

Express Publishing

Matura

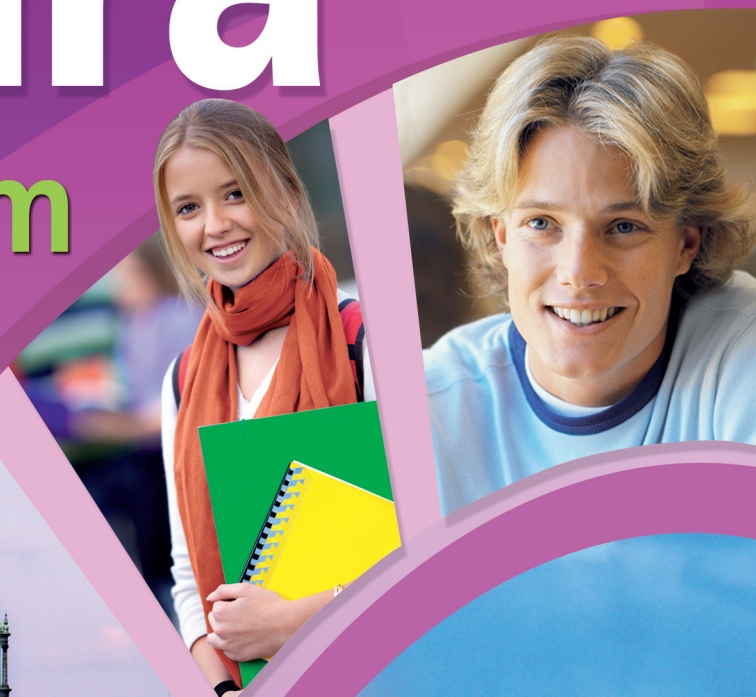
Repetitorium

Poziom rozszerzony

Podręcznik
do języka
angielskiego

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**Matura
2015**



Express Publishing

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WSTĘP

Oto nowa edycja publikacji **Express Publishing Matura Repetytorium. Poziom rozszerzony**. Przeznaczona jest dla maturzystów przygotowujących się do egzaminu wieńczącego ich pracę w szkole ponadgimnazjalnej. Materiał w niej zawarty został opracowany zgodnie z *Informatorem o egzaminie maturalnym z języka angielskiego od roku szkolnego 2014/2015* i zaprojektowany tak, aby uczniowie w obrębie każdego działu tematycznego mogli w zintegrowany sposób ćwiczyć wszystkie umiejętności wymagane w części ustnej i pisemnej egzaminu. Dzięki starannie opracowanemu materiałowi ćwiczeniowemu uczniowie – samodzielnie lub pod kierunkiem nauczyciela – nabędą i utrwalą wiedzę potrzebną do zdania egzaminu maturalnego zgodnie z zasadami obowiązującymi od 2015 r.

Niewątpliwą zaletą *Repetytorium* jest przejrzysty podział materiału na poszczególne sekcje:

- **15 tematów maturalnych** szczegółowo opracowanych w czternastu modułach oraz w pięciu sekcjach *Culture*;
- Sekcje poświęcone **nauce pisania**, ułatwiające opanowanie umiejętności tworzenia wypowiedzi pisemnych zgodnie ze zmienionymi wymaganiami egzaminu maturalnego;
- **Speaking Bank** – sekcja umożliwiająca powtórzenie funkcji językowych. Zawiera przydatne zwroty i wyrażenia wraz z ćwiczeniami aktywizującymi, co ułatwia przygotowanie do części ustnej egzaminu;
- **Vocabulary Bank** – sekcja, która zawiera pogrupowane tematycznie słownictwo z polskimi odpowiednikami oraz liczne ćwiczenia leksykalne;
- **Grammar Section**, w której uczniowie znajdą omówienie zasad gramatycznych z zakresu wymaganego na egzaminie wraz z ćwiczeniami;

Repetytorium może służyć jako:

- ✓ uzupełnienie ogólnego kursu języka angielskiego w szkole ponadgimnazjalnej (*Repetytorium* jako materiał uzupełniający może być stosowane już od pierwszej klasy szkoły ponadgimnazjalnej);
- ✓ podręcznik przygotowujący do egzaminu maturalnego w ostatnim roku nauki w szkole ponadgimnazjalnej;
- ✓ podręcznik, którego adresatami są przyszli maturzyści doskonalący swoje umiejętności na kursach przygotowujących do egzaminu maturalnego;
- ✓ publikacja wykorzystywana do samodzielnej pracy ucznia w domu.

Wszystkim korzystającym z niniejszej publikacji życzymy powodzenia na egzaminie maturalnym z języka angielskiego.

Zespół Wydawnictwa Express Publishing i EGIS

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*. More than one word can fit in each gap.

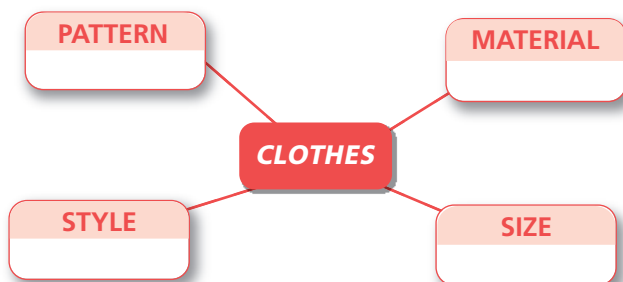
- | | | | |
|---|------------------|---|--------------|
| 1 | nose | 5 | lips |
| 2 | shoulders | 6 | cheeks |
| 3 | complexion | 7 | hair |
| 4 | eyes | 8 | face |

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	<input checked="" type="checkbox"/> embarrassed	a tears welling up
2	<input type="checkbox"/> anxious	b adrenalin rush
3	<input type="checkbox"/> excited	c hot, red face
4	<input type="checkbox"/> nervous	d heart pounding
5	<input type="checkbox"/> 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 (a-j) to the people (1-10) they describe.

a conservative	e gullible	h self-righteous
b impatient	f reliable	i sentimental
c moody	g self-confident	j sociable
d perfectionist		

- 1 George always wants things to be done without mistakes.
- 2 Katie loves going out and meeting new people.
- 3 Angie is very tender-hearted and likes to remember nice moments.
- 4 Mr Lyons is a trustworthy neighbour.
- 5 Joe is always in a rush and can never wait for anything.
- 6 It's easy to play jokes on Elaine; she believes everything you tell her.
- 7 Mrs Cook hates the idea of anything changing in the world.
- 8 Chris never has any doubts about himself or what he is capable of.
- 9 My sister is really temperamental – one minute she's happy and the next she's sad.
- 10 Sarah always thinks that her beliefs and behaviour are better than everyone else's.

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

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

- 1 Billy was **scared** when a big dog appeared.
- 2 Joanne felt **excited** when she rode her new motorbike for the first time.
- 3 Ruth was **shocked** when she saw the dirty hotel room.
- 4 Martin's **happy** because he passed his exams.
- 5 Harriet's cat is seriously ill and Harriet's **upset**.
- 6 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?

1

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.*



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

B His unique 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 consider 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 relationships with people.

C The Lion Whisperer is aware 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, and he hopes to raise people's awareness of the need to protect these **majestic** creatures.

Czytanie Dobieranie

- 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?

- 2** Read the rubric and do the reading task. Justify your answers.

Matura Przeczytaj tekst podzielony na trzy akapity (A–C) i pytania (1–4). Do każdego pytania dopasuj akapit. Jeden akapit pasuje do dwóch pytań.

	In which paragraph does the author	
1	suggest that lions react in a similar way to humans?	
2	mention a conventional method of controlling animals?	
3	state something he thinks the reader may find improbable?	
4	say that Kevin relies on his instincts?	

3 Read the text again and answer the questions.

- 1 Why is Kevin Richardson called 'The Lion Whisperer'?
- 2 How does Kevin bond with the animals?
- 3 What is special about his method?
- 4 What conclusions about lions can we draw from Kevin's work?
- 5 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.

- 1 To gain the animals' trust, he **deals/treats** them with respect.
- 2 He has a very **close/attached** relationship with the lioness.
- 3 Kevin aims to **rise/raise** awareness of the need to protect the animals.
- 4 You need patience if you want to **tie/bond** with a wild animal.
- 5 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.

- 1 to break down
- 2 exceptional
- 3 to himself a name
- 4 to accept sb
- 5 the secret in
- 6 gut
- 7 method
- 8 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.

Sluchanie Wybór wielokrotny

10 **1.2** Read the rubric and questions 1-3, then do the listening task.

Matura Usłyszysz dwukrotnie odtworzone nagranie trzech tekstów. Spośród podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

Recording 1

The conversation is mainly about

- A qualifications needed to become a vet.
- B acupuncture benefits for humans.
- C alternative ways of treating animals.

Recording 2

The speaker is

- A a schoolteacher.
- B a news announcer.
- C a charity worker.

Recording 3

What is the speaker's main point about dog ownership?

- A There is a tendency for owners to spoil their pets.
- B Owning more than one pet may be a mistake.
- C Few owners are aware of the benefits of training.

Mówienie Opis ilustracji i odpowiedzi na pytania

11 a) **Matura** Opisz zdjęcie.



b) **Matura** Odpowiedz na pytania.

- 1 How do you think the person in the picture feels?
- 2 Why is it that people like animals so much?
- 3 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 sentence 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 anymore.
FASHION Those trousers
..... for quite some time.
- My parents' 20th anniversary is in September.
HAVE This September my parents
..... 20 years.
- 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.

Znajomość środków językowych

Układanie fragmentów zdań

- 3** **Matura** Uzpełnij zdania (1–4), wstawiając podane w nawiasach wyrazy w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów. Dodaj niezbędne elementy, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

- How thoughtless of you! You (could/send/email) to let me know you would be away on holiday for two weeks!
- She should be ashamed of herself. It was (wrong/she/reveal) his secret.
- Dave (give up/play) the guitar since he started his university course.
- Why not take up cycling? (apart/keep/you/fit), it costs next to nothing.

Znajomość środków językowych

Zadanie z luką

- 4 **Matura** Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

particular tease populate
people be joke

Red hair is rare!

What did Elizabeth I, Napoleon, Thomas Jefferson and Winston Churchill all have in common? Well, as well as being four of the most renowned leaders in world history, they 1) also all 'redheads'! Red hair is the rarest natural hair colour in humans and today only around 1% of the world's 2) 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) in Britain, redheaded people continue to be the victims of discrimination. Redheaded schoolchildren are often called offensive names and even some redheaded adults claim to have suffered from bullying in the workplace. Most people think that joking about redheads is harmless fun, but redheaded Britons can sometimes get upset when they 4) about their hair.



• Lexical multiple choice items

- 5 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

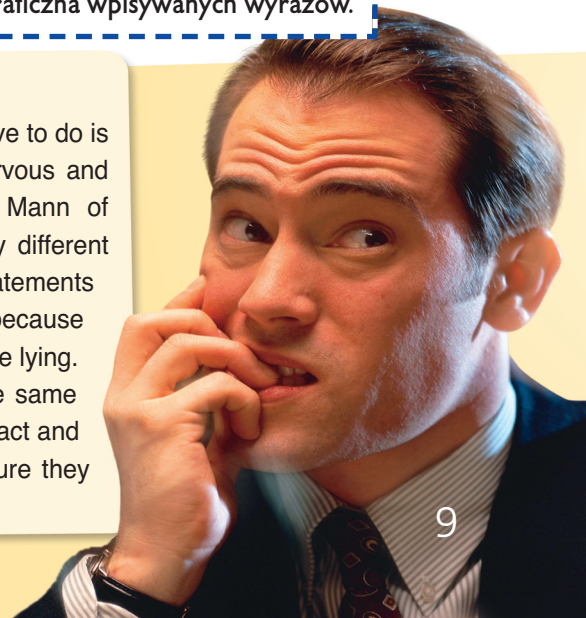
Znajomość środków językowych

Zadanie z luką

- 6 **Matura** Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

The Truth about Lying

It's easy to know when someone is lying, right? 1) 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, Dr Samantha Mann of Portsmouth University, England has come 2) an entirely different conclusion. Researching the behaviour of suspects who had given incorrect statements in police interviews, Mann discovered that liars actually stay quite still. This is because they know that people are looking for body language that could suggest they are lying. Therefore, liars actually touch their noses 20% less than truthful people. The same 3) for eye contact. You may think that liars avoid eye contact and blink rapidly, but in fact, people who are 4) lies make sure they maintain eye contact with the interviewer and control their blinking.



Pisanie Rozprawka

(Opinion essay)

An **opinion essay about a person** is an essay in which we describe someone and justify our viewpoints about them. It consists of:

- an **introduction** in which we state who the person is, as well as how we know them, where appropriate.
- a **main body** consisting of three paragraphs in which we give our opinion on their physical appearance and/or personality, their hobbies and interests, and their effect on/relationship with others.
- a **conclusion** in which we express our feelings/general opinion about the person.

We usually use the **present simple** tense or modals like *would*, *should*, *ought to*. If we are writing about someone who is no longer alive or who we don't see anymore, we use the **past simple**. Opinions on people can be found in narratives, articles, letters, etc but the style in essays should always be formal.

Note:

- Descriptions of people can be **factual** (*Peter is a tall well-built man in his late thirties. He has got short curly brown hair and twinkling blue eyes.*) or **hypothetical** (*The ideal model would have good proportions and long legs. She should be neither too plump nor too thin.*).
- When describing someone from our own personal viewpoint or opinion, we should justify this with reasons or examples.
John is the friendliest person I know. He behaves in a pleasant way and likes to be around other people. For me, a good nurse has to be sympathetic and caring. That's because many patients can be demanding.

1 Read the rubric and answer the questions.

Matura Międzynarodowy magazyn dla nastolatków ogłosił konkurs na tekst przedstawiający cechy idealnego nauczyciela. Napisz rozprawkę (200–250 słów), w której wyjaśnisz, jakie cechy Twoim zdaniem powinien posiadać idealny nauczyciel i w jaki sposób mogłyby one pozytywnie wpływać na uczniów.

- 1 Who is going to read your essay?
- 2 What style should you use?
- 3 What tenses/verb forms should you use?
- 4 Which of the following should you use?
A a variety of adjectives B linking words
C colloquial expressions

2 Read the model essay. Which paragraph:

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | describes the person's character? |
| 2 | <input type="checkbox"/> | describes the person's physical appearance? |
| 3 | <input type="checkbox"/> | introduces the person you are writing about? |
| 4 | <input type="checkbox"/> | describes your overall view of the person? |
| 5 | <input type="checkbox"/> | describes the person's interests? |

A An ideal teacher is quite difficult to define and some people would say such a person doesn't exist. However, my ideal teacher would probably combine all the good points from some of the excellent teachers I have had in the past.

B In the first place, I consider a teacher's appearance to be quite important. Obviously, physical characteristics are not a matter of choice, but a teacher has a distinct advantage if they are tidy and well-dressed, without being showy. Thus, they can command respect in the classroom as the students are more likely to take them seriously.

C More vital than appearance, however, is the teacher's personality. It goes without saying that the ideal teacher is committed to their subject. In this way, they inspire the interest of their students and encourage them to learn more. Not only that, but they should be hardworking, good-natured and patient, since teaching is a demanding profession with many learners requiring individual attention.

D Finally, I believe an ideal teacher ought to be a fully-rounded person with outside interests, not just an academic specialist. For example, they should play sports or have artistic interests such as the cinema so that students would be able to relate to them on a personal as well as an academic level.

E To conclude, I think that my ideal teacher would ensure that students enjoyed their lessons. Einstein, himself a teacher, said that the supreme art of the teacher is to "awaken joy in creative expression and knowledge".



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

Appearance	<i>smart</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 in 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 Anglojęzyczny magazyn młodzieżowy ogłosił konkurs na tekst przedstawiający cechy idealnego przyjaciela. Napisz rozprawkę (200–250 słów), w której wyjaśnisz, jakie cechy Twoim zdaniem powinien posiadać idealny przyjaciel i co można zyskać dzięki takiej przyjaźni.

- What should an ideal friend look like?
- What kind of personality should they have?
- What kind of things should they be interested in?
- Why would you enjoy spending time with them?

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

• **Plan**

- (Para 1) *introduce the topic*
 (Para 2) *person's appearance and why (not) important*
 (Para 3) *person's personality and why important*
 (Para 4) *his/her hobbies/interests and why relevant*
 (Para 5) *your feelings/general opinion about friendship*

Useful Language

Appearance

- ... should be good-looking, attractive, etc.
- ... should have a kind sympathetic face.
- ... shouldn't have to wear trendy clothes.

Character

- ... should be friendly and outgoing.
- ... should definitely have a sense of humour.

Feelings

- ... should be a pleasure to be with because ...
- I would be glad to have such a valuable friend.
- For me,/In my view,/I believe the ideal friend should ...

Czytanie Wybór wielokrotny

- 1 Describe your personality to the class. Use as many adjectives as you can.
- 2 Read the rubric, then do the reading task. Justify your answers.

Małura Przeczytaj dwa teksty na temat cech osobowości. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B, C albo D.

A An Awkward Situation

April 23 – Mr and Mrs James came to meat tea* and we left directly after for the Tank Theatre. We got a bus that took us to King’s Cross and then changed into one that took us to the Angel. Mr James each time insisted on paying for all, saying that I had paid for the tickets and that was quite enough. We arrived at the theatre, where I walked **ahead** and presented the tickets. The man looked at them and called out: “Mr Willowly! Do you know anything about these?” holding up my tickets. The gentleman called to came up and examined my tickets and said: “Who gave you these?” I said, rather indignantly: “Mr Merton, of course.” He said: “Merton? Who’s he?” I answered, rather **sharply**: “You ought to know, his name’s good at any theatre in London.” He replied: “Oh! is it? Well, it ain’t no good here. These tickets, which are not dated, were issued under Mr Swinstead’s management, which has since changed hands.” While I was having some very unpleasant words with the man, James, who had gone upstairs with the ladies, called out: “Come on!” I went up after them, and a very **civil** attendant said: “This way, please, box H.” I said to James: “Why, how on earth did you manage it?” and to my horror he replied: “Why, paid for it of course.”

This was humiliating enough, and I could scarcely follow the play, but I was doomed to still further humiliation. I was leaning out of the box, when my tie – a little black bow which fastened on to the stud by means of a new patent – fell

into the pit below. A

clumsy man, not noticing it, had his foot on it for ever so long before he discovered it. He then picked it up and **eventually** flung it under the next seat in disgust. What with the box incident and the tie, I felt quite **miserable**. Mr James was very good. He said: “Don’t worry – no one will notice it with your beard. That is the only advantage of growing one that I can see.” There was no occasion for that remark, for Carrie is very proud of my beard. To hide the **absence** of the tie I had to keep my chin down the rest of the evening, which caused a pain at the back of my neck.

April 24 – Could scarcely sleep a wink through thinking of having brought up Mr and Mrs James from the country to go to the theatre last night, and his having paid for a private box because our order was not honoured, and such a poor play too. I wrote a very **satirical** letter to Merton, who gave us the pass, and said, “Considering we had to pay for our seats, we did our best to appreciate the performance.” I thought this line rather cutting, and I asked Carrie how many p’s there were in appreciate, and she said, “One.” After I sent off the letter I looked at the dictionary and found there were two. Awfully **vexed** at this.

Adapted from ‘The Diary of a Nobody’ by George and Weedon Grossmith

**also known as high tea - served as an evening meal, often including cold meats.*

- 1 Mr Willowly did not accept the writer’s theatre tickets because
 - A they didn’t have Mr Merton’s name on them.
 - B he didn’t know when they had been issued.
 - C the new management no longer recognised them.
 - D they had got the wrong date on them.
- 2 The writer’s embarrassment continued when
 - A an acquaintance of his failed to acknowledge him.
 - B he had forgotten to shave that evening.
 - C his wife Carrie made a silly comment.
 - D he lost an item of his clothing.
- 3 The writer was annoyed with himself after posting the letter because he
 - A had cut himself on the notepaper.
 - B had made a spelling mistake.
 - C knew Mr Merton would be unappreciative.
 - D had misunderstood what Carrie told him.

B

Just the four of us

It seems we have always been fascinated with **categorising** people into personality types. As far back as ancient times, it was believed that human **temperament** is divided into four groups, based on the four natural elements: earth, air, fire and water.

Over time, various forms of this theory developed. The ancient Greek physician Hippocrates **proposed** that personality was **determined** by fluids in the body, which he called 'humours'. These humours were responsible for the health and emotions of an individual. Interestingly, four groups were represented again: choleric, sanguine, melancholic and phlegmatic, each with its own distinct characteristics. This theory **remained** popular until the 1700s, when Western thinking introduced the idea of people's **moods** being affected by chemicals in the blood.

Although neither of these theories on the cause of personality differences are widely accepted today, many modern experts still **maintain** the concept of four basic personality types. Only the names have changed. The choleric are **dominant**, pragmatic types. Napoleon was one of these. The sanguines are the sociable extroverts. Melancholic types translate into thoughtful, analytical types like Shakespeare's Hamlet. Finally, a phlegmatic personality would now be known as the **amiable** type, who tends to be quiet and self-sacrificing.

So whatever type you are, the bottom line is: Don't take yourself too seriously! Learn to laugh at your mistakes and see the positive effects! Most doctors hold the view that cultivating this attitude is critical if you want to stay healthy in mind and body.

- 4 The writer of Text B suggests that
- A our state of health depends on our particular personality type.
 - B what causes personalities to differ is still widely disputed.
 - C theories on personality types all follow a similar pattern.
 - D the Greeks had the most interesting personality type theory.
- 5 From both texts we learn
- A why we shouldn't be overly critical of others.
 - B why a sense of self-importance can be undesirable.
 - C how our behaviour can upset others without our realising it.
 - D how certain personality types have an advantage over others.

- 3 Explain the words in bold.

- 4 **Think!** Imagine you were in the writer's situation in Text A? How would you react?

Słuchanie Dobieranie

- 5  1.3 Do the listening task.

Matura Usłyszysz dwukrotnie odtworzone nagranie czterech wypowiedzi na temat testów osobowości. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A fails to see the point.
- B has experienced staff reorganisation.
- C refuses to accept the truth.
- D says the tests are right every time.
- E aims to select truthful staff.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Mówienie Odgrywanie roli

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

Matura Porozmawiaj z kolegą/koleżanką z Anglii o podziwianej przez Ciebie słynnej postaci ze świata muzyki. W rozmowie uwzględnij następujące kwestie:


cechy negatywne

zalety charakteru

wygląd

dlaczego go/ją lubisz

- b) In pairs, do the task.

- c)  1.4 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 friend raise and how are they dealt with?