

Express Publishing

Matura

Repetytorium

Poziom rozszerzony

Podręcznik
do języka
angielskiego

Virginia Evans
Jenny Dooley

konsultacja:
Bożena Sendor-Lis

**Nowa
Matura**



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Virginia Evans - Jenny Dooley



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MODULE 1 People

Vocabulary Facial features

1 Fill in: *oval, full, fair, puffy, freckled, broad, dark, clear, hollow, pale, thin, spiky, hooked, rosy, upturned, thick, spotty.*

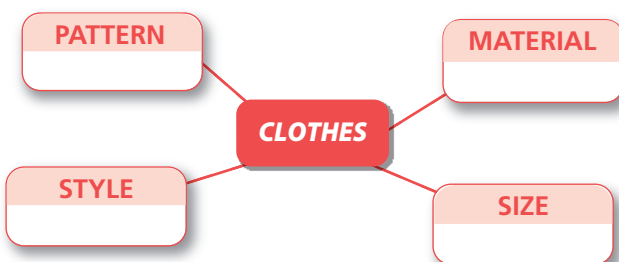
- | | |
|--------------------|----------------|
| 1 nose | 5 lips |
| 2 shoulders | 6 cheeks |
| 3 complexion | 7 hair |
| 4 eyes | 8 face |

2 Fill in the gaps with the words *crossed, dropped, flare, purses, raised, shrugged.*

- Mark's jaw when he heard the shocking news.
- If Jane frowns and her nostrils, then you know she's angry.
- Having your arms is supposed to show that you are being defensive.
- You can tell that Amy disapproves of something when she her lips.
- I didn't know the answer to the question, so I just my shoulders.
- Mr Jones his eyebrows in surprise when I told him I was moving to France.

3 Use the words in the list to complete the spidergram.

- short • loose • multi-coloured • baggy
- floral • cotton • large • tight-fitting • smart
- polka-dot • woollen • casual • striped
- formal • denim • small • trendy • checked
- linen • over-sized • plain • knitted • long
- leather • high-heeled • polo-neck
- long/short-sleeved



Use words from the spidergram to describe what your classmates are wearing.

Feelings & emotions

4 a) Match the feelings (1-5) to the physical sensations (a-e). Then make sentences.

Feelings		Physical sensations	
1	c	embarrassed	a tears welling up
2		anxious	b adrenalin rush
3		excited	c hot, red face
4		nervous	d heart pounding
5		sorrowful	e butterflies in stomach

I was so embarrassed my face went red.

b) Label the pictures.

- clench your fists • wink • yawn • bite your nails
- shrug your shoulders • drop your head
- blush • stroke your chin • fold your arms
- scratch your head • cross your legs • frown



5 What possible feelings might someone in your country have when they: *clench their fist? cry? frown? sweat? tap their fingers? tremble?*

When someone clenches their fist, it usually means that they are angry.

Character

- 6 Match the words (1-10) to the people (a-j) they describe.

1 conservative	5 gullible	8 self-righteous
2 impatient	6 reliable	9 sentimental
3 moody	7 self-confident	10 sociable
4 perfectionist		

- ☐ a George always wants things to be done without mistakes.
- ☐ b Katie loves going out and meeting new people.
- ☐ c Angie is very tender-hearted and likes to remember nice moments.
- ☐ d Mr Lyons is a trustworthy neighbour.
- ☐ e Joe is always in a rush and can never wait for anything.
- ☐ f It's easy to play jokes on Elaine; she believes everything you tell her.
- ☐ g Mrs Cook hates the idea of anything changing in the world.
- ☐ h Chris never has any doubts about himself or what he is capable of.
- ☐ i My sister is really temperamental – one minute she's happy and the next she's sad.
- ☐ j Sarah is so proud of her beliefs that it annoys everyone who knows her.

- 7 Complete the sentences with the correct form of the words in brackets.

- Lucy is a (**passion**) follower of the latest fashion trends.
- David is quite shy and lacks (**confident**) when speaking in front of crowds.
- The boys are so easily (**distract**) that they always get sidetracked from their homework.
- I recognise that boy's face, but I've got no (**recollect**) of meeting him before.
- Chris is a very kind person whose heart is full of good (**intent**).
- Everyone admired Linda for her (**know**) of the subject.

Emphasising feelings

- 8 Replace the words in bold with their emphatic synonyms: *miserable, appalled, furious, exhilarated, petrified, devastated*.
- Billy was **scared** when a big dog appeared.
 - Joanne felt **excited** when she rode her new motorbike for the first time.
 - Ruth was **shocked** when she saw the dirty hotel room.
 - Martin's **sad** because he failed his exams.
 - Harriet's cat is seriously ill and Harriet's **upset**.
 - I spilled cola all over the new carpet this morning and my mum was **angry**.

Ethical issues

- 9 Fill in: *future, free, racial, freedom, ill, immigration, will, minorities, human, right, death, security, sexes, growth*.

In the 19th century, you might have said the civilised countries were those which provided 1) education to their children. In the next century equality of the 2) was a big issue, with women fighting for the 3) to vote and the same wages as men, for example. In today's globalised world, perhaps a nation's 4) rate is a good indicator of how well it treats the people within it, as it shows how many people have chosen to live there. Some would say, however, that the amount of 5) discrimination faced by people from ethnic 6) is a better measure of a country's values. There are many more questions we could ask about any modern society. For example, does the state provide enough social 7) for the poor, infirm and the unemployed? Is there 8) of speech that allows people to protest against the government? Do people who are terminally or mentally 9) receive decent healthcare? Is the country taking the right steps to protect the environment for 10) generations? In China, for example, the government allows people to have only one child to try to control its rapid population 11) Is this a responsible policy, or an infringement of people's 12) rights? There are people who would say that the abolition of the 13) penalty is the best indicator of how civilised a country is. But what if a democratic country puts the issue to the vote and people say yes to a system of state killing for serious criminals? Isn't following the 14) of the people the mark of a civilised society?

Meet the Lion Whisperer

*Every once in a while a courageous person comes along and breaks down established **barriers** by doing something truly exceptional. They sometimes even manage to change the world by changing the way people think.*



Rozpoznawanie struktur leksykalno-gramatycznych

Wybór wielokrotny

- 1 Look at the picture and the title of the text. What do you think a lion whisperer is? Read through to find out. How does the picture make you feel?

Study Skills: Multiple Choice Cloze

Read the text quickly to see what it is about. Read it again sentence by sentence. Pay attention to the words before and after each gap as they will help you decide on your choice. Read the completed text again to see if it makes sense.

Matura Przeczytaj tekst. Z podanych możliwości odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D.

Kevin Richardson is a talented animal **behaviourist** who interacts with some of the wildest animals in a way most of us would never even 1) Believe it or not, Kevin cuddles and horseplays with hyenas, leopards, and lions, and even swims with lionesses. In fact, he has 2) a close relationship with these wild predators that he has earned himself the name 'The Lion Whisperer'.

'The Lion Whisperer' raises and **trains** wild animals in a wildlife conservation area outside Johannesburg in South Africa, but instead of using **whips** and chains to control the animals, Kevin uses love, patience, and trust to develop a special **bond** with them. His 3) method of getting to know each creature individually has led these normally unfriendly animals to accept him **willingly** into their **pride**.

Kevin says that his secret lies in understanding what makes each animal happy, angry, upset, or irritated, just like a mother with her child. Some people think Kevin is crazy while others 4) him a hero. What is certain is that his interaction with these animals proves that they have individual characters, can show emotion and are capable of developing a relationship with people.

The Lion Whisperer is 5) of the dangers involved in his work. Having learnt his lesson years ago when an aggressive four-year-old lion attacked and **mauled** him, Kevin says he uses his gut feeling to **gauge** situations and decide whether to approach an animal or not. Kevin has been bitten and scratched numerous times while playing around with these animals, but he believes that it was never **malicious** on their behalf and accepts it as part of the job.

Kevin's unconventional method has attracted attention from around the world, including that of scientists and film directors. He has recently completed a film about the lions he works with entitled *The Kingdom of the White Lion*, which he hopes will 6) by a large number of people and will raise awareness of the need to protect these **majestic** creatures.

- 2 Read the rubric and do the task. Which words helped you decide?

- | | | |
|--------------|--------------|----------------|
| 1 A perceive | 3 A single | 5 A knowing |
| B realise | B unique | B aware |
| C imagine | C only | C familiar |
| D suppose | D alone | D informed |
| 2 A so | 4 A consider | 6 A being seen |
| B much | B view | B to see |
| C too | C regard | C be seen |
| D such | D hold | D to be seen |

3 Read the text again and answer the questions.

- Why is Kevin Richardson called 'The Lion Whisperer'?
- How does Kevin bond with the animals?
- What is special about his method?
- What conclusions about lions can we draw from Kevin's work?
- What does Kevin hope to achieve by his work?

4 Match the words in bold in the text to their synonyms: *obstacles, relationship, judge, nasty, teaches, group of lions, injured, psychologist, dignified, readily, lashes*. What part of speech is each?

5 Choose the correct word.

- To gain the animals' trust, he **deals/treats** them with respect.
- He has a very **close/attached** relationship with the lioness.
- Kevin aims to **rise/raise** awareness of the need to protect the animals.
- You need patience if you want to **tie/bond** with a wild animal.
- The lions would never attack and **sting/bite** him.

6 Fill in: *truly, attract, willingly, feeling, barriers, earn, lies, unconventional*. Make sentences about Kevin using the completed phrases.

- to break down
- exceptional
- to himself a name
- to accept sb
- the secret in
- gut
- method
- to attention

7 Tell the class three things you have learnt from the text.

8 **Think!** Would you like to do Kevin Richardson's job? In three minutes write a few sentences. Tell the class.

9 **ICT** Find out more about Kevin Richardson's work. Visit his website and click on 'about'. Takes notes. Present them to the class.

Słuchanie Prawda/fałsz

10 Read the rubric and the sentences, then do the listening task.

Matura Usłyszysz dwukrotnie wypowiedź specjalisty na temat tresury zwierząt domowych. Na podstawie zawartych w niej informacji zdecyduj, które zdania (1–5) są zgodne z treścią tekstu (TRUE), a które nie (FALSE). Zaznacz znakiem X odpowiednią rubrykę w tabeli.

- Animal and human psychologists use similar methods.
- Training methods used on animals in the past differ from those of today.
- Dogs seldom obey when they feel their trainer is in charge.
- A good pet psychologist would not use the same approach on a horse as they would on a cat.
- Pets often develop bad behaviour for no reason whatsoever.

True	False

Mówienie Opis ilustracji i odpowiedzi na pytania

11 **Matura** Opisz zdjęcie i odpowiedz na pytania.



- How do you think the person in the picture feels?
- Why is it that people like animals so much?
- Describe an experience you had of seeing a wild or exotic animal.

Use of English Tenses

- I've never met such a friendly girl.
She's the most friendly girl I've ever met.
- I've never given a speech before.
It's the first time I've ever given a speech.
- It's a long time since she wrote to me.
She hasn't written to me for a long time.
- She came to England two years ago.
She has been in England for two years.
- The last time I spoke to him was a month ago.
I haven't spoken to him for a month.
- How long ago did he get married?
How long is it since he got married?
- He hasn't found a job yet.
He still hasn't found a job.
- She started dyeing her hair a few months ago.
She's been dyeing her hair for a few months.

1 Complete the sentences using the word in bold. Use two to five words.

- It's a long time since he last visited grandpa.
FOR He
..... a long time.
- How long ago did he meet his wife-to-be?
SINCE How long
..... his wife-to-be?
- She has never been to a funeral before.
EVER It's the first time
..... to a funeral.
- The last time he had a haircut was three months ago.
HAD He
..... for three months.
- They got married last year.
BEEN They
..... for a year.
- I've never met such an argumentative person before.
MOST He is the
..... ever met.
- She hasn't lost any weight yet.
STILL She
..... any weight.
- He started working for a company three months ago.
BEEN He
..... a company for three months.
- They are the most devoted parents I've ever seen.
NEVER I
..... devoted parents.
- How long is it since you moved house?
AGO How
..... house?

• Lexicogrammatical word transformations

2 Complete the sentences using the word in bold. Use two to five words.

- Karen isn't similar to her mother.
AFTER Karen
..... her mother.
- I lost touch with Ben after I moved house.
TALKED I
..... since I moved house.
- She didn't start crying until everyone had left.
BEFORE She waited until everyone
..... into tears.
- You should have asked for your friends' advice.
PITY What
ask for your friends' advice.
- Those trousers are not very fashionable any more.
FASHION Those trousers
..... for quite some time.
- My parents' 20th anniversary is in September.
HAVE This September my parents
..... 20 years.
- As he gets older, he becomes more caring.
THE The
caring he becomes.
- Jane described the burglar's appearance in detail.
DESCRIPTION Jane
..... the burglar's appearance.
- It was wrong of her to reveal his secret.
GIVEN She shouldn't
..... his secret.
- He can't decide whether to accept the offer or not.
MIND He can't
..... whether to accept the offer or not.
- He was in his late forties when he decided to take up writing professionally.
BECOME He didn't
..... he was in his late forties.
- Considering that she's so young, Mary is very mature.
AGE For
....., Mary is very mature.
- David used to play the guitar, but he doesn't any more.
GIVEN David
..... the guitar.
- Laura didn't know any of the people at the party.
NOBODY There
..... at the party.
- You can buy very cheap birthday cards in this shop.
NOTHING It costs
..... birthday gifts in this shop.

• Word formation

3 Fill in the correct form of the words in bold.

What do Elizabeth I, Napoleon, Thomas Jefferson and Winston Churchill all have in common? Well, apart from the fact that they were four of the most renowned leaders in world history, they were also all 'redheads'! Red hair is the rarest **1) (nature)** hair colour in humans and today only around 1% of the world's **2) (populate)** is redheaded. Throughout history, artists have always been fascinated by people with red hair. For example, Botticelli depicted the goddess Venus with red hair in his famous painting The Birth of Venus. And in modern times, red hair has even become a fashion trend, with many people choosing to dye their hair red. On the other hand, **3) (particular)** in Britain, redheaded people continue to be the victims of **4) (discriminate)** Redheaded schoolchildren are often called **5) (offence)** names and even some redheaded adults claim to have suffered bullying in the workplace. Most people think that joking about redheads is harmless fun, but redheaded Britons can sometimes get upset when they are teased about their hair.



• Lexical multiple choice items

4 Choose the correct answer.

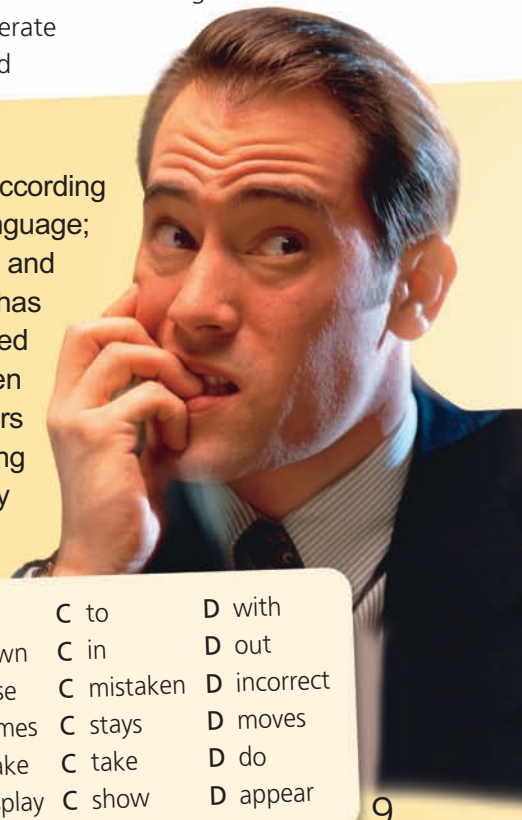
- My teacher feels of my getting good grades in the final exams.
A safe B confident C secure D definite
- Does she believe that I'll help her after the way she spoke to me?
A seriously C steadily
B genuinely D earnestly
- Peter couldn't utter a(n) word after he learnt he had won the award.
A single B particular C only D unique
- I know how John felt when he scored the winning goal for his team.
A distinctly C particularly
B essentially D exactly
- Jason felt tired and after working out all afternoon.
A weary B restless C angry D soothed
- He treats the customers with respect.
A plain B regular C primary D normal
- Parents have to a good example for their kids.
A set B place C show D put
- Karen constantly about her children.
A annoys B bothers C disturbs D worries
- We her for her sister.
A misunderstood C confused
B mistook D misinterpreted
- His rudeness could to him being dismissed.
A raise B generate
C lead D build

• Multiple choice cloze

5 Read the text and choose the correct answer.

Many people claim to be able to know when someone is lying. According **1)** popular belief, all you have to do is look at a person's body language; when a person is lying he becomes nervous and fidgety, touches his nose, and bites his nails. However, a researcher at Portsmouth University, England, has arrived at an entirely different conclusion. Dr Samantha Mann carried **2)** research on the behaviour of suspects who had given **3)** statements in police interviews. Mann discovered that liars actually stay quite still. This is because they are aware that people are looking for body language that could suggest they are lying. Therefore, liars actually touch their noses 20% less than people who tell the truth. The same **4)** for eye contact. While it is generally thought that liars avoid eye contact and blink rapidly, in reality, people who are lying **5)** sure to maintain eye contact and control their blinking. With the findings of her research in mind, Mann claims that the best way to spot a liar is to look for people who are trying too hard to **6)** truthful.

- | | | | | |
|---|---------|-----------|------------|-------------|
| 1 | A from | B by | C to | D with |
| 2 | A up | B down | C in | D out |
| 3 | A wrong | B false | C mistaken | D incorrect |
| 4 | A goes | B comes | C stays | D moves |
| 5 | A keep | B make | C take | D do |
| 6 | A view | B display | C show | D appear |



Pisanie Opis postaci

A descriptive essay about a person is an essay in which we describe someone. It consists of:

- an **introduction** in which we state who the person is, as well as when, where, and how we first met them.
- a **main body** consisting of three paragraphs in which we describe their physical appearance, personal qualities, and hobbies and interests.
- a **conclusion** in which we give our general comments and express how we feel about the person. We mainly use the **present simple** tense when describing a person we know or see. When describing a person who we do not see any more or who is no longer alive, we use the **past simple** tense.

Descriptions of people can be found in narratives, articles, letters, etc and the writing style depends on the context and the audience. The style in essays should be formal.

Notes:

- When we describe someone's **physical appearance** we start with the general features (i.e. *height, build, age*) and move on to the more specific ones (e.g. *nose, eyes, hair, etc*). *Peter is a tall, well-built man in his late thirties. He has got short curly brown hair, blue eyes and a small nose.*
- When we describe someone's **personal qualities** we should support our description with examples or details. When we talk about a person's **negative qualities** we should use mild language (e.g. *seems to, can be ... at times*). *John's very friendly. He behaves in a pleasant way and likes to be with other people. He can be impatient at times. For example, he gets really annoyed when he has to wait for someone.*

1 Read the rubric and answer the questions.

Matura

Redakcja międzynarodowego czasopisma dla młodzieży ogłosiła konkurs literacki. Przedmiotem konkursu jest opis postaci (200–250 słów). Opisz osobę, która wywarła na Tobie duże wrażenie lub miała na Ciebie znaczący wpływ. Uwzględnij jej wygląd, charakter, zainteresowania i hobby. Wyjaśnij, dlaczego wybrałeś/-aś właśnie tę osobę.

- | | |
|--|--|
| 1 Who is going to read your essay? | 5 Which of the following should you use? |
| 2 What style should you use? | A a variety of adjectives |
| 3 What tenses should you use? | B linking words |
| 4 Which of the following people should you not write about:
<i>a teacher? a relative? a pop star?</i> | C colloquial expressions |

2 Read the model essay. Which paragraph:

- | | |
|---|---|
| 1 describes the person's character? | 4 describes your feelings for the person? |
| 2 describes the person's physical appearance? | 5 describes the person's interests? |
| 3 describes how you met the person? | |

1 I first met Coach Andrews when I joined the local sports club when I was only sixteen years old. He has been an inspiration to me ever since.

2 Coach Andrews is tall, well-built and very strong. He is in his mid-forties with short dark hair and bright blue eyes and he has got a very nice smile. Coach Andrews usually wears very casual clothes such as tracksuits, or jeans and T-shirts and trainers.

3 Coach Andrews is very energetic and outgoing and is always running around doing various things. He is an excellent coach. He is hardworking, good-natured and patient and he is very good at motivating athletes. He is also very friendly and loves meeting new people and he is great at cheering people up. However, he can be a bit tough and insensitive at times. For example, he doesn't hesitate to criticise athletes when they do something wrong or if he thinks they are being lazy.

4 It goes without saying that Coach Andrews is a fan of most sports and spends most of his time coaching tennis and squash. He also plays a lot of sport himself. He particularly likes watersports and often goes windsurfing and kite surfing.

5 In conclusion, I think Mr Andrews is a fantastic person and I am delighted to have him as my coach. He has helped me become a great basketball player and continues to inspire me to work at my game. He is a great person that I deeply respect and admire.



- 3 Read the essay again. List all the adjectives used to describe appearance and character.

Appearance	<i>tall</i>
Character	

- 4 Match the character adjectives to the definitions. Use them to talk about people you know.

1	<input type="checkbox"/>	cheerful	a	doesn't like working
2	<input type="checkbox"/>	outgoing	b	doesn't talk or act politely
3	<input type="checkbox"/>	popular	c	tells people what to do
4	<input type="checkbox"/>	sensitive	d	likes to spend time with people
5	<input type="checkbox"/>	generous	e	everyone likes them
6	<input type="checkbox"/>	patient	f	doesn't like to share things
7	<input type="checkbox"/>	selfish	g	is always happy & enthusiastic
8	<input type="checkbox"/>	lazy	h	doesn't mind waiting
9	<input type="checkbox"/>	rude	i	likes to give things to people
10	<input type="checkbox"/>	bossy	j	can be easily hurt

My friend Jenny is a cheerful person who is always happy and enthusiastic.

- 5 Complete the descriptions using the adjectives: *intelligent, ambitious, amusing, polite, impatient, kind-hearted, sociable, talkative.*

- Mary is so She never stops chatting.
- Enya is a very lady. She takes care of the old people on her street.
- David is always and treats everyone with respect.
- Diana is extremely and will do anything to succeed.
- Charlie is the most guy I know. He can make anyone laugh.
- I don't think anyone is more than Martin. He gets straight As in all his subjects.
- Liam is very and likes going out and meeting new people.
- Mrs Green is very and loses her temper when she has to wait for something.

- 6 Fill in with *good, well* or *kind*. Check in your dictionaries.

- | | | | |
|---|----------------|---|-----------------|
| 1 | -built | 5 | -dressed |
| 2 | -hearted | 6 | -mannered |
| 3 | -looking | 7 | -behaved |
| 4 | -natured | 8 | -humoured |

Use the phrases in sentences of your own.

My uncle is well-built. He's very strong and has large muscles.



• **Your turn**

- 7 Read the rubric and answer the questions.

Matura Na zadanie domowe masz opisać swojego przyjaciela/swoją przyjaciółkę. Pisząc tekst (200–250 słów), uwzględnij wygląd, charakter, hobby i zainteresowania opisywanej osoby oraz przedstaw swój stosunek do niej.

- Who is your best friend?
- What do they look like?
- What kind of person are they?
- What are their interests and hobbies?
- Why do you like them so much?

- 8 Use your answers from Ex. 7 and phrases from the Useful Language box to write your essay. Follow the plan below.

• **Plan**

- (Para 1) *name, where/when you met*
 (Para 2) *appearance*
 (Para 3) *personality*
 (Para 4) *hobbies/interests*
 (Para 5) *your feeling and comments about him/her*

Useful Language

- I first met ... • ... has been my close friend for ...

Appearance

- ... is quite good-looking/attractive, etc.
- ... tall and slim with blue eyes and fair hair.

Character

- ... is very outgoing. • ... is always friendly and loves ...
- ... has a great sense of humour.
- ... but can be aggressive/lazy/bossy, etc at times.

Feelings

- ... is very special to me.
- It's a pleasure to be with ...
- I am glad to have ... as my friend.

Czytanie Dobieranie

- 1 Describe your personality to the class. Use as many adjectives as you can. How many types of personalities do you think there are? Do the reading task and find out.

Matura Przeczytaj tekst, z którego usunięto cztery zdania. Dobierz brakujące zdania (A–E), tak aby otrzymać spójną i logiczną całość. W każdą lukę (1–4) wpisz literę, którą oznaczone jest brakujące zdanie. Jedno zdanie zostało podane dodatkowo i nie pasuje do tekstu.

- 2 Which words in the missing sentences helped you choose your answers?

Just the four of us

If we are all so unique, why is it that we are always trying to sort people by personality type? From the beginning of time, man has been putting people into **categories** by analysing their similarities and differences; and the number and variety of classifications of personality types is impressive to say the least.

1 This theory has its roots in antiquity and is based on the four natural elements, earth, air, fire and water. Over time, various forms of this basic theory developed. The ancient Greek physician Hippocrates believed that human emotions were caused by **fluids** in the body, which he called 'humours', and that these humours were responsible for the health and personality of an individual and made four groups: choleric, sanguine, melancholic and phlegmatic. He suggested the sanguines, for example, had an excess of blood, were **extrovert** and made friends easily, but were often late, forgetful, and sometimes sarcastic. This theory achieved great success and dominated Western thinking for over two thousand years until the 1700s, when physicians **proposed** the idea that people's **moods** were affected by chemicals in the blood.

Despite the decline in **popularity** of the theory of fluids, a large number of modern-day experts believe in the idea of four types of personality. 2 Nowadays, the sanguines are known as extroverts, but they actually **retain** much of the same characteristics described by Hippocrates. They are **outgoing** and energetic and love to party, but are not punctual, can be **messy** or **disorganised**, and prone to carelessness. Another modern-day category that many psychologists use is the analytical type, or what some of us refer to as the 'gadget-man'. The analytical personality is the one who likes to have every 'i' dotted and every 't' crossed.



Punctuality and order is of **prime** importance to them. 3 However, they tend to think too much and can be **gloomy** and irritable at times. A very common **label** given to another group of people is the dominant or pragmatic type. As the name suggests, the dominant personality type is self-confident and authoritarian. They might listen to others' opinions out of courtesy but they like to do things their own way. They are hands-on people and like to get the job done. Finally, there is the **amiable** type who loves peace and quiet and will do anything to avoid conflict and arguments. 4 They are **loyal**, **trustworthy** and helpful and find it very hard to say no.

Studying personality types may not be a pure science but it may help us appreciate that while we are different, we all have various strengths and good qualities and are valuable members of society. Putting people into categories may not always seem very wise but at the same time it does develop an understanding of different characters and shows that everyone should be **treated** with care and respect.

- A In fact, to a large extent, only the names given to the categories have changed.
- B The four personality types share some characteristics, though.
- C They are rarely ambitious because they tend to put others first far too often.
- D One of the most commonly followed methods of classification divides humans into four groups based on our **temperaments**.
- E They are neat and organised and have enormous self-discipline.

3 Match the words in bold in the text to their synonyms.

- dispositions • put forward • keep
- characters • favour • title • types
- foremost • liquids • handled

4 Match the highlighted words in the text to their antonyms below.

- shy • tidy • cheerful • unfriendly
- unfaithful • introvert • unreliable
- organised

5 Complete the sentences with the correct form of the verbs in the list: *affect, avoid, dominate, achieve, propose, retain, know, treat*.

- 1 Certain personalities will always try and control others.
- 2 In the 18th century, a new theory a lot of success.
- 3 The new theory still some of the old ideas.
- 4 It is very important people with respect, regardless of their weaknesses.
- 5 Is it true that chemicals in the blood people's moods?
- 6 Amiable people conflicts.
- 7 Hippocrates the idea that moods were caused by fluids in the body.
- 8 People who put others first are as amiable personality types.

6 Tell the class three things you have learnt from the text.

7 Think! Why do you think the study of personalities is important to so many people? Can you think of any practical uses for it? In three minutes write a few sentences on the topic. Tell the class.

8 [ICT] Which of the four personality types are you? Visit this site and do the quiz:
http://www.neoxenos.org/temperaments/temperament_test.htm.

Słuchanie Dobieranie

9 Do the listening task.

Matura Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat testów psychologicznych. Przyporządkuj poszczególnym osobom nagłówki, wpisując odpowiednie litery (A–F) w kratki. Jeden nagłówek został podany dodatkowo i nie pasuje do żadnej wypowiedzi.

- A UNITING THE HOME
- B FAILING TO SEE THE POINT
- C REORGANISING YOUR STAFF
- D REFUSING TO ACCEPT THE TRUTH
- E BEING RIGHT EVERY TIME
- F SELECTING TRUTHFUL STAFF

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Mówienie Odgrywanie roli

10 a) Read the rubric, then brainstorm for ideas under the headings in the rubric (e.g. *character strengths: kind, funny etc*).

Matura Przebywasz w letniej szkole językowej w Anglii. Porozmawiaj z kolegą/koleżanką ze szkoły o podziwianej przez Ciebie gwiazdzie muzyki – piosenkarzu/piosenkarce lub muzyku. W rozmowie uwzględnij poniższe kwestie:

negatywne cechy

mocne strony charakteru

wygląd

powody, dla których go/ją lubisz

b) Listen to two people doing the task. Which person are they talking about? Have all the points in the rubric been covered? What objections does the schoolfriend raise and how are they dealt with?

c) In pairs, use your ideas from Exs. 10a and 10b to do the task.

Quotations

Character is like a tree and reputation like its shadow. The shadow is what we think of it, the tree is the real thing.

Nelson Mandela, President of South Africa
(1994-1999)

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Matura

Repetytorium

Poziom rozszerzony

Express Publishing Matura Repetytorium. Poziom rozszerzony to najnowsza propozycja dla uczniów przygotowujących się do egzaminu maturalnego na poziomie rozszerzonym. Prezentuje zintegrowane podejście do rozwoju wszystkich sprawności językowych u uczniów na poziomie B2.

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**
 - sekcja **Speaking Bank** umożliwiająca powtórzenie funkcji językowych
 - sekcje poświęcone nauce pisania, ułatwiające 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 pisemną egzaminu na poziomie rozszerzonym oraz część ustną, dla której nie określa się poziomu



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