wykaz informacji, które chcesz zawrzeć w swojej wypowiedzi. Pomoże Ci to zrealizować zadanie.

- 5 Read the rubric and think of the person you are going to write about. Brainstorm for ideas. List them under headings. Then write your email. Follow the plan.

Appearance: thin, tall, etc Character: easygoing, patient, etc

Matura Przebywasz na wymianie studenckiej w USA. Mieszkasz w kampusie i dzielisz pokój z Polakiem/Polką. W liście do kolegi/koleżanki ze Szkocji (120–150 słów) napisz:

- gdzie przebywasz i jak długo potrwa Twój pobyt w tym miejscu,
- co studiujesz i gdzie mieszkasz,
- jak wygląda Twój współlokator/Twoja współlokutorka i jaką jest osobą,
- dlaczego on/ona jest dla Ciebie kimś wyjątkowym i jakie budzi w Tobie odczucia.

Plan

Dear,

(Para 1) opening remarks, where you are & for how long

(Para 2) what you're doing there & where you are staying

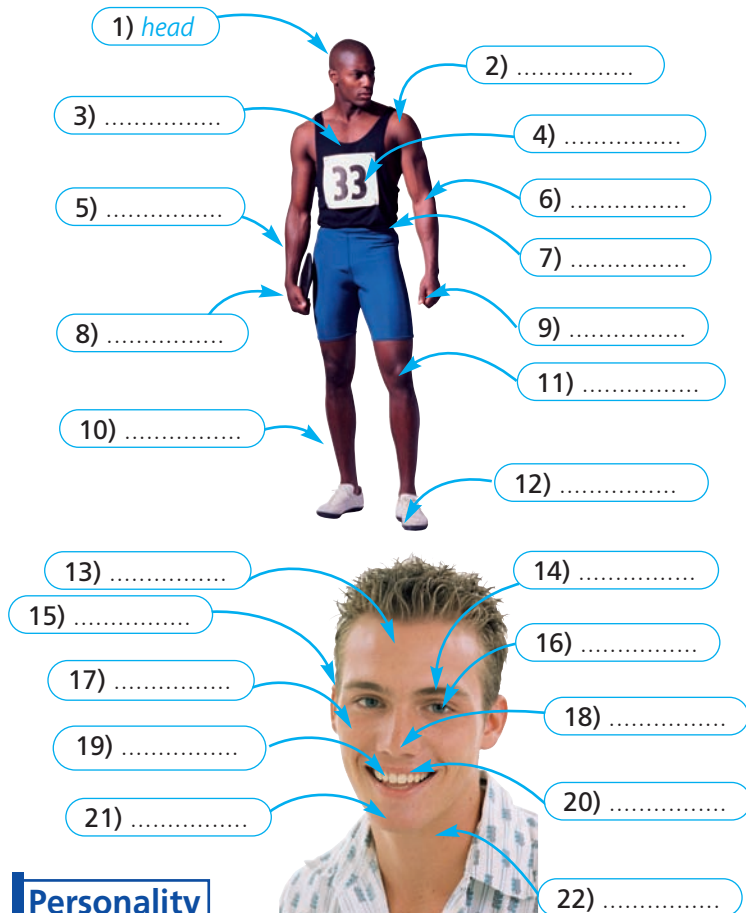
(Para 3) the person's appearance & character, why he/she is special, feelings towards the person

(Para 4) closing remarks

Yours,

Vocabulary Parts of the body

- 1 Label the body parts: *head, cheek, leg, nose, arm, knee, teeth, waist, shoulder, chest, stomach, ear, hand, finger, chin, foot, elbow, neck, forehead, eyebrow, eye, lip.*



Personality

- 2 a) Match the adjectives to the people they describe.

1	adventurous	a	someone who likes playing sports
2	conservative	b	someone who can't make up their mind easily
3	hard-working	c	someone who doesn't like changes or new ideas
4	punctual	d	someone who is always on time
5	sporty	e	someone who works a lot
6	sociable	f	someone who loves taking risks and having new experiences
7	self-confident	g	someone who is friendly and enjoys making new friends
8	indecisive	h	someone who feels sure about their abilities.

- b) Think of people you know and describe their personality. Justify your opinion with an example.

My brother is adventurous. He loves extreme sports and isn't scared of taking risks.

- 3 a) Read the messages posted on an international e-pal agency's website. Fill in: *span, attention, humour, fanatic, personality, vitality, confidence.*

Hi! I'm Artur! I'm looking for an e-pal from England, so I can improve my English. I'm 17 years old and I'm from Warsaw, Poland. People say I've got a great sense of 1) I always make my friends laugh. To be honest, I love being the centre of 2)
Artur, 17, Warsaw

Hello! I'm Peter from Belgium! I'd like an English e-pal. I'm a really sporty person and I'm a fitness 3) I admire people who share my energy and 4) I'm not really interested in reading books or watching films. – It's only sports for me!
Peter, 16, Brussels

Hey! This is Monica from Italy! Is anyone interested in becoming my e-pal? I've got a strong 5), though I can suffer from a lack of 6) at times. I'm a good listener – I have a fantastic attention 7), which means I can listen to people all day. I'm definitely a reliable friend and most of the time I'm good fun, too.
Monica, 16, Milan

- b) Write your own message to find an e-pal. Describe yourself and your personality.

- 4 Tell your partner about your best friend. Mention positive and negative personality traits. Justify your opinion.

A: My friend Jessica is really polite. She never interrupts me when I'm talking. Nevertheless, she can be a bit indecisive as it takes her hours to make up her mind.

Feelings

- 5 a) How do the people feel? Match the sentences (1-8) to the adjectives (a-h).

- | | | |
|----------------------------|--|--------------|
| 1 <input type="checkbox"/> | I couldn't believe it when he won the best actor award. | a angry |
| 2 <input type="checkbox"/> | I feel terrible for being so rude to Linda earlier. | b guilty |
| 3 <input type="checkbox"/> | I'm sure we're going to win the game tomorrow. | c homesick |
| 4 <input type="checkbox"/> | I really miss my family back in Australia. | d excited |
| 5 <input type="checkbox"/> | I won't give up on passing my driving test. | e surprised |
| 6 <input type="checkbox"/> | I can't wait for John's birthday party next week. | f nervous |
| 7 <input type="checkbox"/> | My sister's always borrowing my things – it's so annoying! | g determined |
| 8 <input type="checkbox"/> | I can't relax as I've got a big exam tomorrow. | h confident |

- b) Have you ever felt like the people in Ex. 5a? When? Tell the class.

I was very nervous the night before my maths exam and I didn't sleep well at all.

- 6 Choose the correct adjectives in each pair of sentences.



Present participles describe what sth is like.

e.g. a terrifying film

Past participles describe how sb feels.

e.g. a terrified woman

- a I couldn't sleep last night, I was really **horrified/horrifying** by that film.

b The night of the car crash was the most **horrifying/horrified** experience of my life.
- a I went completely red; I have never been quite so **embarrassed/embarrassing** in all my life.

b I tripped and fell straight in the swimming pool. How **embarrassing/embarrassed**!
- a Going bungee jumping was the most **scared/scary** experience in my life.

b Linda feels so **scared/scary** when she's at home alone late at night.
- a It was pretty **disappointing/disappointed** to fail my exam again.

b My parents were not angry with me, but they were **disappointed/disappointing** by my behaviour.

Prepositions

- 7 Choose the correct preposition.

- A good teacher has to be in control **of/from** their class at all times.
- I used to be jealous **of/about** my brother for being so good at sports.
- The children are really excited **with/about** going to the zoo.
- I felt really sorry **of/for** Jane when she injured her knee.
- Ned is interested **in/at** nature and loves wildlife documentaries.
- James couldn't sleep as he was nervous **with/about** the test.
- I am keen **on/off** meeting Sophie again soon.
- Ellen is mad **about/of** romantic comedies.
- I like comfortable clothes – I don't care **of/about** designer labels.
- You shouldn't take advantage **of/with** her generosity.

- 8 a) Read the following post from a student forum and fill in: *relieved, delighted, kind, stressful, satisfactory, proud, angry, worried*.

Student Forum

Exams Discussion Board

[Log in/Register](#)

Hi everyone! I finally sat my maths exam today. The last two weeks of studying were really 1) for me. I'm just 2) that it's over now. I hope that all my hard work pays off and that my grade will be 3)
Lynn, London

Lynn! You should be 4) of yourself. No matter what grade you get, you've done your best. That's all anyone can ask for! Anyway, you shouldn't be too 5) about the grades. You've got the right attitude.
Dariusz, Poznań

Thanks, Dariusz! It's so 6) of you to say that. To be honest, I'd be 7) with any pass mark for this exam. Maths isn't my strongest subject, so I don't expect to get As easily. However, I'll get 8) with myself if I fail after all that studying.
Lynn, London

- b) Post your comment on the forum.

Słuchanie Prawda/fałsz

Study Skills

Zawsze czytaj uważnie polecenie i podkreślaj w treści zadania słowa kluczowe. Na ich podstawie możesz przewidzieć, czego będzie dotyczyć nagranie.

- 1 a) Read the rubric and the statements and underline the key words. Answer the questions.

Matura Usłyszysz dwukrotnie rozmowę między kobietą i mężczyzną, która odbywa się podczas zjazdu szkolnego. Na podstawie usłyszanych informacji zdecyduj, które zdania są zgodne z treścią rozmowy (*True*), a które – nie (*False*). Wstaw znak **X** w odpowiedniej rubryce w tabeli.

- 1 How many people are you going to listen to?
2 What is their conversation about?

- 1 Max says he isn't interested in fashion.
2 Only one of the people wears glasses.
3 Julia has lost weight since she was a schoolgirl.
4 Max goes to the gym three times a week.
5 Julia is going to Max's house for lunch next Sunday.

True	False

- b) **1.3** Now do the task. Compare answers with your partner.

Słuchanie Dobieranie

Study Skills

Przeczytaj polecenie, a następnie zdania A–F, i podkreśl w nich słowa kluczowe. Zastanów się nad synonimami podkreślonych słów. Ułatwi Ci to rozwiązanie zadania.

- 2 **1.4** Read the rubric and the sentences. Underline the key words. How can you rephrase them? Then do the task.

Matura Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat ludzi, których najbardziej podziwiają. Przyporządkuj im zdania, które najlepiej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–F) w kratki (1–5). Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi.



Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- A He always sees the bright side of things.
B What makes him special is his sense of humour.
C I really enjoy his company.
D He treats everyone with respect.
E He's always ready to help someone in trouble.
F He can keep his temper even in the most difficult situations.

Mówienie Rozmowa wstępna

Study Skills

Upewnij się, że rozumiesz, do czego odnosi się pytanie. Pomyśl, jakie słowa kojarzą Ci się z tematem pytania i jakich struktur gramatycznych należy użyć, aby na nie odpowiedzieć. Staraj się, aby Twoja odpowiedź brzmiała naturalnie i dotyczyła tematu pytania.

- 3 **Matura** Read the questions. What vocabulary areas/grammar structures do you need to answer them?

Question 1 – vocabulary describing character – superlatives

- 1 What are your best and worst qualities?
2 Who do you admire and why?
3 What makes a good friend?
4 How would you describe your appearance? Is there anything you would like to change? If yes, what is it and why?

- 4 Think of vocabulary related to each question and write it down. Compare with your partner.

Question 1

Good character qualities: helpful, patient, easygoing, kind, etc

Bad character qualities: arrogant, selfish, lazy, indifferent, etc

- 5 **1.5** Listen to two people answering question 1. Who uses:

- 1 correct pronunciation?
2 vocabulary related to the topic?
3 appropriate intonation?
4 grammatically correct sentences?

Peter	Stella

- 6 Answer questions 1-4 in Ex. 3.

Pisanie

Wiadomość

(Writing Bank: wiadomość)

- 1 Read the rubric. Who are you writing to? What is the purpose of your message?

Matura

Nie możesz odebrać brata z dworca. Napisz wiadomość do przyjaciela/przyjaciółki z Oksfordu.

- Wyjaśnij sytuację.
- Poproś go/ją o odebranie brata.
- Poinformuj, o której godzinie przyjeżdża pociąg.
- Poproś o kontakt w razie problemów.

- 2 Read the model answer below and find examples of:

- informal greetings/endings
- omitted personal pronouns
- omitted articles
- omitted auxiliaries
- imperatives
- participles
- informal linkers
- abbreviations

John,

Got phone call from work. Going to the office as sb in office went home sick. Must finish project before deadline. Won't be home until 7. Dan's arriving today from Gatwick. Please pick him up from Victoria Station. Train arrives 5:30. Call me if you have problems. Thanks!

Jenny

- 3 Read sentences 1-12 and make them shorter. Compare with your partner.

- 1 Can you meet me at 10:00 am? *Meet me at 10 am.*
- 2 I will see you soon.
- 3 John is not here; he has gone to the cinema.
- 4 I am coming to the party. However, I'll be arriving late.
- 5 We haven't got any eggs. Can you please buy some?
- 6 Will somebody please walk the dog?
- 7 Could you pick up the children from school on your way back home?
- 8 Can you help Jack with his homework?
- 9 Will you wash the dishes, in addition to taking out the rubbish?
- 10 Why don't you call Ryan back on his mobile?
- 11 Could you please wake Sandy up at 8:00 am? The alarm clock is broken.
- 12 I have been working all day; therefore I am very tired.

- 4 Read the messages below and make them shorter.

Dear Claudia,
I'm having a fancy dress party for my birthday. I hope you can come. You must wear a costume! The theme is the 1980s; therefore please wear something from that era. Could you bring some CDs as well? The party will be next Saturday at my flat at 9:00 pm. Can you please call me to confirm? I will talk to you soon!
Joan

Dear Kevin,
The dog groomer is coming at around 3:00 pm. I won't be home until 4:00 pm. Could you please let her into the garden? The groomer is named Leslie Harris; she's a tall woman who has got long fair hair. Could you please ask her to cut Max's hair as well as clip his nails? Can you please pay her £40? I have put the money in the blue jar on the bookshelf. I will see you later.
Chloe

- 5 Read the rubric. Then write your message. Make sure it is short and accurate.

Matura

Przyjeżdża do Ciebie w odwiedziny kuzyn, ale nie możesz go odebrać z lotniska. Napisz wiadomość do przyjaciela/przyjaciółki z Londynu.

- Wyjaśnij, dlaczego nie możesz pojechać na lotnisko.
- Poproś go/ją o podwiezienie kuzyna do domu.
- Opisz pokrótce wygląd kuzyna.
- Poproś o kontakt telefoniczny w razie problemów.

Słuchanie Wybór wielokrotny

Study Skills

Przeczytaj polecenie, a następnie treść zadania, i podkreśl w nim słowa kluczowe, które pomogą Ci przewidzieć, czego będzie dotyczyć nagranie. Pamiętaj, że wszystkie frazy A–C zawarte w zadaniu pojawiają się w nagraniu, ale tylko jedna z nich jest prawdziwa.


- 1 a) Read the rubric, the statements and the options. Underline the key words in the statements and options. What is the script about?

Matura Usłyszysz wywiad z piosenkarzem. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B lub C.

- James is happy because
 - he's never been to London before.
 - his biggest fans are British.
 - London is his favourite city.
- James's new CD
 - was recorded in various countries.
 - is a mixture of musical styles.
 - has songs in different languages.
- When James is on stage, he feels
 - nervous.
 - excited.
 - relaxed.
- When James damaged his voice, he
 - knew it would get better.
 - couldn't understand how it had happened.
 - was scared his career was over.
- The bad point about his lifestyle is that he
 - gets homesick for Italy.
 - is constantly tired.
 - feels sorry he's away from his family.

b) Now read the first statement and the three options then read the extract from the tapescript. Which is the correct answer? Why aren't the other two correct?

- A:** Good afternoon, Listeners. Today we have Italian opera singer James Cariaggio in the studio. Welcome to London, James.
B: Thank you. It's wonderful to be here.
A: James, this isn't your first time in London, is it? If my memory's correct, you've performed here before.
B: Yes. Five years ago, I gave the first big concert of my career in London. I remember being extremely nervous! I also remember falling in love with London on that trip so I'm thrilled to be back. For me, there's no city in the world like London. I'm the biggest fan of all things British.

- c)  **1.6** Do the listening task. Compare your answers with your partner.

Mówienie Opis ilustracji


Study Skills

Opisując zdjęcie, rób to tak, jakbyś opisywał(a) je komuś, kto nie może go zobaczyć. Uwzględnij jak najwięcej szczegółów. Opisz miejsce, porę roku, pogodę, ludzi i ich czynności, ich ubrania i nastrój, a także inne elementy zdjęcia.

- 2 Look at the photograph and make notes under the headings in the Study Skills box.

place: college, university
time of year: spring or summer
weather: sunny, etc



- 3 Look at the photograph and complete the description.
 **1.7** Listen and compare your answers.

The photograph shows two **1)** outside a **2)** It's a sunny spring day. I think they are reading a text message or looking at a photograph on one girl's mobile phone. The teenager on the left has got shoulder-length dark **3)** hair. She's wearing a long-sleeved striped **4)** and she's holding some **5)** The other girl has got long straight **6)** hair. She's wearing a white **7)** and a pair of white **8)** She's holding her **9)** and a book. There's a black **10)** on her shoulder. They both look very happy.

Czytanie Wybór wielokrotny

- 1 Describe the people in the picture.
- 2 Look at question 1 and the underlined words in the text. Which is the correct answer?

Study Skills

Przeczytaj polecenie i tekst, koncentrując się na jego ogólnym znaczeniu. Przeczytaj zdania i proponowane odpowiedzi A–D, a następnie podkreśl w nich słowa kluczowe. Znajdź w tekście zdania, które odnoszą się do treści zadania, pamiętając o tym, że to samo znaczenie można wyrazić na wiele sposobów.

- 3 Read the rubric and do the rest of the reading task. Justify your answers. Explain the words in bold.

Matura Przeczytaj tekst.

Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

- 4 Which of these adjectives best describe Laurie, Jo & Amy: *unhappy, helpful, calm, caring, selfish (only thinking about yourself), tired, afraid*. Find evidence in the text.
- 5 Imagine you are Laurie, and write your diary entry for the day of the incident in the extract. Write: *where you were, who with, what you were doing, what happened, how you felt*. Read your entry to the class.

Little Women



As Laurie turned the corner, he shouted back. "Keep near the **shore**. It's not safe in the middle." Jo heard, but Amy was **struggling to her feet** and didn't hear a word. Jo looked over her shoulder and a voice in her head said ... "Whether she heard or not, she can take care of herself."

Laurie skated round the corner, and Jo was just about to follow him. Amy was far behind and going towards the smoother ice in the middle of the river. For a minute Jo **stood still** with a strange feeling in her heart. She decided to go on, but something stopped her and turned her round. She was **just in time** to see Amy throw up her hands and go down, with a sudden **crash** of ice. There was a splash of water, and a cry that made Jo's heart **stand still with fear**. She tried to call Laurie, but she had no voice. She tried to go forward, but she felt she had no **strength** in her feet. For a second, she stood still and was **staring** with a scared face at the little blue hood above the black water. Something went past her quickly, and Laurie's voice cried out ... "Bring a rail. Quick, quick!"

She didn't know how she did it, but for the next few minutes she worked with Laurie, who was **lying flat** on the ice. He held Amy up with his arm and a hockey stick until Jo got a rail from the fence. Laurie and Jo got the child out. Amy was frightened but not really hurt. "Now then, we must walk her home as fast as we can. Cover her with our things, while I **take off** my skates," said Laurie. He put his coat around Amy as he was **pulling hard** at his laces. Amy was **shivering, dripping wet**, and crying, as they took her home. After such an exciting time, she **fell asleep**, covered in **blankets** in front of a hot fire.

- 1 After she heard Laurie's advice, Jo decided

A to repeat it to Amy.	C Amy didn't need help.
B to turn back.	D to take good care of Amy.
- 2 When Laurie reached the corner, he was

A at the front of the group.	C at the back of the group.
B in the middle of the group.	D watching the group from the riverside.
- 3 Jo reacted to Amy's fall

A slowly.	C heartlessly.
B quickly.	D loudly.
- 4 Jo and Laurie freed Amy with the help of a

A tree branch.	C coat.
B pair of laces.	D piece of fence.
- 5 Amy went home

A covered in a blanket.	C on skates.
B on foot.	D carried by the others.

Czytanie Wybór wielokrotny

- 1 Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C lub D.

Body Language

Body language is the way people reveal their thoughts and emotions simply by moving their body in certain ways. More often than not, they don't even realise they are doing it. It could be the gestures a person makes with their hands, the way they move their head or even how they use their eyes or mouth. In other words, people can give unspoken signals which communicate meaning just as much as words do. Psychologist Dr Kevin Lacey stresses the importance of body language. "In order to make a good impression, just saying the right thing isn't enough," he says. "How we say it, and the body language we use, can be just as important."

So what does Dr Lacey suggest we do to improve the sort of message our body language is sending? "Firstly, when you sit opposite someone, don't cross your arms or legs," he advises, "and if you are wearing a jacket, open it. Otherwise, your position looks 'closed' and people may easily think you have something to hide. An open posture, on the other hand, makes people think that you are being honest. If you want to show you are interested in what someone is saying, you should lean forward with your head slightly to one side. This suggests that you are paying attention to them. Making direct eye contact is usually a good idea too, although in some cultures, such as in some parts of Asia, it can be a sign of disrespect."


But it's not just a question of giving out the right signals ourselves. It can also be very useful to understand someone else's body language. If, for example, you want to know whether someone is telling the truth or not, there are a number of simple signs to look out for. "If someone's eyes keep moving quickly around the room and they keep on touching their face," Dr Lacey explains, "there is a good chance the person is not being completely honest."

So the next time you meet someone new, why not follow Dr Lacey's advice? Hopefully, body language will help you to trust and be trusted!



- | | |
|---|--|
| <p>1 Body language can show people's</p> <ul style="list-style-type: none">A movements.B looks.C feelings.D understanding. <p>2 Dr Lacey thinks that body language is</p> <ul style="list-style-type: none">A of hardly any importance.B more important than speech.C an important way of communicating.D less important than speech. <p>3 Crossing your arms or legs suggests you</p> <ul style="list-style-type: none">A are feeling angry.B are not easily annoyed.C feel uncomfortable.D are keeping something back. | <p>4 Looking someone straight in the eyes</p> <ul style="list-style-type: none">A should not be done everywhere.B will gain you people's respect.C is only acceptable in Asia.D shows that you are highly cultured. <p>5 A sign that someone is lying is when they</p> <ul style="list-style-type: none">A keep walking round the room.B don't look at one thing for long.C keep looking at your face.D try to leave the room quickly. <p>6 Dr Lacey believes that body language</p> <ul style="list-style-type: none">A shows how others feel.B is tricky.C helps us communicate better.D cannot be trusted. |
|---|--|

Śłuchanie Dobieranie

- 2**  **1.8** Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat wyglądu. Przyporządkuj im zdania, wpisując odpowiednie litery (A–F) w kratki. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej wypowiedzi.

Which speaker

- A thinks age plays a role in how we choose to look?
- B wants to create a tidy impression?
- C says their mood influences their appearance?
- D admits they always follow fashion?
- E sometimes starts their day feeling unattractive?
- F says their appearance affects their social life?

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	



- 1 How do the people in the pictures enjoy being with their friends?
- 2 Do you hang out with friends?
- 3 What kind of friends do you look for?
- 4 What do you like most about your best friend?
- 5 What behaviour of others hurts you most?
- 6 What do you think are your good and bad qualities?

Mówienie Rozmowa wstępna Opis ilustracji Odpowiedzi na pytania

- 3** Odpowiedz na pytania.

- 1 How important to you is it to follow fashion?
- 2 Do you think your clothes reflect your character?
- 3 What does your best friend look like?
- 4 How would you describe their personality?
- 5 What sort of things make you feel angry?

- 4** Opisz zdjęcia. Następnie odpowiedz na pytania.



Pisanie Wiadomość/list prywatny

- 5** Obiecałeś/-aś sąsiadowi, że zaopiekujesz się jego dzieckiem, ale nie możesz wywiązać się z obietnicy. Napisz wiadomość do współlokatorki z Anglii.
- Wy tłumacz, dlaczego nie możesz zająć się dzieckiem.
 - Poproś współlokatkę, żeby Cię zastąpiła.
 - Opisz pokrótce zainteresowania dziecka.
 - Poinformuj, że zastąpisz ją o godzinie 20.
- 6** Uczęszczasz na kurs języka angielskiego w Wielkiej Brytanii. Zredaguj list do przyjaciela/przyjaciółki (120–150 słów).
- Napisz, gdzie przebywasz i w jakim celu.
 - Opisz pokrótce uczestników kursu i miejsce zakwaterowania.
 - Wspomnij o dwóch rzeczach, za którymi najbardziej tęsknisz.
 - Podaj termin powrotu do kraju i zapytaj, kiedy zamierza Cię odwiedzić.

Express Publishing

Matura

Repetitorium

Poziom podstawowy

Express Publishing Matura Repetitorium. Poziom podstawowy to najnowsza propozycja dla uczniów przygotowujących się do egzaminu maturalnego na poziomie podstawowym. Prezentuje zintegrowane podejście do rozwoju wszystkich sprawności językowych u uczniów na poziomach od A1 do B1.

Zalety kursu:

- starannie opracowane zadania zgodne z nową formułą egzaminu maturalnego obowiązującą od 2012 r.
- zgodność tematów oraz materiału leksykalno-gramatycznego ze standardami wymagań egzaminacyjnych
- systematyczny rozwój poszczególnych sprawności: słuchania, czytania, mówienia i pisania
- różnorodne teksty o ciekawej tematyce
- wskazówki ułatwiające uczniom samodzielną naukę
- przejrzysty podział materiału na poszczególne sekcje:
 - **15 tematów maturalnych** szczegółowo opracowanych w czternastu modułach i pięciu sekcjach **Culture**
 - testy maturalne **Matura Exam** zawierające zadania zarówno z części ustnej, jak i pisemnej egzaminu
 - sekcja **Speaking Bank** umożliwiająca powtórzenie funkcji językowych
 - sekcja **Writing Bank** ułatwiająca opanowanie umiejętności tworzenia wypowiedzi pisemnych zgodnie z wymaganiami egzaminu maturalnego
 - sekcja **Vocabulary Bank** pozwalająca na poszerzenie i utrwalenie słownictwa
 - sekcja **Grammar Bank** z obszernymi wyjaśnieniami zagadnień gramatycznych i ćwiczeniami utrwalającymi
 - **przykładowy zestaw egzaminacyjny** obejmujący część ustną i pisemną egzaminu na poziomie podstawowym

ISBN 978-0-85777-894-9



Express Publishing